



***GRADUATE COUNSELING PROGRAM***  
**STUDENT HANDBOOK**

**2010-2011**

*(Updated 1/21/11)*

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## **INTRODUCTION TO THE GRADUATE COUNSELING PROGRAM**

### **INTRODUCTION**

This handbook serves as a guide for students in the Graduate Program in Counseling at Messiah College. In addition to this document, students should also be familiar with the policies and requirements for graduate students contained in the practicum and internship handbooks as well as the Graduate Programs Student Handbook for Messiah College.

### **MISSION OF MESSIAH COLLEGE**

Messiah College is a Christian college of the liberal and applied arts and sciences. The College is committed to an embracing evangelical spirit rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian Church. Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society.

### **MISSION OF THE COUNSELING PROGRAM**

The Master of Arts in Counseling program at Messiah College is designed to help prepare students to become competent counselors who are capable of working with a variety of clients in multiple settings. As such, they will be prepared to serve others in the counseling process, develop their leadership abilities in the counseling field, and seek to reconcile relationships within the counseling setting.

### **DESIGN OF THE COUNSELING PROGRAM**

The counseling program is designed for 1) those who have graduated from an accredited undergraduate institution; 2) those who wish to become competent counselors who are capable of working with a variety of clients in multiple settings; 3) those who wish to serve others in the counseling process, develop their leadership abilities in the counseling field, and seek to reconcile relationships within the counseling setting; 4) those who are interested in exploring how faith is related to the counseling profession; 5) those who wish to be trained by seasoned faculty members from a faith-based institution; and/or 6) those who wish to be academically prepared to sit for the exam to become a licensed professional counselor, a licensed marriage and family therapist, or a certified school counselor in Pennsylvania.

### **WHAT WE OFFER**

#### Master of Arts in Counseling

Clinical Mental Health Counseling Track (60 credits)

School Counseling Track (Elementary and Secondary) (51 credits)

Marriage, Couple, and Family Counseling Track (60 credits)

A Certificate in Advanced Graduate Studies (CAGS) in Counseling is also available through the Graduate Counseling Program at Messiah College. This certificate is designed for students who already have a master's degree in a counseling field but would like to earn additional credits toward state licensure. Pennsylvania recently passed a law that requires licensed professional counselors to have completed at least 60 graduate credits. The courses taken in this program would allow counselors to meet this new requirement. Students wishing to complete a group of courses in a specialized area of study may also choose to earn a certificate. The specific course work, tailored to the needs of the certificate student, will consist of a minimum of 12 credits.

## **PROGRAM LEARNING OBJECTIVES**

### **Clinical Mental Health Counseling Track**

The educational goals and objectives for the Clinical Mental Health Counseling track are as follows:

1. to provide programming that is consistent with the standards for accreditation under the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
2. to prepare students to meet the educational requirements for state licensure as a licensed professional counselor (LPC).
3. to prepare students for the professional practice of mental health counseling.
4. to provide students with the knowledge of the eight core content areas of mental health counseling as delineated by CACREP, which include the following
  - a. Professional Orientation and Ethical Practice
  - b. Social and Cultural Diversity
  - c. Human Growth and Development
  - d. Career Development
  - e. Helping Relationships
  - f. Group Work
  - g. Individual and Group Approaches to Assessment and Evaluation
  - h. Research and Program Evaluation
5. to provide students with the knowledge and skills in the domains specific to mental health counseling as delineated by CACREP, which include the following
  - a. Historical and Professional Foundations of Clinical Mental Health Counseling
  - b. Counseling, Prevention, and Intervention
  - c. Diversity and Advocacy
  - d. Clinical Assessment
  - e. Research and Program Evaluation
  - f. Clinical Diagnosis with the Diagnostic and Statistical Manual of Mental Disorders (DSM)
6. to become self aware and self reflective leaders who understand and address issues of racism, discrimination, sexism, power, privilege and oppression which impact the practice and policy levels of mental health counseling in a multicultural society.
7. to help students examine the tension and compatibility between their faith and beliefs and the mental health counseling field.
8. to integrate a worldview that seeks to facilitate forgiveness and reconciliation within relationships in the mental health counseling field.

### **School Counseling Track**

The educational goals and objectives for the school counseling track are as follows:

1. to provide programming that is consistent with the standards for accreditation under the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
2. to prepare students to meet the educational requirements for certification as an elementary and/or secondary school counselor in the state of Pennsylvania.
3. to prepare students for the professional practice of elementary and/or secondary school counseling.
4. to provide students with the knowledge of the eight core content areas of school counseling as delineated by CACREP, which include the following
  - a. Professional Orientation and Ethical Practice
  - b. Social and Cultural Diversity
  - c. Human Growth and Development
  - d. Career Development
  - e. Helping Relationships

- f. Group Work
  - g. Individual and Group Approaches to Assessment and Evaluation
  - h. Research and Program Evaluation
5. to provide students with the knowledge and skills in the domains specific to school counseling as delineated by CACREP, which include the following
    - a. Historical and Professional Foundations of School Counseling
    - b. Counseling, Prevention, and Intervention
    - c. Diversity and Advocacy
    - d. Needs Assessment for Academic, Career, and Personal/Social Development
    - e. Research and Program Evaluation
    - f. Academic Curricula, Programs, and Strategies
    - g. Collaboration and Consultation with Families, Schools, and Communities
    - h. Leadership and Learning in the Schools
  6. to become self aware and self reflective leaders who understand and address issues of racism, discrimination, sexism, power, privilege and oppression which impact the practice and policy levels of school counseling in a multicultural society.
  7. to help students examine the tension and compatibility between their faith and beliefs and the school counseling field.
  8. to integrate a worldview that seeks to facilitate forgiveness and reconciliation within relationships in the school counseling field.

### **Marriage, Couple & Family Counseling Track**

The educational goals and objectives for the marriage, couple and family counseling track are as follows:

1. to provide programming that is consistent with the standards for accreditation under the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
2. to prepare students to meet the educational requirements for state licensure as a licensed marriage and family therapist (LMFT).
3. to prepare students for the professional practice of marriage, couple, and family counseling.
4. to provide students with the knowledge of the eight core content areas of marriage, couple, and family counseling as delineated by CACREP, which include the following
  - a. Professional Orientation and Ethical Practice
  - b. Social and Cultural Diversity
  - c. Human Growth and Development
  - d. Career Development
  - e. Helping Relationships
  - f. Group Work
  - g. Individual and Group Approaches to Assessment and Evaluation
  - h. Research and Program Evaluation
5. to provide students with the knowledge and skills in the domains specific to marriage, couple, and family counseling as delineated by CACREP, which include the following
  - a. Historical and Professional Foundations of Marriage and Family Counseling
  - b. Counseling, Prevention, and Intervention
  - c. Diversity and Advocacy
  - d. Models and Tools of Assessment from a Systems Perspective
  - e. Research and Program Evaluation
6. to become self aware and self reflective leaders who understand and address issues of racism, discrimination, sexism, power, privilege and oppression which impact the practice and policy levels of marriage, couple, and family counseling in a multicultural society.

7. to help students examine the tension and compatibility between their faith and beliefs and the marriage, couple, and family counseling field.
8. to integrate a worldview that seeks to facilitate forgiveness and reconciliation within relationships in the marriage, couple, and family counseling field.

### **Evaluation of Critical Competencies**

The Messiah College Counseling Program is committed to ensuring that students from our program are well-suited for the professional demands, roles, and responsibilities of the counseling profession. In order to help assess the students' preparation we have developed four critical competencies that all students must achieve throughout the program.

The four critical competencies are:

- 1. Interpersonal and professional competence** including:
  - a. the student's ability to relate to peers, faculty, professionals, the public, and individuals from diverse backgrounds or histories in an appropriate manner
  - b. the student's ability to resolve problems or issues that interfere with professional development or functioning in an appropriate manner
  - c. the student's ability to respond constructively to feedback from supervisors or program faculty, including participating in personal therapy in order to resolve problems or issues if necessary
- 2. Self-awareness, self-reflection, and self-evaluation** including:
  - a. the student's knowledge of the content and potential impact of one's own beliefs and values on peers, faculty, professionals, the public, and individuals from diverse backgrounds or histories is appropriate
  - b. the student's openness to the process of supervision
  - c. the student's ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning
- 3. Written and oral communication** including:
  - a. the student's ability to articulate ideas, thoughts, and concepts clearly and at a professional level appropriate to the discipline, both orally and in writing
  - b. the student's knowledge and use of the APA style format is satisfactory
- 4. Quality of work** including:
  - a. the student's timely completion of all work at a satisfactory level
  - b. the student's ability to work collaboratively and cooperatively with others
  - c. the student's active participation in discussion boards, synchronous experiences, and other class-related activities
  - d. the student's ability to obtain knowledge and understanding of the content area is satisfactory
  - e. the student's ability to appropriately apply skills necessary for counseling

Students will self-reflect upon these competencies from their application for admission to their application for graduation and at various points throughout their program. Instructors will assess each student on these competencies in every class the student completes. The Program Director and Advisor will review the evaluations individually as they are distributed, and once a year, the Graduate Program in Counseling will review them as a whole. Finally, the students will reflect on their growth in these areas as part of their final reflection paper.

## ACADEMICS

### ADMISSION

#### ***Admission Process***

Applications are accepted and reviewed throughout the year on a rolling basis and therefore students may apply for entry into the program at any point.

