

PROGRAM MANUAL

for

M.Ed. in Counseling and Human Services

M.Ed. in Elementary School Counseling

M.Ed. in Secondary School Counseling

M.Ed. in International Counseling

Certificate in International Counseling

Counseling Psychology Program

Department of Education and Human Services

College of Education

Lehigh University

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Signature of the Counseling Psychology Programs

We are a small, intimate group of faculty and graduate students committed to the general premise of helping others. Our strength is our size. We currently have five faculty and admit approximately 5-6 doctoral students and 20-30 masters students every year. Our attention is focused on striving for the affirmation of diversity and social justice in all realms. We believe in the importance of training scientist-practitioners such that we attend to how scholarship informs practice and practice informs scholarship. Our competency-based program prepares students to work with individuals, families, groups, schools, and communities, as well as become agents of social change. To this end, we expect our students to become leaders in their chosen career within their desired professional setting.

This program manual is designed to provide an overview of the two M.Ed. programs within the Counseling Psychology (CP) Program --- (1) Counseling and Human Services and (2) School Counseling (Elementary/Middle and Secondary/Jr. High concentration) --- as well as the 30-credit M.Ed. in International Counseling and the 12-credit Certificate in International Counseling. This manual also intends to answer some of the more common questions asked by students and prospective students and to serve as a resource for faculty in the program and other university and outside personnel who need information about the CP program generally. The College of Education Graduate Student Handbook contains information about college and university-wide requirements and/or deadlines. Although the Counseling Psychology Faculty endeavor to provide as much information as possible directly to the student, the student still bears the responsibility for timely completion of university and program deadlines and requirements.

Philosophy of the M.Ed. Counseling Programs

The changing nature of the American family, increasing diversity in the composition of the U.S. population, advances in technology, and a global economy pose new risks to children in schools in the Commonwealth of Pennsylvania and in the U.S. generally, as well as to adolescents and adults living in and working in a variety of circumstances and settings. Professional counselors work in the context of the contemporary American educational and social service systems to reduce and/or to prevent these mental health risks. Professional counselors provide direct counseling assistance to individuals and groups, conduct workshops, classes, consultation, and prevention programs to assist in developing coping skills for living in a complex society. The professional counselor must be sensitive to a wide array of issues that supplement the basic missions of the institutions that employ them (e.g., schools, work sites, community agencies).

Master's Mission Statement

The master's programs in counseling at Lehigh University prepare students to function in professional roles that include three key ecological targets of intervention settings: the community, the school, and the family. The faculty seeks to produce counselors who can conceptualize and intervene in preventative, developmental, and therapeutic ways to assist a broad cultural cross-section of individuals to improve their understanding, adjustment, and daily functioning across the lifespan. The concept of social justice provides an overarching framework for Lehigh's counseling programs. Students are sought who will appreciate and embrace both the social justice framework as well as the scientific and empirical underpinnings of the counseling field, and work to apply them in culturally appropriate ways.

Lehigh University Non-Discrimination Statement

Lehigh University seeks talented faculty, staff, and students from diverse backgrounds. Lehigh University does not discriminate on the basis of age, color, disability, gender, gender identity, marital status, national or ethnic origin, race, religion, sexual orientation, or veteran status in any area, including: student admissions; scholarship or loan awards; athletic, co-curricular, recreational, or social programs; academic programs, policies, or activities; and employment and employment development. Questions and complaints about this policy should be directed to: The Provost or The Vice President for Finance and Administration, Alumni Memorial Building, Lehigh University, Bethlehem, PA 18015.

Students with Disabilities

Students with an identified learning disability may qualify for accommodations in coursework and program requirements. Students are encouraged to contact Cheryl Ashcroft in the Office of Academic Support Services (610-758-4152; caa4@lehigh.edu) for assistance in these matters. Students are encouraged to discuss disability matters with CP faculty.

Policy on Harassment

The CP program strongly supports Lehigh University's policy on harassment based on age, color, disability, gender, gender identity, national or ethnic origin, race, religion, sexual orientation, or veteran status. This policy applies not only to interactions between faculty and students, but also to interactions among students themselves, between doctoral student supervisors and their master's level supervisees, and between field supervisors and students. Harassment policies pertain as well to interactions between graduate students and undergraduate students during teaching and/or research apprenticeships, and other on-campus responsibilities. A student may request confidential consultation or issue a complaint.

Information on whom to contact is available at this link:

<http://www.lehigh.edu/~inprv/faculty/harassmentinformation.html>. Copies of the policy are available in the department chair's office.

M.Ed. Degree Programs in Counseling at Lehigh University

These professional preparation programs reflect the increasing level of skills and competencies required for certification as a counselor in the Commonwealth of Pennsylvania, as well as new regulations governing Professional Counselor Licensure in Pennsylvania. The M.Ed. program is designed to provide the basic coursework as well as the specialized counseling "common core" coursework, and practical experience and professional concentration for certification as an elementary or secondary counselor in the Commonwealth of Pennsylvania; as preparation for further graduate study (i.e., doctoral study [see Ph.D. program manual]). Both the elementary and secondary school counseling programs lead to Pennsylvania Department of Education (PDE) certification for school counseling practice.

Licensed Professional Counselor. In 1987, the Pennsylvania legislature passed a counselor licensure law (P.L. 220, No. 39) governing the professional practice of counseling. It was amended in 2012 via House Bill 816. This bill is based upon a 48-credit master's program and 12 additional credits beyond the master's degree. Students must also pass the NBCC examination and complete three years or 3,000 hours of supervised counseling experience. Bylaws and applications can be found at the website for the Board of Social Work, Marriage and Family and Professional Counselors in Harrisburg, PA. (See <http://www.pacode.com/secure/data/049/chapter49/chap49toc.html>)

Pennsylvania Department of Education (PDE) Certification. Students completing the elementary or secondary school counseling program successfully will be recommended for certification as an elementary or secondary counselor in the Commonwealth of Pennsylvania. Upon completion of courses required for certification, the program director advises the dean of the College of Education who acts as the certification officer in recommending certification of a particular student to the PDE. After the recommendation is made, PDE will make the decision about issuing certification.

These M.Ed. programs maintain a balance between the practice of counseling and the social and psychological science undergirding that practice. The counselor's role is defined broadly as being composed of direct and indirect services with a developmental/preventive emphasis, including individual, group, family counseling, consultation, career development, assessment, prevention, training, research, and program evaluation.

CRIMINAL AND HEALTH CLEARANCES FOR STUDENTS IN COE PROGRAMS

This policy covers the clearance requirement of field-based or research experience in child-focused settings as part of the degree or certification program (referred to as "field experience" in the rest of this section) for all professionals-in-training in all College of Education (COE) programs. For purposes of this policy, *child-focused settings* include all schools and organizations whose activities involve children from birth through age 21. Examples of such organizations include, but are not limited to the following:

- Civic organizations; for example, Scouts
- Religious organizations; for example, Sun. School, CCD

- Community education organizations; for example, YMCA/YWCA, PBA athletic teams
- Youth and family service agencies; for example, Broughal Family Center, Pinebrook Family Services, Valley Youth House
- Social/support groups; for example, Children of Divorce, LGBTQI youth services, social skills groups
- Residential settings

This policy aligns with the Pennsylvania Department of Education’s (PDE) regulation that is intended to protect children and reflects changes to Section 111 of the Pennsylvania Public School Code (referred to as “School Code” in the rest of this document) effective September 28, 2011.

Program Requirements: This policy represents the minimum requirements for programs and professionals-in-training with respect to criminal and health clearances. Individual programs and/or child-focused settings can set more stringent requirements.

Clearance Requirement: All COE students who come into contact with children through field experience are required to obtain and present the following **original** and **current** (not older than one year) clearance documents to the Office of Teacher Certification and Field Placements (OTC):

Pennsylvania and federal criminal clearances provide a record of all arrests, charges and convictions:

- PA State Police Criminal Records Check (Act 34)
- PA Child Abuse Clearance (Act 151)
- Federal Criminal History Record (Act 114)

The **health clearance** provides a record of tuberculosis:

- Mantoux Tuberculosis Screening; result of a chest X-ray; or blood test

Professionals-in-training who are currently employed by a school district and have clearances on file in that district may complete a **School Clearances Waiver** obtained from the OTC. The **original** document signed by an authorized school district official must be presented to the OTC. A waiver on file in the OTC allows a professional-in-training to complete field experiences in that particular school district. In order to be eligible for field experiences in other PreK-12 settings, professionals-in-training must obtain and present all four **original** and **current** clearance documents to the OTC. Any of the criminal or health clearances that are not on file with a school district must be presented to the OTC as original and current documents.

Notification of Clearance Requirement: The COE notifies professionals-in-training of its clearance requirement in multiple ways.

- *College of Education Acknowledgement of College Policy on Clearances* requires applicants to acknowledge the policy in order to submit a complete online application
- Letter of admission to a COE program signed by the dean reminds prospective professionals-in-training to apply for their clearances as outlined on the COE website
- Detailed clearance information, including application instructions, from the OTC via email to all newly matriculated professionals-in-training

Responsibilities of Professionals-in-Training: Upon admission to any of the COE’s six programs, prospective professionals-in-training bear sole responsibility for obtaining all four clearance documents, including the specific actions noted below.

- Applying for clearances upon admission to a COE program
- Maintaining current clearances throughout the degree or certification program
- Pursuing all actions required in response to a clearance outcome; for example, expungement proceedings
- Providing original clearance documents for authorized review in a child-focused setting

Criminal Clearance Record: Seven categories of criminal record emerge from the School Code:

Category 1: “No record exists” qualifies professionals-in-training for a field experience. The following notations are deemed equivalent to “no record exists”:

Non-conviction/Quashed/Dismissed/Demurrer Sustained
Non-conviction/Nolle prossed/Withdrawn

Category 2: School Code Section 111(e) crimes: The School Code permanently excludes from school employment individuals convicted of a Section 111(e) crime. The COE permanently excludes such individuals from field experience.

Category 3: Felony offenses: The School Code states that conviction of any felony of the first, second or third degree, not listed in School Code Section 111(e), prohibits individuals from school employment for ten years after the expiration of the sentence. The COE permanently excludes such individuals from field experience.

Category 4: First-degree misdemeanors: The School Code states that conviction of any first-degree misdemeanor, with the exception of a second conviction of driving under the influence of alcohol or a controlled substance (DUI), prohibits individuals from school employment for five years after the completion of the sentence. The COE excludes such individuals from field experience for five years after completion of the sentence. After this five-year exclusion, the COE will determine eligibility for field experience on a case-by-case basis as described below.

Category 5: DUI second offense: The School Code states that a second DUI conviction prohibits individuals from school employment for three years after the completion of the sentence for the most recent offense. The COE excludes such individuals from field experience for three years after completion of the sentence for the most recent offense. After this three-year exclusion, the COE will determine eligibility for field experience on a case-by-case basis as described below.

Category 6: Second- and third-degree misdemeanors and summary offenses: The School Code allows discretion in the employment of individuals convicted of second- and third-degree misdemeanors and summary offenses. A DUI first offense is included in this category. The COE will determine eligibility for field experience on a case-by-case basis as described below.

Category 7: Arrest or charge, without conviction, of crimes in categories 2-5: The School Code allows discretion in the employment of individuals who have been arrested or charged, but not convicted, of crimes in categories 2-5 above. The COE will determine eligibility for field experience on a case-by-case basis as described below.

Criminal Clearance Record Categories 2-3: Permanent Exclusion from Field Experience and Withdrawal from Certification Program: When a professional-in-training has been convicted of a crime described in categories 2-3, such an individual is permanently excluded from field experience. Because this exclusion will prevent the individual from successfully completing courses that require field experience, he or she becomes unable to complete the certification program and must withdraw from it. This individual is required to sign and submit an original *Acknowledgement of Criminal Record Ineligibility for Field Placement* to the OTC.

Criminal Clearance Record Categories 4-7: Eligibility for Field Experience: Determination of eligibility. Eligibility for field experience is determined by the program director and the Director of the Office of Teacher Certification (referred to as “OTC director” in the rest of this document), in consultation with other university offices, as appropriate. The purpose of case-by-case determination regarding eligibility for field experience in categories 4-7 is to insure a safe environment for all children in child-focused settings and to acknowledge the human condition of indiscretion and non-constructive choices. The COE strives to balance these equally important considerations in administering this policy. The following case-by-case circumstances will be considered in determining eligibility for field experience:

- The nature of the arrest/charge/conviction, including ramifications in a child-focused setting
- Recidivism (multiple arrests/charges/convictions related to a single crime and various crimes)
- Time elapsed since most recent arrest/charge/completion of the sentence for the most recent conviction
- Compelling evidence of rehabilitation

Professionals-in-training must be aware that, while the COE may determine that an individual with a category 4-7 record is eligible for field experience, personnel in a child-focused setting retain the right to decide whether or not they will host such an individual for field experience. The *Acknowledgement of College of Education Policy on Clearances* signed and submitted with the COE application advises applicants of this caveat.

If the COE determines that a professional-in-training with a category 4-7 record is eligible for field experience, the OTC will pursue an appropriate placement until the second refusal. Once a second child-focused setting has refused to host an individual because of this record, the OTC will no longer pursue a field placement on this individual's

behalf. In keeping with COE field placement procedures, a professional-in-training may locate a field placement host and provide this information to the Coordinator of Teacher Field Placements (Coordinator) in the OTC, who will arrange the placement details. The Coordinator must receive this information no later than Friday of the third week of classes. All field placement experiences must be completed through the OTC.

When a child-focused setting agrees to host a professional-in-training with a category 4-7 record, an authorized official of the host institution signs and submits an original *Acknowledgement of Criminal Record Placement* to the OTC.

If the COE determines that a professional-in-training with a category 4-7 record is not eligible for field experience, the individual is notified in writing by the OTC director and is asked to sign and submit an original *Acknowledgement of Criminal Record Ineligibility for Field Placement* to the OTC.

Appeal of ineligibility. Professionals-in-training who have been ruled ineligible for field experience as a result of a category 4-7 record have the right to appeal this decision. To do so, they should follow the *Course-related Non-Grade Grievance* process (see the *Grievances* section of this manual or in the Education and Human Services student handbook).

Criminal Clearance Record Categories 4-5: Eligibility for PDE Certification: As noted above, a category 4 conviction (first-degree misdemeanors) prohibits individuals from school employment for five years after the completion of the sentence and a category 5 conviction (DUI second offense) prohibits individuals from school employment for three years after the completion of the sentence for the most recent offense. Professionals-in-training must be aware that PDE may withhold a certificate for the period of time during which an individual is prohibited from school employment.

Notice of Arrest or Conviction: The College requires that any professional-in-training who is currently enrolled in a degree or certification program must notify the OTC within seventy-two (72) hours of an arrest, charge or conviction that occurred since the most recent criminal clearances were submitted to the OTC.

Health Clearance Record: The Mantoux Tuberculosis Screening must be “negative”; the result of a chest X-ray must be “clear”; or the result of a blood test must be “negative” as documented by the signature of a licensed medical professional. Any other outcome disqualifies professionals-in-training from a field experience.

Clearance Record Confidentiality: Any professional-in-training whose criminal clearance record indicates other than “no record exists” (meaning a category 2-7 record) or whose health clearance record indicates other than “negative” or “clear” must discuss the record with the OTC director. In order to determine the individual’s status with regard to field placement and program or degree enrollment, this information may be shared with other university personnel in accordance with the Family Educational Rights and Privacy Act (FERPA).

In addition, child-focused settings that host field placements may request to review a professional-in-training’s criminal and health clearances.

Lehigh University Code of Conduct

The university’s expectations for student behavior are detailed in its Code of Conduct. Please familiarize yourself with those expectations at:

www.lehigh.edu/~indost/conduct/handbook/sect6.shtml

Programs in School Counseling

The curricula and PDE standards for our school counseling programs are detailed in this section.

M.Ed. in Elementary School Counseling Curriculum

Shared Core Courses (21 cr.)

- _____ CPsy 427 (3) Assessment and Appraisal in Counseling
- _____ CPsy 436 (3) Culture-Centered Career Intervention
- _____ CPsy 442 (3) Counseling and Therapeutic Approaches
- _____ CPsy 471 (3) Diversity and Multicultural Perspectives
- _____ CPsy 472 (3) Human Development Across the Lifespan
- _____ Educ 403 (3) Research
- _____ CPsy 451 (3) Helping Skills†

School Counseling Track (18 cr.)

- _____ CPsy 445 (4) Elementary & Secondary School Counseling - I
- _____ CPsy 448 (4) Elementary & Secondary School Counseling - II
- _____ CPsy 449 (4) Elementary & Secondary School Counseling - III
- _____ SpEd 332 (3) Education and Inclusion of Individuals with Special Needs in K-12
- _____ SpEd 465 (3) Advanced Inclusionary Practices in K-12

Clinical Training (6 cr.)

- _____ CPsy 480 (3) Master's Internship I
- _____ CPsy 483 (3) Master's Internship II

Specialty and Technology Requirement

- _____ 1 advisor approved electives (3)
- _____ Electronic Portfolio Completion Form Signed Off

Technology Requirement (An [Electronic Portfolio](#) is required, student must post it to Web space), complete [online registration](#) each semester, orientation from [Jean Johnson](#) on use of the portal, use [Course Site Information](#) for at least one course, and take at least one Information Resources Mini Course as well as participate in the [LU CP Listserv](#))

Total Credits = 48

† Students seeking LPC status should also register for 1 credit of CPSY479 Master's Practicum in the spring semester prior to internship. Students should also register for CPsy 439 and CPsy 430 as two of their additional courses for licensure.

PDE Standards Elementary School Counseling

I. Academic Foundations

___ I.A. History and philosophy of school counseling, and current trends in elementary school counseling and education

___ I.B. Physiological and psychological growth and development of individuals with emphasis on children and early adolescents including:

- personality theory and self-concept,
- family dynamics,
- normal and abnormal behavior,
- learning theories,
- cognitive and moral development,
- psychology of exceptional students

___ I.C. Social and cultural influences on child development including:

- cultural change and diversity,
- respect for self and others,
- gender and ethnic identification,
- family structures,
- differing life patterns,
- substance abuse,
- violence intervention strategies

___ I.D. Theories, models, and processes of counseling and consultation including:

- group dynamics and processes,
- crisis prevention and management

I.E. Career choice and subsequent life style including:

- self-awareness and investigating personal interests,
- work values and attitudes,
- relationship of self to the world of work,
- gender stereotyping in career choice,
- career exploration, occupational and educational information,
- career development exploration techniques,
- life-long learning

___ I.F. Assessment techniques including:

- methods of data gathering, statistics, and research design,
- evaluation, testing, and interpretation,
- case study of individual differences, identification of risk and protective factors,
- behavioral observation techniques, portfolios, and authentic assessments,
- formulating plans for facilitating personal, educational, and social growth and change,
- report writing

___ I.G. Organization and management of school counseling programs including:

- multidisciplinary instructional support teams,
- transition processes,
- roles of the school counselor,
- development and evaluation of a guidance program,
- assuring equitable access for all students,
- public relations strategies

___ I.H. School curriculum design including:

- operational components of the school system,
- elementary education curriculum program design,
- operation of child study and other support services

___ I.I. Technology for information management and processing, program management, and communication

___ I. J. Characteristics and identification of the range of exceptional students

___ I. K. Identification and provision of services for at-risk children and exceptional needs students

II. Performances

- ___ • laboratory experiences, providing observation and participation,
- ___ • supervised counseling practicum experiences, prior to and separate from the field experience, providing direct service with individuals and groups (60 clock hours),
- ___ • internship/ supervised field experiences, that provide actual on-the-job experiences for a minimum of an additional 300 clock hours (over and above the 60) to include instructional experience and a minimum of 70 hours of direct service with individual and group clients.

III. Professionalism

- ___ III.A. Professional organizations, journals, conferences and other sources of professional Development
- ___ III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code Of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations.
- ___ III.C. Cultivating professional relationships and collaborating with school colleagues, organizations and other community agencies to improve student learning.
- ___ III.D. Communicating effectively with parents/guardians, business and industry, and other agencies, and the community at large to support learning by all students.

PDE Standards For Diverse Learners

Competency Group: Adaptations and Accommodations for Students with Disabilities in Inclusive Settings

III_A-N Competency: Assessments

___ Using assessment data to monitor performance, identify needs, inform instructional plan, and determine special education placement decisions and eligibility

== >B. Example: Active members of RtI teams that use each of the methods of assessment during team meetings to determine educational strategies

== >C. Example: Use summative assessments to modify the guidance curriculum, targeting specific groups for remediation, and identifying additional services and/or educational approaches that are likely to positively impact performance;

___ Understanding the evaluation process and articulate findings

== >D. Examples: Help parents and students better understand test results, e.g., PSAT and SAT testing;
As a member of IEP teams and to communicate with parents.

___ Understanding the components of the Individualized Education Plan (IEP)

== >E. Examples: As a member of IEP teams and to communicate with parents;

Helping to develop measurable goals, specially designed instruction, adaptations, accommodations, supplementary aids and services and supports for school personnel; Coordinate special education services in some schools

== >F. Example: Conference with parents, planning with team members

== >G. Create an intervention plan using assessment information related to individual student achievement. ===Example:

Collaborating with the IEP team in creating instructional plans.

== >H. Examples: Active contributors on RtI and IEP teams that analyze and monitor these various assessment practices and their results; Identify students requiring additional services, which may include individual and group counseling.

== >I. Example: Participate on data analysis teams to assist in identifying instructional trends and areas of instructional improvement

== >J. Example: Identify students requiring additional services, which may include individual and group counseling

___ Using evaluative data on an individual, class and district level to identify and implement instructional and/or programmatic revisions for quality improvement

== >K. Use evaluative data on an individual, class and district level to identify and implement intervention and/or programmatic revisions for quality improvement.

Example: Review college acceptance rates and graduate employment statistics to determine if there is a need to modify their college/career (transition) planning efforts with students

____ Understanding the legalities, ethical practices and need to consult with a multi-disciplinary team to avoid bias in the use and practice of assessments

== >L. Example: Serve as leaders of 504 planning teams and develop the 504 plan for students

M. Example: Abide by ethical practice standard of large scale assessment's administration.

==>N. Examples: Work with multidisciplinary teams to ensure that students are assessed with unbiased instruments; Analyzing grade level progress or breakdowns in academic areas; Parent conferencing of student's needs or current level

II_A-G Competency: Cognitive Skill Development

____ Cognitive – Delineate how individuals acquire and process information.

1.== >Understand the learning environments that facilitate encoding, storage and retrieval of knowledge and information for memory, attention, perception, action, and problem solving. ==Examples: Guidance lessons to develop positive and safe school climates; Use information processing theory in conducting guidance lessons and individual/group counseling; Utilize a counseling advisory group and related work groups to develop and implement brain-based strategies and training activities related to targets

2. == >Ensure understanding of cognitive and psychosocial development through trainings with staff; Conduct related guidance and counseling activities with individual students, groups, and classroom activities—for example, using prosocial skillstreaming; Use developmental theories of physical, cognitive, career, and socio-economic development when conducting individual and group counseling, guidance lessons, and consultation with parents and school personnel.

3. == >Apply learning theory and cognitive functioning principals to guidance programming and lesson planning, and apply these principles in a way that matches developmental stage, e.g., teach mnemonic strategies and effective study skills and test taking skills to students in order to promote academic success; Use information processing theory in conducting guidance lessons, individual and group counseling, and consultation with parents and school personnel; Develop and implement strategies that inform and apply concepts in trainings that emphasize learning styles, brain-based research, stress management, etc.

4. == >Specify the experiences children need from birth to age eight to prepare them to learn and succeed in school. ===Examples: Same as above, plus implementation of modular training programs that clearly provide skill development in a "hierarchical" developmental manner;

Collaborate in the implementation of violence and bullying prevention programs and other school-wide programs that ensure the physical and emotional safety necessary for academic learning; Collaborate with parents and community groups to increase parents' understanding of the home conditions that facilitate academic, career, and socio-emotional development.

5.== >Identify early interactions with adults and peers, the early childhood counseling methods, and interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades. ===Examples: Communicate with parents and other stakeholders about the available resources that support early childhood learning and development, including effective counseling interventions; Training modules in target areas of significance to developmental level, e.g., in developing socioemotional management; Younger student efforts focus on emotional "labeling", whereas middle level students and beyond focus on utilization of more abstract skills such as peer mediation.

____ Physical – Patterns of typical physical developmental milestones and how patterns of students with disabilities may be different

== >Physical – Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and consult for possible accommodations and/or modifications which may be necessary to implement effective instructional practices. ===Examples:

Actively employ strategies that evidence best practice using appropriate diagnostic language and intervention/prevention;

Incorporate individual/group/classroom intervention that underscores the uniqueness of the individual;

Collaborate with team members in recognizing and identifying students with atypical physical development and help to develop effective accommodations and instructional practices for students with atypical physical development, e.g., working on Kindergarten screening teams that evaluate fine and gross motor development

_____Social – Initiate, maintain and manage positive social relationships with a range of people in a range of contexts

== >1. Examples: Consult with teachers and parents regarding the importance of interpersonal relationships and social skill development and provide information about effective practices for caregivers/instructors; Act as referral source to external agencies that provide effective social skills developmental and to professionals that provide effective parental attachment interventions; Facilitate the implementation of a guidance curriculum that promotes students' social development; Incorporate school counseling activities, such as prosocial skillstreaming strategies, etc., as well as school counseling advisory and work groups to interact successfully with all constituents impacting those children.

== >2. Examples: Determine level of social skill and development, to determine both need of intervention and effective planning and intervention of this domain if needed; Use theories of socio-emotional to promote the social skills acquisition; Develop classroom guidance programs, with accompanying lesson plans, that focus on social skills development—these plans must incorporate effective instructional practices for regular and inclusions populations; Promote and develop school-wide prosocial programs that target a reduction of aggressive/bullying behaviors as they affect learning.

_____Behavioral – Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different

== >Behavioral – Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive interventions or modeling of appropriate behaviors that facilitate learning.

Examples: Work with caregivers and teachers by recommending appropriate support and intervention strategies making sure to discuss factors such as teaching/parenting styles, positive classroom environment and student cultural background that can affect student learning; Use of role plays that evidence more effective responses to challenging situations. Incorporate awareness-building activities, e.g., students with "normal" vision acuity are blindfolded (BRIEFLY!) to experience the effects of a visual impairment.

_____Language – Apply reading predictors, analyzing the effect of individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child's ability to read

== >Language --Understand reading predictors and how to analyze the effect of individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child's ability to read.

== >1. Identify principles of early learning to language development in the following areas language comprehension, language expression, language form and syntax, morphology and semantics. ===Example: Use knowledge of language development in order to actively contribute ideas for effective intervention plans while serving as a team (RtI, IEP) member.

== >2. Understand how spoken language is a precursor of reading and academic and social development.

Example: Identify and refer students with both expressive and pragmatic language delay to appropriate support services, e.g., speech pathologist.

_____Positive environments for learning for students with disabilities

== >1. Define the developmental theories influencing academic and social behavior. ===Examples:

As they relate to classroom guidance lessons and individual and group counseling sessions;

Consult with caregivers/teachers of special needs students in order to identify academic and social strengths and needs.

== >2. Examples: Collaborate with other school personnel in the construction and implementation of positive behavioral interventions based on a functional analysis of behavior; Use individual counseling and consultation with parents to determine factors that are likely to enhance the success of positive behavioral intentions, including involving the student in the process and identifying reinforcers that will be attractive to the student.

== >3. Examples: Develop/Implement Functional Behavior Assessments; Collaborate and consult with teachers to maximize the potential to increase student engagement within the classroom setting.

_____Collaboration and communication

== >1. Identify effective collaboration and consultative strategies.

== >2. Examples: School Counselors are active and collaborative members of IEP, RtI, SAP, transition, etc., teams;

Lead/coordinate such teams; Apply consensus-building process to foster agreement in a group;

Contribute expertise in understanding of students' career and socio-emotional development and facilitate the connection between the school and family environment; Utilize a school counseling advisory committee for consultation, including members from teaching and administrative staffs, as well as parents and community agencies; Actively work with state, local, and national organizations—especially those that embrace ASCA standards for best practices in school counseling.

== >3. Examples: Collaborate as team members on IEP and RtI teams and understand assessment data distributed during these meetings; Assist the IEP team in identifying the socio-emotional and family issues that may be currently hindering the student from achieving at the expected instructional level.

== >4. Understand the role of the school counselor as part of the team for transition planning across transition points (i.e., preschool to school entry, grade level to grade level, school to school, to post school outcomes).

Examples: This role is used throughout the day as one interacts with teachers, administrators and parents. This role is also used on the various teams school counselors participate on—IEP, IST and SAP; Conduct guidance lessons that address students' socio-emotional, career and academic needs at transitional points; Collaborate with school personnel in coordinating transitional planning to address students' socio-emotional, career and academic needs; Provide individual and group counseling and guidance lessons for students with disabilities to promote their successful entry into the work of work.

== >5. Examples: Include parents on school counseling advisory and work groups; Conduct needs assessments and follow-up on outputs and outcomes using evaluative instruments to assess counseling program effectiveness; Use individual counseling to help students understand their disability, strengths, need to compensate for information processing weaknesses, and education program; Promote parent involvement in the process of identifying their student's needs and constructing and implementing the student's education program; Communicate with caregivers and students about a student's education program and extend invitations to caregivers and students to attend meetings that focus on a student's education program.

== >6. Examples: Work with other school personnel and community agencies to provide multicultural and economic resources in order to encourage parental participation, e.g., provide transportation for parents to meetings, meet with parents in their homes, and secure interpreters at meetings; Assist school personnel, through collaboration and consultation, to understand the impact of racial and/or religious discrimination upon students and their families; Assist school personnel to comprehend and appreciate diverse worldviews when interacting with parents and students of backgrounds different from their own.

== >7. Examples: Implement procedural goals at various stages of problem solving in relation to prereferral interventions and IEP development; Work to counteract the barriers and challenges involved with Home-School collaboration; Use communication and systems theory to facilitate constructive communication between school personnel and students and their families for the purposes of identifying students with disabilities and creating the students' educational program.

== >8. Example: Facilitate communication between school personnel, e.g., provide parents with appropriate referrals to community agencies;

V_A-L Competency: Effective Instructional Strategies

____ Identify effective instructional strategies to address areas of need and align curriculum and instructional practices

== >A. Identify effective intervention strategies to address areas of need.

