



CARLOW
UNIVERSITY

Carlow University
Masters of Professional Counseling
Student Handbook
2019-2020

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Introduction to the Masters of Professional Counseling Graduate Program

The Masters of Professional Counseling (MPC) Graduate Program Handbook serves as a reference guide regarding the program's policies, procedures, and services. This handbook is not intended to, nor does it contain the complete and exact text of all rules, regulations, policies and procedures that relate to graduate students. The Carlow University Graduate Catalog also contains policies, procedures and information about services for graduate students and should be used in conjunction with this program-specific handbook. It is not uncommon for individual programs to establish policy and expectations that exceed the minimum standards delineated in the general Graduate Catalog. When this occurs, the text of this program-specific handbook supersedes that which addresses the same topic in the general graduate student handbook.

In addition, students should also be familiar with the policies and requirements for counseling graduate students contained in the Practicum and Internship Handbook for Carlow University.

NOTICE TO STUDENTS

The MPC Student Handbook is intended for review prior to beginning coursework. Carlow University and the MPC Program reserve the right to delete, add, or change policies, procedures, and courses in this Student Handbook and in the Degree Plan for any reason and cannot guarantee enrollment in specific courses or sections. The University also reserves the right to effect changes to tuition and fees without notice. Changes will be communicated to all students with the effective date that has been established by the University. The University will endeavor to inform graduate students of any changes. However, it is the student's responsibility to keep appraised of current policy and procedures by referencing the website. Publishing on the graduate program's website shall be deemed to be reasonable notice of any such change.

Students are encouraged to place an emphasis on their personal and professional development, especially while enrolled in the program. In keeping with this statement, students are encouraged to participate in professional practice and professional organizations and networks outside of the program, to fully engage in experiential learning activities embedded in the curriculum, and to be reflective on self in relation to course content. The faculty of the MPC Program adheres to the American Counseling Association Code of Ethics (2014) and respects the rights of our students.

Program Overview

Mission

The mission of the Carlow University Professional Counseling program is to prepare graduate-level students for careers in the counseling profession. Housed within the College of Arts and Sciences, the program provides the education and training required for those pursuing licensure as professional counselors in the state of Pennsylvania. The program emphasizes a developmental focus across the lifespan, ethical practice, applied scholarship to clinical work, and cultivates respect for the uniqueness of all individuals. Grounded in the legacy of the Sisters of Mercy humanitarian works, the program emphasizes social justice, inclusion, and advocacy within counseling.

Program Objectives:

1. Graduates will be prepared to work in the field as professional counselors.
2. Graduates will be prepared for licensure as professional counselors in the state of Pennsylvania.
3. Graduates will utilize a developmental and strengths-based perspective in helping and collaborating with clients to meet their goals.
4. Graduates will be ethically sound counselors who utilize the professional principles and standards in clinical practice.
5. Graduates will be able to utilize relevant scholarship to inform and enhance their clinical work.
6. Graduates will be culturally aware counselors who will collaborate with and conceptualize clients within their unique social identities.
7. Graduates will be aware of and engage in the role of counselor advocate with and on behalf of their clients and for systemic change in the mental health system.

What we offer

- Masters of Science in Professional Counseling:
[Clinical Mental Health Counseling](#) (60 Credits)
[Addictions Counseling](#) (60 Credits)
- Certificates:
[Alcohol and Drug Counseling](#) (12 credits)

Related Programs

The Professional Counseling program at Carlow University is situated in the College of Leadership and Social Change. The College is home to several related degrees, which might afford Professional Counseling students opportunities to take unique electives or to interact with other professional groups. These include the Masters of Psychology, Masters of Student Affairs,

and Masters of Social Work. Students can learn more about these programs by speaking with their advisers.

Matriculation Requirements

Professional Counseling students at Carlow University have undergraduate degrees in a wide array of disciplines. Though many current students have studied psychology or a related subject in their undergraduate programs, majors outside these areas are still encouraged to apply. An undergraduate GPA of a 3.0 is the benchmark standard for admission, but some students with slightly lower GPAs may apply if they have a relevant work history in the helping field, experience in research, and/or strong grades in upper-level psychology courses. Students must also be able to meet the Professional Counseling Essential Standards identified below.

Mandatory Program Orientation

All Professional Counseling students are required to complete the face-to-face orientation before starting Tier III. If students do not attend in their first semester, they will need to complete an online quiz before registering for the next semester. Orientations are only offered in the fall and spring; therefore, students should plan to attend early in their coursework.

Advising

Students who are granted admission to the MPC program will be assigned an academic advisor, who is a core faculty member in the MPC program. This individual will assist students with their academic and professional goals and growth (e.g. course selection and preparation for advancement through the program). Before registering for courses, each student, in consultation with his/her advisor, should create a written Plan of Study (POS) for completing the program in the desired timeframe.

Academic advisors are charged with the responsibility of communicating with students regularly while they are enrolled, but it is ultimately the 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. The name of your advisor is posted on your [Webadvisor](#) page. Login instructions are listed on the WebAdvisor introductory page. If you need additional assistance, contact the helpdesk at help@carlow.edu or call 412-578-8700.

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 utilize the Counseling Services provided through the University. More information may be found at the [Counseling Services website](#).

Registration

Students admitted to the MPC Program formally register for classes through WebAdvisor (during the registration period). Prior to registration, students must ensure their accounts are up-to-date with the Business Office. Students should make arrangements to communicate with their academic advisor to discuss course selections for the upcoming registration period.

Scheduling Classes and Class Formats

The following is a description of when most in-person classes are offered:

- 4:30-5:45pm: Classes meeting in this time period meet two times per week. Either Mondays and Wednesdays or Tuesdays and Thursdays.
- 6:00-8:30pm: Classes meeting in this time period meet once per week on Monday, Tuesday, Wednesday or Thursday.
- Saturdays: 9:00am to 1:00PM: We offer a few regular classes on Saturdays in this time period. These classes typically meet 8 times in a semester.

Alternative Course Formats:

- Online courses: These courses are asynchronous and typically occur for either the first or second half of the semester.
- Hybrid courses: Classes meet once a week on campus for 1.25 hours and additional activities/assignments are completed online.

Summer Sessions

Weekday summer classes are scheduled from 4:30 to 9:00pm. The summer session starts in May and ends in mid-July. Since these classes meet fewer times, as the summer semester is shorter than Fall and Spring Courses, there is an expectation that there will be more work assigned outside of class than a typical 15-week graduate course.

Full Time vs. Part Time Status

The program considers students to be full time if they are completing three to four classes in a semester, with four being the maximum amount students are allowed to take. Conversely, students taking fewer classes (i.e., one or two) are considered part time. The Financial Aid Office has a different definition of full time, which is two or more classes in a semester.

The MPC program is flexible in that it allows students to complete their required courses in a variety of sequences. Below are possible options for completing each track in the two year (full-time) and four year (part-time) periods. Students are not required to follow these exact sequences and should consult with their faculty advisor to ensure that all program requirements are met.

Clinical Mental Health Counseling:

- [Sample Two and a half Year Sequence](#)
- [Sample Four Year Sequence](#)

Addictions Counseling:

- [Sample Two and a half Year Sequence](#)
- [Sample Four Year Sequence](#)

Terms / Schedule / Calendar

Carlow University graduate programs follow a three semester calendar: fall, spring, and summer. Students register for multiple terms during the fall registration period and one term during the spring registration period.

During the fall registration period (around November 1), students should register for spring and summer courses.

During the spring registration period (around April 1), students should register for fall courses.