Application materials can be found on the graduate programs website. As indicated on the application, materials should be emailed to [GradPrograms@messiah.edu](mailto:GradPrograms@messiah.edu). If necessary, documents may be mailed to Graduate Programs, 1 College Avenue, Box 3060, Grantham, PA 17027.

Admission decisions will be made by the Graduate Counseling Program Committee upon review of the application materials, interviews (when applicable), and other relevant information that has been provided. The decision to admit a student is based upon both quantitative and qualitative criteria that in combination lead the committee to believe that the applicant possesses 1) the academic drive to successfully complete the program 2) the potential to contribute positively to the counseling field, and 3) the desire to grow personally and professionally without impeding the progress of other students.

#### ***Admission Requirements***

1. Bachelor's / Master's degree from an accredited institution
2. Completed application and \$30 application fee (No application fee is required if you have graduated from Messiah College.)
3. Official transcripts from all colleges or universities attended (The Graduate Program will secure Messiah College transcripts for all Messiah College graduates who sign the release included in this application. Applicants are responsible for securing all other transcripts.)
4. Cumulative GPA of 3.00 or above
5. General admission essay
6. Two recommendations (professional and/or academic)\* - Recommendation forms available at the Counseling Program website under "Apply Now"
7. Resumé or Curriculum Vita
8. Counseling specific essays (Not required for applicants pursuing Act 48 credit, audit, personal enrichment, or CAGS without any field experiences) – Available at the Counseling Program website under "Apply Now"
9. Successful completion of nine (9) credits of behavioral science courses. (e.g. psychology, human development & family science, sociology, anthropology, early childhood studies, social work, etc). Undergraduate Statistics is strongly recommended. Provide a list of the courses that meet these requirements, when and where you took them, and the grade that you received.
10. School counseling applicants only: successful completion of 6 credits in college-level mathematics and at least 3 credits in college-level English composition and at least 3 credits in college-level English/American literature
11. Completing at least one face-to-face interview – For those applicants who demonstrate potential for success in a program, at least one face-to-face interview (e.g. in person or via webcam, etc.) will be required. (Not required for applicants pursuing Act 48 credit, audit, personal enrichment or CAGS without any field experiences).

\* Applicants pursuing Act 48 credit, audit, personal enrichment, or CAGS without any field experiences may submit contact information for two references in lieu of two completed recommendation forms.

As a result of the application process, the applicant will be granted full or conditional admittance, or be denied entry into the program. Students will be notified of their admission status in writing. Generally, students are expected to maintain continuous enrollment in the program throughout the fall and spring semesters.

### **Transfer Credits**

Up to 20% of the total number of credits required for the degree may be accepted as transfer credits provided that:

1. The credits were taken at a regionally accredited college or university;
2. The credits were completed at the graduate level;
3. A minimum grade of a B was earned for each course;
4. The credits were taken within the last seven years; and
5. The credits are not among those that must be taken at Messiah College.

### **Courses Required at Messiah College**

For the MA in Counseling the following courses must be completed at Messiah College and may not be counted as incoming transfer credits:

1. Professional Issues and Ethics for Counselors (COUN 501)
2. Counseling Techniques (COUN 540)
3. All Practicum and Internships

### **Academic Advisors**

Students who are granted admission to the Counseling Program will be assigned an academic advisor. This individual will assist students with their academic and professional goals and growth (e.g. course selection and preparation for advancement through the program).

Academic Advisors are charged with the responsibility of communicating with students at least once each term in which they are enrolled, but it is ultimately students' responsibility to keep their advisors informed of any changes in their student record information or circumstances that may prohibit them from staying on track with the required course work.

Academic advisors, though likely licensed counselors, are not ethically permitted to function as the students' personal counselor. Students who feel they may benefit from professional counseling may ask any faculty member in the Counseling Program for a referral. More information may be found at the Personal Counseling page of our website.

### **Registration**

Students admitted to the College formally register for classes through the academic advisement process. Prior to registration, students must ensure their accounts are up-to-date with the Business Office and their health records file is current with the Engle Center for Counseling and Health Services. Any student not in compliance with these requirements will be blocked from registration.

Students should make arrangements to communicate with their academic advisor to discuss course selections for the upcoming registration period. Typically, registration materials are made available around April 1 for the late summer and fall terms, and around November 1 for the early summer and spring terms.

**Terms / Schedule / Calendar**

The Counseling Program offers the majority of its courses in eight-week terms during the traditional Fall and Spring semesters. The Fall semester is sub-divided into terms referred to as Late Summer, Early Fall, and Late Fall. The Spring semester is sub-divided into terms referred to as the January Intensive, Early Spring, Late Spring, and Early Summer.

Registration for these different semesters, however, will follow a more traditional scheduling format, meaning that students will need to register for multiple terms at one time. During the Fall registration period (around April 1), students should register for courses in Late Summer, Early Fall, and Late Fall. During the Spring registration period (around Nov. 1), students should register for courses being offered in January, Early Spring, Late Spring, and Early Summer.

The late summer and January intensive courses require students to be on campus for one full week. Following the week on campus, students will be required to complete further assignments for their courses. All other courses, with the exception of practicum and internships, are conducted online over an eight-week period.

This schedule allows for one week breaks between eight week courses, time off for major holidays, and three to four consecutive weeks of unscheduled time between the close of Spring Semester and the beginning of Fall Semester. Specific dates for these semesters and terms for the next three academic years are:

<b>ACADEMIC YEAR: 2010-2011</b>	
<b>Term</b>	<b>Dates</b>
Late Summer (Summer Intensive)	July 26, 2010 – July 30, 2010 (on campus)
Early Fall	August 22, 2010 – October 16, 2010
Late Fall	October 24, 2010 – December 18, 2010
Early Spring (January Intensive)	January 3, 2011 – January 7, 2011 (on campus)
Early Spring	January 9, 2011 – March 5, 2011
Late Spring	March 13, 2011 – May 7, 2011
Early Summer	May 15, 2011 – July 9, 2011

<b>ACADEMIC YEAR: 2011-2012</b>	
<b>Term</b>	<b>Dates</b>
Late Summer (Summer Intensive)	July 25, 2011 – July 29, 2011 ( on campus)
Early Fall	August 21, 2011 – October 15, 2011
Late Fall	October 23, 2011 – December 17, 2011
Early Spring (January Intensive)	January 2, 2012 – January 6, 2012 (on campus)
Early Spring	January 8, 2012 – March 3, 2012
Late Spring	March 11, 2012 – May 5, 2012
Early Summer	May 13, 2012 – July 7, 2012

<b>ACADEMIC YEAR: 2012-2013</b>	
<b>Term</b>	<b>Dates</b>
Late Summer (Summer Intensive)	July 30, 2012 – August 3, 2012 (on campus)
Early Fall	August 19, 2012 – October 13, 2012
Late Fall	October 21, 2012 – December 15, 2012
Early Spring (January Intensive)	January 7, 2013 – January 11, 2013 (on campus)
Early Spring	January 13, 2013 – March 9, 2013
Late Spring	March 17, 2013 – May 11, 2013
Early Summer	May 19, 2013 – July 13, 2013

## CURRICULUM

### **Curriculum List**

#### **Core Classes (27 Credits)**

- COUN 501: Professional Issues and Ethics for Counselors (3)
- COUN 510: Lifespan Development (3)
- COUN 511: Multicultural Issues for Counseling Professionals (3)
- COUN 520: Counseling Theories (3)
- COUN 528: Career Counseling Across the Lifespan (3)
- COUN 532: Group Counseling (3)
- COUN 537: Spiritual Formation and Faith Based Counseling (3)
- COUN 540: Counseling Techniques (3)
- COUN 545: Research Design and Statistics (3)

#### **Track: Clinical Mental Health Counseling (33 credits)**

- COUN 507: Foundations of Mental Health Counseling (3)
- COUN 523: Psychopathology and Diagnosis across the Lifespan (3)
- COUN 524: Marriage, Couple, and Family Counseling (3)
- COUN 539: Human Sexuality (3)
- COUN 541: Assessment Techniques (3)
- COUN 543: Substance Abuse/Addiction and Families (3)
- COUN 550: Crisis, Trauma, and Grief Counseling (3)
- COUN 570: Research/Clinical Project (3)
- COUN 580: Mental Health Counseling Practicum (3) (semester long)
- COUN 581: Mental Health Counseling Internship I (3) (semester long)
- COUN 582: Mental Health Counseling Internship II (3) (semester long)

#### **Track: School Counseling (24 Credits)**

- COUN 508: Foundations of Counseling Children & Adolescents in Schools (3)
- COUN 525: Curriculum and Learning (3)
- COUN 526: Organization and Administration of School Counseling Programs (3)
- COUN 541: Assessment Techniques (3)
- COUN 551: Effective Practices for Every Learner (3)
- COUN 583: School Counseling Practicum (3) (semester long)
- COUN 584: Elementary School Counseling Internship (3) (semester long)
- COUN 585: Secondary School Counseling Internship (3) (semester long)

