



**MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH  
COUNSELING**

**STUDENT HANDBOOK**

COLLEGE OF HEALTH SCIENCES AND HUMAN SERVICES

DEPARTMENT OF HUMAN SERVICES, REHABILITATION, HEALTH AND SPORT  
SCIENCES

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## Important Websites and Resources

The following websites are referenced throughout this handbook:

- Middle States Commission on Higher Education: <https://www.msche.org/>
- Student Wellness Services: <http://www.clarion.edu/student-life/health-fitness-and-wellness/wellness-assistance/wellness-services.html>
- Library Services: <http://www.clarion.edu/libraries/services/>
- Student Code of Conduct: <http://www.clarion.edu/student-life/student-affairs/conduct-policies-and-judicial-services/student-code-of-conduct/index.html>
- PA Department of State Regulations: <https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageandFamilyTherapistsandProfessionalCounselors/Pages/default.aspx>

The following are additional resources useful for students in the program:

- American Counseling Association: <http://www.counseling.org>
- Psychology Today: <https://www.psychologytoday.com/us>
- National Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org/> 800-273-8255
- Information about CACREP Accreditation: <https://www.cacrep.org/>
- APA Citation Style: <http://clarion.edu/academics/student-success-center/writing-center/apa-documentation-style.pdf>
- Clarion University Writing Center: <http://www.clarion.edu/academics/student-success-center/writing-center/>
- Pennsylvania Counseling Association: [http://www.pacounseling.org/aws/PACA/pt/sp/home\\_page](http://www.pacounseling.org/aws/PACA/pt/sp/home_page)

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## Student Handbook Master of Science in Clinical Mental Health Counseling at Clarion University of Pennsylvania

This handbook has been prepared to assist in the delivery of information directly related to graduate work within the College of Health and Human Services, Department of Human Services, Rehabilitation, Health and Sport Sciences, in the Master of Science in Clinical Mental Health Counseling program. It has been designed to give the current and future graduate students, faculty, and community stakeholders a better understanding of each other's roles and expectations. This handbook works in conjunction with Clarion University's yearly graduate catalog, students are also responsible for the policies and procedures described there.

*Note: Departmental faculty reserves the right to change any of the terms of the handbook in any section at any time.*

### Accreditation

Middle States Commission on Higher Education is the regional accreditor for Clarion University. Accredited programs adhere to strict professional training guidelines that provide consistency among the programs at Clarion University. Policies and procedures for accreditation from Middle States can be found at [www.msche.org](http://www.msche.org). Although we are not accredited through the Council for Accreditation of Counseling & Related Educational Programs (CACREP); this handbook is aligned with the requirements and standards following CACREP.

### Program Philosophy/Mission

The mission of the Department of Human Services, Rehabilitation, Health and Sport Sciences is to prepare students with appropriate academic instruction and personal growth opportunities to serve as professional Master's degree level counselors in clinical mental health counseling. Graduate students are expected to develop a high level of self-awareness, a strong knowledge base, and competent counseling skills in order to practice ethically and professionally within a diverse society. Graduates will demonstrate the knowledge and skills set forth by the CACREP core and clinical mental health counseling standards. Consistent with these expectations is the emphasis placed upon student growth in exhibiting the dimensions of conscientiousness, openness to feedback, advanced interpersonal skills, and self-regulation, as well as the values of professionalism, character, integrity, critical thinking, and appreciation of learning. Faculty are committed to facilitating students' development and modeling appropriate professional behavior.

### Purpose Statement

*To develop professional counselors who have the ability and willingness to support and enhance the emotional, cognitive, social and spiritual development of others through the creative and caring use of counseling theories and techniques.*

## Program Objectives for the Master of Science in Clinical Mental Health Counseling

Program graduates will demonstrate the comprehensive knowledge of the counseling field necessary to serve as a qualified clinical mental health counselor

Program graduates will reflect a commitment to culturally informed counseling practice and social justice

Program graduates will utilize research to inform their clinical practice and establish a strong connection to the profession

## Admission Process and Requirements

### Application Process

Detailed descriptions of the application process can be found under graduate admissions on the Clarion University website. The deadline for fall semester is August 15<sup>th</sup> and spring semester is January 7<sup>th</sup>. For more information, please e-mail the graduate office at [gradstudies@clarion.edu](mailto:gradstudies@clarion.edu) or call 814-393-2337.

Step 1: The online application must be completed and can be found under graduate admissions on the Clarion University website. Students must pay the \$40 application fee at the point of applying.

Step 2: Students must obtain a sealed official transcript from all colleges and universities previously attended and be mailed or delivered to the graduate office. Transcripts may also be sent electronically to [gradstudies@clarion.edu](mailto:gradstudies@clarion.edu).

Step 3: Students must also submit the following items along with their online application:

- Official Graduate Record Exam (GRE) scores or Miller Analogies Test (MAT) scores if GPA is below a 3.0 on a 4.0 scale
- Letter addressing all of the following:
  - 1) What are the three most significant professional experiences you have had?
  - 2) What are your major assets both personally and professionally that will help you to respect cultural differences?
  - 3) Why do you want to receive preparation as a counselor and what are three major goals in life that are important to you?
- Two recommendation letters documenting your potential and/or effectiveness in the areas of your academic performance and/or the counseling profession
- Updated resume

## Admission Requirements

A bachelor's degree from an accredited college or university is required for graduate admission along with a grade point average of at least 3.0 on a 4.0 scale.