Professional Counseling Graduate Student Club

The Professional Counseling Graduate Student Club is a student-run organization that offers opportunities for graduate professional counseling students to build their leadership skills while creating and hosting professional development activities and community service projects throughout the academic year.

The club members are active members within the counseling profession and hold leadership roles on the Board and within divisions of the Pennsylvania Counseling Association (PCA). They attend and present at PCA Conferences, Chi Sigma Iota (CSI) State-wide Conferences, and Carlow University's Graduate Scholar's Day. As an organization, the club participates in the Annual [NAMI Walk](#) as a way to donate to a mental health-based cause.

The Professional Counseling Graduate Student Club is also a transitional group for the future [Chi Sigma Iota International Honor Society](#) chapter which will be established after the Professional Counseling program receives its CACREP accreditation. Club Membership information will be posted on the Professional Counseling Celtic group during the fall and spring semesters. *If you have questions regarding the club, please contact Dr. Fawn Robinson at ftrobinson@carlow.edu.*

Grading System

The following grading system applies to MPC graduate courses:

Grade	GPA Value	Definitions
A	4.0	Outstanding
A-	3.7	
B+	3.3	Good
B	3.0	
B-	2.7	Satisfactory
C+	2.3	Failing, Must repeat course
P/F	n/a	Pass/Fail grading is used in clinical courses. Students must receive an 81% or greater in these courses to pass.
IP	n/a	In Progress. Can only be given in clinical courses

I	n/a	Incomplete. Students have no more than 6 weeks to complete any outstanding work.
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A student receiving a grade of C+ or below in any course will be required to repeat the course. The student will only be permitted to repeat the course one time. See [Program Retention](#) and Carlow University's [Graduate Course Catalog](#) for more information.

Curriculum

Below are the academic requirements for all MPC programs. Course Descriptions can be found in the [Graduate Course Catalog](#) or through WebAdvisor.

Tiers

You will notice that the core curriculum is separated into three tiers. First Tier courses are those courses that must be completed BEFORE a student may start Pre-Practicum. No exceptions will be made to this rule, so plan accordingly. Second Tier courses are required, but may be taken concurrently with Pre-Practicum, Practicum, and Internship. Third Tier represents the field placement courses. Students are required to apply for candidacy after they complete Tier I coursework and while they are enrolled in PRC730 Pre-Practicum.

Core Courses

These courses are required of all students who attend the Masters of Professional Counseling Program at Carlow regardless of their concentration of study.

Concentration Specific

These courses vary depending on your selected concentration, but students may take choose not to complete a concentration and instead take a variety of these classes as electives (if they have room in their schedule).

Electives

The program offers a variety of electives. At least a few are offered every semester. The number and type of electives open to an individual student largely depends on their concentration. The concentration courses can be taken as electives, as can courses in related programs (e.g., Masters of Arts in Psychology, Masters of Arts in Student Affairs).

Accelerated Students

The accelerated program in Professional Counseling allows undergraduate students to take graduate counseling courses for both graduate and undergraduate credit.

Master's of Science in Professional Counseling Clinical Mental Health Curriculum (60 Credits)

These courses are required for all students completing the MPC program at Carlow University. The curriculum permits students to take three electives across concentrations. Additional electives are offered through Professional Counseling as well as through a partnership with other masters programs in the College of Arts & Sciences. Students that choose to use their electives instead of completing a concentration typically have diverse clinical interests.

First Tier Courses: 6 courses, 18 total credits

These courses may be taken without prerequisites and **MUST** be completed before Pre-Practicum PRC730 is started.

- _____ PRC701 Human Growth and Lifespan Development *
- _____ PRC702 Social and Cultural Foundations *
- _____ PRC705 The Helping Relationship
- _____ PRC708 Ethics and Professional Orientation *
- _____ PRC710 Counseling Theory *
- _____ PRC711 Diagnosis in Counseling

Second Tier Courses: 7 courses, 21 total credits

- _____ PRC712 Families & Larger Systems
- _____ PRC713 Group Counseling *
- _____ PRC721 Career & Lifestyle Counseling *
- _____ PRC733 Research Methods and Program Evaluation for Counselors *
- _____ PRC735 Psychological Assessment *
- _____ PRC736 Introduction to Trauma-Informed Counseling
- _____ PRC738 Introduction to Substance Abuse Counseling

Third Tier Courses: 4 courses, 12 total credits

- _____ PRC730 Pre-Practicum
- _____ PRC740 Counseling Practicum with Seminar (taken after PRC730)
- _____ PRC760 Internship I with Seminar (taken after PRC740)
- _____ PRC761 Internship II with Seminar (taken after or with PRC760)

Open Electives or Concentration: 3 courses, 9 total credits

*Content areas covered on the National Counselor Exam

Concentration Areas the Clinical Mental Health Program (9 Credits)

Students can choose to complete a concentration of study within their Masters of Professional Counseling. The concentration is a series of three courses that are focused on working with a specific population or presenting concern. These concentrations are offered through a partnership with Carlow University's Masters of Arts in Psychology program.

Child Specific Courses: 3 courses, 9 credits

- _____ PRC725 Interventions with Children
- _____ PRC749 Play Therapy
- _____ PYM750 Clinical Assessment of Children and Adolescents

Trauma-Informed Specific Courses: 3 courses, 9 total credits

- _____ PRC719 Crisis Intervention
- _____ PYM740 Trauma Assessment and Intervention
- _____ PYM741 Human Trafficking

Forensic Concentration: 3 courses, 9 total credits

- _____ PYM720 Foundations of Forensic Psychology
- _____ PYM721 Systems of Crime and Justice
- _____ PYM722 Psychology of Deviance

Masters of Science in Addictions Counseling -60 Credits-

This masters degree is for those students interested in working with adults and adolescents in the field of drug and alcohol addiction in both mental health and correctional settings.

First Tier Courses: 6 courses, 18 total credits

These courses may be taken without prerequisites and MUST be completed before Pre-Practicum PRC730 is started.

- _____ PRC701 Human Growth and Lifespan Development *
- _____ PRC702 Social and Cultural Foundations *
- _____ PRC705 The Helping Relationship
- _____ PRC708 Ethics and Professional Orientation *
- _____ PRC710 Counseling Theory *
- _____ PRC711 Diagnosis in Counseling

Second Tier Courses: 7 courses, 21 total credits

- _____ PRC712 Families & Larger Systems
- _____ PRC713 Group Counseling *
- _____ PRC721 Career & Lifestyle Counseling *
- _____ PRC733 Research Methods and Program Evaluation for Counselors *
- _____ PRC735 Psychological Assessment *
- _____ PRC736 Introduction to Trauma-Informed Counseling
- _____ PRC738 Introduction to Substance Abuse Counseling

Third Tier Courses: 4 courses, 12 total credits

- _____ PRC730 Pre-Practicum
- _____ PRC740 Counseling Practicum with Seminar (taken after PRC730)
- _____ PRC760 Internship I with Seminar (taken after PRC740)
- _____ PRC761 Internship II with Seminar (taken after or with PRC760)

Substance Abuse Specific Courses: 3 courses, 9 total credits

- _____ PRC739 Substance Abuse Counseling Theories & Interventions
- _____ PRC 741 The Biological Bases of Alcohol & Other Drug Addiction
- _____ PRC 743 Co-Occurring Disorders: Counseling Clients with Substance Abuse
& Psychiatric Disorders

*Content area covered in National Counselor Exam

Planning for Classes

Listed below is the *tentative schedule* for the core course requirements for all tracks in the MPC as well as the concentration-specific course offerings. Unique program electives are not included here, as they change from semester to semester. Courses below may be cancelled if enrollments are too low for a given semester.