#### **Track: Marriage, Couple and Family Counseling (33 credits)**

- COUN 509: Foundations of Marriage, Couple, and Family Counseling (3)
- COUN 523: Psychopathology and Diagnosis across the Lifespan (3)
- COUN 530: Contemporary and Integrative Theories of Family Counseling (3)
- COUN 531: Premarital and Marital Counseling (3)
- COUN 534: Assessment in Marriage, Couple, and Family Counseling (3)
- COUN 539: Human Sexuality (3)
- COUN 543: Substance Abuse/Addiction and Families (3)
- COUN 573: Marriage, Couple, and Family Counseling Skills and Practice (3)
- COUN 587: Marriage, Couple & Family Counseling Practicum (3) (semester long)
- COUN 588: Marriage, Couple & Family Counseling Internship I (3) (semester long)
- COUN 589: Marriage, Couple & Family Counseling Internship II (semester long)

**Total Credits**

Clinical Mental Health Counseling .....	(60 credits)
School Counseling .....	(51 credits)
Marriage, Couple, and Family Counseling .....	(60 credits)

**COURSE DESCRIPTIONS****COUN 501 Professional Issues and Ethics for Counselors (3)**

This course provides students with an understanding of the history and philosophy of the counseling profession, professional roles and functions, ethical and legal considerations, and professional organizations and credentialing. Current issues within the professional counseling field will provide a context for exploring ethical and professional orientation. An emphasis will be placed on multicultural and self-care issues as related to ethical decision making. Students will demonstrate knowledge of and ability to apply the following ethical codes: ACA, ASCA, AAMFT, and the Pennsylvania Code of Professional Practice and Conduct for Educators. Students will also be introduced to various basic crisis response skills within the realm of professional counseling practice.

**COUN 507 Foundations of Mental Health Counseling (3)**

This course provides students with a basic understanding of the counseling and consultation processes. Students will learn about the mental health care system and structure, counselor and consultant characteristics and behaviors that influence helping relationships, essential interviewing and counseling skills, self awareness and awareness of relevant cultural and multicultural issues, and professional boundaries.

**COUN 508 Foundations of Counseling Children and Adolescents in Schools (3)**

This course provides a basic understanding of the counseling process in school settings. Students will learn of counseling techniques and interventions which are commonly used in schools for children and adolescents. Family, social, and cultural contexts as they affect school-age children, as well as treatment planning will be considered. Students will also be introduced to the practice of essential interviewing and counseling skills and will be given a brief overview of the *Diagnostic and statistical manual of mental disorders – IV - TR*. This course will also provide an overview of crisis prevention and intervention for school counselors.

**COUN 509 Foundations of Marriage, Couple and Family Counseling (3)**

This course provides students with an understanding of the historical and theoretical bases for the practice of marriage, couple, and family counseling. Special attention is given to family systems theory including an overview of foundational systems-oriented theories (Bowenian, Strategic, Structural, etc.). Students are encouraged to examine their own assumptions about families and to develop increased congruence between their assumptions and the various theoretical perspectives on family formation, functioning, interaction and intervention. Special attention will be given to the impact of issues such as gender, culture, and ethnicity on the family system. Students will also be introduced to the practice of essential interviewing and counseling skills.

**COUN 510 Lifespan Development (3)**

This course provides students with an understanding of the nature and needs of individuals at all developmental stages and from a variety of racial and ethnic backgrounds. Topics will

include theories of individual and family development across the life span, the family life cycle, theories of learning and personality development, human behavior, and strategies for facilitating optimum development over the lifespan.

### **COUN 511 Multicultural Issues for Counseling Professionals (3)**

This course provides students with an understanding of the cultural context of relationships, issues and trends in multicultural and diverse societies. In addition, students will learn about multicultural and pluralistic trends and treatment strategies related to such factors as culture, race, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families groups and communities. Formerly called Diversity Across the Lifespan (3)

### **COUN 520 Counseling Theories (3)**

This course provides students with an intensive look at counseling theories to provide consistent models to conceptualize client presentation and to select appropriate counseling interventions. Students will examine the historical development of affective, behavioral and cognitive theories and will apply material to case studies. Students will also explore counseling models that are consistent with current professional practice and research to help facilitate a personal theoretical approach. Students will demonstrate essential interviewing skills, communication of empathy, and the application of a particular counseling theory in mock counseling sessions. Prerequisite: COUN507, COUN508 or COUN509.

### **COUN 523 Psychopathology and Diagnosis Across the Lifespan (3)**

This course is an exploration of mental illness across different ages. It includes the study of the classification, etiology, and treatment of psychopathology and personality disorders which are present across the lifespan, as well as an examination of the current Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-IV-TR). Students will explore diversity issues that may influence the diagnosis and treatment process.

### **COUN 524 Marriage, Couple and Family Counseling (3)**

This course is designed for those focusing on the clinical mental health track and is intended to help these students develop a conceptual knowledge and effective professional skill for work with couples and families. Emphasizing systems theory, this course examines foundation theories as well as models and methods of intervention with couples and families.

### **COUN 525 Curriculum and Learning (3)**

This course focuses on school counselors in K-12 settings as they work with students in context that include parents, administrators, and teachers. Students will be able to articulate the standards-driven nature of the curriculum, learning theory, instructional practice, and inclusion and explain how they relate to each other and define the work of teachers. Students will learn about specially designed curriculum necessary to deal with all types of students, including those with disabilities, special needs, and those who are gifted. (Formerly called Curriculum and Learning in the Schools).

### **COUN 526 Organization and Administration of School Counseling Programs (3)**

This course covers the nature, development, and management of school counseling programs, and differences between elementary and secondary school contexts. Students will learn to assess, plan, and integrate the elements of a comprehensive school counseling program that reflects the programmatic and ethical standards of the ASCA, including services that foster personal, social, education, and career development in students. Consideration will be given to

the use of both formative and summative data disaggregation and analysis to ascertain the success of program elements.

### **COUN 528 Career Counseling Across the Lifespan (3)**

This course provides students with an understanding of career development theories and decision making models, career information resources, career planning, and career counseling processes. The course also addresses the special issues concerning legal and ethical standards in career counseling, multicultural issues and gender bias, the mutual impact of career and cultures, as well as an appreciation for career trends across the lifespan.

### **COUN 530 Contemporary and Integrative Theories of Family Counseling (3)**

This course centers on contemporary (e.g., solution-focused, narrative, constructivist, etc.) and integrative (multi-systemic, metaframeworks, etc.) theories and models of marriage, couple and family counseling. A focus will be on understanding appropriate modalities for family assessment and treatment including the development of one's theoretical basis for practice and responsible use of integrative techniques. (This course was previously numbered COUN 531).

### **COUN 531 Premarital and Marital Counseling (3)**

This course focuses on approaches that have been developed for thorough counseling with premarital and marital couples. Students will be introduced to selected counseling/therapy models which seek to identify and describe both normal (functional) and abnormal (dysfunctional) marital and coupling patterns or facilitate client goals throughout the family life cycle and with couples from diverse backgrounds. A variety of possible theoretical approaches and interventions useful in the assessment and treatment of couples will be examined. Emphasis will be on utilizing the resources, strengths, and creative change generating capacities of the couple in moving toward a set of mutually agreed upon goals. (This course was previously numbered COUN 530).

### **COUN 532 Group Counseling (3)**

This course provides students with theoretical and experiential understandings of group development and dynamics. A focus will be on principles of group dynamics, developmental stage theories, group member roles and behaviors, leadership styles, theories of group counseling, types of groups and professional preparation standards for group leaders. In order to facilitate self understanding, a critical component to becoming a professional counselor, students will spend 10 hours as a member of a group during the course and will reflect upon that experience.

### **COUN 534 Assessment in Marriage, Couple and Family Counseling (3)**

This course is designed to teach students assessment techniques and tools commonly used in marriage and family counseling. Focus will be given to assessment of different dimensions of functioning- behavioral, emotional, psychological, personality and spiritual among children, adolescents, adults, couples, and family functioning. Special emphasis will be given to understanding the intersection of assessment and intervention, including treatment planning and implementation.

### **COUN 537 Spiritual Formation and Faith Based Counseling (3)**

In this course, students explore personal and professional issues of faith and spirituality as they pertain to clinical competency in professional counseling. The first half of the course consists of a review of historical spiritual formation and diversity among faith traditions as related to each student's spiritual faith journey and identity. The second half of the course provides students with an overview of several common approaches to Christian counseling, including an

examination of their content and validity, as well as a brief overview of other commonly practiced faith-based approaches. Throughout the course, students will have opportunity to investigate and develop counseling frameworks from a faith-based perspective.

### **COUN 539 Human Sexuality (3)**

This course is designed for counseling professionals whose work will bring them into contact with clients experiencing problems and concerns with their sexuality. The course is designed to develop: a) students' knowledge base related to human sexuality, b) an understanding of the varied sexuality issues which may be encountered in professional counseling practice, c) the assessment and intervention skills required to deal with sexuality issues, and d) increased awareness of one's personal perceptions, attitudes and ethical considerations related to sexuality issues. Students will also be challenged to integrate clinical skills within a spiritual framework and develop a persona/professional framework for sexual counseling.