*\*If GPA below a 3.0 – students are required to successfully complete the Graduate Record Exam (GRE) scores or Miller Analogies Test (MAT)*

*\*This 60 credit Master's program is a stand alone program and has no specific prerequisites. However, many students find it helpful to have had undergraduate course work in introduction to psychology, personality or abnormal psychology, statistics, introduction to human services, and writing.*

*\*Students wishing to appeal their application decision may request an individual meeting with the Director of the Program.*



## Program Objectives

Objective	Learning Experience	Student Learning Objectives <i>(students will have knowledge and skills of...)</i>	CACREP Standard
Program graduates will demonstrate the comprehensive knowledge of the counseling field necessary to serve as a qualified clinical mental health counselor	COUN591 COUN532 COUN580 COUN586 COUN510 COUN594	<p><b>the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter organizational collaboration and consultation</b></p> <p>techniques and interventions for prevention and treatment of a broad range of mental health issues</p> <p>dynamics associated with group process and development</p>	<p><b>2.F1b</b></p> <p><b>5.C3b</b></p> <p><b>2.F6b</b></p>
Program graduates will reflect a commitment to culturally informed counseling practice and social justice	COUN552 COUN593 COUN537 COUN595 COUN530 COUN592	<p><b>theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</b></p> <p>strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy</p> <p>theories of individual and family development across the lifespan</p>	<p><b>2.F2b</b></p> <p><b>2.F4g</b></p> <p><b>2.F3a</b></p>
Program graduates will utilize research to inform their clinical practice and establish a strong connection to the profession	COUN592 COUN519 COUN537 COUN525 COUN542 COUN538	<p><b>the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</b></p> <p>use of assessments relevant to academic/educational, career, personal, and social development</p> <p>crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid</p>	<p><b>2.F8a</b></p> <p><b>2.F7i</b></p> <p><b>2.F5m</b></p>

## Policies and Procedures

### Professional Memberships

Students are strongly encouraged to become a student member of ACA (American Counseling Association: <http://www.counseling.org>), as a student membership includes professional liability insurance and many professional development opportunities. Additionally, it is recommended that students join the Pennsylvania Counseling Association ([https://associationdatabase.com/aws/PACA/pt/sp/home\\_page](https://associationdatabase.com/aws/PACA/pt/sp/home_page)), as there are many local opportunities for professional development, networking, and advocacy.

### Advisors

Students are assigned an advisor when they are admitted to the program. It is the student's responsibility to set up times to meet with their advisor concerning issues such as preparing a course schedule, finding a practicum or internship site, planning for the comprehensive exam, and completing graduation requirements.

### Course Outline/Plan of Study

A course outline is in place for the program. Students are responsible for going over the form with your advisor to determine the courses to take and to determine if any courses previously taken at another institution of higher learning can be waived or transferred into the program.

### Transfer of Credit

Students may transfer a maximum of 18 credits into the program. It is university policy that no more than 30 percent of the total credits for a degree may be transfer credits. The course(s) taken must be recognized in content and quality as similar to Clarion University's approved academic credit. The credits must be capable of counting toward a graduate degree at the sponsoring institution. Course credit will not be transferred until the course has been evaluated and approved by the department and dean. A student enrolled in a degree program at Clarion who wishes to take a course at another institution for transfer to Clarion should obtain prior approval from his/her academic advisor, department chair, and the college dean (see transfer credit form for approval process). The student is required to furnish a complete description of the intended transfer course(s) usually through a catalog description and the syllabus of the course(s) for which he/she is requesting transfer credit.

Courses transferred must be certified as graduate level on the official transcript and must have a grade of "B" or better. Transfer credit course grades are not computed in the Clarion GPA and all transfer credits will be calculated in semester hours. The proposed transfer credit must not be more than six years old at the time of completion of the degree program at Clarion University. Credits earned as part of another graduate degree from Clarion University or other regionally accredited institutions may be transferred into a Clarion graduate degree; no more than 30 percent of the total credits for the new degree may be transferred from credits that are part of a previously earned graduate degree.

The following types of courses are not accepted for transfer credit: correspondence course credit, pass/fail grades, and workshop courses. Graduate Transfer Credit Request forms are available online, please see graduate catalogue for more detailed information.

### Course Load Requirements

Students are required to follow the 2 or 3 year course sequence. Students not adhering to the sequence requirements are at risk of delaying their graduation.

### Timeliness of Enrollment and Completion of Degree

It is expected that an applicant admitted to graduate study will enroll for course work at once. Students who do not enroll at Clarion for graduate courses in programs to which they are admitted within 12 months following admission will be required to reapply before they can enroll. Information about eligibility to enroll in classes may be obtained from the Graduate Programs office. A degree must be completed within six years from the date of initial enrollment. Extensions may be allowed only by approval of the department chair and the dean of the college in which the student's program resides.

### Application for Graduation

Students must initiate an Application for Graduation to be considered a candidate for graduation. Applications are available on the Registrar's Office website. Applications must be approved by the academic advisor, department chair and dean. Deadlines for submitting applications are available on the Registrar's Office website. Details regarding the commencement ceremony can be found on the Commencement webpage.