Type	Spring 2020	Summer 2020	Fall 2020	Spring 2021
Core Courses				
PRC701 Human Growth and Lifespan Development	X	X	X	X
PRC702 Social and Cultural Foundations	X		X	X
PRC705 The Helping Relationship	X		X	X
PRC708 Ethics and Professional Orientation	X	X	X	X
PRC710 Counseling Theory	X	X	X	X
PRC711 Diagnosis in Counseling	X	X	X	X
PRC712 Families & Larger Systems	X		X	X
PRC713 Group Counseling	X	X	X	X
PRC721 Career & Lifestyle Counseling	X	X	X	X
PRC730 Pre-Practicum	X	X	X	X
PRC733 Research Methods and Program Evaluation	X	X	X	X
PRC735 Psychological Assessment	X		X	X
PRC 736 Introduction to Trauma-Informed Counseling	X		X	X
PRC738 Introduction to Substance Abuse Counseling	X	X	X	X
PRC740 Counseling Practicum with Seminar	X	X	X	X
PRC760/PRC 761 Internship I/II with Seminar	X	X	X	X
Drug and Alcohol				
PRC739 SA Counseling Theories & Interventions		X		
PRC 741 The Biological Bases of A&D Addiction			X	
PRC 743 Co-Occurring Disorders: SA & Psychiatric	X			X
Child & Family Concentration				
PRC749 Introduction to Play Therapy	X			X
PRC725 Interventions with Children			X	
*PYM750 Clinical Assessment of Children and Adolescents		X		
Trauma-Informed Concentration				
PRC 719 Crisis Intervention		X		
*PYM740 Trauma Assessment and Intervention	X			X
*PYM741 Human Trafficking			X	
Forensic Concentration				
*PYM720 Foundations of Forensic Psychology			X	
*PYM721 Systems of Crime and Justice	X			X
*PYM722 Psychology of Deviance		X		

***Note.** These courses are planned through the Masters of Arts in Psychology. Check WebAdvisor registration for additional information and consult with your adviser.

Completion of the Program

Student may complete any of the tracks in 2-4 years, but all students must complete their degree within seven 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 any personal remediation plan(s)
5. Compliance with all other Carlow University policies for graduation

Professional Standards

The MPC program adheres to the following set of practices, ethics, and behaviors to represent the best interests of students, the program, and the community.

Ethics

All faculty and students are required to abide by the ethical codes of the American Counseling Association (ACA). Failure to abide by these ethical codes may result in a verbal warning, a professional development plan (see below), or even dismissal from the Program.

Non-Discrimination

The 2014 *American Counseling Association Ethics Code* states: (C.5. Nondiscrimination) *Counselors do not condone or engage in discrimination against prospective or current clients, students, employees, supervisees, or research participants based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law.* Within the Carlow University Professional Counseling program, it is expected that students become aware of their biases toward others to prevent possible client harm in the future. Discrimination toward clients, other students, or faculty whether it is based on attitudes pertaining to race, ethnicity, socioeconomic status, gender identity, sexual orientation, or religious affiliation will not be tolerated.

Self-Disclosure

It is not uncommon for those within the counseling profession and for those learning the profession to disclose information in class or to their colleagues that may be viewed as confidential or privileged information. Faculty and students must be mindful and respectful of information that may be judged as confidential or privileged. Disclosure of such information outside of the context in which it is disclosed is normally considered a violation of professional ethics. Faculty will only disclose such information to protect the student, the public or to uphold professional and ethical standards

Instructor CCS-R: Professional Dispositions Assessment

The Professional Dispositions Assessment provides students with direct feedback regarding their demonstrated counseling dispositions and behaviors in all Tier I courses. This form has been adapted from the Counselor Competencies Scale—Revised (CCS-R; Lambie, Mullen, Swank, & Blount, 2015). The aim of the dispositional assessment is to provide students with direct feedback regarding the counseling dispositions and behaviors demonstrated in Tier I courses. It offers the opportunity to learn about any practical areas for improvement as a way for the counseling department to support student development as effective and ethical professional counselors. This feedback is designed to facilitate a dialogue between the faculty advisor and student as a way to identify practical areas for improvement. The ultimate goal is to support student development as effective and ethical professional counselors.

The professional dispositions ratings scale measures the demonstration of:

- ethics;
- professional behavior;
- professional and personal boundaries;
- knowledge and adherence to program and course policies;
- multicultural competence;
- emotional stability and self-control;
- motivation to learn and grow/initiative;
- openness to feedback;
- flexibility and adaptability; and
- congruence and genuineness in the classroom setting.

The results are shared with advisers who will make contact with students to discuss areas of concern. If a student's advisor contacts them for a meeting about the ratings and the student does not attend, they may be dismissed from the program.

Counseling Degree Candidacy

Counseling Degree Candidacy is an important milestone in a student's progress through the counseling program. It represents a fulfillment of programmatic and professional practice standards, which symbolizes a preparedness to begin clinical fieldwork (i.e., PRC 740-Practicum, PRC 760-Internship I, and PRC 761-Internship II). To be eligible to apply for Degree Candidacy, a student must have the following:

- Completed at least 18 credits within the Professional Counseling Program
- A minimum cumulative grade point average (QPA) of 3.0 (not rounded)
- Not currently on Academic Probation or Academic Warning
- Not currently on a Remediation Plan or Professional Development Plan
- Successfully passed (B- grade or better) in Tier I courses

The degree candidacy process reviews students' academic record, professional dispositions, professional development, and writing skills in addition to the student's assessment of their counselor identity, professional dispositional data, and professional growth and readiness.

Degree Candidacy applications are reviewed by core faculty one-time each semester and students must submit their application packets by the deadline dates indicated by the program. In order to enroll into PRC 740-Practicum, students must apply for and successfully complete and pass degree candidacy.

For further details regarding Degree Candidacy, review the requirements located the [Professional Counseling Celtic group](#) > Resources > Program.

Planning for Practicum & Internship

“ Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.(CACREP, 2020)”

Clinical Fieldwork

The Clinical Fieldwork requirement is a three-course sequence (PRC 740, PRC 760, PRC 761) which is completed over the last three semesters of the program. The clinical fieldwork experience is designed to (a) meet licensure/certification educational requirements for the Commonwealth of Pennsylvania, (b) reflect the national standard of practice within counselor education, and (c) ensure that there is sufficient time to reflect on counseling skill development. During clinical fieldwork experiences, the student will learn and experience a wide array of duties and responsibilities of a professional counselor, under supervision of a Site Supervisor who is employed at the site placement. These experiences will be developmental in nature, as the student will grow their clinical skills, competencies, and knowledge as they progress through the Practicum and Internship courses. Over the course of the clinical fieldwork experience, students accrue a total of 700+ clinical hours:

- PRC 740 - Practicum - minimum of 100 clinical hours
- PRC 760 - Internship I - minimum of 300 clinical hours
- PRC 761 – Internship II - minimum of 300 clinical hours

For further details regarding Clinical Fieldwork, review the Clinical Fieldwork Handbook located the [Professional Counseling Celtic group](#) > Resources > Clinical Fieldwork.

Tevera

Tevera is a web-based program utilized by the department to help students track their hours, communicate with their supervisors, and complete electronic health record documents. Students are charged a onetime fee for access to this program, which will be available to them throughout their program and after graduation.

Student Professional Development Policy

Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical

competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program. (ACA, 2014, p.15)

Purpose of Policy

The faculty of the Masters of Professional Counseling graduate training program at Carlow University has the responsibility to assess the progress of each student in the program. The primary purpose of this assessment is to facilitate the academic, professional, and personal growth of each student, as well as provide feedback to students in a timely manner.