### **COUN 540 Counseling Techniques (3)**

This course offers the student an opportunity to both investigate and practice some of the basic counseling techniques used by professional counselors. The purpose of the course is to provide students with supervised practice in several different types of counseling techniques in an effort to increase the student's skill and insight (e.g., Socratic questioning, Solution-focused interviewing, Empty Chair Technique, Family sculpting, WDEP, Systematic desensitization, etc.). Instruction will be both didactic and experiential. Students will begin to develop an understanding of the relationship between the particular techniques chosen by professional counselors and the problems presented by clients. Students will begin to develop a system of conceptualization that fosters an understanding of the client as a whole; his/her presenting problem(s) and a way to approach the problem(s) from a particular theoretical orientation. Prerequisites: COUN 501; COUN507, COUN508 or COUN509; and COUN 520.

### **COUN 541 Assessment Techniques (3)**

This course provides students with an understanding of intellectual, academic achievement, personality, and psychopathology tests and other appraisal methods used in the counseling field. Students will develop skills in the selection, administration, and interpretation of assessment tools used to evaluate client issues and functioning.

### **COUN 543 Substance Abuse/Addiction and Families (3)**

This course provides students with an overview of the processes of substance abuse counseling. Topics include issues related to addictions, assessment and diagnosis, and treatment strategies and treatment planning. Special emphasis will be given to family dynamics related to addiction and addiction recovery.

### **COUN 545 Research Design and Statistics (3)**

This course provides students with an understanding of research methods such as qualitative, quantitative, single case designs, action research, and outcome based research. Fundamentals of statistics and statistical analysis, ethical and legal considerations in research, and the importance of research within the counseling profession will also be discussed. The course provides students with the skills which are necessary to evaluate the current research in the field of counseling. Prerequisite: Undergraduate statistic course recommended. (Formerly called Research Design and Statistics / Program Evaluation).

### **COUN 550 Crisis, Trauma, and Grief Counseling (3)**

This course examines the dynamics and treatment of developmental and situational crises, trauma, and grief in a variety of settings. Students will apply crisis intervention theory and

models of intervention to various problem areas, such as suicide, sexual assault, domestic violence, substance abuse, divorce, grief and loss, and disaster relief.

### **COUN 551 Effective Practices for Every Learner (3)**

This course will enable students to investigate the legislation and landmark litigation that govern special education eligibility and service delivery. Students will also learn about the major areas of exceptionality including the characteristics, incidence, etiology and diagnostic criteria connected with those areas of exceptionality. Educational and therapeutic services available to school-age children and youth with exceptionalities will also be explored. With this foundation, students will be able to analyze and apply best practices and sound professional strategies to assist school-age students with disabilities.

(Formerly called Students with Exceptional Needs).

### **COUN 570 Research/Clinical Project (3)**

This course provides students with an opportunity to examine their readiness for the counseling field through an in depth analysis of a common problem presented to counselors. During the term students will choose an issue on which to focus, carefully review the literature on that issue, and develop a plan to work with a client who presents with that problem. Students will then develop a formal presentation of the case including information on the etiology, epidemiology, differential diagnosis, treatment options and outcome of research for the chosen issue.

### **COUN 573 Marriage, Couple and Family Counseling Skills and Practice (3)**

This course is designed to provide students with specific knowledge and skills to work with couples and families in counseling. Techniques, assessments, interventions, and strategies will be discussed and role-played to develop preventive approaches as well as approaches to facilitate optimal functioning in the midst of various challenges in marriage, couple, and family life (e.g., step family issues, divorce/remarriage, extramarital affairs, etc).

### **COUN 580 Mental Health Counseling Practicum (semester long) (3)**

This is an initial field placement of 100 hours, 40 of which are direct service hours with individuals and groups. Students are also encouraged to work with clients with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and with clients with disabilities for 10 hours (direct or indirect). Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA, COUN 501, COUN 507, and COUN 520. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

### **COUN 581 Mental Health Counseling Internship I (semester long) (3)**

This course is a 300 clock hour experience, 120 of which are direct service hours with individuals and groups. Students are also encouraged to work with clients with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and with clients with disabilities for 10 hours (direct or indirect). Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA, COUN 540 and COUN 580. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

### **COUN 582 Mental Health Counseling Internship II (semester long) (3)**

This course is a 300 clock hour experience, 120 of which are direct service hours with individuals and groups. Students are also encouraged to work with clients with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and with clients with

disabilities for 10 hours (direct or indirect). Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA and COUN 581. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

### **COUN 583 School Counseling Practicum (semester long) (3)**

This is an initial field placement of 100 hours in professional settings in which students will develop counseling skills with school-aged children. Students in the course are required to have 60 hours of direct service contact with K-12 students through individual or group counseling. Students are also highly encouraged to work with students with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and with students with disabilities for 10 hours (direct or indirect) when possible. Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA or ASCA, COUN 501, COUN 508, and COUN 520. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

### **COUN 584 Elementary School Counseling Internship (semester long) (3)**

This course is a 300 hour experience under the supervision of an approved site supervisor who is a practicing elementary school counselor. As part of the 300 hours, interns are required to have a minimum of 120 clock hours of direct service to students and are to demonstrate master's-level performance in: the essential services of counseling, consulting, coordinating, and appraising; planning and implementation of classroom guidance activities; professional conduct in interactions with field and college supervisors, students, teachers, administrators, and community members; and such other activities defined as the responsibility of the school counselor at their elementary school placement. Students are also highly encouraged to work with students with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and with students with disabilities for 10 hours (direct or indirect). Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA or ASCA, COUN 540, and COUN 583. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

### **COUN 585 Secondary School Counseling Internship (semester long) (3)**

This course is a 300 hour experience under the supervision of an approved site supervisor who is a practicing secondary school counselor. As part of the 300 hours, interns are required to have a minimum of 120 clock hours of direct service to students and are to demonstrate master's-level performance in: the essential services of counseling, consulting, coordinating, and appraising; planning and implementation of classroom guidance activities; professional conduct in interactions with field and college supervisors, students, teachers, administrators, and community members; and such other activities defined as the responsibility of the school counselor at their secondary school placement. Students are also highly encouraged to work with students with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and with students with disabilities for 10 hours (direct or indirect). Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA or ASCA, COUN 540 and COUN 583. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

### **COUN 587 Marriage, Couple and Family Counseling Practicum (semester long) (3)**

This is an initial field placement of 100 hours, 50 of which are direct service hours with couples, families, or individuals with marital or family issues. Students are also encouraged to work with clients with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and with clients with disabilities for 10 hours (direct or indirect). Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA or AAMFT,

completion of COUN 501, COUN 509, and COUN520. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

**COUN 588 Marriage, Couple and Family Counseling Internship I (semester long) (3)**

This course is a 300 hour experience under the supervision of an experienced master's level family clinician. It includes 125 direct service hours with couples, families, or individuals with marital or family issues. Students are also encouraged to work with clients with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and with clients with disabilities for 10 hours (direct or indirect). Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA or AAMFT, COUN 540, and COUN 587. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

**COUN 589 Marriage, Couple and Family Counseling Internship II (semester long) (3)**

This course is a 300 hour experience under the supervision of an experienced master's level family clinician. It includes 125 direct service hours with couples, families, or individuals with marital or family issues. Students are also encouraged to work with clients with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and with clients with disabilities for 10 hours (direct or indirect). Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA or AAMFT, and COUN 588. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

**COUN 591 Independent Study (1-3)**

This course provides the opportunity for students to 1) investigate and explore a particular area of study outside the graduate curriculum, or 2) complete coursework to meet state competency standards where previous academic preparation evidence deficiency. Available only to transfer students and students enrolled in the Certificate of Advanced Graduate Studies (CAGS) program. Approval of the Director of the Graduate Program in Counseling required.

## COURSE SEQUENCING

Each sequence is offered as one suggestion for completing the program in the given timeline. However, our flexible program allows students to complete their required courses in a variety of sequences.

### Clinical Mental Health Counseling – Two Years January Start

Year	Term	Course(s)
1	January (Intensive)	COUN 501: Professional Issues and Ethics for Counselors
1	Early Spring	COUN 507: Foundations of Mental Health Counseling COUN 510: Lifespan Development
1	Late Spring	COUN 520: Counseling Theories COUN 528: Career Counseling Across the Lifespan
1	Early Summer	COUN 511: Multicultural Issues for Counseling Professionals COUN 532: Group Counseling
1	Late Summer (Intensive)	None
1	Early Fall	COUN 539: Human Sexuality COUN 541: Assessment Techniques COUN 580: Mental Health Counseling Practicum (semester long)
1	Late Fall	COUN 524: Marriage, Couple & Family Counseling COUN 537: Spiritual Formation and Faith-Based Counseling COUN 580: Mental Health Counseling Practicum (semester long)

Year	Term	Course(s)
2	January (Intensive)	COUN 540: Counseling Techniques
2	Early Spring	COUN 523: Psychopathology and Diagnosis Across the Lifespan COUN 550: Crisis, Trauma, and Grief Counseling COUN 581: Mental Health Counseling Internship I (semester long)
2	Late Spring	COUN 570: Research/Clinical Project COUN 581: Mental Health Counseling Internship I (semester long)
2	Early Summer	COUN 543: Substance Abuse and Addiction in Families COUN 545: Research Design and Statistics
2	Late Summer (Intensive)	None
2	Early Fall	COUN 582: Mental Health Counseling Internship II (semester long)
2	Late Fall	COUN 582: Mental Health Counseling Internship II (semester long)