Formal commencement exercises are held in December and May of each year. Participation in the December ceremony is limited to those degree candidates who will complete their degree requirements in fall or winter intersession. Participation in the May ceremony is limited to those degree candidates who will complete their degree requirements in the spring or summer.

Degrees are conferred six times annually – the last day of final exams for the fall semester, winter intersession, spring semester, first summer session, second summer session, and third summer session. Students who have not successfully completed all degree requirements within 30 days after the last day of final exams will not have their degree awarded until the degree conferral date for the term their requirements have been completed.

Students who do not successfully complete their degree requirements for the term are responsible for reactivating their application for graduation by notifying the Registrar's Office of their next anticipated date of graduation.

### Registration for Classes

Students must register for classes and take the planned courses to stay on track to graduate. Ability to register and instructions are sent to student email accounts. Consultation with the course

outline/program of study and program advisor regarding which classes to take is highly recommended.

### Practicum and Internship

During the practicum and internship courses, students will work in agencies that provide counseling, psychotherapy and other human service activities. Practicum and internship placements should provide students with opportunities to work under the supervision of an experienced practitioner who is responsible for involving the student in professional activities appropriate to the counseling profession.

The student is required to complete all paperwork associated with any case he or she is primarily responsible for in accordance with the field placement site policies and procedures. Malpractice insurance is provided to students enrolled in Practicum and Internship classes by Clarion University. Students are also required to carry their own personal liability insurance, through a provider sponsored by the American Counseling Association or by the American Mental Health Counselors Association.

### Directed Studies/Thesis

This option may be taken to meet part of a student's elective requirements. All thesis and directed study requests must be initiated by talking to a faculty member. This elective course allows students to complete a thesis for a total of 6-credits. Thesis requires the students to work with a counseling faculty member and a committee of at least two additional faculty members, at least one from the College of Health and Human Services, to complete and defend an approved research topic from the area of counseling. Thesis may be completed over one or two semesters. This course is offered as needed.

### University Counseling Center

Students who wish to receive counseling services may contact Clarion University Counseling Services at 814-393-2255. Services are available Monday through Friday from 8:30 a.m. to 11:45 a.m. and 12:45 p.m. to 5:00 p.m. Drug and alcohol services are also available.

Online students who may not be able to visit the Clarion University campus for services may utilize CUtalk Online. Check out a consultation via email at CUtalk@clarion.edu or by calling 814-393-2031. Using online communication, we will come up with the best resources to meet your needs. CUtalk Online helps students develop an action plan to meet their goals. It is available at your convenience – talk when you can from the convenience of your computer.

Veteran students may also use telehealth to talk to a trained professional counselor. Contact the Butler VA at 800-362-8262 to have them coordinate an appointment with the Student Support Assistant. Telehealth is on campus for your convenience utilizing a web-based counseling platform, completely confidential, and free of charge for Clarion students.

Additional community-based resources are listed on the Clarion University website under wellness services.

### Online Writing Center

Clarion University offers support for writing for online students. You are able to submit your work to the Online Writing Center. Work is reviewed during regularly scheduled Writing Center hours. The Writing Center currently is open only during week days of the Fall and Spring semesters of each academic year and the Writing Center is open for online submissions during Summer Sessions 2 and 3.

#### Submitting Your Work Online:

Complete the online consultation form. Use the drop-down boxes to indicate what kind of help you need as specifically. Be sure to fill out all the required fields (marked with a red asterisk). Submit the form.

Send an email to the writing center in which you attach your paper and your writing assignment. Including the assignment helps us help you better.

They will read and respond to your paper as quickly as they can. Please be aware that online consultations take longer than face-to-face ones. Allow up to 48 hours to receive an response, especially during their busiest times, mid -semester, and end-of-semester.

### Library Services

Attending Clarion Online may be the most convenient - and sometimes, the only - option available to further your education. The Libraries' faculty and staff are committed to helping all Clarion University students attain their academic goals. Distance Education students are no exception!

The Library staff is committed to responding to your requests in a timely manner. While online technology makes many resources available in a very short time, Library staff sometimes need to send materials by mail or contact other libraries for the materials you need. To ensure that materials reach you in time to support your projects, please request resources as soon as possible.

Our website is your gateway to journal and reference databases, online reference services, Internet search engines, and online InterLibrary Loan (ILL) request forms. With only a few exceptions, resources are accessible from any location with Internet access. The Libraries' catalog, which is called Primo, is the best way to check for the availability of books, journals, and other materials in the Clarion collection. The catalog also provides links to many Internet resources and detailed holdings information for journal titles.

For additional information about Clarion University Library Services, please call 866-272-5612, Then Press # 5 for Library. You may also access more information on the Clarion University website under library services.

## Grading Scale

A	90-100	C	70-79	*or as detailed in syllabus
B	80-89	F	69 and below	

## Admission to Candidacy

At the completion of the third academic semester, students will apply for candidacy. Candidacy means that the program now supports the counselor-in-training working with actual clients under appropriate supervision. At the completion of their third semester students must successfully complete the following:

- 1) Application for Candidacy Submitted to the department secretary and academic advisor.
- 2) A Faculty Academic Review of Course Work
  - a. Student may not have received more than two C's or lower.
- 3) A Faculty Review of Professional Dispositions
- 4) Completion of any remediation requirements
  - a. as applicable, on an individual student basis

Students will receive a letter of acceptance into candidacy or recommending a remediation plan by the fifth week of following semester. Students should keep this for their records.