____ Scaffold instruction, monitor student progress, and provide feedback to students

== >B. Example: Work with IEP team in developing ways to scaffold instruction when instructing students in guidance lessons

== >C. Example: Assess students' achievement of objectives in individual/group counseling and guidance lessons

== >D. Example: Conducting classroom guidance lessons (group counseling sessions might also come under this section)

____ Analyze student performance and implement instructional modifications as appropriate

== >E. Example: Use standards-based curriculum in guidance lessons (also evidence-based)

== >F. Example: Make adaptations to guidance curriculum that are evidence-based and engage students

== >G. Example: Assess students' achievement of objectives in individual/group counseling and guidance lessons

____ Demonstrate an awareness of diverse student needs and differentiate instruction

==>H. Example: Academic counseling

____ Use research-supported methods for universally designed instruction

== >I-L. Examples:

Use a variety of inclusive instructional methods during guidance lessons; Use a variety of technology in the delivery of guidance curriculum (ASCA);

Modify individual and group counseling services and guidance lessons to meet the unique needs of learners;

____ Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).

== >I-L. Examples: Use a variety of inclusive instructional methods during guidance lessons;

Use a variety of technology in the delivery of guidance curriculum (ASCA); Modify individual and group counseling services and guidance lessons to meet the unique needs of learners;

IV_A-O Competency: Literacy Development and Instruction in Core and Intervention Areas

_____ Match instructional research-validated literacy interventions and evidence-based instructional practices to identified student needs

== >A. Demonstrate an ability to identify instructional research-validated literacy interventions to identified student needs.

Example: Evaluate instructional needs of students when developing guidance lessons in order to match instructional interventions to identified student needs, e.g., use paired-reading to ensure all students understand reading material used in the lesson, review difficult words prior to distributing reading materials.

== >B. Example: Participate with school-based teams in discussions surrounding reading difficulties and relate the discussions to student placements

_____ Review and evaluate literacy programs

== >C. Example: Participate on school based teams reviewing text books and/or curriculum measures that incorporate multicultural and character development concepts within the text.

== >D. Example: Participate with school-based teams as the teams discuss evidenced-based practices in reading and relate large scale assessment results to the teams.

_____ Understanding the connection between literacy and behavior

== >E. Example: Assist to determine which is primary-behavior or learning need

_____ Understanding the components of reading and writing that pose challenges for students with disabilities

== >F. Example: Evaluate instructional needs of students when developing guidance lessons—lessons on career/college goals—in order to match instructional interventions to identified student needs, e.g., review effective writing skills before assigning a written task.

_____ Employing explicit and systematic literacy and content literacy instruction with assessment tools to improve comprehension

== >G. Example: Ensure, through team meetings, that students with disabilities receive explicit instruction in reading and writing as part of their instructional program

== >H. Example: Ensure, through team meetings, that student with disabilities receive literacy instruction appropriate for various types/levels of content in all subjects as part of their instructional program

== >I. Example: Be familiar with leading instructional approaches in the teaching of reading

== >J. Example: Based on student interviews, provide input to teams on the challenges that students with disabilities face in learning subject area content

_____ Assessing readability of content area materials and adapting content area materials to instructional levels

== >K. Example: Be aware that textbooks and other texts (Internet documents, teacher-authored documents, etc.) provided to students become more difficult in each grade level, and that readability levels may be well beyond the stated grade level of the material

== >L. Example: Conducting individual and group sessions and classroom guidance programming.

== >M. Example: Contribute information to teams about ways to measure the effectiveness of the core literacy program for students with disabilities

== >N. Examples: Contribute on RtI and IEP teams to ensure rigorous instruction of students;

Contribute to transition teams that encourage rigor in academic studies to ensure student success in career or in college

== >O. Example: Work on a team that includes the counselor and teacher(s)

I A-C Competency: Types of Disabilities and Implications for Learning

_____ Demonstrate an understanding of and ability to plan for: type, identification and characteristics of different types of disabilities, as well as effective, evidence-based interventions and adaptations.

== >Examples: Develop positive behavioral interventions for exceptional students with social or emotional needs;

Participate on IEP, IST, SAP teams, as well as with 504 plans;

Conduct trainings and consult with parents, staff, teachers, regarding learning styles, brain-based research, test-taking skills;

Conduct classroom, individual, group counseling and guidance activities related to targets

_____ Demonstrate an understanding of the legal rights and responsibilities of the school counselor/personnel related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed.

== >Examples: Awareness of timelines, behavioral observation requirements, data collection for positive behavior intervention; Inform parents/guardians and students of the legal rights and responsibilities regarding special education referral and evaluations; Provide consultation with teachers and staff, and interact with related personnel in regard to legal issues;

_____ Possible causes and implications of overrepresentation of minorities in special education to avoid misinterpretation of behaviors that represent cultural, linguistic differences as indicative of learning problems.

== >Examples: Use data to establish goals and activities to close the achievement-, opportunity-, and information-gaps among different groups of students, especially minority students; Develop, implement, consult with school and related community regarding brain-based research, especially dealing with issues related to learning styles and issues of diversity.

IV_A-O Competency: Literacy Development and Instruction in Core and Intervention Areas

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== >A. Identify effective intervention strategies to address areas of need.

_____ Scaffold instruction, monitor student progress, and provide feedback to students

== >B. Example: Work with IEP team in developing ways to scaffold instruction when instructing students in guidance lessons

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== >D. Example: Conducting classroom guidance lessons (group counseling sessions might also come under this section)

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_____ Demonstrate an awareness of diverse student needs and differentiate instruction

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_____ Use research-supported methods for universally designed instruction

== >I-L. Examples: Use a variety of inclusive instructional methods during guidance lessons; Use a variety of technology in the delivery of guidance curriculum (ASCA); Modify individual and group counseling services and guidance lessons to meet the unique needs of learners;

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== >I-L. Examples: Use a variety of inclusive instructional methods during guidance lessons;

Use a variety of technology in the delivery of guidance curriculum (ASCA); Modify individual and group counseling services and guidance lessons to meet the unique needs of learners;

II-C Competency: Professionalism

Describe the legal responsibilities related to serving ELLs

== >1. Example: Assist in the coordination of services for ELL students, and inform parents and administrators of the school's legal responsibilities concerning ELL students.

Demonstrate collaborative, co-teaching models for serving ELLs

== >2. Example: Observe and suggest co-teaching and collaborative models for serving students learning a second language

Define common terms associated with ELLs

== >3. Example: Facilitate use of common terms associated with English Language Learning

Identify professional resources and organizations related to serving ELLs

== >4. Example: Assist in the coordination of services for ELL students, and provide parents of ELLs appropriate referrals to community agencies.

II_A-B Competency: Standards-based Instruction and Assessment

_____ Apply research, concepts and theories of language acquisition to instruction

== >A. Standards-based Instruction

1. Example: Provide input to ensure that students learning English as a second language receive a standards-based curriculum, i.e., proceed along the continuum from foundational concepts to grade-level performance within each content area.

_____ Implement appropriate research-based instructional strategies to make content comprehensible for all ELLs

== >2. Example: Provide input to ensure that students receive evidence-based instructional strategies as part of their instructional program

_____ Demonstrate effective instructional planning and assessment integrating the PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) and PA academic standards

== >3. Demonstrate effective intervention and assessment integrating the PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) and PA academic standards. ==Example: This understanding would be needed in developing behavioral plans or social emotional counseling.

_____ Use PA ELPS to design content assessment

== >1. Example: Work with school-based teams in the use of ELPS in order to determine that content is assessed according to standards based instruction

_____ Identify issues related to standards-based formative and summative assessment for all ELLs

== >2. Example: Call to the attention of the school-based team the issues related to formative and summative assessment

_____ Use assessment data to differentiate and modify instruction for optimal student learning

== >3. Example: Participate with school-based teams in order to ensure that instruction is modified based on the ELPS assessment results.

Competency Group: Accommodations and Adaptations for English Language Learners

I_A-B Competency: Language and Culture

_____ Demonstrate knowledge of language systems, structures, functions, and variation

== >A. Language

1. Example: Oversee implementation of ESL and IU services

_____ Identify the process of acquiring multiple languages and literacy skills, including the general stages of language development

== >2. Example: Understand the normal development of a second language

_____ Identify the differences between academic language and social language

==>3. Example: Identify for teachers, students, and parents the differences between academic language required for learning and social language used in student conversations

_____ Identify sociocultural characteristics of ELLs including educational background and demographics

== >1. Examples: Use understanding of diverse worldviews and orientations to learning when conducting individual and group counseling, classroom lessons, closing-the-gap action plans, and interventions; Help parents and children negotiate the potential conflict stemming from acculturation;

_____ Describe how ELLs' cultural communication styles and learning styles affect the learning process

== >2. Example: Understand and appreciate diverse communication and learning styles in providing individual and group counseling and classroom lessons; Assist school personnel in understanding and modifying communication to accommodate diverse communication and learning styles;

____ Describe how ELLs' cultural values affect their academic achievement and language development

== >3. Examples: Incorporate social inclusion practices into guidance curriculum and promote diversity training with students, teachers and other stakeholders; Assist school personnel to understand different orientations to academic achievement;

____ Identify bias in instruction, materials and assessments

== >4. Examples: On curriculum development teams, ensure that culture bias does not occur; Inform school personnel of potential bias in instruction materials, and assessments

____ Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families

== >5. Examples: Collaborate in the implementation of violence and bullying prevention programs to promote respect of cultural differences;

Conduct individual and group counseling and classroom lessons to promote acceptance and appreciation of diverse cultures.

____ Observe culturally and/or linguistically diverse instructional settings

== >6. Example: In classroom observations, understand the particular dynamics and instructional strategies used within all classrooms including ELLs.

II-C Competency: Professionalism

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== >1. Example: Assist in the coordination of services for ELL students, and inform parents and administrators of the school's legal responsibilities concerning ELL students.

____ Demonstrate collaborative, co-teaching models for serving ELLs

== >2. Example: Observe and suggest co-teaching and collaborative models for serving students learning a second language

____ Define common terms associated with ELLs

== >3. Example: Facilitate use of common terms associated with English Language Learning

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== >3. Demonstrate effective intervention and assessment integrating the PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) and PA academic standards. ==Example: This understanding would be needed in developing behavioral plans or social emotional counseling.

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____ Identify issues related to standards-based formative and summative assessment for all ELLs

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== >3. Example: Participate with school-based teams in order to ensure that instruction is modified based on the ELPS assessment results.

M.Ed. in Secondary School Counseling Curriculum

Shared Core Courses (21 cr.)

- _____ CPsy 427 (3) Assessment and Appraisal in Counseling
- _____ CPsy 436 (3) Culture-Centered Career Intervention
- _____ CPsy 442 (3) Counseling and Therapeutic Approaches
- _____ CPsy 471 (3) Diversity and Multicultural Perspectives
- _____ CPsy 472 (3) Human Development Across the Lifespan
- _____ Educ 403 (3) Research
- _____ CPsy 451 (3) Helping Skills†

School Counseling Track

- _____ CPsy 445 (4) Elementary & Secondary School Counseling - I
- _____ CPsy 448 (4) Elementary & Secondary School Counseling - II
- _____ CPsy 449 (4) Elementary & Secondary School Counseling - III
- _____ SpEd 332 (3) Education and Inclusion of Individuals with Special Needs in K-12
- _____ SpEd 465 (3) Advanced Inclusionary Practices in K-12

Practicum

- _____ CPsy 480 (3) Masters Internship I
- _____ CPsy 483 (3) Masters Internship II

Specialty and Technology Requirement

- _____ 1 advisor approved elective (3)
- _____ Electronic Portfolio Completion Form Signed Off

Technology Requirement (An [Electronic Portfolio](#) is required, student must post it to Web space), complete [online registration](#) each semester, orientation from [Jean Johnson](#) on use of the portal, use [Course Site Information](#) for at least one course, and take at least one Information Resources Mini Course as well as participate in the [LU CP Listserv](#))

Total Credits = 48

† Students seeking LPC status should also register for 1 credit of CPSY479 Master's Practicum in the spring semester prior to internship. Students should also register for CPsy 439 and CPsy 430 as two of their additional courses for licensure.

PDE Standards Secondary School Counseling

I. Academic Foundations

___ I.A. History and philosophy of school counseling, and current trends in secondary school counseling and education

___ I.B. Physiological and psychological growth and development of individuals with emphasis on adolescents and young adults including:

- personality theory and self-concept,
- family dynamics,
- normal and abnormal behavior,
- learning theories,
- cognitive and moral development,
- psychology of exceptional students

___ I.C. Social and cultural influences on adolescent development including:

- cultural change and diversity,
- respect for self and others,
- gender and ethnic identification,
- peer influences,
- family structures,
- differing life patterns,
- substance abuse,
- violence intervention strategies

___ I.D. Theories, models, and processes of counseling and consultation including:

- group dynamics and processes,
- crisis prevention and management

___ I.E. Career choice and subsequent life style including:

- self-awareness and investigating personal interests,
- work values and attitudes,
- relationship of self to the world of work,
- gender stereotyping in career choice,
- career exploration, occupational and educational information,
- career development exploration techniques,
- academic preparation and post-secondary transition,
- partnership/networking strategies,
- life-long learning

___ I.F. Assessment techniques including:

- methods of data gathering, statistics, and research design,
- evaluation, testing, and interpretation,
- case study of individual differences,
- identification of risk and protective factors,
- behavioral observation techniques, portfolios, and authentic assessments,
- formulating plans for facilitating personal, educational, and social growth and change,
- report writing

___ I.G. Organization and management of school counseling programs including:

- multidisciplinary instructional support teams,
- transition processes,
- roles of the school counselor,
- development and evaluation of a guidance program,
- assuring equitable access for all students,
- public relations strategies

___ I.H. School curriculum design including:

- operational components of the school system,
- secondary education curriculum program design,

- graduation requirements,
- operation of child study and other support services

____ I.I. Technology for information management and processing, program management, communication, and career decision making

____ I. J. Characteristics and identification of the range of exceptional students

____ I. K. Identification and provision of services for at-risk youth and special needs students

II. Performances

- ____ • laboratory experiences, providing observation and participation,
- ____ • supervised counseling practicum experiences, prior to and separate from the field experience, providing direct service with individuals and groups (60 clock hours),
- ____ • internship/ supervised field experiences, that provide actual on-the-job experiences for a minimum of an additional 300 clock hours (over and above the 60) to include instructional experience and a minimum of 75 hours of direct service with individual and group clients.

III. Professionalism

____ III.A Professional organizations, journals, conferences and other sources of professional development

____ III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code Of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

____ III.C. Cultivating professional relationships and collaborating with school colleagues, organizations and other community agencies to improve student learning

____ III.D. Communicating effectively with parents/guardians, business and industry, and other agencies, and the community at large to support learning by all students.

PDE Standards For Diverse Learners

Competency Group: Adaptations and Accommodations for Students with Disabilities in Inclusive Settings

III_A-N Competency: Assessments

____ Using assessment data to monitor performance, identify needs, inform instructional plan, and determine special education placement decisions and eligibility

== >B. Example: Active members of RtI teams that use each of the methods of assessment during team meetings to determine educational strategies

== >C. Example: Use summative assessments to modify the guidance curriculum, targeting specific groups for remediation, and identifying additional services and/or educational approaches that are likely to positively impact performance;

____ Understanding the evaluation process and articulate findings

== >D. Examples: Help parents and students better understand test results, e.g., PSAT and SAT testing; As a member of IEP teams and to communicate with parents.

_____ Understanding the components of the Individualized Education Plan (IEP)

== >E. Examples: As a member of IEP teams and to communicate with parents;
 Helping to develop measurable goals, specially designed instruction, adaptations, accommodations, supplementary aids and services and supports for school personnel; Coordinate special education services in some schools
 == >F. Example: Conference with parents, planning with team members
 == >G. Create an intervention plan using assessment information related to individual student achievement. ===Example:
 Collaborating with the IEP team in creating instructional plans.
 == >H. Examples: Active contributors on RtI and IEP teams that analyze and monitor these various assessment practices and their results;
 Identify students requiring additional services, which may include individual and group counseling.
 == >I. Example: Participate on data analysis teams to assist in identifying instructional trends and areas of instructional improvement
 == >J. Example: Identify students requiring additional services, which may include individual and group counseling

_____ Using evaluative data on an individual, class and district level to identify and implement instructional and/or programmatic revisions for quality improvement

== >K. Use evaluative data on an individual, class and district level to identify and implement intervention and/or programmatic revisions for quality improvement.
 Example: Review college acceptance rates and graduate employment statistics to determine if there is a need to modify their college/career (transition) planning efforts with students

_____ Understanding the legalities, ethical practices and need to consult with a multi-disciplinary team to avoid bias in the use and practice of assessments

== >L. Example: Serve as leaders of 504 planning teams and develop the 504 plan for students
 M. Example: Abide by ethical practice standard of large scale assessment's administration.
 ==>N. Examples: Work with multidisciplinary teams to ensure that students are assessed with unbiased instruments;
 Analyzing grade level progress or breakdowns in academic areas; Parent conferencing of student's needs or current level

II_A-G Competency: Cognitive Skill Development

_____ Cognitive – Delineate how individuals acquire and process information.

1.== >Understand the learning environments that facilitate encoding, storage and retrieval of knowledge and information for memory, attention, perception, action, and problem solving. ==Examples: Guidance lessons to develop positive and safe school climates;
 Use information processing theory in conducting guidance lessons and individual/group counseling;
 Utilize a counseling advisory group and related work groups to develop and implement brain-based strategies and training activities related to targets

2. == >Ensure understanding of cognitive and psychosocial development through trainings with staff;
 Conduct related guidance and counseling activities with individual students, groups, and classroom activities—for example, using prosocial skillstreaming; Use developmental theories of physical, cognitive, career, and socio-economic development when conducting individual and group counseling, guidance lessons, and consultation with parents and school personnel.

3. == >Apply learning theory and cognitive functioning principals to guidance programming and lesson planning, and apply these principles in a way that matches developmental stage, e.g., teach mnemonic strategies and effective study skills and test taking skills to students in order to promote academic success; Use information processing theory in conducting guidance lessons, individual and group counseling, and consultation with parents and school personnel; Develop and implement strategies that inform and apply concepts in trainings that emphasize learning styles, brain-based research, stress management, etc.4. == >Specify the experiences children need from birth to age eight to prepare them to learn (remove “read”) and succeed in school. ===Examples:
 Same as above, plus implementation of modular training programs that clearly provide skill development in a “hierarchical” developmental manner;

Collaborate in the implementation of violence and bullying prevention programs and other school-wide programs that ensure the physical and emotional safety necessary for academic learning; Collaborate with parents and community groups to increase parents’ understanding of the home conditions that facilitate academic, career, and socio-emotional development.

5.== >Identify early interactions with adults and peers, the early childhood counseling methods, and interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades. ===Examples:
 Communicate with parents and other stakeholders about the available resources that support early childhood learning and development, including effective counseling interventions; Training modules in target areas of significance to developmental level, e.g., in developing socioemotional management; Younger student efforts focus on emotional “labeling”, whereas middle level students and beyond focus on utilization of more abstract skills such as peer mediation.

____ Physical – Patterns of typical physical developmental milestones and how patterns of students with disabilities may be different

== >Physical – Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and consult for possible accommodations and/or modifications which may be necessary to implement effective instructional practices. ===Examples:

Actively employ strategies that evidence best practice using appropriate diagnostic language and intervention/prevention;

Incorporate individual/group/classroom intervention that underscores the uniqueness of the individual;

Collaborate with team members in recognizing and identifying students with atypical physical development and help to develop effective accommodations and instructional practices for students with atypical physical development, e.g., working on Kindergarten screening teams that evaluate fine and gross motor development

____ Social – Initiate, maintain and manage positive social relationships with a range of people in a range of contexts

== >1. Examples: Consult with teachers and parents regarding the importance of interpersonal relationships and social skill development and provide information about effective practices for caregivers/instructors; Act as referral source to external agencies that provide effective social skills developmental and to professionals that provide effective parental attachment interventions; Facilitate the implementation of a guidance curriculum that promotes students' social development; Incorporate school counseling activities, such as prosocial skillstreaming strategies, etc., as well as school counseling advisory and work groups to interact successfully with all constituents impacting those children.

== >2. Examples: Determine level of social skill and development, to determine both need of intervention and effective planning and intervention of this domain if needed; Use theories of socio-emotional to promote the social skills acquisition;

Develop classroom guidance programs, with accompanying lesson plans, that focus on social skills development—these plans must incorporate effective instructional practices for regular and inclusions populations; Promote and develop school-wide prosocial programs that target a reduction of aggressive/bullying behaviors as they affect learning.

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As they relate to classroom guidance lessons and individual and group counseling sessions;

Consult with caregivers/teachers of special needs students in order to identify academic and social strengths and needs.

== >2. Examples: Collaborate with other school personnel in the construction and implementation of positive behavioral interventions based on a functional analysis of behavior; Use individual counseling and consultation with parents to determine factors that are likely to enhance the success of positive behavioral intentions, including involving the student in the process and identifying reinforcers that will be attractive to the student.

== >3. Examples: Develop/Implement Functional Behavior Assessments; Collaborate and consult with teachers to maximize the potential to increase student engagement within the classroom setting.

____ Collaboration and communication

== >1. Identify effective collaboration and consultative strategies.

== >2. Examples: School Counselors are active and collaborative members of IEP, RtI, SAP, transition, etc., teams;

Lead/coordinate such teams; Apply consensus-building process to foster agreement in a group;

Contribute expertise in understanding of students' career and socio-emotional development and facilitate the connection between the school and family environment; Utilize a school counseling advisory committee for consultation, including members from teaching and administrative staffs, as well as parents and community agencies; Actively work with state, local, and national organizations—especially those that embrace ASCA standards for best practices in school counseling.

== >3. Examples: Collaborate as team members on IEP and RtI teams and understand assessment data distributed during these meetings; Assist the IEP team in identifying the socio-emotional and family issues that may be currently hindering the student from achieving at the expected instructional level.

== >4. Understand the role of the school counselor as part of the team for transition planning across transition points (i.e., preschool to school entry, grade level to grade level, school to school, to post school outcomes).

Examples: This role is used throughout the day as one interacts with teachers, administrators and parents. This role is also used on the various teams school counselors participate on—IEP, IST and SAP; Conduct guidance lessons that address students' socio-emotional, career and academic needs at transitional points; Collaborate with school personnel in coordinating transitional planning to address students' socio-emotional, career and academic needs; Provide individual and group counseling and guidance lessons for students with disabilities to promote their successful entry into the work of work.

== >5. Examples: Include parents on school counseling advisory and work groups;

Conduct needs assessments and follow-up on outputs and outcomes using evaluative instruments to assess counseling program effectiveness;

Use individual counseling to help students understand their disability, strengths, need to compensate for information processing weaknesses, and education program; Promote parent involvement in the process of identifying their student's needs and constructing and implementing the student's education program; Communicate with caregivers and students about a student's education program and extend invitations to caregivers and students to attend meetings that focus on a student's education program.

== >6. Examples: Work with other school personnel and community agencies to provide multicultural and economic resources in order to encourage parental participation, e.g., provide transportation for parents to meetings, meet with parents in their homes, and secure interpreters at meetings;

Assist school personnel, through collaboration and consultation, to understand the impact of racial and/or religious discrimination upon students and their families; Assist school personnel to comprehend and appreciate diverse worldviews when interacting with parents and students of backgrounds different from their own.

== >7. Examples: Implement procedural goals at various stages of problem solving in relation to prereferral interventions and IEP development;

Work to counteract the barriers and challenges involved with Home-School collaboration; Use communication and systems theory to facilitate constructive communication between school personnel and students and their families for the purposes of identifying students with disabilities and creating the students' educational program.

== >8. Example: Facilitate communication between school personnel, e.g., provide parents with appropriate referrals to community agencies;

V_A-L Competency: Effective Instructional Strategies

____ Identify effective instructional strategies to address areas of need and align curriculum and instructional practices

== >A. Identify effective intervention strategies to address areas of need.

____ Scaffold instruction, monitor student progress, and provide feedback to students

== >B. Example: Work with IEP team in developing ways to scaffold instruction when instructing students in guidance lessons

== >C. Example: Assess students' achievement of objectives in individual/group counseling and guidance lessons

== >D. Example: Conducting classroom guidance lessons (group counseling sessions might also come under this section)

____ Analyze student performance and implement instructional modifications as appropriate

== >E. Example: Use standards-based curriculum in guidance lessons (also evidence-based)

== >F. Example: Make adaptations to guidance curriculum that are evidence-based and engage students

== >G. Example: Assess students' achievement of objectives in individual/group counseling and guidance lessons

____ Demonstrate an awareness of diverse student needs and differentiate instruction

==>H. Example: Academic counseling

____ Use research-supported methods for universally designed instruction

== >I-L. Examples:

Use a variety of inclusive instructional methods during guidance lessons; Use a variety of technology in the delivery of guidance curriculum (ASCA);

Modify individual and group counseling services and guidance lessons to meet the unique needs of learners;

_____ Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).

== >I-L. Examples: Use a variety of inclusive instructional methods during guidance lessons;

Use a variety of technology in the delivery of guidance curriculum (ASCA); Modify individual and group counseling services and guidance lessons to meet the unique needs of learners;

IV_A-O Competency: Literacy Development and Instruction in Core and Intervention Areas

_____ Match instructional research-validated literacy interventions and evidence-based instructional practices to identified student needs

== >A. Demonstrate an ability to identify instructional research-validated literacy interventions to identified student needs.

Example: Evaluate instructional needs of students when developing guidance lessons in order to match instructional interventions to identified student needs, e.g., use paired-reading to ensure all students understand reading material used in the lesson, review difficult words prior to distributing reading materials.

== >B. Example: Participate with school-based teams in discussions surrounding reading difficulties and relate the discussions to student placements

_____ Review and evaluate literacy programs

== >C. Example: Participate on school based teams reviewing text books and/or curriculum measures that incorporate multicultural and character development concepts within the text.

== >D. Example: Participate with school-based teams as the teams discuss evidenced-based practices in reading and relate large scale assessment results to the teams.

_____ Understanding the connection between literacy and behavior

== >E. Example: Assist to determine which is primary-behavior or learning need

_____ Understanding the components of reading and writing that pose challenges for students with disabilities

== >F. Example: Evaluate instructional needs of students when developing guidance lessons—lessons on career/college goals—in order to match instructional interventions to identified student needs, e.g., review effective writing skills before assigning a written task.

_____ Employing explicit and systematic literacy and content literacy instruction with assessment tools to improve comprehension

== >G. Example: Ensure, through team meetings, that students with disabilities receive explicit instruction in reading and writing as part of their instructional program

== >H. Example: Ensure, through team meetings, that student with disabilities receive literacy instruction appropriate for various types/levels of content in all subjects as part of their instructional program

== >I. Example: Be familiar with leading instructional approaches in the teaching of reading

== >J. Example: Based on student interviews, provide input to teams on the challenges that students with disabilities face in learning subject area content

_____ Assessing readability of content area materials and adapting content area materials to instructional levels

== >K. Example: Be aware that textbooks and other texts (Internet documents, teacher-authored documents, etc.) provided to students become more difficult in each grade level, and that readability levels may be well beyond the stated grade level of the material

== >L. Example: Conducting individual and group sessions and classroom guidance programming.

== >M. Example: Contribute information to teams about ways to measure the effectiveness of the core literacy program for students with disabilities

== >N. Examples: Contribute on RtI and IEP teams to ensure rigorous instruction of students;

Contribute to transition teams that encourage rigor in academic studies to ensure student success in career or in college

== >O. Example: Work on a team that includes the counselor and teacher(s)

I A-C Competency: Types of Disabilities and Implications for Learning

___ Demonstrate an understanding of and ability to plan for: type, identification and characteristics of different types of disabilities, as well as effective, evidence-based interventions and adaptations.

== >Examples: Develop positive behavioral interventions for exceptional students with social or emotional needs; Participate on IEP, IST, SAP teams, as well as with 504 plans; Conduct trainings and consult with parents, staff, teachers, regarding learning styles, brain-based research, test-taking skills; Conduct classroom, individual, group counseling and guidance activities related to targets

___ Demonstrate an understanding of the legal rights and responsibilities of the school counselor/personnel related to special education referral and

evaluation and the rights and procedural safeguards that students are guaranteed.

== >Examples: Awareness of timelines, behavioral observation requirements, data collection for positive behavior intervention; Inform parents/guardians and students of the legal rights and responsibilities regarding special education referral and evaluations; Provide consultation with teachers and staff, and interact with related personnel in regard to legal issues;

___ Possible causes and implications of overrepresentation of minorities in special education to avoid misinterpretation of behaviors that represent cultural, linguistic differences as indicative of learning problems.

== >Examples: Use data to establish goals and activities to close the achievement-, opportunity-, and information-gaps among different groups of students, especially minority students; Develop, implement, consult with school and related community regarding brain-based research, especially dealing with issues related to learning styles and issues of diversity.

IV A-O Competency: Literacy Development and Instruction in Core and Intervention Areas

___ Identify effective instructional strategies to address areas of need and align curriculum and instructional practices

== >A. Identify effective intervention strategies to address areas of need.

___ Scaffold instruction, monitor student progress, and provide feedback to students

== >B. Example: Work with IEP team in developing ways to scaffold instruction when instructing students in guidance lessons

== >C. Example: Assess students' achievement of objectives in individual/group counseling and guidance lessons

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___ Demonstrate an awareness of diverse student needs and differentiate instruction

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== >I-L. Examples: Use a variety of inclusive instructional methods during guidance lessons;

Use a variety of technology in the delivery of guidance curriculum (ASCA); Modify individual and group counseling services and guidance lessons to meet the unique needs of learners;

II-C Competency: Professionalism

Describe the legal responsibilities related to serving ELLs

== >1. Example: Assist in the coordination of services for ELL students, and inform parents and administrators of the school's legal responsibilities concerning ELL students.

Demonstrate collaborative, co-teaching models for serving ELLs

== >2. Example: Observe and suggest co-teaching and collaborative models for serving students learning a second language

Define common terms associated with ELLs

== >3. Example: Facilitate use of common terms associated with English Language Learning

Identify professional resources and organizations related to serving ELLs

== >4. Example: Assist in the coordination of services for ELL students, and provide parents of ELLs appropriate referrals to community agencies.

II_A-B Competency: Standards-based Instruction and Assessment

_____ Apply research, concepts and theories of language acquisition to instruction

== >A. Standards-based Instruction

1. Example: Provide input to ensure that students learning English as a second language receive a standards-based curriculum, i.e., proceed along the continuum from foundational concepts to grade-level performance within each content area.

_____ Implement appropriate research-based instructional strategies to make content comprehensible for all ELLs

== >2. Example: Provide input to ensure that students receive evidence-based instructional strategies as part of their instructional program

_____ Demonstrate effective instructional planning and assessment integrating the PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) and PA academic standards

== >3. Demonstrate effective intervention and assessment integrating the PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) and PA academic standards. ==Example: This understanding would be needed in developing behavioral plans or social emotional counseling.

_____ Use PA ELPS to design content assessment

== >1. Example: Work with school-based teams in the use of ELPS in order to determine that content is assessed according to standards based instruction

_____ Identify issues related to standards-based formative and summative assessment for all ELLs

== >2. Example: Call to the attention of the school-based team the issues related to formative and summative assessment

_____ Use assessment data to differentiate and modify instruction for optimal student learning

== >3. Example: Participate with school-based teams in order to ensure that instruction is modified based on the ELPS assessment results.