**Clinical Mental Health Counseling – Two Years July Start**

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
1	Late Summer (Intensive)	COUN 501: Professional Issues and Ethics for Counselors
1	Early Fall	COUN 507: Foundations of Mental Health Counseling COUN 510: Lifespan Development
1	Late Fall	COUN 520: Counseling Theories COUN 511: Multicultural Issues for Counseling Professionals
1	January (Intensive)	None
1	Early Spring	COUN 523: Psychopathology and Diagnosis Across the Lifespan COUN 532: Group Counseling COUN 580: Mental Health Counseling Practicum (semester long)
1	Late Spring	COUN 528: Career Counseling Across the Lifespan COUN 541: Assessment Techniques COUN 580: Mental Health Counseling Practicum (semester long)
1	Early Summer	COUN 537: Spiritual Formation and Faith-Based Counseling COUN 545: Research Design and Statistics

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
2	Late Summer (Intensive)	COUN 540: Counseling Techniques
2	Early Fall	COUN 539: Human Sexuality COUN 581: Mental Health Counseling Internship I (semester long)
2	Late Fall	COUN 524: Marriage, Couple & Family Counseling COUN 581: Mental Health Counseling Internship I (semester long)
2	January (Intensive)	None
2	Early Spring	COUN 550: Crisis, Trauma, and Grief Counseling COUN 582: Mental Health Counseling Internship II (semester long)
2	Late Spring	COUN 570: Research/Clinical Project COUN 582: Mental Health Counseling Internship II (semester long)
2	Early Summer	COUN 543: Substance Abuse and Addictions in Families

**Clinical Mental Health Counseling – Four Years January Start**

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
1	January (Intensive)	COUN 501: Professional Issues and Ethics for Counselors
1	Early Spring	COUN 507: Foundations of Mental Health Counseling
1	Late Spring	COUN 520: Counseling Theories
1	Early Summer	COUN 511: Multicultural Issues for Counseling Professionals
1	Late Summer (Intensive)	None
1	Early Fall	COUN 510: Lifespan Development
1	Late Fall	COUN 524: Marriage, Couple & Family Counseling

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
2	January (Intensive)	None
2	Early Spring	COUN 523: Psychopathology and Diagnosis Across the Lifespan
2	Late Spring	COUN 528: Career Counseling Across the Lifespan
2	Early Summer	COUN 532: Group Counseling
2	Late Summer (Intensive)	None
2	Early Fall	COUN 539: Human Sexuality
2	Late Fall	COUN 537: Spiritual Formation and Faith-Based Counseling

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
3	January (Intensive)	COUN 540: Counseling Techniques
3	Early Spring	COUN 550: Crisis, Trauma and Grief Counseling
3	Late Spring	COUN 570: Research/Clinical Project
3	Early Summer	COUN 543: Substance Abuse and Addiction in Families
3	Late Summer (Intensive)	None
3	Early Fall	COUN 541: Assessment Techniques COUN 580: Mental Health Counseling Practicum (semester long)
3	Late Fall	COUN 545: Research Design and Statistics COUN 580: Mental Health Counseling Practicum (semester long)

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
4	January (Intensive)	None
4	Early Spring	COUN 581: Mental Health Counseling Internship I (semester long)
4	Late Spring	COUN 581: Mental Health Counseling Internship I (semester long)
4	Early Summer	None
4	Late Summer (Intensive)	None
4	Early Fall	COUN 582: Mental Health Counseling Internship II (semester long)
4	Late Fall	COUN 582: Mental Health Counseling Internship II (semester long)

**Clinical Mental Health Counseling – Four Years July Start**

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
1	Late Summer (Intensive)	COUN 501: Professional Issues and Ethics for Counselors
1	Early Fall	COUN 507: Foundations of Mental Health Counseling
1	Late Fall	COUN 520: Counseling Theories
1	January (Intensive)	None
1	Early Spring	COUN 532: Group Counseling
1	Late Spring	COUN 528: Career Counseling Across the Lifespan
1	Early Summer	COUN 537: Spiritual Formation and Faith-Based Counseling

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
2	Late Summer (Intensive)	None
2	Early Fall	COUN 510: Lifespan Development
2	Late Fall	COUN 511: Multicultural Issues for Counseling Professional
2	January (Intensive)	None
2	Early Spring	COUN 523: Psychopathology and Diagnosis Across the Lifespan
2	Late Spring	COUN 541: Assessment Techniques
2	Early Summer	COUN 545: Research Design and Statistics

Year	Term	Course(s)
3	Late Summer (Intensive)	COUN 540: Counseling Techniques
3	Early Fall	COUN 539: Human Sexuality
3	Late Fall	COUN 524: Marriage, Couple & Family Counseling
3	January (Intensive)	None
3	Early Spring	COUN 550: Crisis, Trauma, and Grief Counseling COUN 580: Mental Health Counseling Practicum (semester long)
3	Late Spring	COUN 570: Research/Clinical Project COUN 580: Mental Health Counseling Practicum (semester long)
3	Early Summer	COUN 543: Substance Abuse and Addiction in Families

Year	Term	Course(s)
4	Late Summer (Intensive)	None
4	Early Fall	COUN 581: Mental Health Counseling Internship I (semester long)
4	Late Fall	COUN 581: Mental Health Counseling Internship I (semester long)
4	January (Intensive)	None
4	Early Spring	COUN 582: Mental Health Counseling Internship II (semester long)
4	Late Spring	COUN 582: Mental Health Counseling Internship II (semester long)
4	Early Summer	None

### **Marriage, Couple and Family Counseling – Two Years January Start**

Year	Term	Course(s)
1	January (Intensive)	COUN 501: Professional Issues and Ethics for Counselors
1	Early Spring	COUN 509: Foundations of Marriage, Couple & Family Counseling COUN 510: Lifespan Development
1	Late Spring	COUN 520: Counseling Theories COUN 528: Career Counseling Across the Lifespan
1	Early Summer	COUN 511: Multicultural Issues for Counseling Professionals COUN 532: Group Counseling
1	Late Summer (Intensive)	None
1	Early Fall	COUN 539: Human Sexuality COUN 530: Contemporary and Integrative Theories of Family Counseling COUN 587: Marriage, Couple & Family Counseling Practicum (semester long)

1	Late Fall	COUN 537: Spiritual Formation and Faith-Based Counseling COUN 545: Research Design and Statistics COUN 587: Marriage, Couple & Family Counseling Practicum (semester long)
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Year	Term	Course(s)
2	January (Intensive)	COUN 540: Counseling Techniques
2	Early Spring	COUN 531: Premarital and Marital Counseling COUN 523: Psychopathology and Diagnosis Across the Lifespan COUN 588: Marriage, Couple, & Family Counseling Internship I (semester long)
2	Late Spring	COUN 534: Assessment in Marriage, Couple & Family Counseling COUN 573: Marriage, Couple & Family Skills and Practice COUN 588: Marriage, Couple, & Family Counseling Internship I (semester long)
2	Early Summer	COUN 543: Substance Abuse and Addiction in Families
2	Late Summer (Intensive)	None
2	Early Fall	COUN 589: Marriage, Couple & Family Counseling Internship II (semester long)
2	Late Fall	COUN 589: Marriage, Couple & Family Counseling Internship II (semester long)

**Marriage, Couple and Family Counseling – Two Years July Start**

Year	Term	Course(s)
1	Late Summer (Intensive)	COUN 501: Professional Issues and Ethics for Counselors
1	Early Fall	COUN 509: Foundations of Marriage, Couple & Family Counseling COUN 510: Lifespan Development
1	Late Fall	COUN 520: Counseling Theories COUN 511: Multicultural Issues for Counseling Professionals
1	January (Intensive)	None
1	Early Spring	COUN 539: Human Sexuality COUN 523: Psychopathology and Diagnosis Across the Lifespan COUN 587: Marriage, Couple & Family Counseling Practicum (semester long)
1	Late Spring	COUN 528: Career Counseling Across the Lifespan COUN 534: Assessment in Marriage, Couple & Family Counseling COUN 587: Marriage, Couple & Family Counseling Practicum (semester long)
1	Early Summer	COUN 532: Group Counseling COUN 537: Spiritual Formation and Faith-Based Counseling

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
2	Late Summer (Intensive)	COUN 540: Counseling Techniques
2	Early Fall	COUN 530: Contemporary and Integrative Theories of Family Counseling COUN 588: Marriage, Couple & Family Counseling Internship I (semester long)
2	Late Fall	COUN 545: Research Design and Statistics COUN 588: Marriage, Couple & Family Counseling Internship I (semester long)
2	January (Intensive)	None
2	Early Spring	COUN 531: Premarital and Marital Counseling COUN 589: Marriage, Couple & Family Counseling Internship II (semester long)
2	Late Spring	COUN 573: Marriage, Couple & Family Skills and Practice COUN 589: Marriage, Couple & Family Counseling Internship II (semester long)
2	Early Summer	COUN 543: Substance Abuse and Addictions in Families

**Marriage, Couple and Family Counseling – Four Years January Start**

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
1	January (Intensive)	COUN 501: Professional Issues and Ethics for Counselors
1	Early Spring	COUN 509: Foundations of Marriage, Couple & Family Counseling
1	Late Spring	COUN 528: Career Counseling Across the Lifespan
1	Early Summer	COUN 511: Multicultural Issues for Counseling Professionals
1	Late Summer (Intensive)	None
1	Early Fall	COUN 510: Lifespan Development
1	Late Fall	COUN 520: Counseling Theories