This document is not intended to address issues of student impairment that fall under the purview of the Americans with Disabilities Act (ADA). Students will be directed to the Disabilities Services Office for cases in which an ADA impairment is suspected or identified for documentation and appropriate accommodations.

Responsibilities of Students and the Program

The master's training offered by the Professional Counseling program at Carlow University provides academic and practical experiences that foster the development of 'well-rounded' professional counselors. As a part of this training, there are several expectations and responsibilities all students are required to uphold regarding their academic/professional performance. Likewise, there are responsibilities that the program assumes in assisting the student to attain an acceptable level of academic/professional competence. These expectations and responsibilities are identified below:

1. *Student expectations and responsibilities:* The expectations of students are divided into three major areas: (a) knowledge of and conformity to relevant academic/professional standards, (b) acquisition of appropriate academic/professional skills, and (c) appropriate management of personal concerns and issues as they relate to academic/professional functioning, otherwise known as dispositions.
2. *Training program responsibilities:* The faculty of the professional counseling program are committed to providing a learning experience that will assist students in meeting their goals of becoming professional counselors. This includes (a) providing educational experiences that will help prepare students for work as a professional counselor, (b) providing students with information regarding academic/professional standards, and (c) supplying students information about relevant legal regulations that govern the practice of counseling.

The information below outlines the procedures used by the Masters of Professional Counseling graduate training program to (a) evaluate student performance, (b) respond to problematic or inadequate student performance, and (c) ensure that due process is accorded all parties during the evaluative and review processes.

Definition of Academic/ Professional Problematic Behavior

For the purposes of this graduate training program, problematic student behavior is broadly defined as an interference in academic and/or professional functioning in one or more of the following ways:

1. An inability and/or unwillingness to acquire and integrate academic/professional standards into one's range of academic/professional behavior.
2. An inability and/or unwillingness to acquire and integrate academic/professional skills to reach an acceptable level of competence.
3. An inability and/or unwillingness to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with academic/professional functioning.

While it is professional judgement as to when a student's behavior rises to the level of potential remediation rather than just being problematic (i.e., behaviors, attitudes, or characteristics which, while of concern and requiring remediation, are not perceived to be unexpected or excessive for professionals-in-training), problems typically require remediation when they include one or more of the following characteristics:

1. The student does not acknowledge, understand, or address the problem when it is identified.
2. The problem is not merely a reflection of a skill deficit that can be resolved by academic or didactic training.
3. The quality of services delivered by the student is negatively affected.
4. The problem is not restricted to one area of academic/professional functioning.
5. A disproportionate amount of attention by faculty/training personnel is required to address the student's problems.
6. The student's behavior does not change as a function of feedback, remedial efforts, and/or time.
7. The problematic behavior has ethical and/or legal ramifications.
8. The student's behavior, when representing the department, negatively affects the public view of the department.

Due Process: General Guidelines

Due process ensures that decisions made about a student's progress in the program are not arbitrary or personally biased and requires that programs identify specific evaluative procedures that are applied to all students. This process provides appropriate appeal procedures to students so that the student may challenge the program's action.

General due process guidelines include:

- a. Presenting students with a written description of the program's expectations related to academic/professional functioning;
- b. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at prescribed intervals and are constituted by course

grades, ratings on the Instructor CCS-R during Tier 1 coursework, and individual evaluations from practicum and internship site supervisors (CCS-R);

- c. Articulating the various procedures and actions involved in making decisions regarding problematic behaviors;
- d. Communicating early and often with students about any suspected difficulties;
- e. Instituting a professional development plan for identified insufficiencies, including a time frame expected to meet goals and the consequences for not rectifying the inadequacies within that time;
- f. Providing a written procedure to the student that describes how the student may appeal the programs action;
- g. Ensuring that students have sufficient time to respond to any action taken by the program;
- h. Using input from multiple professional sources when making decisions or recommendations regarding the student's performance; and
- i. Documenting, in writing, to all relevant parties involved, the action taken by the program and its rationale for such action.

Initial Procedures

The review process may be initiated by any faculty member, including course instructor, practicum/internship supervisor, or any member who evaluates a student's performance as inadequate for a counselor-in-training in any area of academic/professional competency and or personal functioning.

If a student's problematic behavior is not resolved with informal classroom interventions or through work with their adviser, it will be communicated to the CC and the below processes will be initiated. Depending on the severity of the concern, the informal intervention or work with adviser may be bypassed in order to more formally address the issue.

1. The CC will meet to discuss the concerns presented and determine what action(s) need to be taken to address the issues reflected by the rating or problematic behavior.
2. The student will be notified in writing that such a review is occurring and the CC will receive any information or statement from the student related to his or her response to the rating or report from faculty. The student may attend this meeting to offer a response in person.
3. In discussing the rating or problematic behavior the CC may adopt one or more of the following resolutions:
 - a. Take no further action.
 - b. Issue a 'professional development acknowledgement notice' to the student, which formally indicates (a) the committee is aware of and concerned with the identified issue, (b) the rating has been brought to the attention of the student; and (c) the CC will work with the student to resolve the problem or skill deficit(s) identified.
 - c. The student and committee will create a professional development plan, which defines a relationship wherein the CC actively monitors the student for a specific length of time as well as the degree to which the student will address, change, and/or otherwise improve the identified concern. The professional development plan is a written statement to the student and includes:
 - i. The behaviors associated with the identified problem.

- ii. The specific recommendations for rectifying the problem.
- iii. The time-frame for the probationary period during which the problem is expected to be improved.
- iv. The procedures designed ascertain whether the problem has been appropriately rectified and consequences for compliance/non-compliance.
- d. Recommend termination from the program
- 4. The Masters of Professional Counseling Program Chair (or Clinical Coordinator in issues related to clinical placement) may then meet with the student to review any specified conditions. In cases where no action is taken, students will be notified by email or phone.

Follow up on the professional development plan helps to ensure that students are making progress towards their goals. If the CC determines that there has not been sufficient improvement under the conditions stipulated, the CC will communicate this to the student in writing. The CC may then recommend one of the following:

1. Continuation of the remediation plan for a specified amount of time.
2. Suspension whereby the student is not allowed to continue to engage in certain designated academic/professional activities until there is evidence that the specified behavior(s) has improved.
3. Termination from the program.

Problematic Behavior or Dispositional Violations and Remediation Levels

Level III-- Substantial violation

A substantial violation of counseling dispositions and behaviors constitute one or more actions exhibited by the counselor trainee that demonstrates potentially harmful professional disposition(s) and behavior(s). Examples of substantial violations include, but are not limited to:

- Engaging in illegal behavior
- Violations of ethical standards regarding the counselor-client relationship
- Substance abuse/misuse
- Engaging in behaviors that physically harm others
- Two or more Level II violations

Remediation: Level III violations go directly to an assigned Care Committee (CC), which will comprise the student's adviser and program chair. The CC evaluate whether the violation is significant enough to warrant dismissal from the program or can be remediated. If remediation is warranted, the CC will create and implement a formal Professional Development Plan (PDP) to assist the student in remediating areas of concern. Faculty will document meetings and the resultant PDP, which will be included in the student's file.

Level II--Impermissible behavior or behavioral pattern

An impermissible behavior or behavioral pattern is a violation of counseling dispositions and behaviors is one or more actions exhibited by the counselor trainee that are more than a minimal violation but less harmful than a substantial violation regarding professional

disposition(s) and behavior(s). Examples of substantial violations include, but are not limited to:

- Limited emotional stability
- Inappropriate within some professional interactions
- Demonstrates a limited ability to be genuine & accepting of self & others (incongruent)
- Two or more Level 1 violations
- If the student does not respond to requests for meetings about a Level I violation

Remediation: Level II violations is required to be addressed by an assigned CC. The CC is formed in order to address the issue with the student. The CC is comprised of two or more faculty involved with the student. This includes the adviser and may also involve the clinical coordinator or program chair depending upon the situation. The CC will create and implement a formal PDP to assist the student in remediating areas of concern. Faculty will document meetings and the resultant PDP, which will be included in the student's file.