## Comprehensive Examination

The completion of the master's degree is contingent upon successfully passing a written comprehensive examination. This exam is given during the second section of internship and includes a set of short essay response questions from each of the foundational courses. The exam is open book and note. High quality scholarly writing is required. It is recommended that students keep all textbooks and instructional materials through out their program in order to successfully complete the exam. There is no cost for the exam. Students must pass every question on the exam. Students that do not meet graduate level expectations will be given an extended assignment for each unsatisfactory question. Not successfully completing the extended assignment will result in a remediation plan and potential dismissal from the program.

## Clarion University Comprehensive Examination Policy

Students enrolled in graduate programs that include a comprehensive exam will be granted no more than three attempts to pass the exam. Students who do not pass their comprehensive examination after three attempts will not graduate from their graduate degree program.

## Primary Reasons for Program Termination

1. Students have 6 years to complete the M.S. program from the date of admission. Any student that exceeds this time limit may be terminated.
2. Programs may be terminated by request of the program faculty when evidence of unethical or unprofessional behavior on the part of a student has been established. Students may refer to the policies and procedures regarding remediation and dismissal.

3. A student's program may be terminated if, in the professional judgement of the faculty in with consultation of the ACA ethical standards, the student is incapable of providing high quality therapeutic services to clients.
4. A student's program may be terminated if they receive two C's or lower in the course of their academic work or fail to meet designated remediation requirements.

### Title IX Policy

Clarion University is committed to cultivating a learning, teaching and working environment that is free of discrimination on any basis, which includes discrimination on the basis of sex. The University offers many resources for addressing complaints of sex discrimination. Susanne Fenske, Ph.D., Vice President of Student Affairs for Clarion University, serves as the University's Title IX Coordinator.

Inquiries, concerns or complaints of faculty, staff and students regarding sex discrimination or sexual misconduct should be directed to Dr. Fenske's attention at [sfenske@clarion.edu](mailto:sfenske@clarion.edu) or by phone 814-393-2351. A complaint form is available online. The Office of Social Equity works closely with the Offices of Public Safety (campus police) and the Judicial and Mediation Services in addressing complaints regarding sexual assault, and sexual violence.

### Disability Services

The office of Disability Support Services is available to any enrolled Clarion University student having a documented disability. The Office of Disability Support Services provides students with reasonable accommodations as documented through evaluations. Appropriate accommodations are individually based upon identified need. The coordinator meets with these students each semester to determine the effectiveness of the accommodation and to evaluate the need for any further services. Students may call 814-393-2095 to inquire about services.

#### Steps to access disability services include:

1. Students are solely responsible for contacting the DSS Office to request any accommodations or services.
2. After a request is made, student must provide documentation that is completed by a licensed/certified professional containing the evaluator's name, title, testing date, and student's age and grade level. It must also include any relevant test scores and other relevant data and interpretations. It must be based on a battery of instruments which addresses aptitude, academic achievement and information processing. It must identify the disability or medical condition and describe limits it imposes. This information must be no more than three years old.
3. The student and coordinator will meet to determine if the request is supported by the documentation. Services are provided dependent upon sufficient documentation. Students need to meet at the beginning of each semester to determine appropriate services for the current semester.



## Student Code of Conduct

The Clarion University community is committed to fostering a campus environment that is conducive to academic inquiry, a productive campus life and thoughtful study and discourse. All students at Clarion University, whether they are taking classes on campus, online, or at a satellite site in Pittsburgh or Venango, are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct.

These standards are embodied within a set of core values that include integrity, social justice, respect, community and responsibility. Each member of the University community bears responsibility for their conduct and to assume responsibility for the behavior of others. When members of the community fail to exemplify these five values by engaging in a violation of university policy, campus conduct proceedings are used to assert and uphold the Student Code of Conduct. Students are encouraged to review the Student Code of Conduct which can be found on the Clarion University website. <http://www.clarion.edu/student-life/student-affairs/conduct-policies-and-judicial-services/student-code-of-conduct/index.html>

## Student Evaluation

### Introduction

As a student in the Clinical Mental Health Counseling Program, the faculty want you to understand the evaluation processes that are in place throughout the program to assess adequate progress in the program across multiple domains.

### Description

The evaluation process includes counseling skills, academic ability, and professional dispositions for the counseling profession.

The evaluation is both comprehensive and all-encompassing, in that we assess knowledge of counseling content and the application of counseling skills over the entirety of the program.

## Student Programmatic Assessment

Once students begin taking courses throughout the program, they will be assessed using the following criteria:

### Grades:

High quality academic work is expected throughout the program. Any student that received a C or below in a course should seek out the support of their academic advisor.



### Course Key Progress Indicators:

COUN 510: Students will learn and practice skills related to the dynamics associated with group process and development (CACREP Standard 2.F.6.b) through (1) the Co-Leading and Participation in Groups Roleplay experience, and (2) Development of a Group final project.

COUN519: Students will recognize the importance of research in advancing the counseling profession including how to critique research to inform counseling practice (Standard 2.F.8.a). Through (1) the development of a 10 article annotated literature review, and (2) by individual participation on the group presentation discussion board.

COUN525: Students will show knowledge of and use assessments relevant to academic/educational, career, personal, and social development (Standard 2.F.7.i). Through (1) Exam 2, and (2) by mastery participation in the Assessment Fair Project.