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
2	January (Intensive)	None
2	Early Spring	COUN 523: Psychopathology and Diagnosis Across the Lifespan
2	Late Spring	COUN 534: Assessment in Marriage, Couple & Family Counseling
2	Early Summer	COUN 532: Group Counseling
2	Late Summer (Intensive)	None

2	Early Fall	COUN 530: Contemporary and Integrative Theories of Family Counseling
2	Late Fall	COUN 537: Spiritual Formation and Faith-Based Counseling

Year	Term	Course(s)
3	January (Intensive)	COUN 540: Counseling Techniques
3	Early Spring	COUN 531: Premarital and Marital Counseling
3	Late Spring	COUN 573: Marriage, Couple & Family Skills and Practice
3	Early Summer	COUN 543: Substance Abuse and Addiction in Families
3	Late Summer (Intensive)	None
3	Early Fall	COUN 539: Human Sexuality COUN 587: Marriage, Couple & Family Counseling Practicum (semester long)
3	Late Fall	COUN 545: Research Design and Statistics COUN 587: Marriage, Couple & Family Counseling Practicum (semester long)

Year	Term	Course(s)
4	January (Intensive)	None
4	Early Spring	COUN 588: Marriage, Couple, & Family Counseling Internship I (semester long)
4	Late Spring	COUN 588: Marriage, Couple, & Family Counseling Internship I (semester long)
4	Early Summer	COUN 543: Substance Abuse and Addiction in Families
4	Late Summer (Intensive)	None
4	Early Fall	COUN 589: Marriage, Couple & Family Counseling Internship II (semester long)
4	Late Fall	COUN 589: Marriage, Couple & Family Counseling Internship II (semester long)

**Marriage, Couple and Family Counseling – Four Years July Start**

Year	Term	Course(s)
1	Late Summer (Intensive)	COUN 501: Professional Issues and Ethics for Counselors
1	Early Fall	COUN 509: Foundations of Marriage, Couple & Family Counseling
1	Late Fall	COUN 520: Counseling Theories

1	January (Intensive)	None
1	Early Spring	COUN 539: Human Sexuality
1	Late Spring	COUN 528: Career Counseling Across the Lifespan
1	Early Summer	COUN 532: Group Counseling

Year	Term	Course(s)
2	Late Summer (Intensive)	None
2	Early Fall	COUN 510: Lifespan Development
2	Late Fall	COUN 511: Multicultural Issues for Counseling Professionals
2	January (Intensive)	None
2	Early Spring	COUN 523: Psychopathology and Diagnosis Across the Lifespan
2	Late Spring	COUN 534: Assessment in Marriage, Couple & Family Counseling
2	Early Summer	COUN 537: Spiritual Formation and Faith-Based Counseling

Year	Term	Course(s)
3	Late Summer (Intensive)	COUN 540: Counseling Techniques
3	Early Fall	COUN 530: Contemporary and Integrative Theories of Family Counseling
3	Late Fall	COUN 545: Research Design and Statistics
3	January (Intensive)	None
3	Early Spring	COUN 531: Premarital and Marital Counseling COUN 587: Marriage, Couple & Family Counseling Practicum (semester long)
3	Late Spring	COUN 573: Marriage, Couple & Family Skills and Practice COUN 587: Marriage, Couple & Family Counseling Practicum (semester long)
3	Early Summer	COUN 543: Substance Abuse and Addiction in Families

Year	Term	Course(s)
4	Late Summer (Intensive)	None
4	Early Fall	COUN 588: Marriage, Couple & Family Counseling Internship I (semester long)

4	Late Fall	COUN 588: Marriage, Couple & Family Counseling Internship I (semester long)
4	January (Intensive)	None
4	Early Spring	COUN 589: Marriage, Couple & Family Counseling Internship II (semester long)
4	Late Spring	COUN 589: Marriage, Couple & Family Counseling Internship II (semester long)
4	Early Summer	None

### **School Counseling – Two Years January Start**

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
1	January (Intensive)	COUN 501: Professional Issues and Ethics for Counselors
1	Early Spring	COUN 508: Foundations of Counseling Children and Adolescents in Schools COUN 510: Lifespan Development
1	Late Spring	COUN 520: Counseling Theories COUN 526: Organization and Administration of School Counseling Programs
1	Early Summer	COUN 511: Multicultural Issues for Counseling Professionals COUN 537: Spiritual Formation and Faith-Based Counseling
1	Late Summer (Intensive)	None
1	Early Fall	COUN 528: Career Counseling Across the Lifespan COUN 551: Effective Practices for Every Learner COUN 583: School Counseling Practicum (semester long)
1	Late Fall	COUN 525: Curriculum and Learning COUN 545: Research Design and Statistics COUN 583: School Counseling Practicum (semester long)

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
2	January (Intensive)	COUN 540: Counseling Techniques
2	Early Spring	COUN 532: Group Counseling COUN 584: Elementary School Counseling Internship (semester long)
2	Late Spring	COUN 541: Assessment Techniques COUN 584: Elementary School Counseling Internship (semester long)
2	Early Summer	None
2	Late Summer (Intensive)	None
2	Early Fall	COUN 585: Secondary School Counseling Internship (semester long)
2	Late Fall	COUN 585: Secondary School Counseling Internship (semester long)

**School Counseling – Two Years July Start**

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
1	Late Summer (Intensive)	COUN 501: Professional Issues and Ethics for Counselors
1	Early Fall	COUN 508: Foundations of Counseling Children & Adolescents in Schools COUN 510: Lifespan Development
1	Late Fall	COUN 520: Counseling Theories COUN 511: Multicultural Issues for Counseling Professionals
1	January (Intensive)	None
1	Early Spring	COUN 525: Curriculum and Learning COUN 551: Effective Practices for Every Learner COUN 583: School Counseling Practicum (semester long)
1	Late Spring	COUN 528: Career Counseling Across the Lifespan COUN 526: Organization and Administration of School Counseling Programs COUN 583: School Counseling Practicum (semester long)
1	Early Summer	COUN 532: Group Counseling COUN 537: Spiritual Formation and Faith-Based Counseling

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
2	Late Summer (Intensive)	COUN 540: Counseling Techniques
2	Early Fall	COUN 541: Assessment Techniques COUN 584: Elementary School Counseling Internship (semester long)
2	Late Fall	COUN 545: Research Design and Statistics COUN 584: Elementary School Counseling Internship (semester long)
2	January (Intensive)	None
2	Early Spring	COUN 585: Secondary School Counseling Internship (semester long)
2	Late Spring	COUN 585: Secondary School Counseling Internship (semester long)
2	Early Summer	None

**School Counseling – Four Years January Start**

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
1	January (Intensive)	COUN 501: Professional Issues and Ethics for Counselors
1	Early Spring	COUN 508: Foundations of Counseling Children and Adolescents in Schools
1	Late Spring	COUN 520: Counseling Theories
1	Early Summer	COUN 511: Multicultural Issues for Counseling Professionals
1	Late Summer (Intensive)	None
1	Early Fall	COUN 551: Effective Practices for Every Learner
1	Late Fall	COUN 525: Curriculum and Learning

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
2	January (Intensive)	None
2	Early Spring	COUN 510: Lifespan Development
2	Late Spring	COUN 526: Organization and Administration of School Counseling Programs
2	Early Summer	COUN 537: Spiritual Formation and Faith-Based Counseling
2	Late Summer (Intensive)	None
2	Early Fall	COUN 528: Career Counseling Across the Lifespan
2	Late Fall	COUN 545: Research Design and Statistics

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
3	January (Intensive)	COUN 540: Counseling Techniques
3	Early Spring	COUN 532: Group Counseling
3	Late Spring	COUN 541: Assessment Techniques
3	Early Summer	None
3	Late Summer (Intensive)	None
3	Early Fall	COUN 583: School Counseling Practicum (semester long)
3	Late Fall	COUN 583: School Counseling Practicum (semester long)

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
4	January (Intensive)	None
4	Early Spring	COUN 584: Elementary School Counseling Internship (semester long)
4	Late Spring	COUN 584: Elementary School Counseling Internship (semester long)
4	Early Summer	None
4	Late Summer (Intensive)	None
4	Early Fall	COUN 585: Secondary School Counseling Internship (semester long)
4	Late Fall	COUN 585: Secondary School Counseling Internship (semester long)

### **School Counseling – Four Years July Start**

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
1	Late Summer (Intensive)	COUN 501: Professional Issues and Ethics for Counselors
1	Early Fall	COUN 508: Foundations of Counseling Children & Adolescents in Schools
1	Late Fall	COUN 520: Counseling Theories
1	January (Intensive)	None
1	Early Spring	COUN 525: Curriculum and Learning
1	Late Spring	COUN 526: Organization and Administration of School Counseling Programs
1	Early Summer	COUN 532: Group Counseling

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
2	Late Summer (Intensive)	None
2	Early Fall	COUN 510: Lifespan Development
2	Late Fall	COUN 511: Multicultural Issues for Counseling Professionals
2	January (Intensive)	None
2	Early Spring	COUN 551: Effective Practices for Every Learner
2	Late Spring	COUN 528: Career Counseling Across the Lifespan
2	Early Summer	COUN 537: Spiritual Formation and Faith-Based Counseling

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
3	Late Summer (Intensive)	COUN 540: Counseling Techniques
3	Early Fall	COUN 541: Assessment Techniques COUN 583: School Counseling Practicum (semester long)
3	Late Fall	COUN 545: Research Design and Statistics COUN 583: School Counseling Practicum (semester long)
3	January (Intensive)	None
3	Early Spring	COUN 584: Elementary School Counseling Internship (semester long)
3	Late Spring	COUN 584: Elementary School Counseling Internship (semester long)
3	Early Summer	None

<b>Year</b>	<b>Term</b>	<b>Course(s)</b>
4	Late Summer (Intensive)	None
4	Early Fall	COUN 585: Secondary School Counseling Internship (semester long)
4	Late Fall	COUN 585: Secondary School Counseling Internship (semester long)
4	January (Intensive)	None
4	Early Spring	None
4	Late Spring	None
4	Early Summer	None

## **Declaring Your Track**

All students must declare a specific track as they work toward their degree. The MA in Counseling offers a track in Clinical Mental Health Counseling, school counseling, and marriage, couple, and family counseling. If the student did not indicate the track he/she desires to pursue on the admission application, that student must complete the Declaration of Track form.