Level I-- Minor Violation

A minor violation of counseling dispositions and behaviors is one or more actions exhibited by the counselor trainee that are incidental in nature, but if left unaddressed may lead to more severe dispositional concerns. Examples of minor violations include, but are not limited to:

- Inconsistent adherence to site/course policies
- Inconsistent engagement in promoting his or her professional and personal growth
- Demonstrates openness to supervisory &/or instructor feedback; however, does not implement suggested changes
- Demonstrates inconsistent ability to be genuine & accepting of self & others

Remediation: Faculty remediate Level I violations in informal ways by meeting with students, addressing concerns, and co-creating plans to enhance performance. Depending on the severity of the concern, the faculty member may or may not implement a formal PDP. Faculty document the meeting and subsequent PDP, if applicable, which is included in the student's file.

Remediation Considerations

It is important to have meaningful ways to address problematic behavior or dispositions once it has been identified. The CC may employ several courses of action designed to remediate problematic behaviors.

These actions may include and are not limited to:

1. Increasing academic/professional supervision, either with faculty or doctoral student supervisors;
2. Changing the format, emphasis, and/or focus of academic/professional supervision;
3. Recommending personal counseling in a way all parties involved have clarified the way therapy contacts will be used in the student evaluation process;
4. Reducing the student's clinical or other workload and/or requiring specific academic course work or activities; and/or

5. Recommending, when appropriate, a leave of absence.

When a combination of the interventions mentioned in this policy do not, after a reasonable time (predetermined by the student and CC), resolve the problematic behavior(s) or when the student seems unable or unwilling to adjust his or her behavior, the training program may need to take more formal action such as:

1. Giving the student limited endorsement, including the specification of those settings in which he or she could function adequately;
2. Recommending and assisting in facilitating a career shift for the student; and/or
3. Terminating the student from the program.

All of the steps outlined in this policy must be appropriately documented and implemented in ways that are consistent with due process procedures.

Initiation of Grievance Procedures

When the student does not agree with the actions taken by the CC, they can choose to initiate a grievance process. If the student believes the grievance involves illegal discrimination based upon faculty or staff, they should follow University grievance guidelines (see Graduate Catalogue).

1. If a student grieves the action taken by the committee, the student must inform the Department Chair (or Clinical Coordinator in issues related to clinical placement) in writing within five business days of the committee's decision. If the Chair or Coordinator are not able to resolve the grievance the student needs to notify the Chair of this in writing within five business days.
2. If the grievance continues, it will be transferred to the Chairs Council in the Department of Psychology and Counseling. The Council is comprised of chairs from within the Department of Psychology and Counseling (i.e., Undergraduate Psychology, Masters of Psychology, Masters of Student Affairs, Doctorate of Psychology, and Professional Counseling). If the Council is unable to resolve the grievance, the student needs to notify the program chair of this in writing within five business days.
3. If the grievance continues, it will be transferred to the Dean of the College of Leadership and Social Change. The Dean's decision will be final for the grievance process of professional development plans, at which time the program defers to University processes for academic grievances.

Program Retention

The counseling program requires all students to maintain good academic standing throughout the program. In order to stay in good standing and continue in the program, students need to:

1. Maintain a minimum of 3.0 average in all coursework.
2. Earn a B- or better in all courses. Those who earn a grade of C+ or lower in their coursework may repeat that class only one time before being dismissed from the program, in accordance with the graduate catalog.

3. Students who earn a C+ or lower in two semesters, either consecutive or non-consecutive, will be dismissed from the program.

Leave of Absence

If a student wants to take a Leave of Absence from the program, the student must schedule a meeting and meet with their advisor prior to completing official paperwork. Once a student has met with their advisor, the student must contact the Registrar's Office and Financial Office regarding their decision to take a leave of absence. The Registrar's Office will handle withdrawing/dropping courses and the leave of absence paperwork. The Financial Aid Office will handle the paperwork for student aid implications. Once the official paperwork is completed, the student will receive notification from the Registrar's Office. Depending on when the leave of absence occurs, the student may be required to fulfill financial obligations to the University.

Returning after a Leave of Absence

If a student has been on leave for one semester, the student must meet with their advisor to discuss their program plan and classes for the returning semester prior to registering for classes. *

If a student has been on leave for two or three semesters, the student will need to complete the following:

- Contact and meet with their advisor to discuss their return to the program, program plan, and classes for the returning semester prior to registering for classes.*
- Prepare and submit a short 2-page single, spaced essay that addresses the original need for the leave and the gains made over the time away. The student must submit the essay to their advisor during the advisor meeting. The essay will be reviewed by program core faculty prior to the student returning to the program.

“Students who do not return from a leave of absence or who are not registered for four consecutive semesters will be unofficially withdrawn from the university. Students who are unofficially withdrawn are still responsible for outstanding tuition balances.” (Graduate Course Catalog p. 37)

Returning students must contact their advisors by the following dates:

Semester you plan to return:	Contact your Advisor by:
Fall	May 1 st
Spring	November 1 st
Summer	March 1 st

Note. If a student who wishes to return to the program and immediately enroll in Tier III courses (i.e., PRC730, PRC740, PRC760, or PRC761), they will have to complete the following in addition to the above requirements:

- Submit a 20-minute video recorded role play. The role play will take place on campus with a standard patient playing the role of the client. The video will be reviewed by the core faculty for approval to enroll into a Tier III course after a leave of absence. Further details will be discussed during the meeting with your advisor.

Professional Counseling Program Essential Standards

The essential standards are the minimum expectations of those students entering the Professional Counseling Program at Carlow University. For more information about feedback provided to students throughout the masters program, please see the Student Professional Development Policy.

1. Professional Disposition:

a. Social:

- Behaves and expresses oneself, both in writing and verbally, in a professional manner with faculty, staff, supervisors, and fellow students.
- Maintains professional behavior and demeanor when faced with challenging situations.
- Collaborates effectively with others in dyads and groups.
- Respects and appreciates the contributions of others.
- Demonstrates compassion, integrity, motivation, and concern for others.
- Responds non-defensively to supervisory and/or faculty feedback and alters behavior in accordance.
- Maintains appropriate boundaries with faculty, staff, supervisors, and fellow students

b. Emotional:

- Behaves professionally in class and clinical settings by evidencing emotional regulation (i.e., is able to control the expression of emotional response).
- Demonstrates consistent self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in interpersonal and classroom interactions.
- Accepts responsibility for actions/behaviors in both clinical and academic settings and willingly participates in professional development when necessary.

2. Cognitive:

- Elicits, interprets, and effectively applies verbal and nonverbal communications, including facial expressions and body language, from clients, families, faculty, and classmates in clinical and academic settings.
- Communicates effectively, both verbally and in writing, using effective communication skills that include accuracy, clarity, and proficiency in the English language.
- Demonstrates cognitive learning including the ability to think logically, assess, problem solve, apply reasoning skills, and reach judgments in relation to new procedures through clinical application.
- Reads and cognitively comprehends graduate level written course materials, clinical documents, and policies and procedures of healthcare institutions.