Competency Group: Accommodations and Adaptations for English Language Learners

I_A-B Competency: Language and Culture

_____ Demonstrate knowledge of language systems, structures, functions, and variation

== >A. Language

1. Example: Oversee implementation of ESL and IU services

_____ Identify the process of acquiring multiple languages and literacy skills, including the general stages of language development

== >2. Example: Understand the normal development of a second language

_____ Identify the differences between academic language and social language

==>3. Example: Identify for teachers, students, and parents the differences between academic language required for learning and social language used in student conversations

_____ Identify sociocultural characteristics of ELLs including educational background and demographics

== >1. Examples: Use understanding of diverse worldviews and orientations to learning when conducting individual and group counseling, classroom lessons, closing-the-gap action plans, and interventions; Help parents and children negotiate the potential conflict stemming from acculturation;

_____ Describe how ELLs' cultural communication styles and learning styles affect the learning process

== >2. Example: Understand and appreciate diverse communication and learning styles in providing individual and group counseling and classroom lessons; Assist school personnel in understanding and modifying communication to accommodate diverse communication and learning styles;

____ Describe how ELLs' cultural values affect their academic achievement and language development

== >3. Examples: Incorporate social inclusion practices into guidance curriculum and promote diversity training with students, teachers and other stakeholders; Assist school personnel to understand different orientations to academic achievement;

____ Identify bias in instruction, materials and assessments

== >4. Examples: On curriculum development teams, ensure that culture bias does not occur; Inform school personnel of potential bias in instruction materials, and assessments

____ Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families

== >5. Examples: Collaborate in the implementation of violence and bullying prevention programs to promote respect of cultural differences;

Conduct individual and group counseling and classroom lessons to promote acceptance and appreciation of diverse cultures.

____ Observe culturally and/or linguistically diverse instructional settings

== >6. Example: In classroom observations, understand the particular dynamics and instructional strategies used within all classrooms including ELLs.

II-C Competency: Professionalism

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== >3. Example: Facilitate use of common terms associated with English Language Learning

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____ Apply research, concepts and theories of language acquisition to instruction

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== >1. Example: Work with school-based teams in the use of ELPS in order to determine that content is assessed according to standards based instruction

____ Identify issues related to standards-based formative and summative assessment for all ELLs

== >2. Example: Call to the attention of the school-based team the issues related to formative and summative assessment

____ Use assessment data to differentiate and modify instruction for optimal student learning

== >3. Example: Participate with school-based teams in order to ensure that instruction is modified based on the ELPS assessment results.

Recommended Sequence of Courses For School Counseling Program

Tentative Two-Year Plan

Year 1	Year 2
Fall Semester	Fall Semester
CPsy 442 (3) Counseling and Therapeutic Approaches* CPsy 472 (3) Human Development Across the Lifespan CPsy 445 (4) Elementary & Secondary School Counseling - I*	CPsy 480 (3) Masters Internship I** SpEd 465 (3) Advanced Inclusionary Practices in K-12**** Educ 403 (3) Research*** * *1 Advisor approved elective
Spring Semester	Spring Semester
CPsy 451 (3) Helping Skills*† SpEd 332 (3) Education and Inclusion of Individuals with Special Needs in K-12 CPsy 448 (4) Elementary & Secondary School Counseling - II* CPSY479 (1) Master's Practicum	CPsy 427 (3) Assessment and Appraisal in Counseling CPsy 483 (3) Masters Internship II CPsy 436 (3) Culture-Centered Career Intervention * *1 Advisor approved elective
Summer Session I	
CPsy 449 (4) Elementary & Secondary School Counseling - III* * *1 Advisor approved elective	
Summer Session II	
CPsy 471 (3) Diversity and Multicultural Perspectives*** * *1 Advisor approved elective	

* This course must be taken and passed with a grade of B- or better before student can start internship sequence.

** This course must be taken and passed with a grade of B or better and satisfactory levels of counseling-related and professional competencies before the student can take CPSY 483.

*** EDUC 403 and CPSY 471 are generally offered every semester. CPSY 471 must be taken before CPSY 483 and must be passed with a B- or better.

**** SPED465 must be taken in a fall semester.

Program in Counseling and Human Services (CHS)

CHS Professional Competencies

The following competency areas adapted from the Masters in Psychology and Counseling Accreditation Council (MPCAC; 2011) are the guiding policy for our CHS training program and serve as the basis for evaluation of student professional progress and readiness for practicum, internship, and professional practice.

a. Professional Counselor identity, ethical behavior, and social justice practices. Including but not limited to: assisting students to acquire knowledge related to the history of the helping profession; professional counseling roles and functions; ethical standards related to professional organizations in the field of counseling; and public policy processes including system advocacy strategies on behalf of the profession, clients, and the communities that counselors serve.

b. Human development and wellness across the life span. Including but not limited to: the study of life span development; maturational and structural theories of human development; wellness counseling theories; strategies to deal with developmental processes and transitions; human behavior; disabilities; environmental, contextual and multicultural factors that contribute to healthy human development and relevant culturally competent counseling practices; and the promotion of social justice in society.

c. Neuroscientific, physical, and biological foundations of human development and wellness. Including but not limited to: facilitating students' acquisition of new knowledge related to neuroscience, health and wellness; addictions; and the use of neuroscientific research findings for culturally competent counseling practices and social justice advocacy interventions.

d. Ecological, contextual, multicultural, social justice foundations of human development. Including but not limited to: the study of culture from ecological, contextual, multicultural, and social justice perspectives; evidence-based strategies for working with diverse groups (related to but not limited to age, race, culture, ethnicity, disability, sexual orientation, gender, class, religion/spirituality); the impact of power, privilege, and oppression and micro/macro aggressions on human development; and culturally competent counseling and social justice advocacy interventions.

e. Counseling, consultation, and social justice advocacy theories and skills. Including but not limited to: training in preventive counseling; consultation; individual, group, couples, marriage, family and addictions counseling; systems change intervention strategies and skills; and social justice advocacy interventions.

f. Group theory, practice, and social justice advocacy. Including but not limited to: principles of group dynamics, group process, and group leadership; theories and methods of group counseling; and the application of group work theory and practice to organizational dynamics and social justice advocacy in different environmental settings (e.g., family, school, university, workplace, and community settings).

g. Career and life development. Including but not limited to: the study of vocational/career development theories and decision-making models; career assessment instruments and techniques; occupational and related educational systems; career development applications; career counseling processes/techniques; and the application of social justice theories to people's vocational/career development.

h. Assessment of human behavior and organizational/community/ institutional systems. Including but not limited to: assessment and diagnosis of individual psychiatric disorders as defined by classification systems such as the Diagnostic Statistical Manual (DSM) and the International Classification of Diseases (ICD);

understanding of defined diagnostic disorders relative to the helping context; knowledge of cultural biases associated with classification systems; assessment strategies designed to promote healthy human functioning; and assessment strategies that focus on organizational/community/social justice advocacy dynamics as they impact human development, wellness, and the perpetuation of psychiatric disorders as listed in various classification systems.

i. Tests and measurements. Including but not limited to promoting an understanding of the theoretical and historical basis for, as well as knowledge of cultural biases associated with: assessment techniques; testing methods; knowledge of various types of tests and evaluation strategies that result in knowledgeable selection, administration, interpretation; and use of assessment/evaluation instruments and techniques that foster social justice among diverse client populations.

j. Traditional and social justice-oriented research and evaluations. Including but not limited to: quantitative and qualitative research design and methods; statistical analyses, principles, practices, and application of needs assessments; the design and process of program evaluation; organizational, community, and social justice advocacy evaluation strategies; and knowledge of cultural biases associated with research practices.

k. Practicum/Internship experiences. At least two (2) academic terms of supervised field placement experiences that focus on issues related to the promotion of mental health, human development, wellness, cultural competence, and social justice advocacy (at least three semester hours or five quarter hours per academic term in a counseling and/or related human service setting with 300 hours of supervised field training). The practicum/internship experience (commensurate with program goals and State licensure requirements) shall be completed under the clinical supervision of appropriately credentialed professionals (e.g., licensed professional counselor, social worker, marriage and family therapist, school counselor, psychologist, or physician with a specialty in psychiatry).

**SPECIFIC COMPETENCIES IN PROFESSIONAL COUNSELING
AND RELATED HUMAN SERVICES***

The competency areas are represented at two levels of development in a master's degree program: (a) early and (b) exit. The former is hoped to reflect a student's competency attainment early in the graduate program (e.g., at the end of the initial year of full-time study); the latter is intended to reflect an expected level of competence at the conclusion of the student's masters-level program of studies. We recognize and wish to respect that the coverage and emphases of these competencies and the level of proficiency expected may differ among different counseling master's programs.

***The following competencies are intended to capture the domains expected for entry-level readiness for supervised post-master's 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, and (3) proficient.**

I. PROFESSIONALISM

MCAC Domain	A. Professional Values and Attitudes: as evidenced in behavior and comporment that reflect the values and attitudes of psychology.	
8.a, k	1. Integrity - Honesty, personal responsibility and adherence to professional values	
	Understands professional values; honest, responsible Examples: <ul style="list-style-type: none"> • Demonstrates honesty, even in difficult situations • Takes responsibility for own actions • Demonstrates ethical behavior and basic knowledge relevant professional ethical principles and codes of conduct 	Adherence to professional values infuses work as counselor; recognizes situations that challenge adherence to professional values Examples: <ul style="list-style-type: none"> • Identifies situations that challenge professional values, and seeks supervisor guidance as needed • Demonstrates ability to discuss failures and lapses in adherence to professional values with supervisors as appropriate
8.a, k	2. Deportment	
	Understands how to conduct oneself in a professional manner Examples: <ul style="list-style-type: none"> • Demonstrates appropriate personal hygiene and attire • Distinguishes between appropriate and inappropriate language and demeanor in professional contexts 	Communication and physical conduct (including attire) is professionally appropriate, across different settings Examples: <ul style="list-style-type: none"> • Demonstrates awareness of the impact behavior has on client, public and profession • Utilizes appropriate language and demeanor in professional communications
8.a, k	3. Accountability	
	Accountable and reliable Examples:	Accepts responsibility for own actions Examples:

	<ul style="list-style-type: none"> • Turns in assignments in accordance with established deadlines • Demonstrates personal organization skills • Plans and organizes own workload • Follows policies and procedures of institution • Follows through on commitments 	<ul style="list-style-type: none"> • Completes required case documentation promptly and accurately • Accepts responsibility for meeting deadlines • Available when “on-call” • Acknowledges errors • Utilizes supervision to strengthen effectiveness of practice
8.a,k	4. Concern for the Welfare of Others	
	<p>Demonstrates awareness of the need to uphold and protect the welfare of others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Displays initiative to help others • Articulates importance of concepts of confidentiality, privacy, and informed consent • Demonstrates compassion (awareness of suffering and the wish to relieve it) for others 	<p>Acts to understand and safeguard the welfare of others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Displays respect in interpersonal interactions with others including those from divergent perspectives or backgrounds • Determines when response to client needs takes precedence over personal needs
8.a,k	5. Professional Identity	
	<p>Demonstrates beginning understanding of self as professional; “thinking like a professional counselor”</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates knowledge of the program and profession (training model, core competencies) • Demonstrates knowledge about practicing within one’s competence 	<p>Displays emerging professional identity as professional counselor; uses resources (e.g., supervision, literature) for professional development</p> <p>Examples:</p> <ul style="list-style-type: none"> • Has membership in professional organizations • Attends colloquia, workshops, conferences • Consults literature relevant to client care
	B. Individual and Cultural Diversity (ICD): Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly.	
8.d,k	1. Self as Shaped by Individual and Cultural Diversity (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	
	<p>Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates how ethnic group values influence who one is and how one relates to other people • Articulates dimensions of diversity (e.g., race, gender, sexual orientation) 	<p>Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation</p> <p>Examples:</p> <ul style="list-style-type: none"> • Uses knowledge of self to monitor effectiveness as a professional • Initiates supervision about diversity issues

8.d,k	2. Others as Shaped by Individual and Cultural Diversity and Context	
	<p>Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals • Articulates beginning understanding of the way culture and context are a consideration in working with clients 	<p>Applies knowledge of others as cultural beings in assessment, treatment, and consultation</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates understanding that others may have multiple cultural identities • Initiates supervision about diversity issues with others
8.d,k	3. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context	
	<p>Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals • Articulates beginning understanding of the way culture and context are a consideration in the therapeutic relationship 	<p>Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Understands the role that diversity may play in interactions with others • Initiates supervision about diversity issues in interactions with others
8.d,k	4. Applications based on Individual and Cultural Context	
	<p>Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD as they apply to professional work. Understands the need to consider ICD issues in all aspects of professional work (e.g., assessment, treatment, research, relationships with colleagues)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates basic knowledge of literatures on individual and cultural differences and engages in respectful interactions that reflect this knowledge • Seeks out literature on individual and cultural differences to inform interactions with diverse others 	<p>Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates knowledge of ICD literature • Works effectively with diverse others in professional activities • Demonstrates awareness of effects of oppression and privilege on self and others
<p>C. Ethical/Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.</p>		
8.a,k	1. Knowledge of Ethical, Legal and Professional Standards and Guidelines	
	<p>Demonstrates basic knowledge of relevant ethical/professional codes and basic skills in ethical decision making; demonstrates beginning level knowledge of legal and regulatory issues in the practice of professional counseling that apply to practice while placed at practicum setting</p> <p>Examples:</p>	<p>Demonstrates intermediate level knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identifies ethical dilemmas effectively • Actively consults with supervisor to act upon ethical and legal aspects

	<ul style="list-style-type: none"> • Demonstrates beginning knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent • Identifies key documents/policies that guide the practice of professional counseling 	<ul style="list-style-type: none"> • Addresses ethical and legal aspects within the case conceptualization • Discusses ethical implications of professional work • Recognizes and discusses limits of own ethical and legal knowledge • Demonstrates intermediate knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent
8.a,k	2. Awareness and Application of Ethical Decision Making	
	<p>Demonstrates awareness of the importance of applying an ethical decision model to practice</p> <p>Examples:</p> <ul style="list-style-type: none"> • Recognizes the importance of basic ethical concepts applicable in initial practice (e.g. child abuse reporting, informed consent, confidentiality, multiple relationships, and competence) • Demonstrates awareness of an ethical decision making model applied to case vignettes 	<p>Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma</p> <p>Examples:</p> <ul style="list-style-type: none"> • Uses an ethical decision-making model when discussing cases in supervision • Identifies ethical implications in cases and understands the ethical elements present in ethical dilemma or question • Discusses ethical dilemmas and decision making in supervision, staff meetings, presentations, practicum settings
8.a,k	3. Ethical Conduct	
	<p>Displays ethical attitudes and values</p> <p>Examples:</p> <ul style="list-style-type: none"> • Evidences desire to help others • Shows honesty and integrity; values ethical behavior • Demonstrates personal courage consistent with ethical values of professional counselors • Displays appropriate boundary management 	<p>Integrates own moral principles/ethical values in professional conduct</p> <p>Examples:</p> <ul style="list-style-type: none"> • Is able to articulate knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues • Is able to spontaneously discuss intersection of personal and professional ethical and moral issues
	D. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.	
8.a,k	1. Reflective Practice	
	<p>Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action)</p> <p>Examples:</p> <p>Demonstrates openness to:</p> <ul style="list-style-type: none"> • considering own personal concerns and issues • recognizing impact of self on others • articulating attitudes, values, and beliefs toward diverse others • self-identifying multiple individual and cultural identities • systematically reviewing own professional performance with supervisors/teachers 	<p>Displays broadened self-awareness; utilizes self- monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action</p> <p>Examples:</p> <ul style="list-style-type: none"> • Is able to articulate attitudes, values, and beliefs toward diverse others • Recognizes impact of self on others • Self-identifies multiple individual and cultural identities

		<ul style="list-style-type: none"> • Is able to describe how others experience him/her and identifies roles one might play within a group • Responsively utilizes supervision to enhance reflectivity • Reviews own professional performance via video or audiotape with supervisors • Displays ability to adjust professional performance as situation requires
8.a,k	2. Self-Assessment	
	<p>Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates awareness of competencies for professional training • Develops initial competency goals for early training (with input from faculty) 	<p>Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills</p> <p>Examples:</p> <ul style="list-style-type: none"> • Self-assessment comes close to congruence with assessment by peers and supervisors • Identifies areas requiring further professional growth • Writes a personal statement of professional goals • Identifies learning objectives for overall training plan • Systemically and effectively reviews own professional performance via videotape or other technology
8.a,k	3. Self-Care (attention to personal health and well-being to assure effective professional functioning)	
	<p>Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates benefits of engaging in self-care • Makes use of opportunities to engage in self-care 	<p>Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice</p> <p>Examples:</p> <ul style="list-style-type: none"> • Takes action recommended by supervisor for self-care to ensure effective training • Maintains/alters weekly schedule to allow for self care activities
8.k	4. Participation in Supervision Process	
	<p>Demonstrates straightforward, truthful, and respectful communication in supervisory relationship</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates willingness to admit errors and accept feedback • Acknowledges supervisor's differing viewpoints in supervision 	<p>Effectively participates in supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> • Seeks supervision to improve performance; presents work for feedback, and integrates feedback into performance • Initiates discussion with supervisor of own reaction to client/patients in session • Seeks supervisor's perspective on client progress

II. RELATIONAL

	A. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.	
8.a,k	1. Interpersonal Relationships	
	<p>Displays interpersonal skills Examples:</p> <ul style="list-style-type: none"> • Listens and is empathic with others • Respects and shows interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. • Demonstrates interpersonal skills verbally and non-verbally • Receives feedback • Works cooperatively and collaboratively with peers 	<p>Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines</p> <p>Examples:</p> <ul style="list-style-type: none"> • Forms effective working alliances with most clients • Engages with supervisors to work effectively • Involved in departmental, institutional, or professional activities or governance • Demonstrates respectful and collegial interactions with those who have different professional models or perspectives
8.a,k	2. Affective Skills	
	<p>Displays affective skills Examples:</p> <ul style="list-style-type: none"> • Demonstrates affect tolerance • Tolerates interpersonal conflict • Demonstrates awareness of inner emotional experience • Demonstrates emotional maturity • Listens to and acknowledges feedback from others • Notices and expresses feelings • Demonstrates comfort with a range of emotions • Affect does not overwhelm judgment • Is flexible when things don't go according to plan 	<p>Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively Examples:</p> <ul style="list-style-type: none"> • Makes appropriate disclosures regarding problematic interpersonal situations • Acknowledges own role in difficult interactions • Initiates discussion regarding disagreements with colleagues or supervisors • Efforts to resolve disagreements do not escalate negative affect among the parties involved • Seeks clarification in challenging interpersonal communications • Demonstrates understanding of diverse viewpoints in challenging interactions • Accepts and implements supervisory feedback non-defensively • Maintains affective equilibrium and focus on therapeutic task in face of client distress • Tolerates ambiguity and uncertainty
8.a,k	3. Expressive Skills	
	<p>Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills Examples:</p> <ul style="list-style-type: none"> • Written work is organized, easy to understand, and conveys the main points • Shares opinions with others using language that others can understand • Non-verbal behavior is consistent with verbal communications 	<p>Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language</p> <p>Examples:</p> <ul style="list-style-type: none"> • Uses professional terms and concepts appropriately and clearly in discussions, case reports, etc. • Understands terms and concepts used in professional texts and in

		<p>others' case reports</p> <ul style="list-style-type: none"> • Communication is understandable, consistent across expressive modalities • Prepares clearly written assessment reports • Presents clinical process to supervisor in a succinct, organized, well-summarized way • Provides verbal feedback to client regarding assessment and diagnosis using language the client can understand • Presents clear, appropriately detailed clinical material
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III. SCIENCE

	A. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.	
8.a,k	1. Scientific Mindedness	
	<p>Displays critical scientific thinking Examples:</p> <ul style="list-style-type: none"> • Questions assumptions of knowledge • Evaluates study methodology and scientific basis of findings 	<p>Values and applies scientific methods to professional practice Examples:</p> <ul style="list-style-type: none"> • Uses literature to support ideas in case conferences and supervision • Formulates appropriate questions regarding case conceptualization • Generates hypotheses regarding own contribution to therapeutic process and outcome
8.b,c, d,e,f, g,i,j	2. Scientific Foundation of Professional Counseling	
	No expectation at this level	<p>Demonstrates understanding of counseling as an applied behavioral science Examples:</p> <ul style="list-style-type: none"> • Demonstrates understanding of core scientific conceptualizations of human behavior • Demonstrates basic knowledge of the biological, social, affective, and cognitive bases of behavior • Demonstrates understanding of human development—including career development • Cites scientific literature to support an argument when appropriate • Evaluates scholarly literature on a topic as needed
8.b,c, d,e,f, g,h, i,j	3. Scientific Foundation of Professional Practice	

	No expectation at this level	<p>Understands the scientific foundation of professional practice Examples:</p> <ul style="list-style-type: none"> • Understands the development of evidence based practice in counseling • Displays understanding of the scientific foundations of the competencies • Cites scientific literature to support an argument when appropriate • Evaluates scholarly literature on a practice-related topic as needed
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IV. APPLICATION

	A. Evidence-Based Practice (EBP): Integration of research and clinical expertise in the context of patient factors.	
8.c,e, k	1. Knowledge and Application of Evidence-Based Practice	
	<p>Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in professional counseling Examples:</p> <ul style="list-style-type: none"> • Articulates the relationship of EBP to professional counseling • Identifies basic strengths and weaknesses of different assessment and intervention approaches 	<p>Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences Examples:</p> <ul style="list-style-type: none"> • Demonstrates knowledge of interventions and explanations for their use based on EBP • Demonstrates the ability to select interventions, assessment tools, and consultation methods for different problems and populations related to the practice setting • Investigates existing literature related to problems and client issues • Writes a statement of own theoretical perspective regarding intervention strategies • Creates a treatment plan that reflects successful integration of empirical findings, clinical judgment, and client preferences in consultation with supervisor

	B. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.	
8.h,i	1. Knowledge of Measurement and Psychometrics	
	<p>Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing Examples:</p> <ul style="list-style-type: none"> • Demonstrates awareness of the benefits and limitations of standardized assessment • Demonstrates knowledge of the construct(s) being assessed • Evidences understanding of basic psychometric constructs such as validity, reliability, and test construction 	<p>Selects assessment measures with attention to issues of reliability and validity Examples:</p> <ul style="list-style-type: none"> • Identifies appropriate assessment measures for cases seen at practice site • Consults with supervisor regarding selection of assessment measures
8.h,i	2. Knowledge of Assessment Methods	
	<p>Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam Examples:</p> <ul style="list-style-type: none"> • Accurately administers and scores various assessment tools in non-clinical (e.g. course) contexts • Demonstrates knowledge of initial interviewing methods (both structured and semi-structured interviews, mini-mental status exam) 	<p>Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures appropriate to their level of training Examples:</p> <ul style="list-style-type: none"> • Demonstrates intermediate level ability to accurately select, administer, score and interpret assessment tools with client populations • Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams
8.h,i j,k	3. Application of Assessment Methods	
	No expectation at this level	<p>Demonstrates knowledge of measurement across domains of functioning and practice settings Examples:</p> <ul style="list-style-type: none"> • Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information • Demonstrates awareness of need for selection of assessment measures appropriate to population/problem

8.c,h	4. Diagnosis	
	<p>Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity Examples:</p> <ul style="list-style-type: none"> • Identifies DSM criteria • Describes normal development consistent with broad area of training 	<p>Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity (what is the appropriate level to expect)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates relevant developmental features and clinical symptoms as applied to presenting question • Demonstrates ability to identify problem areas and to use concepts of differential diagnosis
8.e,h, j	5. Conceptualization and Recommendations	
	<p>Demonstrates basic knowledge of formulating diagnosis and case conceptualization Examples:</p> <ul style="list-style-type: none"> • Discusses diagnostic formulation and case conceptualization in courses • Prepares basic reports which articulate theoretical material 	<p>Utilizes systematic approaches of gathering data to inform clinical decision-making</p> <p>Examples:</p> <ul style="list-style-type: none"> • Presents cases and reports demonstrating how diagnosis is based on case material • Makes clinical decisions based on connections between diagnoses, hypotheses and recommendations
8.h	6. Communication of Assessment Findings	
	<p>No expectation at this level</p>	<p>Demonstrates awareness of models of report writing and progress notes Examples:</p> <ul style="list-style-type: none"> • Demonstrates knowledge of content of test reports and progress notes • Demonstrates knowledge of organization of test reports and progress notes
<p><i>C. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations (e.g., career, group, family, and/or systems-level interventions).</i></p>		
8.e,f, g,k	1. Intervention planning	
	<p>Displays basic understanding of the relationship between assessment and intervention</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates a basic understanding of how intervention choices are informed by assessment (e.g., clinical intake, testing) • Articulates a basic understanding of how assessment guides the process 	<p>Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates a theory of change and identifies interventions to implement change • Writes case conceptualization reports and collaborative treatment

	of intervention	plans incorporating evidence-based practices
8.e,f, g,k	2. Skills	
	Displays basic helping skills Examples: <ul style="list-style-type: none"> • Demonstrates helping skills, such as empathic listening, framing problems • Uses non-verbal communication such as eye-contact and body positioning with clients to convey interest and concern 	Displays clinical skills Examples: <ul style="list-style-type: none"> • Develops rapport with clients • Develops therapeutic relationships • Demonstrates appropriate judgment about when to consult supervisor
8.e,f, g,k	3. Intervention Implementation	
	Demonstrates basic knowledge of intervention strategies Examples: <ul style="list-style-type: none"> • Is able to articulate awareness of theoretical basis of intervention and some general strategies • Is able to articulate awareness of the concept of evidence-based practice 	Implements evidence-based interventions Examples: <ul style="list-style-type: none"> • Case presentations demonstrate application of evidence-based practice • Discusses evidence based practices during supervision
8.h,j, k	4. Progress Evaluation	
	Demonstrates basic knowledge of the assessment of intervention progress and outcome Examples: <ul style="list-style-type: none"> • Identifies measures of treatment progress and outcome by name • Is able to articulate an understanding of the use of repeated assessment to guide treatment • Appropriately administers and scores treatment progress and outcome measures 	Evaluates intervention progress and modifies intervention planning on the basis of their evaluation of clients' progress Examples: <ul style="list-style-type: none"> • Describes instances of lack of progress and actions taken in response • Demonstrates ability to evaluate treatment progress in context of evidence based interventions

V. SYSTEMS

	A. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.	
8.e	1. Knowledge of the Shared and Distinctive Contributions of Other Professions	
	<ul style="list-style-type: none"> No expectation at this level 	<p>Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/ professionals; Cooperates with others</p> <p>Examples:</p> <ul style="list-style-type: none"> Cooperates with others in task completion Demonstrates willingness to listen to others
	B. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.	
8.d,e, f,g	1. Empowerment	
	<p>Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention</p> <p>Examples:</p> <ul style="list-style-type: none"> Articulates social, political, economic or cultural factors that may impact on human development and functioning Demonstrates the recognition of the importance of consideration of these factors as part of the therapeutic process 	<p>Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision</p> <p>Examples:</p> <ul style="list-style-type: none"> Identifies specific barriers to client improvement, e.g., lack of access to resources Assists client in development of self-advocacy plans
8.d,e, f,g	2. Systems Change	
	<p>Understands the differences between individual and institutional level interventions and system-level change</p> <p>Examples:</p> <ul style="list-style-type: none"> Articulates role of therapist as change agent outside of direct client/patient contact Demonstrates awareness of institutional and systems level barriers to change 	<p>Promotes change to enhance the functioning of individuals</p> <p>Examples:</p> <ul style="list-style-type: none"> Identifies target issues/agencies most relevant to specific issue Formulates and engages in plan for action Demonstrates understanding of appropriate boundaries and times to advocate on behalf of client

Certification in Elementary or Secondary School Counseling for Students in Counseling and Human Services (CHS) Master's or International Counseling Master's Programs

Students in the Counseling and Human Services M.Ed. program or the International Counseling M.Ed. program may also work toward certification as an Elementary or Secondary School Counselor. Students seeking a recommendation for certification must first petition the program for a transcript review assessing coursework required by PDE; if approved, students must complete all required courses in CHS and all required courses in Elementary or Secondary School Counseling and must complete both a full year of internship in a CHS setting **and** a full year of internship in a public school setting (i.e., students must complete a full two years of internship). Please note that an internship at Centennial School can count for *either CHS or Elementary/Secondary School Counseling but not both*.

Lehigh University Certificate in International Counseling for Students in Counseling and Human Services

Students in the Counseling and Human Services M.Ed. program may qualify for a certificate in International Counseling by completing all required coursework for the CHS program, all coursework required for the International certificate (including attending the Summer Institute and taking online courses), and a full year of clinical training (internship) in an international setting.

Transferring from Counseling and Human Services Master's to Elementary or Secondary School Counseling Master's

Students in the Counseling and Human Services M.Ed. program who wish to transfer to the Elementary or School Counseling Master's program may do so by a formal Lehigh petition. The petition should explain the reasons for the desired transfer and request a review of coursework required by PDE for certification in school counseling.

M.Ed. in Counseling and Human Services Curriculum

Shared Core Courses (21 cr.)

- _____ CPsy 427 (3) Assessment and Appraisal in Counseling
- _____ CPsy 436 (3) Culture-Centered Career Intervention
- _____ CPsy 442 (3) Counseling and Therapeutic Approaches
- _____ CPsy 471 (3) Diversity and Multicultural Perspectives
- _____ CPsy 451 (3) Helping Skills†
- _____ CPsy 472 (3) Human Development Across the Lifespan
- _____ Educ 403 (3) Research

Counseling and Human Services Track (15 cr.)

- _____ CPsy 430 (3) Professional Seminar
- _____ CPsy 439 (3) Theory and Practice of Group Counseling
- _____ CPsy 440 (3) Introduction to Family Counseling
- _____ CPsy 455 (3) Advanced Counseling Skills
- _____ Educ 408 (3) Introduction to Statistics

Clinical Training (7 cr.)

- _____ CPsy 479 (1) Master's Practicum
- _____ CPsy 480 (3) Master's Internship I
- _____ CPsy 483 (3) Master's Internship II

Specialty (5 cr.)

- _____ 2 advisor approved electives (5)
(CPsy 466 courses are one option for electives)

Total Credits = 48

Advisor Signature _____

Recommended Sequence of Courses For Counseling and Human Services Program

Tentative Two Year Plan

Year 1	Year 2
Fall Semester	Fall Semester
CPsy 442 (3) Counseling and Therapeutic Approaches* CPsy 472 (3) Human Development Across the Lifespan Educ 403 (3) Research*** or Educ 408 (3) Introduction to Statistics * *1 Advisor approved elective	CPsy 480 (3) Masters Internship I** CPsy 471 (3) Diversity and Multicultural Perspectives*** CPsy 455 (3) Advanced Counseling Skills * *1 Advisor approved elective
Spring Semester	Spring Semester
CPsy 451 (3) Helping Skills* CPsy 479 (1) Master's Practicum† CPsy 440 (3) Introduction to Family Counseling**** CPsy 427 (3) Assessment and Appraisal in Counseling * *1 Advisor approved elective	CPsy 439 (3) Group Counseling CPsy 483 (3) Masters Internship II CPsy 436 (3) Culture-Centered Career Intervention * *1 Advisor approved elective
Summer Session I	
Educ 403 (3) Research*** or Educ 408 (3) Introduction to Statistics * *1 Advisor approved elective	
Summer Session II	
CPsy 430 (3) Professional Seminar* * *1 Advisor approved elective	

† Students seeking LPC status register for 1 credit of CPSY479 Master's Practicum to obtain the necessary hours of pre-internship experience.