## **E-Portfolio**

The Counseling Program at Messiah College requires that students develop an electronic portfolio as they move through the program. An e-portfolio is a type of learning record that provides tangible/actual evidence of achievement. By collecting and organizing critical documents and assignments, students have a means to document and display the knowledge, skills, and dispositions they have attained over time.

The e-portfolio will also serve as an invaluable tool for the academic advisor and Graduate Counseling Program Committee as they review the student's application for advancement to the next phase of the program and seek to assess the students' developmental progress and academic accomplishments.

A portfolio is a representation of the student and his/her accomplishments as a counselor in training. Consequently, regular and careful updating is recommended.

Completion of an e-portfolio is a requirement of the Counseling Program for graduation from Messiah College. What follows is a list of items typically placed in a professional portfolio. Items 1-12 are required; those in 13-15 are recommended.

Many of the items needed for the e-portfolio require signatures. For these signatures, we accept faxed, scanned, original, or electronic signatures. If the site supervisor chooses to use an electronic signature, we require that he or she also email the form directly to the Practicum and Internship Coordinator.

### ***REQUIRED:***

1. A syllabus from each course
2. A reflection (200 to 500 words) about each course the student has taken to date. This paragraph can include the student's thoughts about what s/he has learned in the class and how that knowledge will benefit the student as a counselor or a reflection on the discussion posts made during the course.
3. Course Instructor Evaluations from each course
4. Examples of class work (e.g., Group plans from COUN 532; Guidance Lessons from COUN 526; Research Proposal from COUN 545; other papers and projects as appropriate)
5. Practicum and internship documents, as outlined in the Counseling Program's e-portfolio template
6. The student's admission application essays
7. The student's resume (updated yearly)
8. A reflection on the student's perceived strengths and weaknesses of him/herself as a counselor during the program, focusing specifically on the program's four critical competencies and any other competencies that the student believes are critical for a professional counselor (300-500 words before the first field experience and 500-1000 words before graduation)
9. MMPI 2 verification form

10. Application for Graduation
11. Verification that PRAXIS I and II were taken (School Counseling track only)
12. Verification that NCE was taken

**RECOMMENDED:**

13. Examples of professional recognition/awards, scholarships, publications, presentations
14. Professional activities undertaken as a graduate student including work on grants, research, participation in presentation or article writing
15. Professional memberships (including leadership positions) and conferences attended

### **Field Experiences**

Practicum and Internships are planned field-based clinical/school experiences in which the student learns to develop basic counseling skills and integrate professional knowledge under the supervision of an experienced counselor.

The Messiah College Counseling program is a developmental model designed to train the novice counselor primarily through observation and co-facilitation. Since the practicum takes place relatively early in the student's master-level training, he/she will initially assist with intake and supportive services. With time, however, practicum students will ideally be able to move from observer to service provider (with supervision) as deemed appropriate within his/her respective field placement site. Typically, the opportunity to participate in the more advanced and complex counseling processes and procedures would take place during the student's internship experience(s), courses that students complete at or near the end of their program.

An internship is a supervised "capstone" clinical experience in which the student utilizes the knowledge gained during coursework taken and refines and enhances basic counseling skills through observation, instruction, and experience. Since the Messiah College counseling program is developmental, students will be given opportunities to counsel and perform the other duties of a counselor appropriate to their skill and knowledge base. During the internship, the student's status should gradually shift from that of a student to a pre-professional. By gaining opportunities to apply theories and techniques learned in academic settings, the student begins to contribute to the site by assisting its staff and carrying out many of the normal clinical activities at the site.

Both the practicum and the internship have a prescribed set of prerequisites, hour requirements, course requirements, and student responsibilities. For more information on either of these experiences, refer to the course syllabi and/or the practicum/internship handbook for graduate students.

### **Completion of the Program**

Student may complete any of the tracks following a 2, 3, or 4 year model, but all students must complete their degree within six years from the time he/she began the program. Students are expected to be continuously enrolled from the time they begin their program.

### **Graduation Requirements**

Graduation from the Counseling Program requires 1) an overall minimum GPA of 3.0; 2) successful completion of all of the course work for the chosen track; 3) successful completion of the practicum and internship(s) experiences for the chosen track; 4) successful completion of

the e-portfolio; 5) recommendation of the students' academic advisor and the Graduate Counseling Program Committee; 6) completion of the National Counselor Examination (NCE), and 7) compliance with all other Messiah College policies for graduation. Students in the school counseling track cannot be certified until they have passed both the PRAXIS I and PRAXIS II exams.

### **National Counselor Exam**

In order to graduate, all students must sit for the National Counselor Examination (NCE). This multiple choice exam focuses on human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program evaluation, and professional orientation and ethics. More information about this exam can be found on the web at <http://www.nbcc.org/certifications/ncc/nce.aspx>. Students are responsible for any costs associated with the preparation for and taking of this examination.

An added benefit of sitting for the NCE is that passing this exam is one of the requirements for a National Certified Counselor (NCC) certification. This certification is offered by the National Board of Certified Counselors through their Graduate Student Application (GSA-NCC) program for students who apply in their last year of courses or shortly after graduation. Once students have passed the NCE and graduated, they typically begin accumulating post-graduate experience and supervision hours. If they have passed the NCE they may call themselves *Board Eligible NCCs* while accumulating the required post-graduation hours.

Very recent alums may apply for the NCC under the GSA program as long as they will test within six months of their graduation date.

### **PRAXIS I and II Examinations**

Students in the School Counseling track cannot be certified until they have passed both the PRAXIS I and PRAXIS II exams. Both sets of PRAXIS exams are administered by ETS. Please see the Messiah College Department of Education website for important information regarding both PRAXIS I and PRAXIS II.

To become a counselor within Pennsylvania's public schools, the School Guidance and Counseling exam (0420) is required. More information about this exam can be found at the Education Testing Service (ETS) website.

### **Licensing and Certification**

The Clinical Mental Health Counseling track is designed to meet the standards for accreditation under the Council of Accreditation for Counseling and Related Educational Programs (CACREP) and upon completion of all of the required clinical hours will prepare students to take the exam to become a Licensed Professional Counselor (LPC).

The School Counseling track is designed according to the regulations set forth in the Pennsylvania Code as well as the standards for accreditation under the Council of Accreditation for Counseling and Related Educational Programs (CACREP). The program prepares students to take the required Praxis exams and become a certified school counselor by the Pennsylvania Department of Education in elementary and secondary school counseling.

The Marriage and Family Counseling track is designed to meet the standards for accreditation under the Council of Accreditation for Counseling and Related Educational Programs

(CACREP) and upon completion of all of the required clinical hours will prepare students to take the exam to become a Licensed Marriage and Family Therapist (LMFT).

## ONLINE EDUCATION AT MESSIAH COLLEGE

The emergence of web-based technology and electronic media has brought exciting opportunities for student learning. It has also provided the flexibility that graduate students desire as they seek to balance home, work, family, and education.

### Learning Management System

Messiah College has adopted and fully implemented Sakai as the Learning Management System (LMS) that will support students' online education. Sakai provides learning spaces for each course that allows faculty and students to collaborate asynchronously through forums, blogs, email, and wiki tools. It also provides the ability for faculty and students to communicate synchronously (live) through a chat tool. In addition to Sakai, some courses may use a synchronous component allowing for real-time audio, video, shared whiteboard, and desktop sharing.