- e. Demonstrates an openness, acceptance, and respect of culture and diverse world views (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class).
 - f. Demonstrates awareness of and is responsive to ways in which culture impacts personal perspective, development, and interpersonal interactions.
 - g. Demonstrates ability to effectively adapt to changing circumstances, unexpected events, and new situations.
3. Physical:
- a. Maintains orientation to person, place, and time; alertness; and consciousness for several one hour intervals in a sequential 8-10-hour period.
 - b. Demonstrates an understanding and appreciation for all University, Counseling Program, and course policies and procedures.
 - c. Presents to all classes, program meetings, and clinical placement obligations on time and stays for the duration of the required time.
 - d. Is not currently under the addicting influence of alcohol, a narcotic, or other habit-forming drug.
 - e. Is free of all intoxicating substances while in class and on clinical placement.
 - f. If physical or emotional wellbeing is compromised to the point where inpatient, partial, or intensive outpatient services are required, the student must provide a release from their licensed treatment provider to engage in any clinical activity.
4. Legal:
- a. Some sites require that interns (a) pass state and federal background checks; (b) have no felony conviction.

“Effective counselors are well-integrated individuals committed to their own continued growth. They tend to be open to new experiences, aware of their own motivations, values, vulnerabilities, and unmet needs. They know when to seek counseling or therapeutic help themselves to maintain growth and meaning in life” (Nugent & Jones, 2008, p.80).

Students with a limitation related to the above criteria, may request accommodations from the Disabilities Services Office (DSO) each semester as referenced in the University Catalogue. No accommodations will be made retroactively. Accommodations will be decided based on provided documentation and the essential standards delineated here. Consultation between the Dean of the College of Arts & Sciences and the Professional Counseling Program Chair may be necessary, but documentation will remain confidential. Each case will be decided on an individual basis.

In situations wherein the student is unable to (a) meet these essential standards after admission to the program, and/or (b) evidence the dispositions outlined in the Professional Dispositions Assessment (PDA), the student will be put on a Professional Development Plan (PDP). More information about the PDP and the PDA can be located in the Professional Counseling Advising Guide.

Licensure and Certifications

Licensure is a professional credential awarded through the Pennsylvania State Board of Social Workers, Marriage and Family Therapists and Professional Counselors (see website link at end of this document). Professional licensing protects the health, safety and welfare of the public from

fraudulent and unethical practitioners. Insurance companies generally require that practitioners be licensed in order to collect third party payments. For most community and private practitioners, licensure is a vital credential.

Certification may refer to:

- Certification as a National Certified Counselor (NCC)
- Certification as an Elementary or Secondary School Counselor
- Certification as a Certified Advanced Alcohol and Drug Counselor (CAADC)

The NCC is a voluntary certification that some professional counselors obtain to validate their status as professional counselors. It is offered through the National Board for Certified Counselors (NBCC). It gets a little confusing for students because the exam offered by the NBCC is the same exam that most applicants will take for licensure. This is because the licensing board recognizes the NBCC National Certification Exam (NCE) for licensure. Think of it as a “twofer” meaning that you can earn certification as an NCC and also satisfy the exam portion of the requirements for licensure (see below for reasons why you may not want to take the NCE). Certification as an Elementary or Secondary School Counselor is issued by the Pennsylvania Department of Education and is required to work as a school counselor within the public schools in Pennsylvania and other states. Certification as an Addictions Counselor (CAADC) is often pursued by those seeking careers in addictions treatment.

Licensing Requirements

The purpose of this section is to provide an overview of this important topic. The complete set of rules and regulations governing the licensure of LPCs can be found at the licensing board website (see link at end of this document). Once at the website, click on “licensure information,” then click on “rules and regulations,” then click on “Chapter 49.” All applicants for licensure should become familiar with the Chapter 49 rules and regulations.

Licensure in Pennsylvania requires the following:

1. At minimum, a 60 credit master’s degree in Professional Counseling or a closely related field that includes at least one course in each of the following areas:

Required for LPC license in PA	Corresponding Carlow Classes
Human Growth and Development	PRC701 Human Growth & Lifespan Development
Social and Cultural Foundations	PRC702 Social & Cultural Foundations
Helping Relationships	PRC705 The Helping Relationship, AND PRC710 Counseling Theory
Group Work	PRC713 Group Counseling
Career and Lifestyle Development	PRC721 Career and Lifestyle Counseling
Appraisal	PRC735 Psychological Assessment
Research and Program Evaluation	PRC733 Research Methods and Program Evaluation
Professional Orientation	PRC708 Ethics and Professional Orientation
Clinical Instruction: 100 clock hours of supervised practicum AND 600 clock hours of supervised internship experience	PRC740 Practicum with Seminar, PRC760 Internship I with Seminar, AND PRC761 Internship II with Seminar

2. Successfully pass a test recognized by the licensing board:
 - Most students will take the National Counselor Exam (NCE) offered by the National Board of Certified Counselors (see a following section for more details about the NCE).
 - The CAADC exam is also recognized by the licensing board for licensure
3. Complete a minimum of 3000 hours of supervised experience as follows:
 - Must be completed in no less than two years (it can be done part time – see licensing regulations for more specific details on part time option)
 - At least one half of the supervised experience must be provided by an LPC that meets the licensing board's standards and has at least five years of experience. The other half of the supervised experience can come from another licensed behavioral health professional (psychologist, marriage & family therapist, social worker) who has at least five years of experience. Of course, all of the supervised experience can come from an LPC.
 - The supervision must consist of at least two hours of supervision per 40 hours of work. At least one of those two hours must be individual supervision (the other is often group/team supervision).
4. Complete a minimum of 60 graduate credits in Professional Counseling or a closely related field prior to the application for licensure.

Please take the time to review the licensing law and address questions to the licensing board. The board is very good about responding to email inquiries, and in that fashion, you can keep a written record of your correspondence.

Ineligibility for Licensure as a Professional Counselor

Counselors are ineligible for licensure if they have been convicted of a felony unless 10 years have elapsed since the conviction and the applicant has demonstrated significant rehabilitation to the licensing board. Please see Chapter 49, § 49.12 of the licensing regulations for more details.

Licensure in Other States

Currently, there is no formal reciprocity procedure among the states, and each state has its own licensing requirements. This means that if you plan to move to another state, it is in your best interest to become knowledgeable of that state's licensing requirements. Links to each state's licensing board can be found at the NBCC website (look for the licensure link).

Certified Advanced Alcohol and Drug Counselor (formerly known as the CAC Diplomat)

CAADC is the master's level CADC credential. This classification is viewed as the title for the addiction counselor primarily involved in providing direct alcohol and other drug abuse treatment services. This is an international credential that is recognized throughout the world via reciprocity. The State Board of Social Workers, Marriage & Family Therapists and Professional Counselors recognizes this credential, including the master's level written examination, as acceptable towards becoming a Licensed Professional Counselor (LPC), (taken from <http://www.pacertboard.org/>).

Pennsylvania Behavior Specialist Licensure

Students that are interested in working primarily with children, and who are in the Child & Family or School Counseling Tracks, may want to take coursework that corresponds with the PA Behavior Specialist License offered by the Pennsylvania State Board of Medicine. Full details on these licensure requirements can be found at:

<http://www.pacode.com/secure/data/049/chapter18/subchap1toc.html>

Current curricular requirements for this license parallel nicely with the Child & Family concentration, but students will want to take some of the additional electives specified below to ensure subject matter coverage.