* This course must be taken and passed with a B- or better before student can start internship sequence. (CPSY 430 should be taken at the end of the first year of coursework and right before the beginning of Internship I.)

** This course must be taken and passed with a grade of B or better and satisfactory levels of counseling-related and professional competencies before the student can take CPSY 483.

*** EDUC 403 and CPSY 471 are generally offered every semester. CPSY 471 must be taken before CPSY 483 and must be passed with a B- or better.

**** CHS students must take CPSY440 in the spring; the summer section of CPSY440 is not open to CHS students.

Matrix of MCAC Professional Domains and their coverage in required coursework

MCAC Standard	CPsy 451	CPsy 427	CPsy 436	CPsy 442	CPsy 430	CPsy 439	CPsy 440	CPsy 455	CPsy 471	CPsy 472	CPsy 480	CPsy 483	Educ 403	CPsy 408	Elective	Elective
<i>a. Ident. Ethics Soc just</i>					.75						.25					
<i>b. Hum. dev.</i>			.25				.25			.50						
<i>c. Neuro/Bio</i>								.25		.25					.25	.25
<i>d. Eco Context Soc Just</i>				.25			.25		.25	.25						
<i>e. Cslg. Theory</i>				.50				.25			.25					
<i>f. Group</i>						1.0										
<i>g. Career</i>		.25	.75													
<i>h. Assess</i>		1.0														
<i>i. Tests Meas.</i>		.75	.25													
<i>j. Research</i>													.75	.25		
<i>k. Prac/Intern</i>	.10										.45	.45				

Student Representation in the Program

All master's students are represented in the Counseling Psychology Student Governance as well as the university-wide Graduate Student Council. The Counseling Psychology Student Governance links directly to the faculty through a representative who attends all program faculty meetings. In every program faculty meeting, this student representative is allocated time to present and discuss issues, concerns, and needs of the master's students; a job description for this position is given in the next paragraph. The Graduate Student Council serves graduate students throughout the university and is a resource for graduate student needs such as housing, transportation, healthcare, and financial assistance.

Job Description of Student Representatives for Counseling Psychology

Students in the Counseling Psychology (CP) Program will have representation in the CP Program meetings by one doctoral student and two master's students (one from CHS, one from ELCO or SECO) who will represent student perspectives in the monthly program faculty meetings. The purpose of the student representative position is to ensure that student needs and concerns are brought to the attention of the CP faculty on a consistent basis and responded to in a timely fashion. Student Representatives are expected to attend the program meetings. Each student representative is allocated time to present and discuss concerns raised by students for their respective degree program. The meetings are traditionally held on Thursday mornings at 10:00 a.m.; however, the time may vary each semester. The representative position provides an excellent opportunity for students to develop leadership skills within the program, coordinate important issues that affect students, and work closely with the entire CP faculty.

The duties of the representative are the following:

- Attend each monthly program meeting with faculty
- Present programmatic issues/concerns raised by their peers to the faculty
- Maintain consistent contact with peers and inform them of upcoming events, deadlines, and opportunities
- Inform students of faculty decisions made in program meetings
- Assist in planning of fall and spring program wide social events as well as other activities as needed

At the end of each academic year, the Program Director will inform students when there is an opening for becoming a student representative. At this point, students will have one week to nominate peers for the position and an additional week to vote. The nominated student(s) will be required to put forth a statement of his/her interest in the position to enter the election process. The CP faculty will also contribute to the final determination of who the student representatives will be.

The Pre-Internship Experience

Several courses set a foundation for the internship experience by involving students in both didactic and experiential activities. For example, in CPsy 471 (Diversity and Multicultural Perspectives), students participate in role-plays and simulations of multicultural educational situations. Another example occurs in CPsy 436 (Culture-Centered Career Intervention) where students interview a student or adult about their career aspirations and learn to use various tests and techniques in career intervention. In CPsy 439 (Theory and Practice of Group Counseling), students participate as observers in ongoing counseling groups. In CPsy 427 (Assessment and Appraisal in Counseling), students acquire practice in conducting and communicating individual appraisals. In CPsy 442 (Counseling and Therapeutic Approaches), students practice basic counseling skills using simulated counseling dilemmas. Finally, in CPsy 451 (Helping Skills), students further develop the basic skills required for engaging in the counseling process, and in CPSY479 Master's Practicum, students gain some beginning practical experience by engaging in a 100-hour practicum. This 100-hour practicum exposes students to the clinical settings where they will complete their internships in subsequent semesters.

The Internship Experience

Overview. The internship is a two-semester (i.e., CPSY480 & CPSY483) supervised field experience designed to provide the counselor trainee with an opportunity to integrate and apply the knowledge and skills acquired from didactic and experiential instruction. At Lehigh, counseling students are afforded experiences that include supervision of, and observation and participation in, a wide range of counseling activities that emphasize the acquisition of strong counseling skills and that will be compatible with their eventual career goals and specialty areas. Interventions range from brief informational contacts to more extended individual, group, or family counseling interactions. The internship training also provides an opportunity for dialogue and feedback between trainees, counselor educators and practitioners.

The Clinical Coordinator supports students in obtaining their internship placement in settings that have strong liaison connections with Lehigh University and provide high levels of supervision and support in a wide variety of areas. School Counseling students complete their internship in an approved public school, generally in urban areas: Allentown School District, Bethlehem Area School District, and Whitehall School District are strongly recommended. Counseling and Human Services (CHS) students may complete their internship in a number of approved agency settings (e.g., community mental health agencies, university counseling centers). The heart of any counselor preparation program is the counseling they practice and the supervision they receive. These experiences are intended to be intensive and of high-quality, ensuring both careful professional supervision and client caseload.

Internship Eligibility. School Counseling students must complete the following courses with a grade of B- or better before they are eligible to begin the CPSY 480 Masters Internship I course: (1) CPsy 442, (2) CPsy 445, (3) CPsy 448, (4) CPsy 449, and (5) CPsy 451. CHS students must complete the following courses with a grade of B- or better before they are eligible to begin the CPSY 480 Masters Internship I course: (1) CPsy 430, (2) CPsy 442, and (3) CPsy 451.

Application for Internship. Students intending to go on internship need to attend the Internship Tea scheduled in the Fall semester to identify potential placements and learn about the application/interview process. Interviews at internship sites typically occur in the Spring semester. The application to enroll in internship, titled Master's Internship Application (posted on CourseSite), should be completed and submitted to the Clinical Coordinator by March 1st. The Clinical Coordinator in consultation with faculty will consider each application for preliminary approval. Pending successful completion of required coursework (see eligibility requirements above) and with particular emphasis on performance in the Practicum course and Helping Skills course, the Clinical Coordinator will consider the application for final approval. Given that internships require not only clinical knowledge but also a keen awareness on part of the trainee about the impact of their own behavior on clients and colleagues (e.g., professional conduct consistent with ACA guidelines), the ability to begin an internship is not simply based on completion of coursework with a specific grade in the course, but based on the collective judgment of the program faculty with regard to the student's academic, clinical, and professional competencies. In some cases, students will be asked to enter into a remediation plan, including but not limited to additional practicum training, prior to the approval of internship. In the event a student is not approved to go on internship, he/she may appeal the decision via the informal and formal process described in this manual.

Completion of Training Agreement. After obtaining an internship placement, the student must complete the Master's Internship Site Confirmation form (posted on CourseSite) and provide a copy to the Clinical Coordinator who will then draft the training agreement between Lehigh University's counseling program and the training site and send it to the site. Prior to beginning the internship, the Training Agreement form must be signed by all three parties: the student, the training site supervisor, and the Clinical Coordinator.

Expectations during Internship. Trainees are encouraged to become aware of the impact of their own behavior on clients and to maximize the ability to use their own professional skills and behaviors to the benefit of the client. In addition, trainees are expected to recognize and engage in appropriate professional activities in the setting of the field experience and to act in an ethical and professionally responsible manner (consistent with ACA guidelines) in interactions with clients and other professionals. Specifically, trainees are expected to engage in a professional manner at all times with regard to such issues as attire, timely arrival, proper preparation, interaction with colleagues, and other

ethical practices. Given that the internship provides an opportunity for feedback and dialogue between trainees, instructors, supervisors, and other onsite colleagues, trainees' ability to receive feedback in a non-defensive manner from the instructor, supervisors, and peers is important.

Employment. Students may be employed in a paid position for 30 hours maximum while completing their internship and taking 6 credits or less (including CPsy 480 or Cpsy 483). If a student wishes to take more than 6 credits per semester while completing internship, he or she may work a maximum of 20 hours. At no time during the internship may students work 40 hours per week.

Coursework while on Internship. Interns are allowed to take courses (either at Lehigh or elsewhere) while completing their internship. Interns may take up to 9 additional credits concurrent with their Masters Internship I & II courses during the semester that they are on clinical placement.

CPsy 480 Masters Internship I. This three (3) credit course is the first internship experience taken at the M.Ed. level. This course follows the successful completion of CPsy 451 (**grade B- or better and satisfactory levels of counseling-related and professional competencies**). The internship is designed to enhance those basic skills acquired in previous courses and to assist students to acquire and practice intermediate level counseling skills. In Internship I, students build on their conceptual skills and gain a better appreciation and experience of the counseling process (e.g., initial interviews, using assessment information to formulate an intervention plan, and termination).

CPsy 483 Masters Internship II. The supervised Internship II experience follows successful completion of CPsy 480 (**grade B or better and satisfactory levels of counseling-related and professional competencies**) for the M.Ed. student. An approval from the Clinical Coordinator is required to move onto the Internship II. Both Masters Internship I & II are completed in a single setting over the course of one academic year. The CPsy 483 experience is more intensive and extensive with respect to the nature of professional activities undertaken. However, supervision requirements remain the same as in CPsy 480.

Ability to Continue with Internship I and Internship II Sequence. Evaluations completed by supervisors in both the CPSY480 and CPSY483 courses will be used to judge a student's ability to continue in the Internship I & II sequence. Issues such as deficient interpersonal skills, supervision difficulties, emotional problems, academic dishonesty, inadequate clinical skills are some areas that may prevent a student from being able to continue with the Internship sequence. In cases where a discrepancy is identified among all supervisor evaluations, the program faculty and the clinical coordinator will meet and recommend remediation that could include the following: additional coursework, counseling training, personal therapy, self-reflection, professional ethics training, or supervision. In addition, students may not be permitted to continue Masters Internship I or to move on to the Masters Internship II course. In the event of serious misconduct (e.g., placing client at risk, sexual relationship with client), the student may not be permitted to complete their degree program but could be offered an alternative degree based on the coursework completed (e.g., Master's in Human Development). Finally, if the internship training agreement for a student is terminated either by the site or by the CP program, the student will receive a failing grade in this course.

Practicum / Internship Sites

Practicum and Internship sites are approved after the Clinical Coordinator conducts a site visit to determine that adequate client contact is possible, taping of sessions is allowed, and that on-site supervision is provided. The intention of this process is to ensure that students receive a rich training experience along with high quality supervision. Moreover, the sites chosen reflect our mission to serve diverse and underserved populations. In many cases, the sites also reflect partnerships between schools, agencies, and the Counseling Psychology Program.

List of Approved School Counseling and Counseling and Human Services Sites

School Counseling and Counseling and Human Services students may complete their practicum/internship placements in a variety of approved sites. A complete list of sites is posted on CourseSite, and the Clinical Coordinator will present information regarding these placements during group and individual meetings with students. All internship placements must be approved by the Clinical Coordinator prior to accepting a placement.

Internship Requirements

- (1) **Supervision:** Students in the Counseling and Human Services (CHS) program receive three modes of supervision (i.e., a, b, and c), and students in the Elementary or Secondary School Counseling program receive two modes of supervision (i.e., a and c):
- a. **Individual On-Site Supervision:** Students receive weekly on-site supervision from a counseling professional who holds a master's or doctoral degree and is employed by the internship site. For CHS students, the on-site supervisor must be a licensed professional counselor or social worker or be supervised by a licensed professional counselor or social worker. The on-site supervisor provides at least one hour of individual counseling supervision per week, listens to 10 audiotapes per semester of the student's counseling work, and provides additional administrative and case management supervision.
 - b. **Individual Counselor Supervision:** In both the fall and spring semester, an advanced doctoral student in counseling psychology, who is enrolled in a supervision apprenticeship sequence overseen by a Lehigh counseling psychology faculty member, will provide one hour of individual (or 1 1/2 hrs group) counselor supervision per week. This supervisor is responsible for listening to the student's counseling tapes and providing feedback to the student. The student and his/her supervisor choose 2 clients on which they both will focus. At the very least, the supervisor will review an entire counseling tape of the student's every three to four weeks. The student will also give his/her supervisor additional tapes as he/she and the supervisor deem necessary. It should be noted that the on-site supervisor is the primary supervisor and is ultimately responsible for the student's clients. These supervision sessions must be audiotaped and will remain confidential within the context of the counselor supervision class. **Note: Unless it is part of on-site supervision, school counseling students will not be required to receive individual doctoral supervision.**
 - c. **Group Counselor Supervision:** Your internship class will meet weekly for 1 ½ hours for clinical group supervision and will be facilitated by a Lehigh Counseling Psychology Faculty member/Clinical Coordinator. This is a time for students to begin to integrate theory, research, and practice as well as to continue to develop a professional counselor identity. Included in this supervision will be discussion of personal reactions and questions regarding the student's clients, clinical training agency or school, and case presentations.

Note. Each of the supervisors will evaluate the students' counseling-related competencies based on the same measure that attends to counseling skills, behavior in supervision, and professionalism. Summative evaluations occur twice a semester (mid-point and end of semester). Formative evaluations occur throughout the semester. Evaluation forms are included in this manual.

- (2) **Placement Hours:** Students are expected to be at their placement a minimum of 20 hours per week, totaling a minimum of 300 on-site hours for each semester (600 hours total). Students are expected to be at their placement through the end of their contract period. As such, it is highly probable that more than 300 hours will have been accumulated per semester.
- (3) **Client Contacts:** Students are expected to be working with at minimum 4-6 clients per week. Thus, by the end of each semester each student is expected to have been a counselor for at least 6 different clients, with a minimum number of 50 counseling sessions for all clients. Students are also expected to attend staff meetings and engage in additional counseling-related activities germane to their particular site (e.g., group counseling, family counseling, teacher consultation, attendance at SAP meetings, etc.).
- (4) **Taping:** Students are required to audiotape all of their counseling sessions.
- (5) **Progress Notes:** Progress notes and other records need to be kept according to agency policy. At a minimum, notes should reflect clinical observations, clinical impressions, and treatment plans.

They also should be completed immediately following each counseling session. You will be handing in a set of notes for your case presentations.

- (6) **Malpractice Insurance:** Students are strongly encouraged to be a member of a professional psychological or counseling association [i.e., American Psychological Association (800-374-2721) or American Counseling Association (800-347-6647)] and have student malpractice insurance.
- (7) **Those working with minor children MUST obtain the appropriate clearance checks.** Please see the section of the manual that covers these clearances.

Advanced Clinical Experiences. Students may also elect additional advanced counseling training experiences.

Evaluation

The on-site supervisor and the clinical coordinator and/or the instructor for the Master's Practicum and Master's Internship I and II courses will assess the student's performance using the evaluations included in this manual. It is expected that, at the completion of the student's practicum and internship, the student will perform according to the expectations outlined in the table provided below.

Masters Student Practicum and Internship Evaluation Expectations			
Course	School Counseling	CHS	International
CPsy 466: Masters Practicum	Emergent	Proficient	
CPsy 480: Masters Internship I	Emergent	Emergent	Emergent
CPsy 480: Masters Internship II	Proficient	Proficient	Proficient
* Note: CHS Practicum students are assessed in the "early" competency areas and CHS Internship students are assessed in the "exit" competency areas on the MCAC Competencies Grid.			

Competence to Practice While Enrolled in a Counseling Graduate Program at Lehigh University

Students in Lehigh University graduate programs in counseling (Elementary School Counseling, Secondary School Counseling, Counseling and Human Services, International Counseling) normally complete counseling Internships, for credit, in approved settings, and under direct on-site and/or university supervision. Students are expected to practice within their competence, and in adherence to the *Ethical Code of Conduct* of the American Counseling Association (ACA) at all times (see below).

C.2.a. Boundaries of Competence

Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population. (See A.9.b., C.4.e., E.2., F.2., F.11.b.)

C.3.a. Accurate Advertising

When advertising or otherwise representing their services to the public, counselors identify their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent.

C.3.b. Testimonials

Counselors who use testimonials do not solicit them from current clients nor former clients nor any other persons who may be vulnerable to undue influence.

Any student practicing, or holding out to the public (i.e., advertising) as a counselor, or mental health and/or counseling service provider (e.g., individual counseling, workshops, groups, consultation, etc)

outside of the auspices, credit, and supervision of Lehigh University must do so within their competence level. Students may not list, or in any other way imply, Lehigh University endorsement unless they are practicing under a signed and authorized contractual agreement and are enrolled in a credit bearing course (e.g., being enrolled as a Lehigh student does not imply professional level credentials). Students may not invoke Lehigh University in a way that may be interpreted by the public to imply credentials either present or future, prior to the completion of that degree. Misrepresenting one's credentials or competencies in any way will be considered an ethical violation and will cause the student's status in the CP program to be reviewed.

Preparing Professional Psychologists to Serve a Diverse Public

The following statement was developed by the APA Education Directorate's Working Group on Restrictions Affecting Diversity Training in Graduate Education, and approved by the APA Board of Educational Affairs in March 2013. The CP Faculty at Lehigh University has adopted this statement as policy for all masters and doctoral counseling training programs (i.e., School Counseling, Counseling and Human Services, International Counseling, and Counseling Psychology). Your signature on the orientation attestation indicates that you have read and understand this and all other policies in the program manual appropriate to your degree.

Statement of Purpose

For psychologists to competently serve all members of the public now and in the future, professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills and awareness to work effectively with diverse individuals. Clients/patients are complex individuals who belong to diverse cultures and groups. Trainees also bring a complex set of personal characteristics and diverse cultural or group memberships to the education and training process. An important component of psychology training to explore is when and how trainees' world views, beliefs or religious values interact with and even impede the provision of competent professional services to members of the public. It is essential that potential conflicts be acknowledged and addressed during training so that psychologists are prepared to beneficially and non-injuriously interact with all clients/patients. This statement is intended to help training programs address conflicts between trainees' worldviews, beliefs or religious values and professional psychology's commitment to offering culturally responsive psychological services to all members of the public, especially to those from traditionally marginalized groups.

Commitment to a Supportive Training Environment

Training environments foster the ability of trainees to provide competent care to the general public, and trainees' competencies in professional practice are evaluated regularly. Some trainees possess worldviews, values or religious beliefs that conflict with serving specific subgroups within the public. For example, they may experience strong negative reactions toward clients/patients who are of a particular sexual orientation, religious tradition, age or disability status. Trainers take a developmental approach to trainee skill and competency acquisition and support individual trainees in the process of developing competencies to work with diverse populations. Trainers respect the right of trainees to maintain their personal belief systems while acquiring such professional competencies. Trainers also model the process of personal introspection; the exploration of personal beliefs, attitudes and values; and the development of cognitive flexibility required to serve a wide diversity of clients/patients. Training to work with diverse clients/patients is integral to the curriculum, and consists of both didactic coursework and practical training.

Training programs, trainers and trainees cannot be selective about the core competencies needed for the practice of psychology because these competencies are determined by the profession for the benefit of the public. Further, training programs are accountable for ensuring that trainees exhibit the ability to work effectively with clients/patients whose group membership, demographic characteristics or worldviews create conflict with their own. Trainers respectfully work with trainees to beneficially navigate value- or belief- related tensions. At times, training programs may wish to consider client/patient re-assignment so

trainees have time to work to develop their competence to work with client/patients who challenge trainees' sincerely held beliefs. Trainers utilize professional judgment in determining when client/patient re-assignment may be indicated in this situation as in all other possible situations in which client/patient re-assignment may be considered. The overriding consideration in such cases must always be the welfare of the client/patient. In such cases, trainers focus on the trainees' development, recognizing that tensions arising from sincerely held beliefs or values require pedagogical support and time to understand and integrate with standards for professional conduct. Thus trainees entering professional psychology training programs should have no reasonable expectation of being exempted from having any particular category of potential clients/patients assigned to them for the duration of training.

Commitment to Transparency in Educational Expectations, Policies and Procedures

Psychology training programs inform prospective trainees and the public of expected competencies to be attained during training. Publicly available program descriptions and admission materials should include the program's goals and objectives, content about training standards and the commitment to serving a diverse public. These expectations are reiterated throughout the course of training and in documents such as practicum contracts. Training programs are responsible for notifying prospective trainees, current students and the public that the failure to demonstrate appropriate levels of competence as set forth and assessed by the program could lead to dismissal from the doctoral training program.

Commitment to Establishing and Maintaining Standards for Professional Competence to Protect the Public

As the largest professional and scientific organization of psychologists in the United States, the American Psychological Association has sought to create, communicate and apply psychological knowledge for the public's benefit for more than a century. It does this, in part, by establishing a professional code of ethics and standards for professional education and training for practice. These APA documents mandate that education and training programs take reasonable steps to ensure that doctoral-level graduates are prepared to serve a diverse public.

Footnote: This statement was prepared as an educative summary of relevant pedagogical principles applicable to doctoral training of psychologists and is consistent with both the APA Ethics Code (2010) and the Guidelines and Principles for the Accreditation of Professional Psychology Programs of the APA's Commission on Accreditation (APA, 2012). APA's Ethics Committee and the Commission on Accreditation are responsible for interpreting and adjudicating these standards. This statement supports and is not intended to supersede either of these documents.

Taping Policy

COUNSELING AND HUMAN SERVICES

CPsy 479

Audiotape/videotape is not required for the practicum, except under circumstances where a site requires audiotaping. In this case, the Counseling Psychology Program defers to the site's policy. See requirements below in CPsy 480 & CPsy 483 for taping policy in these circumstances.

CPsy 480 & CPsy 483

The Counseling Psychology Program requires the audiotaping/videotaping of client sessions. Approved sites may vary in their audiotaping requirements, and students should clarify taping requirements with their on-site supervisor and the clinical coordinator. It is recommended that the site supervisor guide the trainee to select appropriate cases to audiotape sessions (e.g., challenging case, new demographic). At minimum, 2-3 sessions should be audiotaped per week for on-going client sessions. Written consent must be obtained by the client in order to audiotape/videotape sessions. Please inquire with the

internship site regarding consent forms. If a client refuses audiotape/videotape, the student should consult with the on-site supervisor and Clinical Coordinator to determine whether it is appropriate for the trainee to continue counseling services with the client. If there is a recurrent problem of too few sessions recorded on average per week, the Clinical Coordinator/Instructor may request a remediation plan to correct the problem.

SCHOOL COUNSELING
CPsy 479

Audiotape/videotape is not required for the practicum.

CPsy 480 & CPsy 483

At minimum, 2-3 sessions with students in on-going individual counseling are required to be audiotaped per week. Written consent must be obtained by the student's parent(s)/legal guardian(s) in order to audiotape/videotape sessions. Please inquire with the internship site regarding consent forms. If there is a recurrent problem of too few sessions recorded on average per week, the Clinical Coordinator/Instructor may request a remediation plan to correct the problem.

EQUIPMENT TO USE

If the site does not have audiotape/videotape equipment, it is recommended that you obtain an electronic recording device that permits files to be downloaded and saved onto a computer. It is also recommended that files be deleted one week following recording or after your supervisor listens to the file. Consult with your on-site supervisor regarding any site policies for electronic file transmission. You are not permitted to use your cell phone to record sessions.

Counseling Psychology Training Agreement: Counseling and Human Services

This agreement is by and between the Counseling Psychology Program (CPP) at Lehigh University and the _____. The parties understand and agree to the following:

A. RELATIONSHIP

The CPP and the _____ agree that their relationship is that of a Counseling Psychology training program and of a Counseling and Human Services training site.

B. PERIOD OF AGREEMENT

This agreement will be in effect throughout the Academic Year (August ____, 20__ - May ____, 20__). Normally, any termination would be mutual and be done at the end of an academic year, but this agreement can be severed by either party, at any time, if circumstances warrant. Termination of the internship contract by either party will result in a failing grade for the corresponding internship courses. If the student and on-site supervisor agree to extend the internship beyond the end of the Lehigh academic year, the on-site supervisor assumes all supervisory responsibilities thereafter.

C. RESERVATION OF RIGHTS

Both the _____ and the CPP have the right and the obligation to inform any student in training of any violations of ethical (e.g., APA) or legal standards of psychological practice. The preservation and dignity and privacy of the patient (i.e., _____ patient) is presumed to be paramount, and any violations will be dealt with jointly by CPP and the _____. Ordinarily, the on-site supervisor will contact the university supervisor first. If, in the judgment of these immediate supervisors, the matter should proceed further, the university supervisor will inform the clinical coordinator. A meeting of the CP training committee will then be scheduled. The membership will be limited to the training director of the Counseling Psychology Program, the clinical coordinator, the course instructor, the training director of _____, the director of _____, and the on-site supervisor. The procedures outlined in the program manual will be followed.

D. SCOPE OF WORK

The CPP at Lehigh University shall provide, where feasible, masters' level students in Counseling and Human Services who have completed one full year of coursework in counseling which includes, a course in counseling and therapeutic approaches, standardized tests and measurements, abnormal psychology, and a professional and ethical issues course. These students will perform similar duties to a staff counselor under the direct supervision of a psychologist or certified or Licensed Professional Counselor. The duties may include (but are not limited to) individual counseling, co-leading a counseling group, family and marital counseling sessions, appropriate testing and assessment, participating in treatment team meetings, and providing outreach sessions. The student will not be responsible for providing emergency service unless he/she is part of an emergency treatment team headed by a staff psychologist.

This experience will consist of two segments: Semester I (CPsy 480) and Semester II (CPsy 483). The overall requirements of the internship each semester include 20 hours per week of on-site regularly scheduled hours. Responsibilities for the first semester include a minimum of 4-5 individual clients (or the equivalent with marital and family sessions), observing/co-conducting at least 6 intakes, consultation as needed with staff, and presenting at one case conference. Consistently across the two semesters, one hour of one-to-one supervision must be provided weekly for individual psychotherapy sessions and the supervisor must review at least 10 audiotapes. Additional supervision is encouraged, particularly in the form of group supervision and attendance at seminars or in-service may be required of the trainee.

E. RESPONSIBILITIES

All parties agree to abide by the Ethical Principles of Psychologists and service provider standards set forth by the American Psychological Association. The student agrees to contact his/her on-site supervisor for orientation to the site. The on-site supervisor will arrange for an office suitable for psychotherapy. This room should include a desk, two chairs, and ample lighting and privacy. The student assumes responsibility for reviewing the patient's chart, setting up therapy appointments and testing dates. The student agrees to document client contacts in the client's record, which may be reviewed by the on-site supervisor. The student also agrees to participate constructively in on-site, Lehigh doctoral student, in class, and any required additional supervision.

The student agrees to provide verbal feedback to the on-site supervisor by the end of the week in which the testing is conducted. A written report will be placed in the chart within one week of the completion of the testing. The referring counselor is responsible for providing feedback to the patient regarding test results.

The role of the on-site supervisor is to acclimate the student to all procedures of the placement setting. In the event of a crisis, the student will inform either their on-site supervisor or other senior staff therapist on call immediately. This staff person will take full responsibility for enacting the normal procedures used by the training agency. The student will be allowed to observe/coordinate the necessary steps. The supervisor will also delegate testing and psychotherapy referrals to the student.

The CPP agrees to provide qualified graduate students for placement at _____. CPP also agrees to provide a seminar for discussion of cases and supervision of ongoing cases in CPsy 480, to maintain contact with the supervisor, and to conduct an annual meeting of students and supervisors at Lehigh University. In CPsy 483, the instructor of record agrees to maintain contact with the student and to provide supervision as needed. The student has malpractice insurance through Lehigh University's policy.

The primary on-site supervisor agrees to provide to the CPP clinical coordinator timely, written feedback evaluating the performance of each student in September, October, December and April.

F. INDEMNIFICATION

- a. The _____ agrees to indemnify and hold harmless Lehigh University and its trustees, directors, officers, employees, students, representatives and agents from and against any and all claims, demands, actions, damages, settlement and/or judgments and liabilities whatsoever (including reasonable attorneys fees) that arise from _____ or any of its agents, employees, faculty or students performing under this agreement.
- b. The Lehigh University agrees to indemnify and hold harmless _____ and its trustees, directors, officers, employees, students, representatives and agents from and against any and all claims, demands, actions, damages, settlement and/or judgments and liabilities whatsoever (including reasonable attorneys fees) that arise from CPP or any of its agents, employees, faculty or students performing under this agreement.

Clinical Coordinator

Date

Trainee

Date

On-Site Supervisor

Date

Counseling Psychology Training Agreement: School Counseling

This agreement is by and between the Counseling Psychology Program (CPP) at Lehigh University and the _____ School. The parties understand and agree to the following:

A. RELATIONSHIP

The CPP and the _____ School agree that their relationship is that of an Elementary/ Secondary School Counseling training site and an Elementary/Secondary School Counseling training program.

B. PERIOD OF AGREEMENT

This agreement will be in effect throughout the Lehigh Academic Year (August ____, 20__ - May ____, 20__). Normally, any termination would be mutual and be done at the end of an academic year, but this agreement can be severed by either party at any time, if circumstances warrant. Students will be expected to complete the placement school's academic year with the responsibility for supervision transferring from Lehigh to the school after the end of the Lehigh academic year (normally May). Termination of the internship contract by either party will result in a failing grade for the corresponding internship course.

C. RESERVATION OF RIGHTS

Both the _____ School and the CPP have the right and the obligation to inform any students in training of any violations of ethical (e.g., ACA) or legal standards of psychological practice. The preservation and dignity and privacy of the patient (i.e., elementary, middle or high school student) is presumed to be paramount, and any violations will be dealt with jointly by CPP and the School. Ordinarily, the on-site supervisor will contact the agency supervisor first. If, in the judgment of these immediate supervisors, the matter should proceed further, the university supervisor will inform the clinical coordinator. A meeting of the CP trainee committee will then be scheduled. The membership will be limited to the training director of the Counseling Psychology Program, the clinical coordinator, the course instructor, the training director of the School, the director of School, and the on-site supervisor. The procedures outlined in the master's manual will be followed.

D. SCOPE OF WORK

The CPP at Lehigh University shall provide, where feasible, masters' level students in Elementary/ Secondary School Counseling who have completed one full year of course work which includes courses in Counseling and Therapeutic Approaches, Professional Orientation, Professional Ethics and Standardized Testing and Diagnostic Interviewing. These students will perform similar duties to a staff counselor under the direct supervision of a school counselor certified in the Commonwealth of Pennsylvania. The duties may include individual therapy, co-leading a psychoeducational group, conferences with parents/ teachers, participating in team meetings, providing outreach sessions and other duties normally undertaken by a school counselor. The student will not be responsible for providing emergency service unless he/she is part of an emergency treatment team headed by a staff counselor.