COUN530: Students will demonstrate knowledge of theories of individual and family development across the lifespan (Standard 2.F.3.a). Through (1) Exam 3, and (2) by mastery participation in the Developmental Interview Write-Up.

COUN 532: Students will become familiar with the multiple roles played by counselors with different specialties and in different applications (Standard 2.F1 b). Through (1) examination and (2) class discussion.

COUN 537: **1).** Students will identify and apply strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (Standard 2. F.4 g) through (1) the development of an individual career development paper, and (2) by the development of a resume. **2).** Students will identify and use assessments relevant to academic/educational, career, personal, and social development (Standard 2. F.7i) through (1) the development of an individual career development paper using the assessment data from career inventories, and (2) by the development of a resume, including information from the evaluation of the assessment inventories.

COUN 538: Students will demonstrate the ability to utilize crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (2.F.5.m), through class exercises during face-to-face sessions.

COUN 542: Students will begin to develop understanding of crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP Std. 2.F.5.m), through a 2-3 page paper (assigned in week 9) discussing effects of trauma on the brain and strategies that have proven to be helpful with trauma survivors.

COUN 552: Students will identify theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (Standard 2. F.2 b) through (1) the

development of a group project with a power point presentation, and (2) through individual participation on the weekly discussion threads.

COUN 580: Students will identify and apply techniques and interventions for prevention and treatment of a broad range of mental health issues (Standard 5. C.3 b) through (1) the development of a group project/participation in a presentation, and (2) by individual participation on the weekly discussion papers.

COUN 586: Students will be able to evaluate techniques and interventions for prevention and treatment of a broad range of mental health issues (Standard 5.C.3.b). Through (1) examination, (2) online presentation and (3) case study assignment.

COUN 591: Students will identify and apply knowledge of the multiple professional roles of counselors as they interact with human service and integrated behavioral health systems (Standard 2. F1 b). Through (1) examination and (2) student performance in treatment team class project.

COUN 592: **1)** Students will identify theories of individual and family development across the lifespan (Standard 2.F.3.a) through (1) week's 4 and 9 assignments, and (2) the Film Case Conceptualization assignment. **2)** Students will recognize the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (Standard 2.F.8.a) through (1) the development of an annotated literature review of 5-6 studies, and (2) by participation in weekly assignments and discussion board forums.

COUN 593: Students will develop their understanding theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP Standard 2.F.2.b) and will demonstrate their proficiency through weekly assignments and the Final Exam.

COUN595: Students will apply strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (Standard 2.F.4.g). Through (1) Case Presentation, and (2) by direct observation in real time supervision.

Disposition Rubric:

Systematically students will be evaluated by their instructor on the following criteria. This includes every course during a student's first three semesters.

CLARION CMHC - Dispositions Rubric (Revised 2019)

Criterion	Performance Rating					Score
	Inadequate	Marginal	Adequate	Proficient	Exemplary	
<p><b>1. Conscientiousness:</b></p> <p><b>The ability to plan, deliberate, perseveres throughout academic assignments and clinical duties. Conscientious individuals display strong self-discipline, responsibility, dependability, and excellent help-seeking behaviors with supervisors and advisors.</b></p> <p>NA <input type="checkbox"/></p>	<p><input type="radio"/> 1</p> <p>The student exhibits an inadequate level of conscientiousness for successful completion of the course or program.</p> <p><u>Note to raters:</u> Behavioral examples may include but are not limited to: not attending class or field site on a consistent basis participating inappropriately in class or acting inappropriately at field site disregarding other students not completing academic assignments or clinical duties at field site, and/or showing a lack of initiative either in the academic environment, field site, or both cancelling on clients; and/or does not functioning; and/or acting with disregard to client welfare</p> <p>Lacks understanding of the implications on self and others for</p>	<p><input type="radio"/> 2</p> <p>Student displays some ability to plan, deliberate, and persevere in academic expectations, showing some responsibility and dependability.</p> <p><u>Note to Raters:</u> Examples include but are not limited to inconsistency in the behaviors associated with conscientiousness</p>	<p><input type="radio"/> 3</p> <p>Student demonstrates adequacy in the ability to plan, deliberate, and persevere in academic expectations, showing moderate consistency in responsibility and dependability.</p> <p><u>Note to raters:</u> Behavioral examples may include but are not limited to: Student meets basic requirements for classes, regularly attends class and submits assignments in a timely fashion and with evidence of commitment and passion. Student</p>	<p><input type="radio"/> 4</p> <p>Student displays proficiency in the ability to plan, deliberate, and persevere in academic expectations, showing great consistency in responsibility and dependability.</p> <p><u>Note to raters:</u> Behavioral examples may include but are not limited to: Student exceeds basic requirements for classes, regularly attends class and submits assignments in a timely fashion and with evidence of commitment and passion. Student</p>	<p><input type="radio"/> 5</p> <p>Student displays excellence in the ability to plan, deliberate, and persevere in academic expectations, showing great consistency in responsibility and dependability.</p> <p><u>Note to raters:</u> In addition to those behaviors listed under Proficient, student applies conscientiousness toward focusing on developing a professional identity and excellence, thoughtfully and fully engaged in the educational process with the</p>	<input type="text"/>