PA Behavior Specialist Licensure Content Requirement	Carlow MPC Child & Family Concentration Course Equivalence
Professional Ethics (3 hours)	PRC708 Ethics and Professional Orientation
Autism-Specific (18 hours)	PRC749 Introduction to Play Therapy PYM750 Clinical Assessment of Children and Adolescents
Assessments (16 hours)	PRC735 Psychological Assessment PYM750 Clinical Assessment of Children and Adolescents
Crisis Intervention (8 hours)	PRC725 Interventions with Children
Family Collaboration (5 hours)	PRC712 Families & Larger Systems
Instructional Strategies & Best Practices (16 hours)	PRC713 Group Counseling PRC725 Interventions with Children PRC749 Introduction to Play Therapy
Co-morbidity & Medications (8 hours)	PYM750 Clinical Assessment of Children and Adolescents
Addressing Specific Skill Deficit (16 hours)	PRC713 Group Counseling PRC725 Interventions with Children PRC749 Introduction to Play Therapy

When to Take the National Counselor Exam

The National Board for Certified Counselors (NBCC) offers the National Counselor Exam (NCE). The NCE is the exam that most students will take for their licensing exam (LPC) in Pennsylvania. Note that the NBCC is not the licensing body. The licensing board (State Board of Social Workers, Marriage and Family Therapists and Professional Counselors) has chosen the NCE as a test that applicants can take in order to qualify for licensure.

Students are eligible to take the exam just prior to their graduation or within one year of graduation. If you do not take the exam during that “window of opportunity” you must wait to take the exam until you have completed a minimum of 3000 hours of supervised experience (see www.nbcc.org for details).

Carlow will notify students about the application process for the NCE via email and/or the Celtic Online MPC Group. These notifications will occur in April (for exam in October) and October (for

exam in April). These applications must be submitted well before the testing dates. If you have questions about the application process contact your advisor or the Program Chair.

General Policies

APA Citation Style

Students in the graduate counseling program are expected to know and use the APA citation style for all assignments, unless otherwise noted. Each student should purchase an APA manual (listed as a “required” text for most of our courses) and work through the APA tutorials provided in the orientation letter prior to beginning classes in this program.

Opportunities for Research

Students have several ways to engage in supervised research. If you are looking to do it for credit, you might consider taking *Advanced Research Seminar* (PYM706), which runs each fall. The course is structured as a seminar in which students discuss their various projects while receiving instruction on research design, research ethics, and data analysis. Students in the course can choose to work on an independent project of their own, supervised research with a faculty member, or collaborative research with the course instructor and peers.

Another way to engage in research is to approach a faculty member about her/his research and ask if there are ways that the student can support that research. In this scenario, there are no credits awarded, but the experience should be summarized on the student’s resume. If the student plays an important role in the research, the student is listed as a co-author.

Applying for Graduation

The semester before the student graduates, the student should confirm with the advisor her/his plans to graduate. A final and thorough review of the student’s records should be completed in order to ensure that no course or credit requirements have been overlooked.

The student applies for graduation by submitting a request to the Registrar’s office for an official Program Evaluation. The advisor and MPC Program Director review the document and confirm for the student and Registrar that the student has met (or will meet) the requirements for graduation on the date specified for graduation. Questions about graduation (i.e., the schedule of events, access to tickets, obtaining caps and gowns, etc.) should be directed to Student Affairs (this Department has no control over these activities).

Endorsement of Students

Every student in the program develops unique relationships with both full time and adjunct faculty. The program encourages students to seek out the appropriate individuals for letters or documents related to endorsement for licensure, certification, employment, or even clinical placement (e.g.,

Practicum, Internship). Program faculty and staff will only provide endorsement for areas that students have received training.

Final Comments

We encourage you to refer back to this handbook as you make your way through the program. Remember that your academic advisor is designated to help through the process of obtaining your degree. It is important that you contact them throughout your coursework with the various questions and concerns you may have. Congratulations on this important first step to becoming a professional counselor.

Relevant Websites and Professional Associations

- [The American Counseling Association \(ACA\)](#) is the parent organization for all state organizations (i.e., PCA). It provides a national presence and advocates at the national level for counselor interests. Professional liability insurance is offered at very reasonable rates.
- [The Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#) is the gold standard in the counseling profession for the accreditation of educational programs. The MPC program is currently seeking accreditation through CACREP.
- [The Pennsylvania Counseling Association \(PCA\)](#) represents the professional interests of counselors. It helped spearhead the licensing movement, holds conferences each year to promote professional development, and is qualified to issue continuing education credits for LPCs.
- [The State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors](#) comprises members from all three disciplines who are appointed by the governor and approved by the Pennsylvania Senate. The board's primary function is to protect the public interest. It is responsible for all of the policies and procedures developed to enact the Social Workers, Marriage and Family Therapists, and Professional Counselors Act 136. The board's Web site contains all of the information needed to pursue licensure as a LPC. The board is also responsible for disciplinary action against LSWs, LMFTs and LPCs.
- [National Board for Certified Counselors \(NBCC\)](#) is the national organization that oversees voluntary certifications for counselors and offers the National Counselor Exam (NCE) that Pennsylvania (and most other states) use for licensure.
- [The Pennsylvania Certification Board](#) is a private, non-profit corporation which offers voluntary **state-level credentialing to the substance abuse** and other behavioral health professional. The Board, comprised of certified professionals throughout the state, implements standards and testing for certification of addiction counselors, prevention specialists, clinical supervisors, case managers, criminal justice addictions professionals, co-occurring disorders professionals, and auxiliary professionals.
- [Child Abuse and PA State Police Clearance Forms](#) (Act 33/34 clearances). Also note that many organizations now require an FBI clearance. Information and online clearance applications can be found at the following website.

Department Faculty & Staff

<i>Admissions</i>	<i>E-mail</i>	<i>Phone</i>
• Stephanie Demalon	sademalon@carlow.edu	412-578-6687
<i>Administrative Support</i>	<i>E-mail</i>	<i>Phone</i>
• Angelica Bondy	abondy@carlow.edu	412-578-6366
<i>MPC Core Faculty</i>	<i>E-mail</i>	<i>Phone</i>
• Courtney Alvarez, Ph.D., LPC	cmalvarez@carlow.edu	412-578-6230
• Melanie Kautzman-East, Ph.D., LPC <i>Department Chair</i>	makautzman-east@carlow.edu	412-578-5568
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• Travis Schermer, Ph.D., LPC	twschermer@carlow.edu	412-578-6650
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• Frances Kelley, Ph.D.	fakelley@carlow.edu	412-578-6315
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Adjunct Faculty

- Kurt Emmerling
- Mike Langan
- Michelle Colarusso
- Quiana Golphin
- Richard Takacs
- Kathy Werries

Professional Counseling Program Advisement Curriculum Guide Sheet Clinical Mental Health Counseling (2.5 years)

Student Name _____ Student ID# _____

Tier	FIRST SEMESTER	Done	Credits		Tier	SECOND SEMESTER	Done	Credits
I	PRC701 Human Growth and Lifespan Development		3		I	PRC708 Ethics and Professional Orientation		3
I	PRC702 Social and Cultural Foundations		3		I	PRC710 Counseling Theory		3
I	PRC705 The Helping Relationship		3		I	PRC711 Diagnosis in Counseling		3
	GPA Total	9				GPA Total	9	
THIRD SEMESTER					FOURTH SEMESTER			
II	PRC712 Families and Larger Systems		3		II	PRC733 Research and Program Evaluation		3
II	PRC713 Group Counseling		3		II	PRC735 Psychological Assessment		3
II	PRC 721 Career and Lifestyle Counseling		3		III	PRC730 Pre-Practicum		3
	GPA Total	9				GPA Total	9	
FIFTH SEMESTER					SIXTH SEMESTER			
II	PRC 740 Counseling Practicum with Seminar (100 hours, 40% in direct contact)		3		III	PRC760 Internship I with Seminar (300 hours, 40% in direct contact)		3
II	PRC738 Introduction to Substance Abuse Counseling		3		E	Elective II		3
E	Elective I		3		II	PRC736 Introduction to Trauma-Informed Counseling		3
	GPA Total	9				GPA Total	9	
SEVENTH SEMESTER								
II	PRC761 Internship II with Seminar (300 hours, 40% in direct contact)		3					
E	Elective III		3					
	GPA Total	6						

Total Credits 60

- “E” signifies electives, which are chosen by the student in consultation with adviser.
- Tier I courses must be completed prior to started Tier III courses.
- PRC730 must be completed prior to PRC740, which must be completed prior to PRC760 and PRC761.