This experience will consist of two segments: The overall requirements of the internship include 20 hours per week of on-site regularly scheduled hours. Responsibilities for the first semester include 4-6 individual clients (or up to two hours of a psychoeducational group), consultation as needed with staff, and presenting at one case conference. For individual counseling, the student is expected to counsel with at least two clients for six sessions (or more) over the course of the semester. Each individual session must be at least 45 minutes in length. The School will provide one hour of weekly uninterrupted one-on-one supervision for individual counseling sessions. The on-site school supervisor agrees to review at least 10 audiotapes during the semester. Group supervision and additional seminars may be implemented as needed. Additional responsibilities for the second semester will include the observing/co-conducting of at least 12 academic advisement sessions.

E. RESPONSIBILITIES

All parties agree to abide by the Ethical Principles of Psychologists and service provider standards set forth by the American Counseling Association. The student agrees to contact his/her on-site supervisor for orientation to the School. The on-site supervisor will arrange for an office suitable for counseling and testing. This room should include a desk, two chairs, and ample lighting and privacy. The student assumes responsibility for reviewing the client's record, setting up therapy appointments and testing dates. The trainee agrees to document client contacts in the student's file that may be reviewed by the on-site supervisor.

The student agrees to provide verbal feedback to the on-site supervisor by the end of the week in which the testing is conducted. A written report will be placed in the chart within one week of the completion of the testing. The referring counselor is responsible for providing feedback to the patient regarding test results.

The role of the on-site supervisor is to acclimate the student to all procedures of the School. In the event of a crisis, the student will inform either their on-site supervisor or other senior staff counselor on call immediately. This staff person will take full responsibility for enacting the normal procedures used by the School. The student will be allowed to observe / coordinate the necessary steps. The supervisor will also delegate counseling referrals to the student.

The CPP agrees to provide qualified graduate students for placement at the School. CPP also agrees to provide a weekly seminar for discussion of cases and supervision of ongoing cases in CPsy 480, to maintain contact with the on-site supervisor, and to conduct an annual meeting of students and supervisors at Lehigh University. In CPsy 483, the instructor of record agrees to maintain contact with the student through class meetings and provide supervision as needed.

The CPP agrees to ensure that each student has malpractice insurance at a limit of no less than \$600,000 dollars.

The School agrees to provide to the CPP clinical coordinator timely, written feedback evaluating the performance of each student in September, October, December and April.

F. INDEMNIFICATION

- a. The _____ agrees to indemnify and hold harmless Lehigh University and its trustees, directors, officers, employees, students, representatives and agents from and against any and all claims, demands, actions, damages, settlement and/or judgments and liabilities whatsoever (including reasonable attorneys fees) that arise from _____ or any of its agents, employees, faculty or students performing under this agreement.
- b. The Lehigh University agrees to indemnify and hold harmless _____ and its trustees, directors, officers, employees, students, representatives and agents from and against any and all claims, demands, actions, damages, settlement and/or judgments and liabilities whatsoever (including reasonable attorneys fees) that arise from CPP or any of its agents, employees, faculty or students performing under this agreement.

Clinical Coordinator

Date

Trainee

Date

On-Site Supervisor

Date

**LEHIGH UNIVERSITY
COUNSELING AND HUMAN SERVICES
STUDENT PRACTICUM AND INTERNSHIP EVALUATION
SITE SUPERVISOR FORM**

Student Name: _____ Date: _____

Supervisor Name: _____ Course Name: _____

Site Name: _____

*Please refer to “Competencies in Professional Counseling and Related Human Services” document for guidance to complete this evaluation. For students completing their practicum, please refer to the first column, representing “early” development. For students completing their internship, please refer to the second column, representing “exit” development. If you are unable to assess an area of competency, please indicate “N/A”.

Directions: Place an “X” in the corresponding column for the Foundational Competencies.

Emergent	Proficient	Lacking	Foundational Competencies
			I. PROFESSIONALISM
			A. Professional Values and Attitudes: as evidenced in behavior and comportment that reflects the values and attitudes of psychology.
			1. Integrity
			2. Deportment
			3. Accountability
			4. Concern for the Welfare of Others
			5. Professional Identity
			B. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly.
			1. Self as Shaped By Individual and Cultural Diversity
			2. Others as Shaped by Individual and Cultural Diversity and Context
			3. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context
			4. Applications based on Individual and Cultural Context
			C. Ethical/Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
			1. Knowledge of Ethical, Legal and Professional Standards and Guidelines
			2. Awareness and Application of Ethical Decision Making
			3. Ethical Conduct
			D. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.
			1. Reflective Practice
			2. Self-Assessment
			3. Self-Care
			4. Participation in Supervision Process
			II. RELATIONAL
			A. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

			1. Interpersonal Relationships
			2. Affective Skills
			3. Expressive Skills
			III. SCIENCE
			A. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.
			1. Scientific Mindedness
			2. Scientific Foundation of Professional Counseling
			3. Scientific Foundation of Professional Practice
			IV. APPLICATION
			A. Evidence-Based Practice (EBP): Integration of research and clinical expertise in the context of patient factors.
			1. Knowledge and Application of Evidence-Based Practice
			B. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.
			1. Knowledge of Measurement and Psychometrics
			2. Knowledge of Assessment Methods
			3. Applicable of Assessment Methods
			4. Diagnosis
			5. Conceptualization and Recommendations
			6. Communication of Assessment Findings
			C. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations (e.g., career, group, family, and/or systems-level interventions).
			1. Intervention Planning
			2. Skills
			3. Intervention Implementation
			4. Progress Evaluation
			V. SYSTEMS
			A. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.
			1. Knowledge of the Shared and Distinctive Contributions of Other Professions
			B. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.
			1. Empowerment
			2. Systems Change

QUALITATIVE EVALUATION

1. Provide any additional information regarding strengths for the trainee.
2. Provide any additional information regarding growth edges requiring further attention for the trainee.
3. Provide recommendations to trainee to correct growth edges.
4. What are areas the trainee has made progress during the period being evaluated?
5. Please describe any issues that may impact the trainee's progress toward successful completion of the clinical placement.

_____ Supervisor Signature	_____ Date
_____ Trainee Signature	_____ Date
_____ Clinical Coordinator Signature	_____ Date

**LEHIGH UNIVERSITY
SCHOOL COUNSELING
STUDENT PRACTICUM AND INTERNSHIP EVALUATION
SITE SUPERVISOR FORM**

Student Name: _____ Date: _____

Supervisor Name: _____ Course Name: _____

Site Name: _____

The following evaluation is based on the “Candidate Competencies” section from the Pennsylvania Department of Education’s *The Framework for School Counselor Preparation Program Guidelines*. If you are unable to assess an area of competency, please indicate “N/A”.

Directions: Place an “X” in the corresponding column for the Foundational Competencies.

Emergent	Proficient	Lacking	Foundational Competencies
			CORE STANDARD I. FOUNDATION
			A. History and Philosophy of School Counseling: Studies that provide a historical perspective of counseling in general and school counseling specifically
			1. Understands the history and philosophy of the counseling profession in general and school counseling in particular, including significant factors and events.
			2. Understands the history, philosophy and current trends in school counseling and educational systems including the ASCA National Model and the ASCA National Student Standards in the areas of academic, career, and personal/social development.
			3. Understands the role, function and professional identity of the school counselor as a facilitator of the academic, career, and personal/social development of all students, and as a leader and advocate for systemic change within the school.
			4. Understands the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school as well as other human service providers.
			5. Understands how professional organizations provide benefits and services to support the work of the school counselor.
			6. Understands professional credentialing, including certification, licensure, accreditation practices and standards.
			B. Ethical and Legal Issues: Studies that provide a perspective of ethics and legal issues in schools and school counseling specifically.
			1. Is knowledgeable about the Ethical standards of ASCA, ACA and related entities, and their application in school counseling and the academic, career, and personal/social development of all students.
			2. Is knowledgeable about current educational issues, local policy, administrative procedures, state and federal laws, and legislation relevant to school counseling.
			C. Social and Cultural Diversity: Studies that provide an understanding of the cultural context of education in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, teaching and learning, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups.
			1. Understands the cultural, ethical, economic, legal and political issues surrounding diversity, equity, and excellence in terms of student learning.

			2. Identifies community, environmental, and institutional opportunities that enhance, as well as barriers that impede the academic, career and personal/social development of students.
			3. Understands the ways in which educational policies, programs, and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families.
			4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender and sexual identity, and their effects on student achievement.
			5. Understands theories of multicultural counseling, identity development, and social justice.
			6. Understands counselors' roles in developing cultural self-awareness, promoting social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit.
			7. Understands counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
			D. Academic Development: Studies that provide an understanding of the academic needs of all Pre-K-12 students and families at all developmental levels and in multicultural contexts (particularly in contexts of educational inequities), including all of the following:
			1. Understands the relationship of the school counseling program to the academic mission of the school.
			2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
			3. Understands instructional gaps and opportunity gaps and the negative effects these have on particular groups of students.
			4. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance-related material.
			5. Understands that all students need a high-quality rigorous curriculum that will prepare them for work and college.
			E. Career Development: Studies that provide an understanding of career development and related life factors, including all of the following:
			1. Knows career development theories and decision-making models including the PA Academic Standards for Career Education and Work.
			2. Understands career, vocational, educational, occupational and labor market information resources, and career information systems.
			3. Knows career development program planning, organization, implementation, administration, and evaluation.
			4. Knows interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.
			5. Knows career and educational planning, placement, follow-up, and evaluation.
			6. Knows assessment instruments and techniques relevant to career planning and decision making.
			7. Knows career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
			F. Personal-Social Development: Studies that provide an understanding of the personal-social nature and needs of Pre-K-12 students and families at all developmental levels and in multicultural contexts, including all of the following:

			1. Knows theories of individual and family development and transitions across the life span.
			2. Understands theories of learning and personality development, including current understandings about neurobiological behavior.
			3. Understands effects of crises, disasters, and other trauma-causing events on students and families.
			4. Knows theories and models of individual, cultural, couple, family, and community resilience.
			5. Understands a general framework for understanding exceptional abilities and strategies for differentiated interventions.
			6. Understands human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.
			7. Knows theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.
			8. Understands theories for facilitating optimal development and wellness over the life span.
			CORE STANDARD II: MANAGEMENT AND DELIVERY SYSTEMS
			A. Program Planning: Studies that provide an understanding of the knowledge and competencies needed to manage comprehensive school counseling programs.
			1. Understands comprehensive, data-driven programming.
			2. Understands the elements and themes of the ASCA National Model.
			3. Knows and understands all components of the ASCA National Model.
			4. Understands Use of Time.
			B. Counseling, Prevention and Intervention: Studies that provide an understanding of the prevention and intervention aspects of the counseling process.
			1. Understands that counseling theories and appropriate counseling interventions can begin the process to develop a personal model of counseling.
			2. Understands essential interviewing and counseling skills.
			3. Understands approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.
			4. Understands issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide, crisis intervention, bullying).
			5. Understands theories of group counseling and group counseling methods used in school counseling groups (e.g., counseling, psycho-educational, task, and peer helping groups).
			CORE STANDARD III: ACCOUNTABILITY
			A. Research and Program Evaluation: Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, particularly as these apply to school settings, and including all of the following:
			1. Understands the importance of research in advancing the school counseling profession.
			2. Knows research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.
			3. Understands statistical methods used in conducting research and program evaluation.
			4. Conceptualizes principles, models, and applications of needs assessments, program evaluation, and the use of findings to effect

			program modifications.
			5. Understands ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.
			6. Understands how to critically evaluate research relevant to the practice of school counseling.
			7. Knows models of program evaluation for school counseling programs.
			8. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
			9. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
			10. Understands the outcome research data and best practices identified in the school counseling research literature.
			B. Appraisal and Assessment: Studies that provide an understanding of individual and group approaches to assessment and evaluation.
			1. Learns historical perspectives concerning the nature and meaning of assessment.
			2. Understands basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, and group testing and inventory methods, psychological testing, and behavioral observations.
			3. Knows statistical concepts, including reliability, validity, scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
			4. Understands social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.
			5. Knows ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
			6. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
			7. Knows the signs and symptoms of substance use and abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
			8. Identifies various forms of needs assessments for academic, career, and personal/social development.
			CORE STANDARD IV: SKILLS AND ATTITUDES
			A. Collaboration and Consultation: Studies that provide an understanding of the importance of teaming and collaboration in the development, implementation and evaluation of the school counseling program and in facilitating change in school expectations, climate, policy and practice to better meet the needs of students:
			1. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
			2. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
			3. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
			4. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community, including the Career and Technical Centers.

			5. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
			6. Understands systems theories, models, and processes of consultation in school system settings.
			7. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
			8. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
			9. Knows school and community collaboration models for crisis/disaster preparedness and response.
			10. Understands the various mentoring programming interventions (e.g., advisor/advisee programming) and how to coordinate them.
			11. Understands factors that contribute to a safe learning environment that encourages active inquiry, collaboration, supportive interaction, fairness consistent standards of behavior and self-motivation for all students.
			B. Advocacy: Studies involving the use of knowledge and competencies to advocate on the behalf of students and families of diverse and multicultural backgrounds, including understanding the advocacy process and the school counselor's role as an advocate for students and change within the school system to better meet the needs of students.
			1. Knows the roles and processes of school counselors advocating on behalf of others.
			2. Understands advocacy processes needed to address institutional barriers that impede access, equity, and success for students and families.
			3. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
			C. Leadership: Studies that provide an understanding of the school counselor's role as a leader in the school:
			1. Knows the qualities, principles, skills, and styles of effective leadership.
			2. Understands the school counselor's role as a leader in the school.
			3. Knows strategies of leadership designed to enhance the learning environment of schools.
			4. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
			5. Understands the role and function of the school counselor in school improvement efforts.
			6. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.
			7. Understands the leadership skills needed to facilitate the development of effective, targeted professional development for school personnel.
			D. Systemic Change: Studies that provide an understanding of the school counselor's roles in identifying and changing policies and practices that create obstacles to learning:
			1. Conceptualizes the importance of systems-focused interventions to closing achievement gaps, correcting educational inequities, and promoting the academic development of all students.
			2. Understands the important role of the school counselor as a system change agent.
			3. Understands family and other systems theories along with major models of family and related interventions.

QUALITATIVE EVALUATION

1. Provide any additional information regarding strengths for the trainee.
2. Provide any additional information regarding growth edges requiring further attention for the trainee.
3. Provide recommendations to trainee to correct growth edges.
4. What are areas the trainee has made progress during the period being evaluated?
5. Please describe any issues that may impact the trainee's progress toward successful completion of the clinical placement.

Supervisor Signature

Date

Trainee Signature

Date

Clinical Coordinator Signature

Date

LEHIGH UNIVERSITY CHS INTERNSHIP LOG						
NAME			SUPERVISOR			
SITE						
SEMESTER			WEEK (MO/DATE)			
INTERNSHIP EXPERIENCES						
<i>Direct Services</i>						
I. Individual Counseling						
II. Intake Interviews						
III. Family/Couple Counseling						
IV. Group Counseling						
V. Testing						
VI. Psychoeducational Workshops						
VII. Other						
TOTAL DIRECT						
<i>Indirect Services</i>						
I. Paperwork						
II. Staff Meeting						
III. Training						
IV. Other						
TOTAL INDIRECT						
<i>Supervision</i>						
I. On-site						
II. Class						
III. Doctoral						
TOTAL SUPERVISION						
TOTAL DIRECT, INDIRECT, SUPERVISION						
Cumulative Hours						
SIGNATURES				DATE		
Student						
On-site Supervisor						
Clinical Coordinator						

LEHIGH UNIVERSITY SCHOOL COUNSELING INTERNSHIP LOG						
NAME			SUPERVISOR			
SITE						
SEMESTER			WEEK (MO/DATE)			
INTERNSHIP EXPERIENCES						
<i>Direct Services</i>						
I. Individual Counseling						
II. Group Counseling						
III. Classroom Curriculum						
IV. Consultation						
V. Individual Student Planning						
VI. System Support						
VII. Advocacy						
VIII. Other:						
TOTAL DIRECT						
<i>Indirect Services</i>						
I. Curriculum Preparation						
II. Documentation of Responsive Services						
III. System Support						
IV. Evaluation						
V. Responsive Services Preparation						
VI. Individual Student Planning Preparation						
VII. Coordination						
VIII. Other						
TOTAL INDIRECT						
<i>Supervision</i>						
I. On-site						
II. Class						
III. Doctoral						
TOTAL SUPERVISION						
TOTAL DIRECT, INDIRECT, SUPERVISION						
Cumulative Hours						
SIGNATURES			DATE			
Student						
On-site Supervisor						
Clinical Coordinator						

SCHOOL COUNSELING PORTFOLIO CHECKLIST

Based on Pennsylvania Department of Education Requirements

Revised April 2009

Student _____ Phone # _____
 Email _____ Social Security # _____
 Advisor _____ Program _____

Starting Date at Lehigh:	Date Completed
1. PDE English and Mathematics Requirements (attach transcript)	
Undergraduate English Literature (3 credits)	
Undergraduate English Composition (3 credits)	
Undergraduate Mathematics (6 credits)	
2. Portfolio Interview With Advisor	
3. Praxis I Exam (Pre-professional Exam)	
4. Praxis II (Specialty Exam)	
5. Written Summary of Evidence	
6. Professional Competency Statement	
7. Best Sample of Work or Behavior Statement	
8. M.Ed. Program Manual	
9. PDE Standards and Competencies Areas: (Provide at least 2 evidences of how each competency was met, including relevant course syllabi where available.)	
I.A. History	
I.B. Growth	
I.C. Culture	
I.D. Theories	
I.E. Career	
I.F. Assessment	
I.G. Organization and Management	
I.H. Curriculum	
I.I. Technology	
I.J. Exceptional Students	
I.K. At-risk	
II. Lab Experience	
II. Supervised Practice	
II. Internship	
III. A. Professional Development	
III.B. Integrity	
III.C. Professional Relationships	
III.D. Communication	
9. Educational Specialist Standards	
A. Central Concepts	
B. Learn & Develop	

C. Diverse Learners	
D. Professional Strategies	
E. Individual & Group Motivation	
F. Technology	
G. Professional Services	
H. Assessment	
I. Research	
J. Collaboration	
10. Mantoux Tuberculosis Screening or the results of a chest xray)	
11. PA Child Abuse History Clearance (Act 151)	
12. PA State Police Criminal Records Check (Act 34)	
13. FBI Federal Criminal History Record (Act 114)	
14. Best Practices Reading List	
15. Resume	
16. Letters of Recommendation	
17. Portfolio Conference/Oral Interview	
18. Advisor Signature:	

*** Please refer to the PDE Standards and Lehigh School Counseling Coursework matrix in the School Counseling Program Manual for guidelines on meeting the requirements.**

Policy on Student Problematic Behavior, Impairment, Incompetence, and Ethical Misconduct

(This policy draws on the policies of a variety of academic/educational programs at Seton Hall University, The University of Iowa, University of Wisconsin, Milwaukee, and University of Missouri.)

I. Introduction

The purpose of this policy is to clarify and identify areas of professionalism and ethical conduct expected of the students in the Counseling Psychology Program at Lehigh University, and to describe the procedures for identifying, assessing, and addressing issues related to problematic behavior, incompetence, impairment, and ethical misconduct.

The Counseling Psychology Program at Lehigh University has a responsibility to protect clients, students, faculty, and the public from harm. The Program also has a responsibility to protect students' rights. This policy has been developed with both of these principles in mind. The Counseling Psychology (CP) Program at Lehigh University endorses and complies with the ethical standards of the American Psychological Association and the American Counseling Association. These standards describe the professional and ethical behavior expected of students seeking degrees or credit in the CP program. Adherence to these standards is a requirement for admission to and continuance of the doctoral degree program and all courses. Students are required to familiarize themselves with these standards and with the laws and court precedents concerning the professional practice of psychology and counseling in the Commonwealth of Pennsylvania.

II. Definitions

Problematic Behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status.

Impairment is defined as interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, this is an ethical violation.

Ethical Misconduct occurs when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA) are not followed. This code is intended to provide both the general principles and the specific decision rules to cover most situations encountered by psychologists in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologists work. It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

[Reference: Lamb, D. H., Cochran, D. J., & Jackson, V. R. (1991). Training and organizational issues associated with identifying and responding to intern impairment. *Professional Psychology: Research and Practice*, 22, 291-296.]

III. Procedures in addressing Problematic Behaviors, Impairment, Incompetence, and Ethical Misconduct.

Students are evaluated annually by the entire CP faculty through an annual review process and provided feedback on their academic, clinical, research, and interpersonal competencies. In addition, problematic behaviors, impairment, incompetence, and/or ethical misconduct, may be identified in a variety of ways and by a variety of persons, including but not limited to students, faculty, supervisors, clients, and/or members of the public. Students are also represented in the program by a student representative from each domestic degree program, who may bring any concern to the faculty during a Counseling Psychology Program meeting. These meetings are held every 2 – 3 weeks, and at every meeting, each student representative is allotted time to express concerns or ask questions. In attending to the concerns, an internal process within the program as well as a formal process external to the program exists; both processes are described below.

i. Internal Process for Identification of Problems

As is consistent with the APA ethical codes, concerns should be addressed first with the relevant persons (i.e., relevant faculty member, relevant student). Students who have a concern about a fellow student should first discuss the issue with their own advisor, who will then raise the issue with other Program faculty if needed. Faculty and advisors should first discuss the issue with the student in question. Practicum supervisors should initially discuss their concerns with the Clinical Coordinator, who will gather additional information and raise the issue at the next scheduled Program faculty meeting. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary the advisor of the student concerned will gather additional data and will report to the Program faculty within one week. The faculty/supervisor/advisor may offer suggestions for change and will normally document the occurrence and content of the meeting. If the concern appears valid to go to a formal process, a formal review will take place as described below.

ii. Formal Process for Identification of Concerns

If, in the professional judgment of a departmental faculty member, a student's behavior appears to be professionally inappropriate or unethical, the following steps provide a guideline for handling the case:

The concern should be brought to the attention of the Program Director. Confidentiality will be ensured at all times. When a potential concern reaches the Program Director, the Director will inform all members of the Counseling Psychology Faculty and the issue will be discussed at the next faculty meeting, unless in the judgment of the faculty a special meeting should be called. Following this meeting, the student will be informed in writing by the advisor (cc to Program Director) of the issues surrounding the case and may be asked to meet with the advisor, a subgroup of the faculty, or the entire Counseling Psychology Faculty to discuss the situation. Ample time will be allowed in these meetings for the student to present his/her view of the situation and to ask questions.

Areas to be reviewed and discussed at this meeting will likely include the nature, severity, and consequences of the situation. The following questions may be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

1. What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the program?
2. How and in what settings have these behaviors been manifested?

3. What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
4. Who observed the behaviors in question?
5. Who or what was affected by the behavior (e.g., clients, agency, atmosphere, training program, etc.)?
6. What was the frequency of this behavior?
7. Has the student been made aware of this behavior before the meeting, and if so, how did he or she respond?
8. Has the feedback regarding the behavior been documented in any way?
9. How serious is this behavior on the continuum of ethical and professional behavior?
10. What are the student's ideas about how the problem may be remediated?

Although each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may represent an impairment rather than a problematic behavior:

1. The student does not acknowledge, understand, or address the problematic behavior when it is identified.
2. The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
3. The quality of service delivered by the person suffers.
4. The problematic behavior is not restricted to one area of professional functioning.
5. The behavior has the potential for ethical or legal ramifications if not addressed.
6. A disproportionate amount of attention by training personnel is required.
7. Behavior that does not change as a function of feedback.
8. Behavior negatively affects public image of agency of the university or training site.

After the meeting with the student, the faculty will meet to determine next steps. If the faculty determines that further steps in the form of remediation are required in response to the situation, they will develop a written plan for remediation and will schedule a meeting to discuss this concern with the student within four weeks of their initial meeting with the student. Students may submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student's recommendations in developing their own recommendations. The plan will be in writing and documented by the student's advisor.

The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the program faculty will meet again to consider any new evidence presented by the student and will provide written documentation of their decision within three weeks of the date that the rebuttal was received. If the student wishes to appeal the faculty's decision, he or she may contact the Departmental Chair.

Regardless of the outcome of the meeting, the student and his/her advisor will schedule a follow-up meeting to evaluate the student's adjustment to the process and to recommend potential sources of guidance and assistance when necessary.

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan include – but are not limited to – an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual psychotherapy. Progress must be reviewed at least once every semester for the Fall and Spring semesters for one year. Additional reviews may be scheduled as necessary. After each review, a copy of the current Remediation Plan, including student comments and faculty signatures must be filed in the student's portfolio. If progress is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

If, in the judgment of the program faculty, the matter is sufficiently serious and of such a character that it might result in the removal of the student from the program, the program faculty along with the Program Director will form a committee to investigate the matter further and inform the Department Chair of the decision. The student shall be informed of the program committee's investigation and shall be provided an opportunity to appear personally to appeal the decision(s). The committee shall proceed in a manner that it deems most likely to determine the facts in the case. The committee shall then make its findings and recommendations to the Department Chair in writing. The chair shall consult with the dean of the College of Education. The decision of the Department Chair shall then be conveyed to the student in writing by the chair, the Program Director, or the advisor as appropriate. At this point, the student must be advised that an appeal to the graduate committee is possible. The student may prepare a petition that will move through the university process of recommendations by his/her Adviser, the Program Director, the Department Chair, and the Associate Dean.

In case of academic dishonesty the issue may be directly sent to the university judicial system after the informal procedure. A university-wide student judicial system exists to handle academic dishonesty and other problems and complaints. For specific information on this judicial system, please refer to College of Education Graduate Student Handbook. The University has also adopted a policy for dissent. For these general guidelines, please refer to the University Catalog. Please note that this step may be bypassed by moving the petition from directly to the SOGS committee for a decision.

This petition then moves forward to the SOGS committee for a decision. If dissatisfied with the decision of the SOGS committee, student may request that the full Graduate and Research Committee review the petition and issue a decision.

IV. Additional Points of Emphasis

- A. Clearly not every contingency can be covered in this policy. Exceptions may be made in unusual circumstances and/or if public/student welfare is at risk.
- B. Confidentiality should be maintained at all times.
- C. This policy is subject to annual review/revision.

Student Remediation Form

Date of Initial Meeting with Student: _____

Faculty Members Present (Must include the Program Director and Student's Advisor or Mentor):

Summary of Problem (include specific behaviors, setting, and who first identified the problem):

Date of Faculty Review Meeting _____

Faculty Recommendation:

No action required

Remediation required (attach copy of plan)

Dismissal recommended (must be reviewed and approved by Department Chair and Dean)

RECOMMENDATION APPROVED:

Student's Advisor or Mentor _____ Date _____

Program Director _____ Date _____

Date of Student Feedback Meeting _____

Student Comments:

Signature of Student: Date: _____

(Does not indicate agreement)

Student Performance Remediation Plan

(check one) Initial Plan Review Follow-up Final Review

Student: Date: _____

Identified Areas of Concern:

- A.
- B.
- C.
- D.

Remediation Plan and Schedule:

Area:

Specific Behavioral Objectives	Target Dates	Method of Remediation	Target Dates	Met (Y/N)
A				
B				
C				
D				

Progress Since Last Review (if applicable): Sufficient Insufficient

Comments and Recommendations:

Date of Next Review(if applicable):

Student Reactions:

Signatures:

Student Signature:

Advisor/Mentor:

Program Director:

Course Grade Reviews

Students are responsible for being aware and monitoring their grades earned in required courses. In the event that a student receives a course grade below B- in a particular semester, the Counseling Psychology Program will make every effort to send an academic warning letter immediately following that semester. Be advised that a second grade below a B- will result in the Counseling Psychology faculty meeting to discuss the student's academic progress and make recommendations regarding that student's continuation in the graduate program. Student representatives are not present at these discussions. In the event that a student is dissatisfied with their grade, the Counseling Psychology Program in conjunction with the College of Education and University handles student appeals with due process. The process for a grade appeal proceeds using the College of Education Grievance Procedures described below.

COLLEGE OF EDUCATION GRIEVANCE PROCEDURES

While our goal should be to resolve disagreements, misunderstandings and conflicts through discussions among those involved, there are times when more formal procedures of resolution are needed in order to resolve student grievances. For this reason, students in the College of Education may seek redress of grievances through various agencies and procedures within the college and the broader university. The sections that follow describe procedures to be employed in appealing specific types of grievances.

If a student feels his or her grievance is not addressed by one of the procedures below, however, or the student is unsure how to proceed and would like advice on available options for recourse, that student may meet with the Associate Dean for the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC 210; 610-758-4156; <http://www.lehigh.edu/~indost/>) or one of the university ombudspersons (<http://www.lehigh.edu/~inombuds/contact.html>).

Mark/Grade Appeals

1. A student (or group of students) questioning the validity of an assigned mark must file a *written* appeal with the course instructor no later than the last day of classes of the semester following receipt of the final course mark. In the case of spring and summer courses, this means the last day of class of the fall semester, while for fall courses, this means the last day of classes of the spring semester. These deadlines do not, however, limit the ability to correct a mark/grade based on miscalculation or data entry error.
2. In this written appeal, the student(s) shall, using the *Mark/Grade Appeal* form, provide the title and number of the course taken, the name of the course's instructor(s), the term (Fall, spring, summer) and year in which the course was taken, the specific mark under appeal and what it covered (for example, homework assignment, project, presentation, field experience, final course mark) and a detailed description of the reason(s) the assigned mark is inappropriate. Students may obtain the *Mark/Grade Appeal* form online at this link: [COE_GradeAppealForm.pdf](#), or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.
3. If the student(s) and instructor(s) are unable to resolve the disagreement to the satisfaction of the student(s), the written appeal –now with a written response from the instructor(s)— moves forward to the director of the academic program. (In certain cases involving adjunct instructors, however, the appeal may go first to a faculty supervisor appointed by the academic program. If such a supervisor is involved, he or she meets with the student(s) and instructor(s) and attempts to help resolve the disagreement. If unable to do so, that supervisor adds his or her comments on the merits of the appeal and sends the appeal packet to the program director.)

The program director meets with the parties to seek a resolution. If the program director is unable to facilitate resolution, he or she adds comments on the merits of the appeal to the appeal package and it then moves to the department chair who follows the same procedures in attempting to resolve the difference. If he or she is also

unsuccessful, the appeal package –now including the department chair’s comments—moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and instructor(s) —if the dean deems such interviews necessary– and issues a decision on the grade appeal.

4. If, upon receiving the decision of the dean, the student or students involved still wish to pursue appeal, they may use the formal university graduate petition process described below under *Right of Appeal of Academic Grievances*.

Redress of Grievances Based on Discrimination

Any student complaint of discrimination, if such complaint is not within the jurisdiction of the Committee on Standing of Graduate Students (SOGS) or the university judicial system, shall be dealt with in accordance with the university discrimination grievance procedures. This includes appeals regarding accommodations granted by the Office of Academic Support for Students with Learning Disabilities.