	not completing assignments; and/or showing a lack of initiative and adequate effort either in the academic environment, field site, or both.		nts in a timely fashion. Student acts appropriately in class and in the field.	acts appropriately in class and in the field. Student is thoughtful about assignments and engages other students, recognizing the importance of being responsible to the learning community.	goals well beyond earning the degree.	
<p><b>2. Openness to Feedback, Self-Awareness and Intrapersonal Depth</b></p> <p><b>Capacity to look within, evidenced by openness, depth of self-understanding, non-defensiveness and a consistent commitment to personal growth, demonstrated by a pattern of intentionally working toward personal growth and the ability to identify and respond to personal limitations, of self and situational impairments.</b></p>	<p><input type="radio"/> 1</p> <p>Student displays self-awareness at a minimal level.</p> <p><u>Note to raters:</u> Behavior may include but is not limited to lack of awareness of potential impairment, burnout, inappropriate autonomy, problematic perfectionism, inability to recognize or accommodate for physical issues, substance issues, and other behaviors that could limit or harm self and/or clients and/or student fails to practice self-care unaware of counter-transference issues and fails to seek consultation</p>	<p><input type="radio"/> 2</p> <p>The student exhibits self-awareness at the level of a natural helper. Student is minimally aware of his/her own values and beliefs.</p> <p><u>Note to raters:</u> Behavior may be inconsistent and the student has moments of minimal self-awareness and moments were they lack any awareness</p>	<p><input type="radio"/> 3</p> <p>The student exhibits average (adequate) self-awareness compared with professional helpers, including the capacity to recognize and connect his/her values, beliefs, and preferences with family, cultural and background experiences.</p> <p><u>Note to raters:</u></p>	<p><input type="radio"/> 4</p> <p>The student exhibits above average (proficient) self-awareness compared with professional helpers, including the capacity to recognize and connect his/her values, beliefs, and preferences with family, cultural and background experiences.</p> <p><u>Note to raters:</u> Behavior may include the behaviors listed in the former column, and</p>	<p><input type="radio"/> 5</p> <p>The student exhibits excellence in self-awareness compared with professional helpers, including the capacity to recognize and connect his/her values, beliefs, and preferences with family, cultural and background experiences</p> <p><u>Note to raters:</u> Behavior may include the behaviors listed in the former column, and additional behavior such as: an</p>	

<p>NA <input type="checkbox"/></p>			<p>Behavior may include but is not limited to awareness and responsiveness to personal characteristics that could impede their ability to be an effective counselor. Student avoids imposing their values and beliefs on others.</p>	<p>additional behavior such as: Student is actively engaged in a growth plan/developing a deeper self-understanding; student is responsive to personal characteristics that could impede effectiveness. Student may be seeking accountability with others or looking to others for feedback for growth.</p>	<p>exceptional capacity to discern growth in self and others; modeling appropriate sharing of growth and insights for other students; evidence of wisdom acquired through self-reflection and commitment to practices associated with highly evolved individuals.</p>	
<p><b>3. Interpersonal Skills:</b></p> <p><b>Capacity for demonstration of state extraversion (even if student has natural trait of introversion), agreeableness, altruism, nurturance, warmth, empathy, genuineness, acceptance, access to and appropriate sharing of feelings, giving and receiving feedback</b></p>	<p><input type="radio"/> 1</p> <p>Student demonstrates interpersonal skills below the level expected for helping professionals.</p> <p><u>Note to raters:</u> Behavior may include but is not limited to examples such as inability to build effective relationships with peers and/or establish teamwork with others harmful behaviors towards others such as abuse of power, indifference towards others, defensiveness,</p>	<p><input type="radio"/> 2</p> <p>Student demonstrates some state extraversion, agreeableness, altruism, nurturance and warmth interactions with others, but he/she is still below the level expected for helping professionals.</p> <p><u>Note to raters:</u> Behavior may include but is not</p>	<p><input type="radio"/> 3</p> <p>Student demonstrates a competent level of state extraversion, agreeableness, altruism, nurturance, empathy, genuineness, and warmth when compared to helping professionals.</p> <p><u>Note to raters:</u> Behavior</p>	<p><input type="radio"/> 4</p> <p>Student demonstrates a proficient (above average) level of state extraversion, agreeableness, altruism, nurturance, empathy, genuineness, and warmth, when compared to helping professionals.</p> <p><u>Note to raters:</u> Behavior may</p>	<p><input type="radio"/> 5</p> <p>Student demonstrates an excellent level of state extraversion, agreeableness, altruism, nurturance, empathy, genuineness, and warmth, when compared to helping professionals.</p> <p><u>Note to raters:</u> Behavior may include</p>	<p><input type="checkbox"/></p>