Professional Counseling Program Advisement Curriculum Guide Sheet Addictions Counseling (2.5 years)

Student Name _____

Student ID# _____

Tier	FIRST SEMESTER	Done	Credits		Tier	SECOND SEMESTER	Done	Credits
I	PRC701 Human Growth and Lifespan Development		3		I	PRC708 Ethics and Professional Orientation		3
I	PRC702 Social and Cultural Foundations		3		I	PRC710 Counseling Theory		3
I	PRC705 The Helping Relationship		3		I	PRC711 Diagnosis in Counseling		3
	GPA Total		9			GPA Total		9
	THIRD SEMESTER					FOURTH SEMESTER		
II	PRC712 Families and Larger Systems		3		II	PRC733 Research and Program Evaluation		3
II	PRC713 Group Counseling		3		II	PRC738 Introduction to Substance Abuse Counseling		3
II	PRC 721 Career and Lifestyle Counseling		3		III	PRC730 Pre-Practicum		3
	GPA Total		9			GPA Total		9
	FIFTH SEMESTER					SIXTH SEMESTER		
III	PRC 740 Counseling Practicum with Seminar (100 hours, 40% in direct contact)		3		III	PRC760 Internship I with Seminar (300 hours, 40% in direct contact)		3
II	PRC735 Psychological Assessment		3		A	PRC741 Biological Bases of Drug and Alcohol Counseling		3
A	PRC739 Substance Abuse Theories and Interventions		3		II	PRC736 Introduction to Trauma-Informed Counseling		3
	GPA Total		9			GPA Total		9
	SEVENTH SEMESTER							
III	PRC761 Internship II with Seminar (300 hours, 40% in direct contact)		3					
A	PRC743 Co-Occurring Disorders		3					
	GPA Total		6					

Total Credits 60

- “A” signifies Addictions specific courses.
- Tier I courses must be completed prior to started Tier III courses.
- PRC730 must be completed prior to PRC740, which must be completed prior to PRC760 and PRC761.

Professional Counseling Program Advisement Curriculum Guide Sheet Clinical Mental Health Counseling (4 years)

Student Name _____ Student ID# _____

Tier	FIRST SEMESTER	Done	Credits		Tier	SECOND SEMESTER	Done	Credits
I	PRC701 Human Growth and Lifespan Development		3		I	PRC708 Ethics and Professional Orientation		3
I	PRC702 Social and Cultural Foundations		3		I	PRC710 Counseling Theory		3
	GPA Total		6			GPA Total		6
THIRD SEMESTER					FOURTH SEMESTER			
I	PRC705 The Helping Relationship		3		II	PRC713 Group Counseling		3
I	PRC711 Diagnosis in Counseling		3		II	PRC735 Psychological Assessment		3
	GPA Total		6			GPA Total		6
FIFTH SEMESTER					SIXTH SEMESTER			
II	PRC721 Career & Lifestyle Counseling		3		II	PRC736 Introduction to Trauma-Informed Counseling		3
II	PRC738 Introduction to Substance Abuse Counseling		3		E	Elective		3
	GPA Total		6			GPA Total		6
SEVENTH SEMESTER					EIGHTS SEMESTER			
III	PRC730 Pre-Practicum		3		III	PRC740 Practicum with Seminar (100 hours, 40% in direct contact)		3
II	PRC733 Research methods and Program Evaluation for Counselors		3		II	PRC712 Families & Larger Systems		3
	GPA Total		6			GPA Total		6
NINTH SEMESTER					TENTH SEMESTER			
III	PRC760 Internship II with Seminar		3		III	PRC 761 Internship II with Seminar (300 hours, 40% in direct contact)		3
E	Elective		3		E	Elective		3
	GPA Total		6			GPA Total		6

- “E” signifies electives, which are chosen by the student in consultation with adviser.
- Tier I courses must be completed prior to started Tier III courses.
- PRC730 must be completed prior to PRC740, which must be completed prior to PRC760 and PRC761.

Professional Counseling Program Advisement Curriculum Guide Sheet Addictions Counseling (4 years)

Student Name _____ Student ID# _____

Tier	FIRST SEMESTER	Done	Credits		Tier	SECOND SEMESTER	Done	Credits
I	PRC701 Human Growth and Lifespan Development		3		I	PRC708 Ethics and Professional Orientation		3
I	PRC702 Social and Cultural Foundations		3		I	PRC710 Counseling Theory		3
	GPA Total		6			GPA Total		6
THIRD SEMESTER					FOURTH SEMESTER			
I	PRC705 The Helping Relationship		3		II	PRC713 Group Counseling		3
I	PRC711 Diagnosis in Counseling		3		II	PRC735 Psychological Assessment		3
	GPA Total		6			GPA Total		6
FIFTH SEMESTER					SIXTH SEMESTER			
II	PRC721 Career & Lifestyle Counseling		3		II	PRC736 Introduction to Trauma-Informed Counseling		3
II	PRC738 Introduction to Substance Abuse Counseling		3		A	PRC739 Substance Abuse Theories and Interventions		3
	GPA Total		6			GPA Total		6
SEVENTH SEMESTER					EIGHTHS SEMESTER			
III	PRC730 Pre-Practicum		3		III	PRC740 Practicum with Seminar (100 hours, 40% in direct contact)		
A	PRC741 Biological Basis of Drug and Alcohol Counseling		3		II	PRC712 Families & Larger Systems		
	GPA Total		6			GPA Total		6
NINTH SEMESTER					TENTH SEMESTER			
III	PRC760 Internship II with Seminar (300 hours, 40% in direct contact)		3		III	PRC 761 Internship II with Seminar (300 hours, 40% in direct contact)		3
A	PRC743 Co-Occurring Disorders		3		II	PRC733 Research methods and Program Evaluation for Counselors		3
	GPA Total		6			GPA Total		6

Total Credits 60

- “A” signifies Addiction specific courses. Please consult with advisor when engaging in course planning.
- Tier I courses must be completed prior to started Tier III courses.
- PRC730 must be completed prior to PRC740, which must be completed prior to PRC760 and PRC761.

CARLOW UNIVERSITY
PROFESSIONAL COUNSELING PROGRAMS

STUDENT HANDBOOK RESPONSIBILITY FORM

My signature below indicates the following:

- *I have received a copy of the Professional Counseling Program Student Handbook.*
- *I understand that I am responsible for the information presented in the Professional Counseling Program Student Handbook..*
- *I acknowledge that I have read and understand the program policies and procedures.*
- *I also understand if I have any questions regarding the Student Handbook I should contact my Advisor or the Program's Administrative Assistant.*

In regards to the Professional Counseling Programs Student Handbook, I have a copy of this document in my possession and I have a read and understand I am responsible for the information presented within the document.

By signing this document, I agree to abide by the policies and procedures described within the Student Handbook.

Date: _____

Printed Name: _____

Signature Name: _____

Note: Original document will be filled within the Student Record

Date Received: _____