For the purpose of these procedures, a *grievance* is a claim that a student has been discriminated against on the basis of age, color, disability, gender, gender identity, marital status, national or ethnic origin, race, religion, sexual orientation or veteran status, in violation of the university's policy on Equal Opportunity/Affirmative Action/Non-Discrimination.

Before filing a formal grievance, the complainant should discuss the complaint with the Associate Dean of Students (UC 210; 610-758-4156; <http://www.lehigh.edu/~indost/>) who will then advise on an appropriate course of action. This step provides an opportunity for the informal resolution of a situation that may be discriminatory. In such a resolution, the Associate Dean of Students may refer the student to other sources of help or serve as a mediator between the student and the perceived source of the problem.

Where the matter is not subject to informal resolution, the student may file a formal grievance with the Associate Dean of Students (UC 210) who serves as designee for the Provost for receipt of such grievances under the university's Policy on Equal Opportunity/Affirmative Action/Non-Discrimination. Such formal grievances will be handled using the university discrimination grievance procedures detailed in the university student handbook.

Redress of Grievances Based on Harassment

Grievances based on harassment are covered under university procedures specified in the university policy on harassment. To obtain a copy of the policy, as well as information on the university person(s) you should contact, please visit:

<http://www.lehigh.edu/~inprv/faculty/harassmentinformation.html>

Redress of Other Course-related Academic Grievances

1. A student (or group of students) with a complaint that arises out of any course but is not covered by one of the procedures above should bring the complaint first to the instructor of the course in which the source of the grievance occurred. This grievance may be presented orally, although the student(s) should make clear the nature of the grievance and what action he/she/they would like taken to resolve that grievance.
2. If, after meeting with the instructor, students do not feel satisfied, they prepare a written grievance to take to the director of the academic program in which the course is offered. This written grievance, which must be completed using the *Course-related Non-grade Grievance* form, shall document the title and number of the course taken, the name of the course’s instructor(s), the term (fall, spring, summer) and year in which the course was taken, a description of the events or actions leading to the complaint and a proposed resolution to the complaint. Students may obtain the *Course-related Non-grade Grievance* form online ([COE CourseRelatedNonGradeGrievanceForm.pdf](#)), or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.
3. The program director asks the instructor(s) to submit a written response to the grievance and attaches this response to the student grievance packet. The program director then meets with the parties to seek a resolution. If unable to do so, he or she adds comments to the grievance package and it then moves to the department chair who follows the same procedures in attempting to resolve

the situation. If he or she is also unsuccessful, the grievance package –now including the department chair’s comments— moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and instructor(s) —if the dean deems such interviews necessary– and issues a decision on the grievance.

4. If the student/group of students has/have serious concerns about meeting with the instructor, he/she/they may skip the meeting described under #1 above and move the grievance directly to the director of the academic program. Similarly, if students have serious concerns about meeting with the program director (#2 above), the grievance may move directly to the department chair. In either case, the grievance must be written, being sure to include the information specified in #2 above.

While skipping individuals in the hierarchical grievance procedure is not a recommended course of action, if students have *serious* concerns about holding such meetings, they may choose to do so. This does not, however, eliminate the ability of the individual skipped to respond to the grievance packet. It simply eliminates the face-to-face meeting that might have resolved the grievance without moving to the next higher level. If students have such serious concerns, they may consult the Associate Dean for the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC 210; 610-758-4156; <http://www.lehigh.edu/~indost/>) or one of the university ombudspersons (<http://www.lehigh.edu/~inombuds/contact.html>) for guidance on how to submit the grievance.

5. If, upon receiving the decision of the dean, the student or students involved still wish to seek redress, they may use the formal university graduate petition process described below under *Right of Appeal of Academic Grievances*.

Redress of Non-course-related Grievances

1. A graduate student (or group of graduate students) with a grievance related to an activity **outside** courses –including research activities— that is not covered by one of the procedures listed above, should bring that grievance first to the responsible faculty or staff member. In the meeting with that faculty or staff member, students may describe their grievance orally, provided that they make clear the nature of the grievance and how they would wish it redressed.
2. If, after meeting with the responsible faculty or staff member, students wish to pursue the matter further, they use the *Non-course-related Grievance* form to prepare a written grievance that (1) identifies the individuals involved, (2) notes when the events or actions leading to the grievance occurred, (3) describes why they were inappropriate and (4) proposes actions to resolve the grievance. Students may obtain the *Non-course-related Grievance* form online ([COE NonCourseRelatedGrievanceForm.pdf](#)), or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.
3. The written grievance then moves to the appropriate program director or university supervisor, who asks the responsible faculty or staff member to submit a written response to the grievance and attaches this response to the student grievance packet. The program director or university supervisor then meets with the parties involved and seeks to resolve the grievance. If unable to do so, he or she adds comments on the merits of the grievance to the grievance package and it then moves to the department chair who follows the same procedures in attempting to resolve the situation. If he or she is unsuccessful, the grievance package –now including the department chair’s comments— moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and responsible faculty or staff member —if the dean deems such interviews necessary– and issues a decision on the grievance.
4. If the student/group of students has/have serious concerns about meeting with the responsible faculty or staff member, he/she/they may skip the meeting described under #1 above and move the grievance directly to the director of the academic program or the appropriate university staff supervisor. Similarly, if students have serious concerns about meeting with the program director or university staff supervisor (#3 above), the grievance may move directly to the department chair. In either case, the grievance must be written, being sure to include the information specified in #2 above.

While skipping individuals in the hierarchical grievance procedure is not a recommended course of action, if students have *serious* concerns about such meetings, they may choose to do so. This does not, however, eliminate the ability of the individual skipped to respond to the grievance packet. It simply eliminates the face-to-face meeting that might have resolved the grievance without moving to the next higher level. If students have such serious concerns, they may consult the Associate Dean for the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC 210; 610-758-4156; <http://www.lehigh.edu/~indost/>) or one of the university ombudspersons (<http://www.lehigh.edu/~inombuds/contact.html>) for guidance on how to submit the grievance.

5. If, upon receiving the decision of the dean, the student or students involved still wish to seek redress, they may use the formal university graduate petition process described below under *Right of Appeal of Academic Grievances*.

Right of Appeal of Academic Grievances

In general, a graduate student has the right to petition on any academic matter of concern. Petition forms are available online ([LU GradStudentPetitionForm.pdf](#)), or from all program coordinators in the College of Education, as well as the Deans Office (A325 Iacocca Hall).

With the exception of grievances involving discrimination and harassment, which are covered by separate policies and sets of procedures, student failing to gain satisfaction using the procedures described above may appeal by petition to the Committee on Standing of Graduate Students (SOGS). This committee includes the graduate associate deans of all four colleges, the Director of Graduate Student Life and a representative from the Graduate and Research Committee (GRC). The SOGS committee meets regularly with the Registrar and considers all graduate petitions. The Registrar's Office notifies the petitioner of the decision of the committee.

If a petitioner is not satisfied with the decision of the SOGS Committee, he or she may appeal the decision to the full GRC. Appeals to the full GRC are, however, rare and the appellant must make clear in writing why the decision of the SOGS Committee was inappropriate and why whatever resolution the petitioner proposes is more appropriate.

Student Leave of Absence Policy

Any student requesting a medical leave of absence or an academic leave of absence should complete a green petition form (obtained from the program secretary), detailing the reason for the requested leave of absence. The academic advisor, program director, department chair and associate dean, in that order, will review the request and each will make a recommendation on action. The petition then moves on to the Committee on the Standing of Graduate Students for consideration and the Registrar's Office will inform the student of the decision on the petition. A student may request up to a total of two years of leave and time spent on leave is not counted against the maximum time allowed to earn the degree.

Social Networking Statement

Students who use social networking sites (e.g., Facebook, MySpace, etc) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional counselor or psychologist. To this end, students should set all security settings to "private" and should avoid posting information/photos and avoid using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include clients, undergraduate or graduate students (for whom they have served as an instructor) as part of their social network, since doing

so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of counselors, psychologists and mental health professionals in training. Engaging in these types of actions could result in the student being dismissed from the program.

The Counseling Psychology Faculty at Lehigh University

The doctoral program presently has five full-time faculty (Caskie, Inman, Liang, Spokane, & Woodhouse), a professor of practice who coordinates clinical experiences (Eckhardt), and five primary adjunct faculty (Birky, Feigley, Richman, Silvestri & Weiskotten). Additional adjunct faculty teach specialized courses at various times. The research and practice interests of the primary faculty are described below.

CORE FACULTY

ARNOLD R. SPOKANE, PH.D., OHIO STATE UNIVERSITY PROGRAM DIRECTOR & DIRECTOR OF DOCTORAL TRAINING

Research and practice interests include psychological and mental health issues in post-disaster and post-conflict situations and the influence of the built environment of neighborhoods and schools on the behavior and health of inhabitants. Also interested in vocational behavior and career development in school and organizational settings, and the cross-cultural study of career development, especially among Hispanic populations and problem of occupationally induced stress, strain and coping.

GRACE I. L. CASKIE, PH.D., UNIVERSITY OF NORTH CAROLINA (ADMISSIONS COORDINATOR)

Research interests include cognitive development over the lifespan, the accuracy of self-reported health information and its link to cognitive change in older adults, and the evaluation of longitudinal measurement designs and analysis methods, focusing on the influence of missing data and time-efficient designs. Teaching interests include statistical analysis and research methods, in particular, structural equation modeling and growth models.

ARPANA G. INMAN, PH.D., TEMPLE UNIVERSITY

Research and practice interests are in the area of cross-cultural and multicultural issues and span several topics including acculturation, biculturalism, racial/ethnic identities, interracial relations, international immigrant psychology and intergenerational concerns, South Asian American and Asian American concerns, psychology of women and multicultural competence in supervision, training and practice.

CHRISTOPHER T. H. LIANG, PH.D., UNIVERSITY OF MARYLAND

Research interests include examining the experiences of racism and racism-related stress among diverse US ethnic minority groups, multicultural psychology, social justice, and the intersections of racism, sexism, and masculinity ideologies among men and women in ethnic minority communities. Teaching interests include multicultural psychology and counseling, research methods, and gender.

SUSAN WOODHOUSE, PH.D., UNIVERSITY OF MARYLAND

Research interests focus on applications of attachment theory to (a) children's and adolescents' relationships with parents and peers, (b) process and outcomes of psychotherapy,

and (c) psychotherapy research focused on improving preventive interventions for underserved, diverse families with young children to promote school readiness and mental health. Practice and clinical training interests include the integration of attachment theory, object relations, self-psychology, and relational psychodynamic approaches with a multicultural and feminist approach.

PROFESSOR OF PRACTICE

AMANDA ECKHARDT, PH.D., LEHIGH UNIVERSITY (CLINICAL COORDINATOR)

Practice interests include counseling, advocating, and teaching the socially and economically oppressed in the areas of intrapersonal development, restorative family systems, transformative education, and service in the community from an integrationist perspective. Teaching interests include master's practicum and internship courses (CHS, school, and international) as well as social justice and multicultural counseling.

ADJUNCT FACULTY

IAN T. BIRKY, PH.D., OKLAHOMA STATE UNIVERSITY

Research interests include perceptions and utilization of psychotherapy personality factors influencing response to sport psychology interventions, use of imagery in psychotherapy, stress reduction effects, and object representations in a developmental context. Practice interests include psychodynamic and Jungian conceptualization, multi-modal interventions, sport psychology, and systems therapy and consultation (group, family, and organization).

WILLIAM FEIGLEY, ED.D., LEHIGH UNIVERSITY

Research interests include career intervention in the schools, dropout prevention strategies, and community treatment of delinquency. A practicing school counselor, practice interests include intervention with at-risk students, special education programming, high school career development programs, and developing effective learning communities.

CAROL M. RICHMAN, PH.D., VIRGINIA COMMONWEALTH UNIVERSITY

As a Licensed Psychologist practicing for over 22 years, research, teaching and clinical interests include the treatment of depression, anxiety, stress, trauma, including childhood abuse and dissociation, eating disorders, couples counseling, group therapy, and the training and supervision of therapists. Interested in the pragmatic integration of theory and technique to meet the individual needs of clients.

TIMOTHY SILVESTRI, PH.D., LEHIGH UNIVERSITY

Research interests include performance, prevention, and the intersection between neuroscience and diversity. In addition to maintaining a private practice in which an eclectic, client-directed, outcome-informed model of practice is used, other practice interests include consulting with school districts, non-profit organizations, and businesses on issues related to diversity, prevention, wellness, and performance.

DAVID WEISKOTTEN, PH.D., LEHIGH UNIVERSITY

Professional interests include: school counseling interventions, wrap-around services, group counseling, and strength-based approaches to counseling.

Departmental Resources

Departmental Location. The College of Education is located in Iacocca Hall on the Mountaintop campus, which sits atop South Mountain, overlooking the Lehigh Valley. The department has a student commons area, a research and training clinic equipped with state of the art video and audio recording equipment, classrooms, and extensive computer facilities. Faculty offices are all located within the building. Shuttle bus service to the main campus and the well-equipped athletic facilities (including a newly renovated physical workout facility) is available at 10-minute intervals.

Library. The university library is one of the most advanced electronic systems-based facilities in the United States. The library contains one million volumes with a growing counseling and psychology collection and easy access to a wide array of data bases and external bases, including PSYC INFO, ERIC, and dissertation abstracts international.

Counseling Clinic Rooms. Two rooms are available for clinical training in practica and laboratory courses. Students may use the facility to tape practice sessions, view videos, and/or practice counseling skills.

Test Library. The department maintains a growing collection of test files including individual and group intelligence and aptitude tests, occupational interest inventories, and personality assessment instruments.

Admission to the M.Ed. Programs

Criteria Considered in Admitting M.Ed. Applicants

Admission to the M.Ed. programs occurs once per year. The deadline for submission of completed applications is **March 1st** of the year of application. The Counseling Psychology Faculty are committed to a policy of cultural diversity and, thus, interest in and knowledge of multicultural issues play a role in admission decisions. In addition, the faculty seek students who have solid academic records and potential, a blend of practice and science interests.

The following are some criteria employed in considering M.Ed. candidates:

- Commitment to the affirmation of diversity in all realms
- Commitment to a broad view of the counseling profession
- Some overlap with faculty interests
- Evidence of graduate-level potential (e.g., undergraduate grades)
- Evidence of maturity, personal stability, persistence, and motivation (from letters, personal statement, etc.)
- Interest in experience or participation in research and scholarship

Admission requires the submission of a completed application to the College of Education's Admissions Coordinator, Donna Johnson, College of Education, Lehigh University, 111 Research Drive, Bethlehem, PA 18015 by the **March 1st deadline**. The *minimum* requirements for consideration of admission to the Lehigh University College of Education (Counseling Psychology requirements are in addition to college requirements) are the following:

1. Completed application and essay.
2. Sixty (\$65) application fee.
3. At least two (2) professional letters of recommendation, one of which should be from a faculty member who can discuss your potential for graduate level work.
4. Official transcripts from all colleges/universities attended.
5. An undergraduate GPA of 3.00 (on a 4.00 scale) **OR**;
6. An undergraduate GPA of 3.00 (on a 4.00 scale) on the last 48 credits of undergraduate study **OR**;
7. A graduate GPA of 3.00.
8. No standardized test is required for admission (e.g., GRE, MAT, etc.)

All applications are logged in by the College of Education admissions office and then sent to the program for review by the faculty. Approximately in mid-April, admission decisions are made and include: (a) offer the applicant admission, (b) place the applicant on a waiting list for alternative candidates, or (c) not offer the applicant admission. Applicants are notified of the decision in writing. In late April, those on the waiting list will be notified of their final status (i.e., offered admission or not offered admission). Recommendations for admission are sent to the Dean of the College of Education. Each prospective student is assigned an academic advisor who is a member of the program faculty. The student will meet with her or his academic advisor at least once each semester to discuss course selection prior to registration. No student is permitted to register who has not first talked with his or her academic advisor. Students are normally retained in the program until completion of all requirements toward graduation.

Transfer Credits

The College of Education has adopted a more restrictive policy on transfer of credits than has been approved by the university. Such policy is permitted by R & P 3.22.2.

With the approval of the department chair offering commensurate courses and the students department chair (if different), a maximum of six credits may be transferred from another university to a Lehigh master's program.

Students must complete a *course transfer* petition (available online at <http://coe.lehigh.edu/content/current-student-information>) and see that it receives the necessary signatures and is submitted to the Registrar, along with course descriptions and an official transcript. Students may also be asked for a statement from their former institution to confirm that the course has not been used toward a prior degree.

To be eligible for credit toward a Lehigh *master's* program, all transferred courses must:

1. Have been taken at the graduate level
2. Be one in which the student received a final mark of B or better
3. Not have been used toward any prior degree
4. Have been completed within four years of first enrollment into a Lehigh graduate program
5. Be transferred from an institution that is accredited by one of the six regional accrediting associations.

NOTE: Students do NOT need to petition to apply courses toward meeting the requirements of certification, since there is no requirement that such courses be part of a degree program.

Frequently Asked Questions: CHS & School Counseling Programs

- **Do I need to receive supervision from a doctoral student?**
 - All CHS students must receive individual or group supervision each semester that they are engaged in an internship (Internship I & II). In addition, for at least one of the semesters, all CHS students must receive individual doctoral supervision.
 - School counseling students are not required, but may have the option, to receive supervision from a doctoral student.
- **Can I do my internship at the same place that I work?**
 - School Counseling Students may NOT complete their internship requirement at a school where they teach or engage in full-time professional non-counseling duties.
 - CHS Students may do their internship at the same place they work as long as they are engaged in counseling-related activities and meet specific internship requirements (e.g., audiotaping sessions, on-site supervision, etc.). A minimum of 20 hours per week and a specific caseload must be distinguished and designated as internship-related and unpaid. These internship site exceptions must be approved by both the clinical coordinator and the program director through a petition process.
- **Can I complete an internship in the summer?**
 - No, unfortunately, we are not able to staff internship courses in the summer.
- **Can I receive dual certification as an elementary school counselor and secondary school counselor?**
 - Yes, however, additional requirements must be met (see section on “Programs in School Counseling”). You must also request permission through a petition process and receive approval from both the clinical coordinator and the program director.
- **Is it mandatory to attend school year-round?**
 - No. However, failure to do so will most often lengthen your stay in the program because some required courses are only offered once per year.
- **What are the standardized test requirements for elementary and secondary counseling certification?**
 - In order to practice as a school counselor in Pennsylvania, you must apply for and be certified as an Educational Specialist by the Pennsylvania Department of Education (PDE). As a part of the process you need to pass two exams:
 1. A basic skills test: **PAPA** (PECT Pre-service Academic Performance Assessment)
 - *OR* the basic skills test requirement can be filled by the *Praxis I—if the Praxis I was already taken prior to April 2012 and within 10 years of your application for certification*).
 2. A content test (**Praxis II**)
 - Additional information is posted on CourseSite related to scores needed to pass the PAPA and how to find preparation materials for the PAPA on-line.
- **How will I apply for certification?**
 - You will apply for certification using the on-line **Teacher Information Management System (TIMS)**, which is available through the PDE website. You will need to learn how to use the online TIMS system — please see our informational material about TIMS on CourseSite.

- **What are the standardized test requirements to become a Licensed Professional Counselor (LPC) in Pennsylvania?**
 - The NBCC exam is required, as well as 60 credits of coursework and the completion of three years or 3,000 hours of supervised counseling experience. For specific information on test dates, cost, and location, please visit CourseSite.
- **Are there any scholarships/assistantships specifically for master's students?**
 - College-wide tuition scholarships are available to both master's and doctoral students. Additionally, there are campus-wide graduate assistantships open to all students as well. See www.lehigh.edu/gradlife.
- **Are all classes in the evening?**
 - Most classes are offered from 4-7 pm and 7-10 pm, and a few courses are occasionally offered during the daytime.
- **Can I do my internship at a site not listed in this manual?**
 - Yes. Students may get their clinical training in various locations; however, the proposed site must be approved by the clinical coordinator and the program director prior to accepting an offer at an internship site.
- **Do I need to stay with my assigned advisor?**
 - Typically, students stay with their advisor throughout their training; however, students may request to change their assigned advisor at any time through a petition.
- **How can I be certified as full-time student for the purposes of student loan repayment?**
 - Please see the form on the Registrar's website:
http://www.lehigh.edu/registrar/forms/Graduate_Full-time_Certification_Form.pdf

M.Ed. in International Counseling

Lehigh University is accredited by the Middle States Association of Colleges and Schools. The Post-Baccalaureate Master's program in International Counseling is a joint venture between the Counseling Psychology Program and the College of Education's Office of International Programs at Lehigh University.

Philosophy and Goals

The Master's program in International Counseling at Lehigh University prepares students to function in professional roles that include three key targets in international settings: the school, the community, and the family. The specific goals of this program are to:

1. Produce counselors who can conceptualize and intervene in preventative, developmental, and culturally therapeutic ways.
2. Appreciate the diversity of family life and schooling in international communities and understand how the third culture experience abroad impinges differently on the daily lives of and transitions faced by children and families.
3. Appreciate and embrace the scientific and empirical underpinnings of the counseling field and work to apply them in culturally appropriate ways.

A successful graduate may be employed as a counselor in a variety of international settings such as elementary, middle or secondary, high schools, community mental health agencies, or hospitals.

Coursework

The Master's program in International Counseling is designed to prepare professional counselors for practice in school and community settings. This program provides students with an understanding of the counselor's role within the context of a global third culture community in overseas schools and communities. Coursework addresses fundamental counseling and intervention skills for use in schools, community, work, and family settings. The International Counseling program is developmental/contextual in nature and presumes that counselors must work in an increasingly diverse cultural and economic environment, and that school/community counselors must understand and be prepared to adapt to changing societal condition and demands placed upon individuals and families in home and work settings.

CPsy 430:	Professional Seminar (3)
CPsy 436:	Culture-Centered Career Intervention (3)
CPsy 440:	Introduction to Family Counseling (3)
CPsy 442:	Counseling & Therapeutic Approaches (3)
CPsy 452:	Counseling Issues and Skills: Facilitating Healthy Adjustment (3)
CPsy 453:	Counseling Issues and Skills: Building Healthy Communities (3)
CPsy 471:	Diversity and Multicultural Perspectives (3)
CPsy 480:	Internship I (3)
CPsy 483:	Internship II (3)
Elective:	3 credits

**** NOTE: 4 of the above courses will be offered online**

(1)Thesis requirement: None

(2) Comprehensive examination requirement: None

Students enrolled in the Master's program in International Counseling should note that, in the Commonwealth of Pennsylvania, eligibility to become a Licensed Professional Counselor (LPC) is based upon the completion of a 48-credit master's program and the completion of an additional 12 graduate credits for a total of 60 credits. Thus, students wishing to become licensed must complete at least a 48 credit master's program in order to qualify for licensure in PA and must both pass the licensure examination, complete no less than 2 years or 3000 hours of clinically supervised experience and receive 150 hours of supervision. Completing less than a 48 credit master's program may obviate Licensure in PA and in some other states. Thus, International Counseling students are advised to transfer their credits to the on-campus master's degree program in Counseling and Human Services, or Elementary or Secondary School Counseling and complete the full 48 credit program. This would mean delaying graduation until 48 credits are completed. Graduating before 48 credits may not qualify the student to apply for licensure. As all credits taken in the international program transfer directly to the full 48 credit master's program, any international student who wishes to pursue licensure may avail themselves of this opportunity.

Admission Requirements

- (1) **Completed Application form with application fees of \$65**
- (2) **Minimum requirements:** Official Bachelor's degree transcript from an accredited college/university with a minimum undergraduate GPA of 3.0
- (3) **Career Aspiration Essay (maximum 3 double-spaced pages)**
- (4) **Background courses required:** None
- (5) **Required examinations (for example, GRE, GMAT, and the like):** None
- (6) **Language requirements for foreign students:** For all applicants whose native language is not English, a minimum score of 600 on the paper-based **TOEFL test** or 250 on the new computer scored TOEFL test; [Other related requirements [Reading (56 paper, 22 computer), listening (56 paper, 22 computer), (structure/writing 55 paper, 22 writing)]. Additionally applicants must attain a score of at least 50 on the TSE within one year of starting program.
- (7) **Admission deadline:** Admission decisions are rolling though out the year.
- (8) **Two letters of recommendation from professionals in the field who are familiar with your work and/or are able to speak to your ability to engage in graduate education.**

Students applying from the Certificate Program in International Counseling:

Be sure to update your application materials to include the Career Aspiration Essay, Two letters of recommendation, and Official Lehigh University or other graduate university transcripts.

Transfer Credits

The College of Education has adopted a more restrictive policy on transfer of credits than has been approved by the university. Such policy is permitted by R & P 3.22.2.

With the approval of the department chair offering commensurate courses and the students department chair (if different), a maximum of six credits may be transferred from another university to a Lehigh master's program.

Students must complete a *course transfer* petition (available online at <http://coe.lehigh.edu/content/current-student-information>) and see that it receives the necessary signatures and is submitted to the Registrar, along with course descriptions and an official transcript. Students may also be asked for a statement from their former institution to confirm that the course has not been used toward a prior degree.

To be eligible for credit toward a Lehigh *master's* program, all transferred courses must:

1. Have been taken at the graduate level
2. Be one in which the student received a final mark of B or better
3. Not have been used toward any prior degree
4. Have been completed within four years of first enrollment into a Lehigh graduate program
5. Be transferred from an institution that is accredited by one of the six regional accrediting associations.

NOTE: Students do NOT need to petition to apply courses toward meeting the requirements of certification, since there is no requirement that such courses be part of a degree program.

International Counseling Curriculum

Course Requirements

- _____ CPsy 436 (3) Culture-Centered Career Interventions
- _____ CPsy 442 (3) Counseling and Therapeutic Approaches
- _____ CPsy 471 (3) Diversity and Multicultural Perspectives
- _____ CPsy 430 (3) Professional Seminar
- _____ CPsy 440 (3) Introduction to Family Counseling
- _____ CPsy 452 (3) Counseling Issues and Skills: Facilitating Healthy Adjustment
- _____ CPsy 453 (3) Counseling Issues and Skills: Building Healthy Communities

Clinical Training

- _____ CPsy 480 (3) Internship I
- _____ CPsy 483 (3) Internship II

Specialty

- _____ Advisor approved elective (3)

Total Credits = 30

Advisor Signature

Recommended Sequence of Courses For Masters in International Counseling
Tentative Schedule (Summer Start)

Summer Institute I	Year 1	Summer Institute II	Year 2
Summer Session I	Fall Semester	Summer Session II	Fall Semester
CPsy 452 (3) Counseling Issues and Skills: Facilitating Healthy Adjustment* CPsy 453 (3) Counseling Issues and Skills: Building Healthy Communities * ** Elective (on site)	CPsy 436 (3) Culture-Centered Career Intervention (online)*	CPsy 471 (3) Diversity and Multicultural Perspectives CPsy 440 (3) Introduction to Family Counseling* CPsy 430 (3) Professional Seminar*	CPsy 480 (3) Internship I (online)
	Spring Semester		Spring Semester
	CPsy 442 (3) Counseling and Therapeutic Approaches (online)*		CPsy 483 (3) Internship II (online) ** Elective (online)
The following courses may be taken when offered by the International Program			
* Prerequisites for Internship I & II ** Additional Elective ***Note: All courses, with the exception of CPsy 471 and your elective course, need to be completed before starting Internship I and II. Starting the program with CPsy 452 and CPsy 453 (Summer Institute I) are advisable in order to complete the program within a 2-year period.			

Alternative Course Schedules and Tentative Timelines

These alternative course schedules provide guidelines for your estimated degree completion time based on the semester you begin taking courses and the Summer Institute attended.

Year 1	Fall Start Year 2	Year 3
Fall Semester CPsy 436	Fall Semester Elective or no course	Fall Semester Internship I
Spring Semester CPsy 442	Spring Semester Elective or no course	Spring Semester Internship II
Summer Institute in Greece CPsy 452 CPsy 453	Summer Institute in Bethlehem CPsy 430 CPsy 440 CPsy 471	

Year 1	Year 2	Year 3
Fall Semester CPsy 436	Fall Semester Elective or no course	Fall Semester Internship I
Spring Semester CPsy 442	Spring Semester Elective or no course	Spring Semester Internship II
Summer Institute in Bethlehem CPsy 452 CPsy 453 CPsy 430 or CPsy 440	Summer Institute in Greece CPsy 430 or CPsy 440 CPsy 471 Elective	

Year 1	Spring Start Year 2	Year 3
Spring Semester CPsy 442	Spring Semester Elective	Spring Semester Internship II
Summer Institute in Greece CPsy 452 CPsy 453	Summer Institute in Bethlehem CPsy 430 CPsy 440 CPsy 471	
Fall Semester CPsy 436	Fall Semester Internship I	

Year 1	Year 2	Year 3
Spring Semester CPsy 442	Spring Semester Elective or no course	Spring Semester Internship II
Summer Institute in Bethlehem CPsy 452 CPsy 453 CPsy 430 or CPsy 440	Summer Institute in Greece CPsy 430 or CPsy 440 CPsy 471 Elective	
Fall Semester CPsy 436	Fall Semester Internship I	

International Counseling Internship Guide

The clinical training received by trainees (i.e., the internship) is an integral part of graduate level preparation programs for counselors.

The purpose of the internship is to enable the trainee to gain awareness, knowledge, and skill competencies with respect to the nature of counseling in a school/agency setting. The internship seeks to develop counseling skills through the application of theory to the practical problems faced by clients.

The internship is designed to provide realistic and practical training experience in accordance with the requirements and standards of the Pennsylvania Department of Education, as well as current training trends and programs in the counseling field.

The internship is structured as a clinical-type field service experience consisting of opportunities for the trainee to observe, study, and actively participate in a variety of tasks pertinent to his/her area of specialized training.

The trainee is responsible, in cooperation with the Counseling Psychology program faculty, for making arrangements for the internship to take place in a public/private school or an agency. Guidance and supervision are provided by one or more well-trained and practicing supervisors working cooperatively with a Lehigh professor from the Counseling Psychology program.

Each trainee is assigned clients and other tasks and responsibilities pertinent to the role of a counselor in his/her school/agency. A minimum of 300 clock hours must be devoted to the internship each semester.

The internship is scheduled to be an integral part of the trainee's ongoing training program. Decisions regarding the most appropriate assignment and suitable time for the internship to take place will consider such factors as the trainee's academic qualifications, previous professional experiences, career aspirations, and the nature of the internship training potential. Trainees are encouraged to identify the kind of assignment they believe will contribute most significantly to their development. Trainees are required to register for: CPsy 480 Internship I (3 credits) in the Fall semester and CPsy 483 Internship II (3 credits) in the Spring semester. The two-course internship sequence should be completed within one academic year and on a full-time basis.

The final grade for the internship experience is the responsibility of the supervisor of the internship program and the Lehigh internship instructor who takes into consideration the nature of the assignment, the advice and recommendations from onsite and doctoral supervisors, and the evidence of the trainee's growth and development resulting directly from the field experience. In addition to these data, the supervisor and the instructor will assess the trainee's performance based on evaluations of the trainee each semester.