<p><b>effectively, honesty, and establishing and maintaining relationships</b></p> <p>NA <input type="checkbox"/></p>	<p>hostility, depersonalization of clients, self-centeredness, non-compliance, lack of social awareness, and/or low self-esteem low level of authenticity</p>	<p>limited to examples such as functioning at a minimal level of empathy, establishing relationships with people who share their value system.</p>	<p>examples may include but are not limited to: positively responding to feedback from faculty, supervisors, and/or peers demonstrating interpersonal skills by building positive relationships with peers ability to retain clients</p>	<p>include but is not limited to examples such as those listed in the former category and: Student demonstrates warmth and empathy in interpersonal skills in his/her interactions with peers, supervisors, faculty and others and has demonstrated the capacity to function in diverse social situations. Student engages in caring relationships with people who are different than themselves.</p>	<p>but is not limited to examples such as those listed in the former category and student practices an outstanding level of social ease, assertiveness, altruism, nurturance, empathy even in difficult circumstances. Student positively responds to negative feedback from faculty, supervisors and/or peers. Student shows a high level of discernment in the management of relationships.</p>	
<p><b>4. Professionalism, Ethics, Legal Behavior, and Political Sense</b></p> <p><b>Ability to acquire and integrate professional standards into one's repertoire of</b></p>	<p><input type="radio"/> 1</p> <p>Student is involved in one or more incidents where unprofessional, unethical, and/or illegal behavior is noted in the classroom, field site, paid work setting, volunteer site, or in the community while enrolled in the</p>	<p><input type="radio"/> 2</p> <p>Student does not engage in unethical or unprofessional behavior, but demonstrates marginal behaviors related to professionalism, legal behavior, and ethical behavior in the classroom, field site, paid</p>	<p><input type="radio"/> 3</p> <p>Student acts in a manner consistent with ethical and legal guidelines, seeking consultation when unsure of</p>	<p><input type="radio"/> 4</p> <p>Student acts in a manner consistent with ethical and legal guidelines, seeking consultation when unsure of</p>	<p><input type="radio"/> 5</p> <p>Student displays a high level of professionalism and character through not only following ethical and legal guidelines, seeking consultation, and behaving</p>	<input type="checkbox"/>



<p><b>professional behavior and judicious use of communication, knowledge, technical skills, clinical training, emotions, values, and reflections in daily practice for the benefit of the individual and the community being served.</b></p>	<p>Clarion CMHC Program.</p> <p><u>Note to raters:</u> Examples include but are not limited to illegal behavior, enabling, boundary setting problems, indirectness, intense directness, manipulative behaviors, unethical behavior with clients, cultural insensitivity, dishonesty self-aggrandizement, inconsistency, and any behaviors deemed unethical in the current American Counseling Association ethical codes. Any behaviors which show very poor judgment and lack of understanding of the system within which the student works, completes field work, or volunteers.</p>	<p>work setting, volunteer site, or in the community while enrolled in the Clarion CMHC Program.</p> <p><u>Note to raters:</u> Behavioral examples include but are not limited to student is aware of behaviors deemed unethical in the current American Counseling Association ethical codes, but may not act fully in accordance with their awareness and may interpret codes in a way which is not standard practice student knows to seek consultation but acts before thoughtfully considering the impact of the decision student behavior which is not in breach of a code but is on the outer edge of sound ethical or professional practice overly confident; lack of comfort with ambiguity reactionary to the organizational climate without full knowledge or appropriate boundaries engaging in behaviors which show limited capacity for making good judgments/a</p>	<p>ethical situations.</p> <p>Student is aware of the organizational climate and usually knows how to navigate the climate appropriately.</p> <p><u>Note to raters:</u> Behavioral examples include but are not limited to: student is viewed as professional, /ethical but does not go above and beyond or strive to learn more about being ethically or professionally knowledgeable.</p>	<p>ethical situations.</p> <p>Student is quite proficient in his/her understanding of organizational climate and consistently navigates the climate appropriately.</p> <p><u>Note to raters:</u> Behavioral examples include but are not limited to: Student demonstrates proficiency in professionalism and ethical behavior. Student demonstrates trustworthiness, appropriate boundaries within the organization, honesty, and seeks consultation consistently prior to</p>	<p>in very professional ways, but also demonstrate the ability to respectfully hold others accountable, appropriate directness, appropriate humbleness, consistency, commitment to clients, and trustworthiness.</p> <p><u>Note to raters:</u> Behavioral examples include but are not limited to: Student has integrated ethics into daily practice, translating the codes into a high standard of care, leading to excellence in work and internship quality and consistent ethical behavior with clients, cultural competence, and/or honesty. Student models ethical behavior and professionalism for other students.</p>	
<p>NA <input type="checkbox"/></p>						

		lack of understanding of the system within which the student works, completes field work, or volunteers		acting on ethical issues.		
<p><b>5. Self-Regulation</b></p> <p><b>Self-regulation which includes the inability to control personal stress, psychological dysfunction and/or excessive emotional reactions that interfere with professional functioning.</b></p> <p><b>Temporary or long term unsuitability for the field due to but not limited to dispositional issues such as: problematic mood swings, over-anxious, disengagement, suicidality, restrictive nutritional behavior, substance abuse, grief/trauma, burnout. The individual may be characterologically</b></p>	<p><input type="radio"/> 1</p> <p>Student behavior suggests <u>one or more</u> of the following: impulsivity, extreme self-criticalness, fearfulness, helplessness, entitlement, and/or consistent irritability, low problem solving behavior, an inability to address appropriately or take proactive steps to work with physical illness, an inability to take appropriate steps to work with responses to stress, problematic coping behaviors, engaging in self-harm behavior, embracing unrealistic expectations of self and clients and any other form of situational or dispositional impairment.</p>	<p><input type="radio"/> 2</p> <p>Student demonstrates some self-regulation, but occasionally displays behavioral listed in the former category and/or is sometimes unaware of his/her own behavior related to self-regulation.</p>	<p><input type="radio"/> 3</p> <p>Student is generally consistent in his/her self-regulation behavior, and is aware of his/her own behavior related to self-regulation. When self-regulation problems occur, student addresses them through personal counseling, consultation or clinical supervision.</p>	<p><input type="radio"/> 4</p> <p>Student is very proficient/consistent in his/her self-regulation behavior, and is aware of his/her own behavior related to self-regulation. Student responds in a preventive, holistic way to stress to ensure overall wellness.</p>	<p><input type="radio"/> 5</p> <p>Student is very excellent in self-regulation behavior or related awareness, serving as a role model for others. He/she has established wellness and prevention patterns, seeks counseling and other guidance for prevention, (when needed) and demonstrates emotional stability and the ability to react appropriately to stressors and scheduling demands.</p>	