### Technology Requirements

Students in the online program must possess basic computer skills and have regular access to a computer with the minimum system requirements that follow

1. Internet Connection – High speed or broadband required; Satellite Broadband not recommended due to conflicts with synchronous software; **Air cards may not be used**
2. Browser
  - a. Mozilla Firefox 3.0 or higher
3. Operating System Version
  - a. Windows® XP (recommended)
  - b. Windows® Vista
  - c. Windows® 7
  - d. Mac OS 10.4 or higher
4. Processor: 2.0-4.0 GHz
5. Memory (RAM):
  - a. Windows® XP: 512 MB or more
  - b. Windows® Vista: 1024 MB or more
  - c. Windows® 7: 1024 MB or more
  - d. Mac: 1024 MB or more
6. Hard Disk Space: 40 GB or more of free space
7. CD-ROM CD-RW drive (DVD or combo drive helpful)
8. Any Office Suite; Examples include Microsoft 2007 or newer, Open Office 3.1, or Google Docs
9. Webcam - Logitech® Webcam C500 (USB)
10. Headset - Logitech® ClearChat™ Comfort USB Headset
11. Camcorder - Flip Video Camcorder™

**NOTE:** *Students must use a digital video camera to record their mock counseling sessions, which are required in several courses in the program. If you do not yet have a digital video camera, we would like for you to purchase or borrow a Flip Video Camcorder. You **may not use** a web cam or digital point and shoot still frame camera even if they take video. These cameras are not meant to record video. Flip cameras can be purchased beginning at about \$100 and are very user friendly - make sure you buy one that can record at least 60 minutes. Information Technology Services (ITS) will provide tech support for the Flip cameras only. You should not expect them to assist you if you use a different type of camera. **Technical difficulties with other cameras will not be an excuse for submitting an assignment late.***

### **Technical Support for Students**

For your convenience, while you are taking an online course, “real person” assistance will be available in “real time” if a technological program arises. A telephone hotline and instant messaging will be staffed from 8:00 AM to 11:00 PM, Eastern Standard Time, seven days a week, by the College’s Information and Technology Services staff.

Please leave a message providing your name, number, and a brief description of the issue you are experiencing. You will receive a call back as soon as possible.

- Via instant messaging (AIM) @ SCS5901
- By phone at (717) 796-1800 ext. 5901 or (717) 796-5039 [Weekdays 8am-5pm]
- By phone at (717) 796-1800 ext. 3333 [Evenings 5pm-11pm and Weekends 8am-11am]
- Via email at [bthompso@messiah.edu](mailto:bthompso@messiah.edu) or [ResNet@messiah.edu](mailto:ResNet@messiah.edu)

You will also have access to technical support (i.e. tutorials, help functions, etc.) through the College’s portal, MCSquare, and also through the College’s Learning Management System, SAKAI.

### **Online Policies**

Messiah College has adopted a written policy that was put in place to assure that standards for quality online programming are met. It addresses a variety of issues related directly to the development, teaching, and the completion of online courses at Messiah College. Students are responsible for knowing and abiding by the regulations and standards set out in the online policy, which can be found on the graduate programs website. The full text of the Online Policies can be found on the graduate programs website.

### **Computer Access Policy**

This policy articulates the standards of behavior that are expected of all individuals using the College’s computers and/or network users. The full text of the Computer Access Policy can be found on the graduate programs website.

## GENERAL POLICIES

### **Students with Disability**

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact [DisabilityServices@messiah.edu](mailto:DisabilityServices@messiah.edu), (717) 796-5382. See the Graduate Programs Student Handbook for the College's full ADA Policy

### **Academic Appeals**

A student wishing to appeal an academic decision must first initiate contact with the immediate person involved (course instructor, faculty member completing evaluation), to discuss concerns about the issue in question. If the issue is not satisfactorily resolved the student must provide a written request to the Director of the Graduate Counseling Program asking for a discussion (in person or via webcam). The written request must outline the dispute and suggest a resolution. If the issue is still not resolved, the appeal will follow the process and procedures currently governing academic appeals at Messiah College.

### **Academic Integrity**

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

Plagiarism: Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including online sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.

Cheating: Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam, having someone else take the exam for you, using any kind of electronic mobile or storage devices (such as cell phones, PDAs, Blackberry, iPods, iPhones, Flashdrives, DVDs, CDs), communicating via email, IM, or text messaging during an exam, using the internet, sniffers, spyware or other software to retrieve information or other students' answers, purposely disconnecting from the internet to cause a lock on an online exam, etc.

Fabrication: Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

Misrepresentation of Academic Records: Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form on paper or via electronic means..

Facilitating Academic Dishonesty: Helping another individual to violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.

Computer Offenses: Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.

Unfair Advantage: Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place, etc.

Penalties for Violations of the Academic Integrity Policy - A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment, or in the event of a particularly egregious offense, suspension or dismissal from the Program.

The academic integrity policy in its entirety can be found in the Graduate Program Student Handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.

### **Professional Ethics and Standards**

Students in the Graduate Counseling program are expected to know and abide by the ethical standards that govern the practice of counseling in general as well as those that are specific to their chosen track. The majority of these professional codes are introduced in COUN 501 and may include ACA, ASCA, AAMFT, AACC and the Pennsylvania Code of Professional Practice and Conduct for Educators.

### **Student Memberships**

Students are required to become student members of one of the following professional organizations: American Counseling Association (ACA), American School Counselor Association (ASCA), or American Association for Marriage and Family Therapy (AAMFT). Memberships must be in effect prior to taking part in a practicum or internship experience, but students are encouraged to apply for membership upon entry into the Counseling Program.

Liability insurance is required for students participating in practicum and internship courses. Insurance is included in student membership in the ACA and ASCA. The AAMFT partners with CPH & Associates to provide liability for student members for a small additional fee (more information). The insurance provided is typically for student members enrolled and engaged in a master's degree counseling curriculum at a post secondary institution. Coverage is solely while performing counseling services (e.g. practicum and internship) related to such curriculum.

Student membership in local chapters of national associations is also suggested, as student membership is relatively inexpensive but provides many of the same opportunities as a professional membership would.

### **Personal Counseling and Self-Care**

Part of the process of becoming a counselor is an ongoing commitment to self-awareness. Students often have strong emotional reactions to the content of counseling courses or skill-development experiences. Students may also become aware of something about themselves that impacts their present or future work with clients. It is important to acknowledge these reactions and in some cases utilize the help of a professional counselor/therapist to process them. Below are some suggestions for how to find a counselor. Students are also encouraged to consult with their instructors or advisor in deciding how and when to seek outside support.

*Note: Messiah College or its employees cannot affirm the quality of the professional services obtained based on these recommendations. Any arrangement for service exists only between the provider and the client/student.*

Most people consider three issues when seeking a counselor: personal fit, location, and payment options.

**Fit:** It is a good idea to meet or talk on the phone with a counselor to get a “feel” for that person. You might also ask some of the following questions:

- What license/education do you have?
- What is your theoretical orientation and do you counsel from a religious or spiritual standpoint?
- May I see your professional disclosure statement or informed consent paperwork?
- Do you have experience working with counselors or counselors-in-training *as clients*?
- How much experience do you have working with \_\_\_\_\_ issue? (insert your concern)

**Location:** Some ways to identify professional helpers near you-

- Ask for recommendations from friends, family, clergy, or family physician
- Check with Messiah College counseling faculty for recommendations in Central PA
- Check with the person who administered your MMPI to see if they would do it (if you felt it was a good fit) or if they could recommend someone who specializes in \_\_\_\_\_ issue
- Many larger employers have Employee Assistance Programs (EAP) which provide free confidential counseling to employees and their families
- Websites: American Counseling Association  
American Association of Christian Counselors  
American Psychological Association  
American Association for Marriage and Family Therapy
- Your health insurance network (preferred provider look-up etc)

**Payment Options:**

- If you found the counselor through your insurance company you should verify he or she is taking new clients with your insurance and confirm the co-pay
- Some counselors don't take insurance and are pay-as-you go

Community agencies or counselor/psychologist training facilities (like in universities) will often see clients on a sliding scale that bases your fee on your income

## GOVERNANCE

### **Graduate Counseling Program Committee**

This committee is comprised of the Director of the Graduate Counseling Program (Chair), and one faculty member from each of the following departments: Education, Human Development and Family Science, Psychology, and Sociology, Social Work & Criminal Justice. Appointments to the committee are made by the Dean of the School of Business, Education, and Social Sciences in consultation with the Director of the Graduate Counseling Program.

This committee is the initial governing body for the Graduate Counseling program and among other things approves admission applications, student movement through the phases, proposed practica and internship placement sites, and graduation applications. This committee also recommends revisions to the curriculum and student policy as needed.

## CONTACT INFORMATION

### **GRADUATE COUNSELING PROGRAM**

**Dr. John A. Addleman**, Director of the Graduate Program in Counseling

[JAddlemn@messiah.edu](mailto:JAddlemn@messiah.edu)  
(717) 796-1800, ext. 2980  
Fax: (717) 691-2386

**Ms. Skyla Miller**, Practicum and Internship Coordinator

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Fax: (717) 691-2386

**Ms. Tonya L. Baker**, Assistant to the Director of the Graduate Program in Counseling

[TBaker@messiah.edu](mailto:TBaker@messiah.edu)  
(717) 796-1800, ext. 7050  
Fax: (717) 691-2386

### **SCHOOL OF BUSINESS, EDUCATION, AND SOCIAL SCIENCES**

Dr. Susan S. Hasseler, Dean of the School of Business, Education, and Social Sciences

[SHasseler@messiah.edu](mailto:SHasseler@messiah.edu)  
(717) 796-5068

### **MESSIAH COLLEGE GRADUATE PROGRAMS**

Dr. Randall G. Basinger, Provost

[RBasinge@messiah.edu](mailto:RBasinge@messiah.edu)  
(717) 796-5375

Ms. Tonya L. Baker, Graduate Programs Manager

[TBaker@messiah.edu](mailto:TBaker@messiah.edu)  
(717) 796-5061

### **GENERAL INQUIRIES**

[GradPrograms@messiah.edu](mailto:GradPrograms@messiah.edu)