In order to engage in an internship, the follow information and documents need to be provided in the **Spring semester of the year in which the internship is to be conducted:**

1. Application for Admission to Internship Program to be signed by Trainee, On-Site Supervisor, School Administrator, and Lehigh University, International Counseling Coordinator (The signature of the School Administrator (i.e., Principal or Equivalent) is intended to ensure that the trainee's place of employment is aware of their training intentions and responsibilities)
2. Web link of the school/agency at which internship is to be conducted
3. On Site Supervisor's CV or resume
4. A copy of the transcript indicating completion of prerequisites for Internships

Finally, trainees will go through an orientation in late spring/summer following procurement of all documents.

Internship Requirements

Each internship experience is individually tailored to the needs of the trainee and the organization in which he/she is carrying out the internship. Many trainees exceed the minimum hours required in order to demonstrate competency in all areas. Since trainees in the international program are throughout the world and cannot meet face-to-face, communication will be conducted via email and online.

A discussion between the university supervisor and the trainee regarding the course requirements and expectations will occur via Course Site and the Lehigh e-mail. **It is important that the trainee maintain and use their Lehigh account during their academic program.**

Email communication and Course Site will be used to assess the progress of the trainee and to identify areas or experiences that require additional attention or time.

At the end of each semester, the on-site supervisor will be required to submit to the university supervisor a written evaluation of the trainee's progress and achievements. The purpose of this evaluation will be to reflect upon the internship experience and to share perceptions on the status of the trainee's progress and achievements. On-line communication will be scheduled as needed.

Trainees are encouraged to contact their university supervisor by e-mail at any time to receive immediate feedback on comments, questions, or concerns relating to the internship.

Internship requirements include a minimum of 300 clock hours that demonstrate knowledge and expertise in counseling are required. These areas are related to the PA State Standards. Experiences should represent a range of involvement from observer to counselor.

Responsibilities of Internship Site

1. Internship agreement should be signed by Site Administrator, On-Site Supervisor, Trainee, and the Instructor/Clinical coordinator, (should be completed before trainee starts internship; *electronic signatures will be allowed*).
2. All parties agree to abide by the Ethical Principles and service provider standards set forth by the American Counseling Association.
3. The trainee agrees to contact the onsite supervisor in a timely manner to begin the placement.
4. Internship site shall provide clinical instruction and supervision of the trainees by personnel qualified in counseling and who meet the standards of recognized professional accrediting agencies or state agencies and Lehigh University's stated objectives. The site shall designate as stated above, a supervisor in writing to the clinical coordinator the name, professional and academic credentials of staff members and supervisors participating in the clinical training.
5. The site shall make aware to trainee's clients and, if necessary, the client's parents or guardian, of the trainee's involvement in counseling experience with Lehigh University under the guidance of a teaching staff at the University and supervised by an on-site counseling staff.
6. The site must have an on-site supervisor or other senior staff consultant on call during all the trainee's clinical hours. If an emergency situation occurs, this staff person will take full responsibility for enacting the normal procedures used by the school. The trainee will be allowed to observe/coordinate the necessary steps.

Responsibilities of Internship Supervisors

1. Supervisors will have a minimum of a Master's degree in Counseling/Psychology/Social Work
2. Supervisors can be
 - a. full time employees at the site that trainees complete their internship
 OR

- b. consultants to the internship site (In this capacity, a contractual agreement would need to occur between the internship site and supervisor acknowledging this relationship); In this context, supervision may occur off-site.
3. The on-site supervisor and the trainee should mutually discuss selection of appropriate clients for trainees depending on their level of skill and self-efficacy.
4. On-site supervisor will maintain each trainee's progress notes and evaluate each trainee's performance. The evaluation will document the type of supervision (individual or group), type of cases, caseload dates (e.g. times, percent of time in direct contact with clients).
5. The on-site supervisor will arrange for an office suitable for counseling and testing. This room should include a desk, two chairs, and ample lighting and privacy.
6. Supervisors will meet with trainees for 1-1.5 hours per week for individual supervision.
7. Supervisors should listen to trainees' audio/ videotapes weekly to provide feedback to trainees.
8. Supervisors will work with trainees to ensure that trainees will have a minimum of 6-7 individual clients hours per week (this could be 6-7 different clients or the same clients). Each trainee is also expected to see at least 2-3 individual clients longer term (i.e., at least 4 sessions).
9. Supervisor will provide end of the semester evaluations to internship instructor.

Responsibilities of Counseling Internship Trainees

1. Trainees will obtain a minimum of 300 hours in the Fall semester and 300 hours in the Spring semester toward their clinical training (these hours should include a minimum of 90 direct contact hours with clients, a minimum of 1-1.5 hours per week of individual supervision with their On-Site Supervisor, a minimum of 1 hour per week of individual supervision with their Counseling Psychology doctoral student supervisor, record keeping, trainings attended, parent meetings, case management, and other responsibilities that fall within the purview of a counselor at a school or community agency setting)
2. Trainees, at all times, follow the rules and regulations established by Lehigh University and the internship site.
3. Trainees shall provide to their internship site evidence/official transcripts of completed coursework required for the commencement of the internship experience.
4. Trainees will need to identify particular clients that will be applied to their internship and tape all of their counseling sessions with these clients. Not taping should only occur as an extreme exception and should be cleared through both the internship supervisor and the instructor. Tapes should be audible, labeled clearly, and if not digital, rewound when turned in. Any identifying data should be removed from the tape when transporting tapes/recordings from one setting to another to maintain utmost confidentiality.
5. The trainee is also responsible for delegating referrals and setting up therapy appointments and/or testing dates. The trainee agrees to document client contacts in the client's file that may be reviewed by the on-site supervisor.
6. Trainees acknowledge that all information regarding clients' identity, diagnosis, treatment and/or any personal data which comes into the possession of supervisors, other internship trainees and/or Lehigh University faculty members is strictly confidential. Trainees agree to not disclose any such information to third parties and will take all steps necessary to protect the privacy, confidentiality and dignity of any clients with whom they have contact both during and subsequent to the clinical training experience.
7. Trainees shall not publish any material relative to the clinical experience without first obtaining the site's consent. Similarly, trainees shall not conduct any research projects, data collections, or data assessments relative to the clinical experience, without first obtaining the site's approval. Furthermore, any such approved research projects, data collections, or data assessments must be conducted in accordance with site policy and procedure.

Trainees will register for two courses, specifically CPsy 480 (Fall) and CPsy 483 (Spring). Trainees will attend a weekly online group supervision meeting taught by an instructor of record. Trainees will be

required to become familiar with Skype and Audacity software, which would both be employed in those courses. Further multimedia and curriculum requirements may be provided.

Responsibilities of Lehigh Program

1. The Program agrees to provide qualified graduate trainees for placement at the School/Agency.
2. Program also agrees to provide a weekly seminar for discussion of cases and supervision of ongoing cases for trainees enrolled in CPsy 480.
3. The program will maintain regular contact with the on-site supervisor.
4. In CPsy 483, the instructor of record agrees to maintain contact with the trainee through class meetings and provide supervision as needed.

Taping Policy

CPSY 480 & CPSY 483

At minimum, 2-3 sessions with students in on-going individual counseling are required to be audiotaped per week. Written consent must be obtained by the student's parent(s)/legal guardian(s) in order to audiotape/videotape sessions. Please inquire with the internship site regarding consent forms. If there is a recurrent problem of too few sessions recorded on average per week, the Clinical Coordinator/Instructor may request a remediation plan to correct the problem.

EQUIPMENT TO USE

If the site does not have audiotape/videotape equipment, it is recommended that you obtain an electronic recording device that permits files to be downloaded and saved onto a computer. It is also recommended that files be deleted one week following recording or after your supervisor listens to the file. Consult with your on-site supervisor regarding any site policies for electronic file transmission. You are not permitted to use your cell phone to record sessions.

M.Ed. International Counseling: Internship Application Process

A. Internship Application Process

Note that it is the student's responsibility to collect and submit all the required paperwork. All internship documents should be sent together. No application will be reviewed incomplete. When all paperwork is submitted, a confirmation and/or follow-up email will be sent to prospective internship students.

Please note that all courses (possible exception being CPsy 471: Diversity and Multicultural Perspectives and elective course) need to be complete to be eligible for the internship sequence. When students have determined that they meet the coursework requirements (see course requirement checklist below), they would need to follow the steps below:

1. Review the International Counseling Psychology Program Manual and make sure that you understand all the aforementioned rules and regulations (please carefully read the International Counseling Program Frequently Asked Questions in this manual).
2. Complete and sign the International Counseling Internship Checklist included in this manual.
3. Complete and sign the Application for Admission to the International Internship Program included in this manual.
4. Collect general information about the setting that you have secured in which to complete your internship: location of the setting, demographics (student body, general history of institution, academic calendar, and primary contact person), and demographics of the clinical site (number of counselors/staff, primary counselor contact information, location of clinical site/counseling office, and primary clientele served).
5. Provide Supervisor's credentials: a curriculum vitae or resume with your supervisor's professional history (the curriculum vitae should indicate that your supervisor holds at least a master's level degree in counseling or clinical psychology-related field).
6. Complete the International Counseling Training Agreement .
7. Submit all paperwork to Lehigh University Office of International Programs by April 1st:
 - a. Sent by fax: 610 758 6223
 - i. To: Lehigh University International Programs
 - ii. Subject: Internship Application of Master's in international counseling
 - b. Sent by mail:

Lehigh University International Programs
College of Education – Iacocca Hall
111 Research Drive, B308
Bethlehem, PA 18015-4794 USA

- c. Sent by email/scan: intlcoe@lehigh.edu
 - i. Subject: Internship Application of the Master's in international counseling
 - ii. Attachment: all required paperwork
8. Student will receive an email confirmation that your **complete** application has been received and is under review by the clinical coordinator.
 9. The clinical coordinator will inform students of the status of their application. The coordinator may ask for additional paperwork or information.
 - a. After receipt of documents, Lehigh University may request additional documents such as a statement from the director/head/administrator of the setting (e.g. school) acknowledging that they agree to you completing internship at their setting or further clarification on documentation provided.
 - b. Upon request from a student, Lehigh University may draft a letter addressed to the internship site to confirm your academic status and internship readiness.

The 20-hour per week internship experience will begin in the fall semester and end in the spring semester. **The timeline, the course requirements, and the internship process are not subject to change.** However, if you require clarification or specific details about the internship experience, please contact the Clinical Coordinator, Dr. Amanda Eckhardt (eckhardt@lehigh.edu), (please read the International Counseling Program Frequently Asked Questions in this manual to make sure that your question has not already been addressed).

B. Coursework Requirements

The following courses (CPsy 442: Counseling and Therapeutic Approaches, CPsy 452: Facilitating Healthy Adjustment, CPsy 453: Building Healthy communities, CPsy 430: Professional Seminar, CPsy440: Introduction to Family Counseling) are pre-requisite courses to internship. These **prerequisite courses should be taken by the summer semester preceding the fall semester in which trainees plan to begin internship.**

International Counseling Internship Checklist

Coursework

1. Courses already completed

- i. CPsy 430 - Professional Seminar
- ii. CPsy 436 - Culture-Centered Career Intervention
- iii. CPsy 440 - Introduction to Family Counseling
- iv. CPsy 442 - Counseling and Therapeutic Approaches
- v. CPsy 452 - Current Issues in Counseling: Facilitating Healthy Adjustment (summer institute)
- vi. CPsy 453 - Current Issues in Counseling: Building Healthy Communities (summer institute)

Statement from school/practicum acknowledging practicum setting for student

General information about the school/practicum site: student body, practicum site setting itself, contact information, academic calendar, etc (sending us a web link of the school is preferred in order to gather all these information)

Supervisor's CV (holding at least M.Ed degree in counseling or counseling-related field)

Signed contract by practicum coordinator, trainee, on-site supervisor and school principal

International Counseling Training Agreement

This agreement is by and between the Counseling Psychology Program (CPP) at Lehigh University and the _____. The parties understand and agree to the following:

A. RELATIONSHIP

The CPP and the _____ agree that their relationship is that of a Counseling Psychology training program and of an International Counseling Psychology training site.

B. PERIOD OF AGREEMENT

This agreement will be in effect throughout the Academic Year (August ____, 20__ - May ____, 20__). Normally, any termination would be mutual and be done at the end of an academic year, but this agreement can be severed by either party, at any time, if circumstances warrant. Termination of the internship contract by either party will result in a failing grade for the corresponding Internship I and Internship II courses. If the student and on-site supervisor agree to extend the internship beyond the end of the Lehigh academic year, the on-site supervisor assumes all supervisory responsibilities thereafter.

C. RESERVATION OF RIGHTS

Both the _____ and the CPP have the right and the obligation to inform any student in training of any violations of ethical (e.g., APA/ACA) or legal standards of psychological practice. The preservation and dignity and privacy of the patient/client is presumed to be paramount, and any violations will be dealt with jointly by CPP and the _____. Ordinarily, the on-site supervisor will contact the university supervisor first. If, in the judgment of these immediate supervisors, the matter should proceed further, the university supervisor will inform the clinical coordinator, currently Dr. Cirleen DeBlaere. A meeting of the CP training committee will then be scheduled. The membership will be limited to the training director of the Counseling Psychology Program, the clinical coordinator, the course instructor, the training director of the internship site, and the on-site supervisor. The procedures outlined in the internship manual will be followed.

D. SCOPE OF WORK

The CPP at Lehigh University shall provide, where feasible, masters' level students in the International Counseling Program who have completed one full year of coursework in counseling which includes but is not limited to, a course in counseling and therapeutic approaches, helping skills, family counseling, career counseling, and a professional and ethical issues course. These students will perform similar duties to a staff counselor under the direct supervision of a Master's level Counselor. The duties may include (but are not limited to) individual counseling, co-leading a counseling group, family counseling sessions, appropriate testing and assessment, participating in treatment team meetings, and providing outreach sessions. The student will not be responsible for providing emergency service unless he/she is part of an emergency treatment team headed by a senior staff counselor.

This experience will consist of two segments: Semester I (CPsy 480) and Semester II (CPsy 483). The overall requirements of the internship each semester include 20 hours per week of on-site regularly scheduled hours. Responsibilities for the first semester include a minimum of 6-7 individual clients (or the equivalent with marital and family sessions), observing/co-conducting at least 6 intakes, consultation as needed with staff, and presenting at one case conference. Consistently across the two semesters, 2 hours of one-to-one supervision must be provided weekly for individual psychotherapy sessions (at least 1 hour by On-Site supervisor and 1 hour by doctoral student supervisor) and each supervisor must review at least 4 audiotapes. Additional supervision is encouraged, particularly in the form of group supervision and attendance at seminars or in-service may be required of the trainee.

E. RESPONSIBILITIES

All parties agree to abide by the APA Ethical Principles of Psychologists and service provider standards set forth by the American Counseling Association. The student agrees to contact his/her on-site supervisor for orientation to the site. The on-site supervisor will arrange for an office suitable for psychotherapy. This room should include a desk, two chairs, and ample lighting and privacy. The student assumes responsibility for reviewing the patient's chart, setting up therapy appointments and testing dates. The student agrees to document client contacts in the client's record, which may be reviewed by the on-site supervisor. The student also agrees to participate constructively in on-site, Lehigh doctoral student, in class, and any required additional supervision.

The student agrees to provide verbal feedback to the on-site supervisor by the end of the week in which the testing is conducted. A written report will be placed in the chart within one week of the completion of the testing. The referring counselor is responsible for providing feedback to the patient regarding test results.

The role of the on-site supervisor is to acclimate the student to all procedures of the placement setting. In the event of a crisis, the student will inform either their on-site supervisor or other senior staff therapist on call immediately. This staff person will take full responsibility for enacting the normal procedures used by the internship agency. The student will be allowed to observe/coordinate the necessary steps. The supervisor will also delegate testing and psychotherapy referrals to the student.

The CPP agrees to provide qualified graduate students for placement at _____. CPP also agrees to provide a seminar for discussion of cases and supervision of ongoing cases in CPsy 480 and CPsy 483, to maintain contact with the supervisor, and to conduct an annual meeting of students and supervisors at Lehigh University. The student has malpractice insurance through Lehigh University's policy.

The primary on-site supervisor agrees to provide to the CPP clinical coordinator timely, written feedback evaluating the performance of each student mid-semester and end of semester for both Fall and Spring.

F. INDEMNIFICATION

- a. The _____ (school/agency) agrees to indemnify and hold harmless Lehigh University and its trustees, directors, officers, employees, students, representatives and agents from and against any and all claims, demands, actions, damages, settlement and/or judgments and liabilities whatsoever (including reasonable attorney's fees) that arise from _____ (trainee name) or any of its agents, employees, faculty or students performing under this agreement.
- b. The Lehigh University agrees to indemnify and hold harmless _____ (school/agency) and its trustees, directors, officers, employees, students, representatives and agents from and against any and all claims, demands, actions, damages, settlement and/or judgments and liabilities whatsoever (including reasonable attorney's fees) that arise from CPP or any of its agents, employees, faculty or students performing under this agreement.

_____	_____
Clinical Coordinator	Date
_____	_____
Trainee	Date
_____	_____
On-Site Supervisor	Date
_____	_____
School Administrator (Principal or Equivalent)	Date

Course Overview and Requirements: Internship I & II

Course Overview

CPsy 480: Masters Internship I (3 Credits) Counseling in International Settings (Fall)

This course is designed to help trainees strengthen skills in the area of the counseling process and supervisory relationships and develop a culturally-sensitive, professional identity as a counselor for work in international/cross-cultural settings. This beginning internship is designed to enhance those basic skills acquired in CPsy 442, CPsy 452 and CPsy 453. This first internship includes: exposure to the normal routine in a school or community setting, initial experience in both receiving supervision and peer supervision, and opportunities to gain supervised practice in counseling. The primary goal of this class is to receive in-depth supervision on a small number of clients. As in all aspects of the program in international counseling, ethical practice is emphasized.

CPsy 483: Internship II (3 Credits) International Counseling (Spring)

This course is designed to help trainees continue to develop skills in the area of the counseling process, supervisory relationships and the development of a culturally sensitive professional identity as a counselor. This second level, internship, is designed to expand on the basic skills developed in the first internship experience (CPsy 480) and to ensure a two-semester continuous experience in a single practice setting. The focus of this course is on continued professional development as a counselor within an international community. Trainees will continue to gain practical exposure to a school or community setting and receive supervision on their clinical work. In addition, they will learn to provide peer supervision and expand on their identities as counselors and future supervisors. The goal of this class is to develop a professional identity as both a counselor and a supervisor.

Instructional Format

Instructional mode will be lecture with laboratory format. Class will be held weekly for a period of 15 weeks. A blend of Elluminate/Skype (an on-line office hours program) and on-line chat sessions (through Course Site) will be used to provide clinical supervision to small groups of trainees.

Trainee Requirements:

1. Complete all course requirements with the exception of the elective
2. Trainees will obtain a minimum of 300 hours in the Fall semester and 300 hours in the Spring semester toward their clinical training (these hours should include direct contact, a minimum of 1.5 hours per week of individual supervision, record keeping, trainings attended, parent meetings, case management, and other responsibilities that fall within the purview of a counselor at a school or community agency setting)
 - a. Specifically, in both the Fall and the Spring semesters, trainee will spend 20 hours per week at the internship site.
 - b. During both semesters, trainee will see 6-7 clients per week. Each trainee is also expected to see at least 2-3 clients longer term (i.e., at least 4 sessions).
 - c. Total direct contact hours for each of the semesters (Fall and Spring) should be 90 hours at a minimum. Thus, trainees will have at a minimum of 180 direct clinical hours for the academic year (Fall-Spring).
 - i. Direct contact refers to face-to-face sessions, e.g., individual, family, group sessions, psychoeducational workshops, outreach, and parent meetings.
 - ii. Case management refers to any indirect contact that may involve advocacy, referral, connecting with other service providers in order to assist the client.
 - d. Trainee will receive 1-1.5 hours of individual clinical supervision weekly from their site supervisors
 - e. Trainee will receive 1.5 hours of group/peer clinical supervision (TIME TBA).
 - f. Trainees will receive 1 hour of individual supervision from an advanced doctoral student from the Counseling Program at Lehigh University.
 - g. Trainees will audio/video tape only those clients that are being applied to their internship. All sessions with these clients are to be taped during their tenure as internship trainees.

- h. Trainees will provide an evaluation of the site and supervision at the end of each semester.
- i. Trainees will log their hours on the training log sheet (see attached) for signoff by the supervisor and internship instructor.

Supervisory Requirements

1. Supervisors will have a minimum of a Master's degree in Counseling/Psychology/Social Work
2. Supervisors can be
 - a) full time employees at the site that trainees complete their internship
 - OR
 - b) consultants to the internship site (In this capacity, a contractual agreement would need to occur between the internship site and supervisor acknowledging this relationship); In this context, supervision may occur off-site.
3. Supervisors will meet with trainees for 1-1.5 hours per week for individual supervision.
4. Supervisors will listen to trainee's tapes weekly to provide feedback.
5. Supervisors will work with trainees to ensure that trainees will have a minimum of 6-7 clients per week. Each trainee is also expected to see at least 2-3 clients longer term (i.e., at least 4 sessions).
6. Supervisor will provide mid-term and end of the semester evaluations each semester (see attached Counselor Trainee Evaluation Form).

Site Approval:

1. Brochure or brief description of site indicating the suitability of the site for the internship
2. CV of Supervisor
3. Internship agreement (admission to internship) to be signed by Trainee, Administrator, Supervisor, and Instructor/Clinical coordinator (to be completed before trainee starts internship).

General Class Requirements:

(1) Supervision:

Trainees will receive three -four forms of supervision:

- a) **Individual On-Site Internship Supervision:** Trainees will make arrangements with an on-site Master's level supervisor who will provide at least 1-1.5 hours of individual counseling supervision per week, listen to audiotapes of trainee's counseling work, and provide additional administrative and case management supervision. This supervisor will also provide a written mid-semester and end of the semester evaluation in a timely manner to the course instructor.
- b) **Group Counselor Supervision:** Trainees will engage in a 1.5 hour group supervision through an on-line class that will be held at Lehigh University. This is a place for trainees to begin to integrate theory, research, and practice as well as to continue to develop a professional counselor identity. Included in this supervision will be discussion of personal reactions and questions regarding clients, internship agency, and case presentations. (TBA)
- c) **Individual Counselor Supervision:** An advanced doctoral student in counseling psychology will provide one hour of individual counselor supervision per week. This supervisor will be responsible for listening to your counseling tapes and providing feedback to you. You and your supervisor are to choose 2 clients on which you both will focus. At the very least, your supervisor will review an entire counseling tape of yours at least once during the semester. You will also give your supervisor additional tapes as you and your supervisor deem necessary. It should be noted that the on-site supervisor is the primary supervisor and is ultimately responsible for your clients.
- d) **Peer Supervision:** Students will engage in peer supervision. During this period, students will have an opportunity to provide supervision and learn collaboratively from their peers via the on-line peer supervision sessions (could occur in either or both internships (I & II)).

(2) Placement Hours:

Trainees will be expected to be at the placement 20 hours per week for at least 15 weeks (total of 300 hours). A internship manual specifies the expectations for trainees' participation in their internship.

- a. Trainees will counsel 6-7 clients per week. By the end of the semester, trainees should have a minimum of 90 client contact hours per semester.
- b. Trainees will begin and finish their placement hours as specified in the contract (300 hours). Any exceptions regarding starting and ending dates must be discussed with the onsite supervisor and faculty supervisor.
- c. An internship log will be made available to keep track of trainee hours. The form should be signed by the internship supervisor and submitted to the faculty supervisor at the end of each month.
- d. Parental consent and student assent is required to tape sessions and should be sought early to prevent delays in the practicum experience.

(3) Application for Admission to Internship: The Application for Admission to Internship will be available through the Office of International Programs. This form must be signed by the site administrator, on-site supervisor and trainee and faxed/e-mailed to Lehigh University prior to starting the internship.

(4) Taping: Trainees will need to identify particular clients that will be applied to their internship and tape all of their counseling sessions with these clients. Not taping should only occur as an extreme exception and should be cleared through both the internship supervisor and the instructor. Tapes should be audible, labeled clearly and rewind when turned in. Any identifying data should be removed from the tape when transporting tapes from one setting to another to maintain utmost confidentiality.

Evaluation

The on-site supervisor and the clinical coordinator and/or instructor for the Masters Internship I and II courses will assess the student's performance using the evaluations included in this manual. For students placed in a school setting for internship, the school evaluation will be completed. For students placed in a community setting for internship, the community evaluation will be completed. It is expected at the completion of the student's internship, the student will perform according to the expectations outlined in the table provided below.

Masters Student Practicum and Internship Evaluation Expectations			
Course	School Counseling	CHS	International
CPsy 466: Masters Practicum	Emergent	Proficient	
CPsy 480: Masters Internship I	Emergent	Emergent	Emergent
CPsy 480: Masters Internship II	Proficient	Proficient	Proficient
* Note: CHS Practicum students are assessed in the "early" competency areas and CHS Internship students are assessed in the "exit" competency areas on the MCAC Competencies Grid.			

**LEHIGH UNIVERSITY
INTERNATIONAL COUNSELING INTERNSHIP
SCHOOL PLACEMENT
STUDENT EVALUATION**

Student Name: _____ Date: _____

Supervisor Name: _____ Course Name: _____

Site Name: _____

The following evaluation is based on the “Candidate Competencies” section from the Pennsylvania Department of Education’s *The Framework for School Counselor Preparation Program Guidelines*. If you are unable to assess an area of competency, please indicate “N/A”.

Directions: Place an “X” in the corresponding column for the Foundational Competencies.

Emergent	Proficient	Lacking	Foundational Competencies
			CORE STANDARD I. FOUNDATION
			A. History and Philosophy of School Counseling: Studies that provide a historical perspective of counseling in general and school counseling specifically
			1. Understands the history and philosophy of the counseling profession in general and school counseling in particular, including significant factors and events.
			2. Understands the history, philosophy and current trends in school counseling and educational systems including the ASCA National Model and the ASCA National Student Standards in the areas of academic, career, and personal/social development.
			3. Understands the role, function and professional identity of the school counselor as a facilitator of the academic, career, and personal/social development of all students, and as a leader and advocate for systemic change within the school.
			4. Understands the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school as well as other human service providers.
			5. Understands how professional organizations provide benefits and services to support the work of the school counselor.
			6. Understands professional credentialing, including certification, licensure, accreditation practices and standards.
			B. Ethical and Legal Issues: Studies that provide a perspective of ethics and legal issues in schools and school counseling specifically.
			1. Is knowledgeable about the Ethical standards of ASCA, ACA and related entities, and their application in school counseling and the academic, career, and personal/social development of all students.
			2. Is knowledgeable about current educational issues, local policy, administrative procedures, state and federal laws, and legislation relevant to school counseling.
			C. Social and Cultural Diversity: Studies that provide an understanding of the cultural context of education in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, teaching and learning, family values, religious and spiritual values, socioeconomic status and unique

			characteristics of individuals, couples, families, ethnic groups.
			1. Understands the cultural, ethical, economic, legal and political issues surrounding diversity, equity, and excellence in terms of student learning.
			2. Identifies community, environmental, and institutional opportunities that enhance, as well as barriers that impede the academic, career and personal/social development of students.
			3. Understands the ways in which educational policies, programs, and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families.
			4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender and sexual identity, and their effects on student achievement.
			5. Understands theories of multicultural counseling, identity development, and social justice.
			6. Understands counselors' roles in developing cultural self-awareness, promoting social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit.
			7. Understands counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
			D. Academic Development: Studies that provide an understanding of the academic needs of all Pre-K-12 students and families at all developmental levels and in multicultural contexts (particularly in contexts of educational inequities), including all of the following:
			1. Understands the relationship of the school counseling program to the academic mission of the school.
			2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
			3. Understands instructional gaps and opportunity gaps and the negative effects these have on particular groups of students.
			4. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance-related material.
			5. Understands that all students need a high-quality rigorous curriculum that will prepare them for work and college.
			E. Career Development: Studies that provide an understanding of career development and related life factors, including all of the following:
			1. Knows career development theories and decision-making models including the PA Academic Standards for Career Education and Work.
			2. Understands career, vocational, educational, occupational and labor market information resources, and career information systems.
			3. Knows career development program planning, organization, implementation, administration, and evaluation.

			4. Knows interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.
			5. Knows career and educational planning, placement, follow-up, and evaluation.
			6. Knows assessment instruments and techniques relevant to career planning and decision making.
			7. Knows career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
			F. Personal-Social Development: Studies that provide an understanding of the personal-social nature and needs of Pre-K-12 students and families at all developmental levels and in multicultural contexts, including all of the following:
			1. Knows theories of individual and family development and transitions across the life span.
			2. Understands theories of learning and personality development, including current understandings about neurobiological behavior.
			3. Understands effects of crises, disasters, and other trauma-causing events on students and families.
			4. Knows theories and models of individual, cultural, couple, family, and community resilience.
			5. Understands a general framework for understanding exceptional abilities and strategies for differentiated interventions.
			6. Understands human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.
			7. Knows theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.
			8. Understands theories for facilitating optimal development and wellness over the life span.
			CORE STANDARD II: MANAGEMENT AND DELIVERY SYSTEMS
			A. Program Planning: Studies that provide an understanding of the knowledge and competencies needed to manage comprehensive school counseling programs.
			1. Understands comprehensive, data-driven programming.
			2. Understands the elements and themes of the ASCA National Model.
			3. Knows and understands all components of the ASCA National Model.
			4. Understands Use of Time.
			B. Counseling, Prevention and Intervention: Studies that provide an understanding of the prevention and intervention aspects of the counseling process.
			1. Understands that counseling theories and appropriate counseling interventions can begin the process to develop a personal model of counseling.
			2. Understands essential interviewing and counseling skills.
			3. Understands approaches to recognizing and assisting children

			and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.
			4. Understands issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide, crisis intervention, bullying).
			5. Understands theories of group counseling and group counseling methods used in school counseling groups (e.g., counseling, psycho-educational, task, and peer helping groups).
			CORE STANDARD III: ACCOUNTABILITY
			A. Research and Program Evaluation: Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, particularly as these apply to school settings, and including all of the following:
			1. Understands the importance of research in advancing the school counseling profession.
			2. Knows research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.
			3. Understands statistical methods used in conducting research and program evaluation.
			4. Conceptualizes principles, models, and applications of needs assessments, program evaluation, and the use of findings to effect program modifications.
			5. Understands ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.
			6. Understands how to critically evaluate research relevant to the practice of school counseling.
			7. Knows models of program evaluation for school counseling programs.
			8. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
			9. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
			10. Understands the outcome research data and best practices identified in the school counseling research literature.
			B. Appraisal and Assessment: Studies that provide an understanding of individual and group approaches to assessment and evaluation.
			1. Learns historical perspectives concerning the nature and meaning of assessment.
			2. Understands basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, and group testing and inventory methods, psychological testing, and behavioral observations.
			3. Knows statistical concepts, including reliability, validity, scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.

			4. Understands social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.
			5. Knows ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
			6. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
			7. Knows the signs and symptoms of substance use and abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
			8. Identifies various forms of needs assessments for academic, career, and personal/social development.
			CORE STANDARD IV: SKILLS AND ATTITUDES
			A. Collaboration and Consultation: Studies that provide an understanding of the importance of teaming and collaboration in the development, implementation and evaluation of the school counseling program and in facilitating change in school expectations, climate, policy and practice to better meet the needs of students:
			1. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
			2. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
			3. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
			4. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community, including the Career and Technical Centers.
			5. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
			6. Understands systems theories, models, and processes of consultation in school system settings.
			7. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
			8. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
			9. Knows school and community collaboration models for crisis/disaster preparedness and response.
			10. Understands the various mentoring programming interventions (e.g., advisor/advisee programming) and how to coordinate them.
			11. Understands factors that contribute to a safe learning environment that encourages active inquiry, collaboration, supportive interaction, fairness consistent standards of behavior and self-motivation for all students.

			<p>B. Advocacy: Studies involving the use of knowledge and competencies to advocate on the behalf of students and families of diverse and multicultural backgrounds, including understanding the advocacy process and the school counselor’s role as an advocate for students and change within the school system to better meet the needs of students.</p>
			1. Knows the roles and processes of school counselors advocating on behalf of others.
			2. Understands advocacy processes needed to address institutional barriers that impede access, equity, and success for students and families.
			3. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
			<p>C. Leadership: Studies that provide an understanding of the school counselor’s role as a leader in the school:</p>
			1. Knows the qualities, principles, skills, and styles of effective leadership.
			2. Understands the school counselor’s role as a leader in the school.
			3. Knows strategies of leadership designed to enhance the learning environment of schools.
			4. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
			5. Understands the role and function of the school counselor in school improvement efforts.
			6. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.
			7. Understands the leadership skills needed to facilitate the development of effective, targeted professional development for school personnel.
			<p>D. Systemic Change: Studies that provide an understanding of the school counselor’s roles in identifying and changing policies and practices that create obstacles to learning:</p>
			1. Conceptualizes the importance of systems-focused interventions to closing achievement gaps, correcting educational inequities, and promoting the academic development of all students.
			2. Understands the important role of the school counselor as a system change agent.
			3. Understands family and other systems theories along with major models of family and related interventions.

QUALITATIVE EVALUATION

1. Provide any additional information regarding strengths for the trainee.
2. Provide any additional information regarding growth edges requiring further attention for the trainee.
3. Provide recommendations to trainee to correct growth edges.
4. What are areas the trainee has made progress during the period being evaluated?
5. Please describe any issues that may impact the trainee's progress toward successful completion of the clinical placement.

_____ Supervisor Signature	_____ Date
_____ Trainee Signature	_____ Date
_____ Clinical Coordinator Signature	_____ Date

**LEHIGH UNIVERSITY
INTERNATIONAL COUNSELING INTERNSHIP
COMMUNITY PLACEMENT
STUDENT EVALUATION**

Student Name: _____ Date: _____

Supervisor Name: _____ Course Name: _____

Site Name: _____

*Please refer to “Competencies in Professional Counseling and Related Human Services” document for guidance to complete this evaluation. For students completing their internship, please refer to the second column, representing “exit” development. If you are unable to assess an area of competency, please indicate “N/A”.

Directions: Place an “X” in the corresponding column for the Foundational Competencies.

Emergent	Proficient	Lacking	Foundational Competencies
			I. PROFESSIONALISM
			A. Professional Values and Attitudes: as evidenced in behavior and comportment that reflects the values and attitudes of psychology.
			1. Integrity
			2. Deportment
			3. Accountability
			4. Concern for the Welfare of Others
			5. Professional Identity
			B. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly.
			1. Self as Shaped By Individual and Cultural Diversity
			2. Others as Shaped by Individual and Cultural Diversity and Context
			3. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context
			4. Applications based on Individual and Cultural Context
			C. Ethical/Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
			1. Knowledge of Ethical, Legal and Professional Standards and Guidelines
			2. Awareness and Application of Ethical Decision Making
			3. Ethical Conduct
			D. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.
			1. Reflective Practice
			2. Self-Assessment
			3. Self-Care
			4. Participation in Supervision Process
			II. RELATIONAL
			A. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.
			1. Interpersonal Relationships
			2. Affective Skills

			3. Expressive Skills
			III. SCIENCE
			A. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.
			1. Scientific Mindedness
			2. Scientific Foundation of Professional Counseling
			3. Scientific Foundation of Professional Practice
			IV. APPLICATION
			A. Evidence-Based Practice (EBP): Integration of research and clinical expertise in the context of patient factors.
			1. Knowledge and Application of Evidence-Based Practice
			B. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.
			1. Knowledge of Measurement and Psychometrics
			2. Knowledge of Assessment Methods
			3. Applicable of Assessment Methods
			4. Diagnosis
			5. Conceptualization and Recommendations
			6. Communication of Assessment Findings
			C. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations (e.g., career, group, family, and/or systems-level interventions).
			1. Intervention Planning
			2. Skills
			3. Intervention Implementation
			4. Progress Evaluation
			V. SYSTEMS
			A. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.
			1. Knowledge of the Shared and Distinctive Contributions of Other Professions
			B. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.
			1. Empowerment
			2. Systems Change

LEHIGH UNIVERSITY INTERNATIONAL COUNSELING SCHOOL INTERNSHIP LOG					
NAME			SUPERVISOR		
SITE					
SEMESTER			WEEK (MO/DATE)		
INTERNSHIP EXPERIENCES					
<i>Direct Services</i>					
I. Individual Counseling					
II. Group Counseling					
III. Classroom Curriculum					
IV. Consultation					
V. Individual Student Planning					
VI. System Support					
VII. Advocacy					
VIII. Other:					
TOTAL DIRECT					
<i>Indirect Services</i>					
I. Curriculum Preparation					
II. Documentation of Responsive Services					
III. System Support					
IV. Evaluation					
V. Responsive Services Preparation					
VI. Individual Student Planning Preparation					
VII. Coordination					
VIII. Other					
TOTAL INDIRECT					
<i>Supervision</i>					
I. On-site					
II. Class					
III. Doctoral					
TOTAL SUPERVISION					
TOTAL DIRECT, INDIRECT, SUPERVISION					
CUMULATIVE HOURS					
SIGNATURES			DATE		
Student					
On-site Supervisor					
Clinical Coordinator					

LEHIGH UNIVERSITY INTERNATIONAL COUNSELING COMMUNITY INTERNSHIP LOG					
NAME			SUPERVISOR		
SITE					
SEMESTER			WEEK (MO/DATE)		
INTERNSHIP EXPERIENCES					
<i>Direct Services</i>					
I. Individual Counseling					
II. Intake Interviews					
III. Family/Couple Counseling					
IV. Group Counseling					
V. Testing					
VI. Psychoeducational Workshops					
VII. Other					
TOTAL DIRECT					
<i>Indirect Services</i>					
I. Paperwork					
II. Staff Meeting					
III. Training					
IV. Other					
TOTAL INDIRECT					
<i>Supervision</i>					
I. On-site					
II. Class					
III. Doctoral					
TOTAL SUPERVISION					
TOTAL DIRECT, INDIRECT, SUPERVISION					
CUMULATIVE HOURS					
SIGNATURES			DATE		
Student					
On-site Supervisor					
Clinical Coordinator					

International Counseling Master's Program: Frequently Asked Questions (FAQ)

Supervision

Question: Does my supervisor have to be certified or licensed?

Answer: No, but this is preferable.

Question: Can supervision occur off site?

Answer: Yes. Trainees have the option of bringing in a consultant as their immediate supervisor. In this capacity, a contractual agreement would need to occur between Lehigh University, the internship site, and supervisor.

Question: Can the school principal or director be my supervisor?

Answer: Typically no. This is because of the potential for a conflict of interest given the administrative role that the principal or director may play in the setting.

Question: Is the on-site supervisor the final decision maker on the successful completion of my internship?

Answer: No. The successful completion of internship depends on a collaborative relationship between the on-site supervisor, the internship instructor, and the trainee. Specifically, evaluations of trainee's clinical work and progress will be completed by both the on-site supervisor and the internship instructor. Trainees will have an opportunity to respond to any concerns they may have to these evaluations. In addition, trainees will also be required to complete an evaluation of their site.

Question: What are the options for supervision if a prior personal conflict arises with a potential supervisor?

Answer: In the event that a conflictual relationship exists between the supervisor and the trainee prior to the internship, trainees have the option to petition bringing in a consultant as their immediate supervisor. In this capacity, a contractual agreement would need to occur between Lehigh University, the internship site and supervisor acknowledging this relationship.

Clients

Question: How many hours do I spend at the internship site?

Answer: Trainees need to spend a total of 600 hours (300 per semester) at their internship site.

Question: How many clients would I be expected to meet in an academic year?

Answers: Trainees need to meet 6-7 clients per week. At the end of their internship, trainees should have at a minimum 180 clients contact hours (individual therapy, group therapy, outreach, workshops, lesson plans, parent-counselor meetings).

Question: Is the requirement on number of clients flexible?

Answer: No. Trainees must have at a minimum 180 client contact hours during their internship experience.

Question: Do I have to complete my internship in a year?

Answer: Yes.

Question: Can I complete my internship in one semester?

Answer: No. Trainees have to enroll in both CPsy 480 and CPsy 483 for a successful completion of their internship.

Question: Can I start my internship in the Spring Semester?

Answer: No. CPsy 483 builds on CPsy 480. All internships are to start in the Fall semester.

Taping:

Question: Would it be an issue reviewing tapes of therapy conducted in a foreign language (e.g., Spanish)?

Answer: No. As long as your on-site supervisor is fluent in the said foreign language.

Question: Do I have to audio/video tape sessions?

Answer: Yes. You need to only tape sessions of those clients that you apply towards your internship.

Question: Under what circumstances is it acceptable to not video/audiotape a session?

Answer: Taping is required for all internship-related experiences and hours (20 hrs/week).

Internship site:

Question: Is it possible to do an internship at Lehigh University during a summer session?

Answer: No.

Question: Can I do my internship at the same place that I work?

Answer: Trainees may do their internship at the same place they work as long as they are engaged in counseling-related activities and meet specific internship requirements (e.g., audiotaping sessions, on-site supervision, etc.). A minimum of 20 hours per week and a specific caseload must be distinguished and designated as internship-related. These internship site exceptions must be approved by both the internship coordinator and the program director through a petition process.

Lehigh University Certificate Program in International Counseling

Lehigh University is accredited by the Middle States Association of Colleges and Schools. The Post-Baccalaureate Certificate in International Counseling is a joint venture between the Counseling Psychology Program and the College of Education's Office of International Programs at Lehigh University.

Career, academic, cultural transition, and mental health issues have become a main focus in international schools. This certificate emphasizes counseling in community, school, and family settings within international communities. The certificate program at Lehigh University consists of a concentration of 4 courses (12 credit hours) in the area of International Counseling. **Students must complete the 4 courses over the span of one year.** Typically students sequence courses in following manner: Summer (host country site), Fall (on-line), Spring (on-line), Summer (host country site). However, students may take courses off-sequence to fit their program of study.

COURSE DESCRIPTIONS FOR THE COUNSELING CERTIFICATE

CPsy 436. Culture Centered Career Intervention (3) - on line [FALL SEMESTER]

Examination of the career development process and interventions for children, adolescents, and adults within a culture-centered perspective. Study of theorists, vocational assessment process, and occupational and psychological information systems.

CPsy 442. Counseling and Therapeutic Approaches: (3) - on line [SPRING SEMESTER]

Theory, research, and technique of counseling within a cultural context. This course is designed to facilitate the working knowledge of traditional and neo-traditional theories in counseling and psychotherapy and examine it within a cultural context. Students will learn to recognize the developmental/contextual nature of counseling and the need to accurately assess and maximize each individual's cognitive, affective, and social development through application of theory to practice.

CPsy 452. Current Issues and Skills: Facilitating Healthy Adjustment (3) [SUMMER INST.]

Course assists counselors in developing proficiency in helping skills and an understanding of the counselor's role in facilitating or inhibiting client change. Focus is on gaining knowledge related to mental health issues for third culture children and adolescents that include (a) cultural adjustment, (b) eating disorders, (c) depression and suicidality, (e) anxiety, (d) substance abuse, (f) family dysfunction, and (h) career development.

CPsy 453. Current Issues in Counseling: Building Healthy Communities (3) [SUMMER INST.]

The objectives of this course are for students to develop proficiency in counseling skills and gaining knowledge related to constructing prevention programs for children and adolescents that include (a) substance abuse, (b) sexually transmitted disease and teen pregnancy, (c) eating disorders, (d) violence prevention, and (e) resiliency and competency promotion programs. Special focus will be paid to understanding the components of an effective crisis management plan.

Admission Criteria:

- ❖ **Admission deadline:** Admission decisions are rolling throughout the year.
- ❖ **Minimum requirements:** Official Bachelor's degree transcript from an accredited college/university with a minimum undergraduate GPA of 3.0
- ❖ **Completed Application form with application fees of \$65**
- ❖ **Background courses required:** None
- ❖ **Required examinations (for example, GRE, GMAT, and the like):** None
- ❖ **Language requirements for foreign students:** For all applicants whose native language is not English, a minimum score of 600 on the paper-based **TOEFL test** or 250 on the new computer scored TOEFL test; [Other related requirements [Reading (56 paper, 22 computer), listening (56 paper, 22 computer), structure/writing (55 paper, 22 writing)]. Additionally applicants must attain a score of at least 50 on the TSE within one year of starting program.

ADDITIONAL COLLEGE OF EDUCATION POLICIES

ADVERSE WEATHER POLICIES

Closing the University/Delaying Opening: If weather conditions become hazardous overnight, a determination will be made by 6:30 a.m. as to whether or not a change in the opening of the university will be made. Please dial **610-758-NEWS** (610-758-6397) or listen to your local TV/radio stations for the latest update.

RADIO: Updates will be broadcast on the following stations.

AM STATION	FREQUENCY	FM STATION	FREQUENCY
WAEB	790 AM	WLVR	91.3 FM
WEST	1400 AM	WZZO	95.1 FM
		WLEV & WCTO	96.1 FM
		WODE	99.9 FM
		WFMZ	100.7 FM
		B104	104.1 FM

TELEVISION: Updates will appear on WFMZ-TV Channel 69

Parking Regulations for Snow Emergencies: "Snow Emergency" regulations are automatically in effect when the official accumulation of snow for the Bethlehem area reaches one inch. "Snow Emergency" regulations remain in effect until 7:30 a.m. on the third day following the end of the snowstorm, unless canceled earlier. You may contact the Lehigh Police to determine if a "Snow Emergency" is in effect. The regulations that follow apply to ALL members of the Lehigh Community including students, faculty, staff, guests and visitors, etc.

1. Prohibited parking regulations will be strictly enforced. Violations during periods of snow emergencies carry a minimum fine of \$25.
2. Parking is prohibited on the lower campus for any reason between the hours of midnight and 7:30 a.m. unless otherwise posted.
3. If classes are canceled and the university is officially closed, parking is prohibited on the lower campus until 7:30 a.m. on the day following the closing.
4. Parking is prohibited on the lower campus from 5:00 p.m. Friday through 7:30 a.m. Monday.
5. In addition to the above, it may be necessary to temporarily close lots at other times or to temporarily close additional lots. When this occurs, lots or areas must be vacated according to the posted snow emergency signs that specify a temporary parking area.
6. It is the responsibility of the individual to ascertain whether the snow emergency regulations are in effect. Violators will be towed at their own expense.

During and immediately following heavy snowstorms and drifting snow, crews work around the clock trying to keep roads open and parking areas clear. Stranded and improperly parked cars make it impossible to complete this work in a timely fashion; therefore, compliance with snow emergency regulations and the complete cooperation of everyone is vital. Remember, campus safety depends upon your cooperation.

Excusing Student Absences When Buses Are Not Operating: As noted under the *University Policy on Handling Adverse Weather*, the Provost issues decisions on whether or not the university will remain open during adverse weather. On rare occasions when the university remains open in adverse weather, Lehigh buses may, however, cease to run, preventing some students from attending class. In such cases, the absences of these students are to be excused and they are to be given extensions for submission of assignments or completion of quizzes, tests or exams they missed by their absence.

The most up-to-date information on bus stoppages can be obtained by calling 610-758-1700 or by going online to: <http://www.lehigh.edu/~inubs/parking/routes.shtml>. After 4:30 p.m. this website is not updated until the next day.

Instructor Decisions on Cancelling Classes in Adverse Weather: The majority of College of Education classes meet on Mountaintop campus and, when there is adverse weather, conditions on Mountaintop can often be more treacherous than on lower campus, particularly in winter, when Mountaintop's slightly lower temperatures are more

prone to produce icing. This problem may be further complicated by the fact that COE classes typically meet from 4:00-7:00 p.m. or 7:00-10:00 p.m., when plummeting winter temperatures or snow accumulations can produce increasingly dangerous driving conditions as the evening progresses.

There may be instances in which the university remains open, but instructors and students become concerned about personal safety. Instructors may find themselves fielding inquiries about whether COE evening classes are to be held under the conditions described above. And, since many students in COE graduate courses commute from some distance to reach campus, such inquiries may begin in mid-afternoon. In addition, conditions along the routes these students must drive may be substantially worse than the conditions on campus.

Clearly, instructors should meet their classes whenever possible, particularly when the provost has decided the university will remain open during adverse weather. That said, instructors and students are expected to behave rationally, including acting in responsible ways in terms of personal safety. If, in the judgment of a course instructor, weather conditions are so serious as to put the safety of the instructor or his/her students at great risk, the instructor may cancel a class. The expectation is that instructors will then reschedule the missed class for an alternate date.

Further, an instructor may say to his/her students that they should use their best judgment about the risk in coming to class under such conditions and decide accordingly. When an instructor has provided students with the ability to make such a judgment, he or she should then honor whatever decision the student makes, without penalizing that student in any way. This may entail rescheduling class presentations, providing extensions to course deadlines involving class activities, or otherwise modifying sequences or requirements to accommodate that absence.

TYPES OF STUDENTS

Only students who have been admitted officially by the university may register for graduate courses (400-level courses) in the college. In addition, only students admitted into one of the academic programs in the College of Education may pursue one of the degrees offered by the college.

There are three types of admitted students at Lehigh: Regular graduate students, associate graduate students and non-degree graduate students. Students should check their letter of admission to determine which status they hold. If you have any questions concerning your letter, please call the College of Education Admissions Office at 610-758-3231. Each type of student is described below.

Regular Graduate Students

Regular graduate students are fully admitted to a degree program in the college and are assigned an academic adviser. Only regular graduate students are candidates for graduate degrees.

Associate Graduate Students

Students admitted under associate status are conditionally accepted into a degree program in the college. They are assigned an academic adviser and must demonstrate within 12 credits that they qualify for reassignment as regular graduate students. The criterion for qualification is completion at least 9 credits and no more than 12 credits with a GPA of 3.00 or better and no final course marks lower than B-. Students must petition for this change in status before being allowed to register for coursework beyond 12 credits.

Students assigned associate status because they applied during the late admission period, but who clearly qualify for admission as regular graduate students, may petition for regular status after classes begin if all credentials are in order.

Non-degree Graduate Students

In addition to degree programs, there are two non-degree options as well: (1) Regular non-degree and (2) Non-degree for external certification.

Regular non-degree admission is for students who wish to take up to 12 credits of graduate coursework at Lehigh without seeking a degree. Any transcript or other record from the university will clearly indicate the student status as non-degree. Non-degree students are not permitted to audit courses. university admissions criteria for non-degree graduate students are (a) a bachelor's degree from an accredited institution with an overall grade point average of at least 3.0 on a four-point scale (Applicants with undergraduate GPAs slightly below 3.0 may be admitted with approval from the department of Education and Human Services) or (b) to have achieved a GPA of 3.0 or higher on a four-point scale for a minimum of 12 graduate credits at another accredited institution.

Non-degree for external certification students are admitted to pursue coursework for the purpose of obtaining certification through an external accrediting agency. Applicants are expected to have an undergraduate GPA of 3.0

or higher on a four-point scale or to have achieved a GPA of 3.0 or higher on a four-point scale for a minimum of 12 graduate credits at another accredited institution. Applicants are assigned certification advisers on admissions and must work with the adviser to assure that they complete all requirements for certification satisfactorily. Non-degree for external certification students complete the coursework and any other required field experiences for the appropriate certification, with the number of credits and field experiences being dictated by the external accrediting agency. Given this external control of credit requirements, the number of credits will vary and will typically exceed the 12-credit limit for regular non-degree students. Certification involves qualitative components as well as credits; a non-degree student seeking such certification must meet the quality standards of the certification program, as well as completing the necessary coursework and field experiences.

Changing from Non-Degree to Degree Status

Non-degree students of either type may seek admission to a degree program. Non-degree students who seek admission to a degree program must meet all regular admissions criteria, complete all regular procedures, and present all documents normally required of degree-seeking applicants to that program. Courses taken by a non-degree student who later enters a degree program will count towards the completion of the program to the extent that those courses fall within the normal requirements of the program and to the extent that the student's performance in the course(s) is acceptable for degree program purposes. Any course that is counted towards the completion of a degree must be completed within the established time limits for that degree, whether taken initially as a degree or non-degree course.

COLLEGE ACADEMIC STANDARDS AND EXPECTATIONS

Expectations and norms for academic performance are higher in graduate school than in undergraduate education. Final course marks, their equivalencies in GPA and typical qualitative interpretations in graduate work within the College of Education are as follows:

FINAL COURSE MARK	GPA	QUALITATIVE INTERPRETATION
A	4.00	Excellent performance demonstrating superior work.
A-	3.67	Strong performance with some room for improvement.
B+	3.33	Good performance.
B	3.00	Competent performance.
B-	2.67	Minimal performance calling for marked future improvement.
C+	2.33	Inadequate performance; multiple marks below B- lead to probation and or dismissal for poor scholarship.
C	2.00	
C-	1.67	
D+	1.33	Unacceptable performance that cannot be counted toward meeting degree or certification requirements, although such marks factor in cumulative GPA and can play a role in a student being placed on probation or dismissed for poor scholarship.
D	1.00	
D-	.67	
F	0.00	
N	----	Course not completed; may also carry a parenthetical mark to which the incomplete will convert if not removed within a year.
A	----	Audited course; such courses may not be counted toward meeting degree or certification requirements and may not be retaken for credit once audited.
X	----	Absent from the final exam; may also carry a parenthetical mark to which the final mark will convert if not removed within a year, or earlier is specified by the instructor.
Z	----	Absent from the final exam and incomplete; student has one year to remove incomplete, unless an earlier deadline is specified by the instructor.
W	----	Course was dropped before the end of the official drop period; does not count toward cumulative GPA or meeting degree or certification requirements.
WP	----	Course was dropped after the end of the official drop period and student was passing at time he or she dropped; does not count toward cumulative GPA or meeting degree or certification requirements.
WF	0.00	Course was dropped after the end of the official drop period and student was NOT passing at

		time he or she dropped; counts toward cumulative GPA, but does not count toward meeting degree or certification requirements.
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ACADEMIC SCHOLARSHIP REQUIREMENTS FOR COE DEGREE PROGRAMS

In keeping with Lehigh University regulations, academic units may have *more stringent* scholarship requirements than those established at the university level. The standards below represent the more stringent academic performance standards required by all degree programs in the College of Education.

Associate Status Students: will be placed on probation when they receive their *first* final course mark below B- and will be dismissed for poor scholarship at the end of any semester in which they are assigned a *second* final course mark below B-. Once on probation, associate students remain on probation until they are granted regular status or receive the degree.

If an associate student is assigned two final course marks below a B- in the same semester, that student will be dismissed for poor scholarship without first being placed on probation. Receiving a final course mark below C- will also result in the associate student being dismissed for poor scholarship without being first placed on probation.

Associate status students must petition to assume regular status once they have completed 9 credits of coursework numbered 200 or above. Students who are eligible to be granted regular status but fail to apply after completing 9 credits will be evaluated according to the criteria that apply to regular status students (below).

Regular Status Students: will be placed on probation at the end of any semester in which they receive their *second* final course mark below B-. Students receiving *three* final course marks below B- will be dismissed for poor scholarship.

Academic Probation: Students placed on academic probation must submit a proposed academic improvement plan to their academic advisors. That plan must include an explanation of why the student received final course marks below B- and must offer a specific plan to address in future coursework the cause of such inadequate academic performance. This plan must be approved by the program faculty. Once regular status students are placed on probation, they remain on probation until completing the degree.

Readmission: Graduate students who have been dismissed for poor scholarship are ineligible to register for coursework in the program. After one semester away, such students may petition for readmission. The program and the dean's office must approve the petition. Students whose petitions are granted will be readmitted on probation and will be dismissed permanently if they receive any additional final course mark below B-.

No final course mark lower than C- may be counted toward a graduate degree and pass-fail registration is not allowed for graduate students.

COLLEGE POLICY ON ADEQUATE ACADEMIC PROGRESS

The College of Education employs more stringent academic standards than the university for academic performance of graduate students (see <http://www.lehigh.edu/coursecatalog/admission-to-graduate-study.html>). Students failing to meet those standards will be placed on *probation* or *dismissed for poor scholarship*. In addition, graduate students in the College of Education (COE) must also continue to make *adequate academic progress*. Adequate progress is expected of students seeking degrees, non-degree students taking focused coursework toward subsequent admission to an academic program or toward external certification, and students seeking a Lehigh University post-baccalaureate certificate.

To assure graduate students in COE academic programs make necessary academic progress in those programs, faculty of the program in which a student is enrolled may review that student's progress. If, in the judgment of the program faculty, a student is not making adequate progress, by majority vote of the voting program faculty, they may either bar that student from registering for further coursework in the COE until he or she demonstrates adequate progress by completing specified actions, or drop that student from the program for *inadequate academic progress*. In cases where a student is non-degree, such a vote to drop shall have the effect of barring that student from taking further coursework in that academic program unless (1) that student is subsequently admitted to a COE academic program *and* (2) such coursework is required by the student's subsequent program of study.

Events that may trigger such an adequate progress review include:

- A graduate student carrying two or more incompletes in non-research courses,
- A graduate student withdrawing from the same course more than once,
- A graduate student withdrawing from more than three required courses in a program of study,

- A graduate student failing to complete non-course program requirements in a timely fashion,
- Any COE faculty member or instructor requesting such a review.

In addition, some COE academic programs mandate periodic reviews of the academic progress of all students in those programs and these reviews shall take place without the necessity of a triggering event.

In making decisions about adequate progress, program faculty shall take into consideration a student's personal health and/or life situation. To assist in such consideration, program directors may request that students clarify the reasons behind their failure to make adequate academic progress.

Right of Appeal: Students have the right of appeal if they feel academic program faculty have erred in (1) barring them from further coursework in the COE until completing some specified indicator(s) of adequate academic progress, (2) dropping them from the program in which they were enrolled, or (3) barring them from taking non-degree coursework in that academic program. Such students should follow the appeal process laid out in the *College of Education Grievances Procedures*, detailed elsewhere in this handbook. The form to use for appeals of sanctions related to *adequate progress* decisions is the *Non-course-related Grievance Form* (available online through this link: [COE_NonCourseRelatedGrievanceForm.pdf](#)).

COLLEGE ACADEMIC INTEGRITY POLICY

The Faculty of the College of Education is committed to upholding the highest standards of personal, professional, and academic integrity. Thus, each graduate student, graduate assistant, or research assistant in the College of Education is expected to act in accordance with the university's Student Code of Conduct and the standards set by the university faculty. Further, each student is expected to act in accordance with the professional standards set forth by his or her field of study (for example, the Pennsylvania Department of Education and the American Psychological Association).

The faculty will not tolerate acts of plagiarism, cheating, data falsification and other forms of academic misconduct. Using the appropriate procedure, the faculty will send suspected cases of academic dishonesty to the Office of Student Conduct and Community Expectations to initiate a fair process for resolving alleged misconduct.

Students found responsible under the Student Code of Conduct for specific charges of academic misconduct will not be eligible to receive a university recommendation for professional licensure or certification. While this ineligibility might not prevent such students from completing the coursework for a degree and receiving that degree, it would eliminate their ability to achieve certification or licensure.

Process for Resolving Suspected Student Academic Misconduct under the Policy

The COE has its own procedures for attempting informal resolution of suspected academic misconduct, procedures that are aligned with the university's process. For those procedures and relevant forms, please see this link: [COE_StudAcadMisconductResolveGuide.pdf](#)

TERMINATION OF STUDENT STATUS

The student status of students enrolled in the College of Education (COE) may be terminated for seven reasons:

1. *Voluntary Termination:* A student notifies the university, through academic advisers, program directors or other university officials, that he/she wishes to discontinue pursue of studies.
2. *Inadequate Academic Progress:* If, in the judgment of the program faculty, a student has failed to meet the expectations of the program in terms of making adequate academic progress, as defined by the College of Education's *Adequate Academic Progress Policy* (see below), that student may be dropped from the program.
3. *Failure to Meet Program Standards/Requirements:* Selected degree programs in the COE have periodic reviews of student performance and behavior. If, in the judgment of the program's voting faculty, a student has failed to meet the expectations/requirements of the program, that student may be dropped from the program. Such expectations/requirements include both course-related and non-course-related performances and behaviors.
4. *Dismissal for Poor Scholarship:* Regularly admitted students in degree programs who fail to meet the COE's *Academic Performance Standards Policy* will be dismissed from the college.
5. *Disciplinary Dismissal:* Students who undergo a disciplinary review in which they are found responsible, may have their student status terminated (see <http://www.lehigh.edu/~indost/conduct/handbook/sect6.shtml>). The COE has its own procedures for attempting informal resolution of suspected academic misconduct ([COE_StudAcadMisconductResolveGuide.pdf](#)), procedures aligned with the university's process.
6. *Certification/Licensure Program Termination:* A student in a program leading to external certification or licensure who is found to have violated the COE *Academic Integrity Policy* will no longer be eligible to pursue such certification and licensure, although he or she may be eligible to complete a degree program that does not include such certification/licensure. Similarly, if, in the judgment of the voting program faculty, a student seeking certification is not suited to further pursuit of that certification (as might happen in programs that prepare school teachers, administrators, counselors and psychologists), that student will be offered the option of completing a degree without certification. This latter instance most frequently occurs when that student has failed to succeed in one of more field placements and/or has demonstrated temperamental/emotional issues causing concern about recommending to the certifying/licensing agency that the student be granted certified/licensed.
7. *Termination of Doctoral Studies:* A student that fails either the Doctoral Qualifying Examination or the Doctoral General Examination, does not garner approval for the dissertation proposal, or ultimately fails to defend his/her dissertation successfully will no longer be eligible to pursue doctoral studies (see <http://www.lehigh.edu/coursecatalog/degree-information.html>). In such cases, the student may be offered, instead, the opportunity to receive a master's degree, through meeting its requirements.

The college and university have appropriate appeal processes designed to assure students have access to due process. For details of those processes, please see the College of Education *Grievance Procedures* section elsewhere in this manual.