<p><b>incongruent with the profession.</b></p> <p>NA <input type="checkbox"/></p>						
<p><b>6. Character, Integrity, and Academic Honesty</b></p> <p><b>Character, Integrity and academic honesty includes honesty with self and others; integrity with which the student deals with others and a capacity to maintain peer, supervisor, faculty, and/or public trust.</b></p> <p><b>Clarion Policy: All students, shall maintain a high standard of honesty in scholastic work. As members of the university community, students have a responsibility to be familiar with the conduct regulations found in the university</b></p>	<p><input type="radio"/> 1</p> <p>Student behavior suggests dishonesty or a lack of integrity.</p> <p><u>Notes to raters:</u> Examples include but are not limited to one or more the following plagiarism, cheating, misrepresentation of training and completion of requirements the inability to address issues directly inconsistency manipulative behavior, self-aggrandizement, and/or other deceitful behaviors or practices</p>	<p><input type="radio"/> 2</p> <p>Student behaves in such a way that it is difficult to determine honesty and integrity, sometimes engaging in behaviors which seem to have marginal integrity.</p> <p><u>Notes to raters:</u> Student may or may not fully recognize need for growth and change and/or lacks initiative or responsibility to change and grow. Student may be unaware that behavior is dishonest and/or irresponsible.</p>	<p><input type="radio"/> 3</p> <p>Student demonstrates respect for others, honesty, and integrity. Student recognizes character, integrity, or honesty issues, promptly making positive change.</p>	<p><input type="radio"/> 4</p> <p>Student has an internal moral compass which guides them in decision-making. Student consistently demonstrates high character, integrity, and academic honesty.</p> <p><u>Notes to raters:</u> Behavioral examples may include but are not limited to: calling to the attention of professors grades which were higher than deserved or grading errors which favor the student; bring</p>	<p><input type="radio"/> 5</p> <p>Student shows moral courage, consistently demonstrating character, integrity, and academic honesty even when it may lead to a negative outcome for the student. Student is morally grounded and committed to values and behavioral standards.</p> <p><u>Notes to raters:</u> Behavioral examples may include: student is not afraid to openly take an opposing position to other students in the classroom on moral grounds, doing so</p>	<p><input type="checkbox"/></p>

<p><b>Catalogs, the Student Code of Conduct and other university documents. Among the conduct regulations addressed are acts of academic integrity, including plagiarism or cheating on assignments, examinations, or other academic work; or without prior approval of the instructor, submitting work already done for another course.</b></p> <p>NA <input type="checkbox"/></p>				<p>examples of possible problematic moral behavior to the attention of the supervisor for consultation.</p>	<p>with utmost respect for other students.</p>	
<p><b>7. Critical Thinking stage of development</b></p> <p><b>The deliberate use of skills and strategies such as conceptualizing, applying, analyzing, evaluating, and interpreting to increase the probability of</b></p>	<p><input type="radio"/> 1</p> <p>Student displays in inadequate level of critical thinking in classroom projects and assignments. Student shows a lack of effort or does not mentally invest.</p> <p><u>Note to rater:</u> Behavior examples may include but is not limited to cognitive rigidity; a belief that there is only one right answer; lack</p>	<p><input type="radio"/> 2</p> <p>Student engages in a low level of critical thinking as defined in the construct and/or looks to experts to provide the “right” answer.</p> <p><u>Note to rater:</u> Behavioral examples</p>	<p><input type="radio"/> 3</p> <p>Student engages in an adequate level of critical thinking as defined in the construct for graduate level work.</p> <p><u>Note to rater:</u> Behavior</p>	<p><input type="radio"/> 4</p> <p>Student engages in a proficient level of critical thinking as defined in the construct for graduate level work.</p> <p><u>Note to rater:</u> Behavior may</p>	<p><input type="radio"/> 5</p> <p>Student displays a high level of compassion and openness to the viewpoints of others. In addition, student exhibits flexibility in thinking and is willing to abandon unproductive strategies.</p>	<input type="checkbox"/>

<p><b>a desirable outcome</b></p> <p><b>Exhibits flexibility in problem solving and a willingness to abandon nonproductive strategies.</b></p> <p>NA <input type="checkbox"/></p>	<p>of willingness to challenge his/her own thinking processes; lack of academic engagement. Student is unwilling to engage in and persist at a complex task.</p>	<p>may include but are not limited to oversimplified answers; polarized thinking; use of subjective knowing / personal experiences instead of reading multiple viewpoints; lack of capacity to synthesize material and/or to look beyond the surface in comprehending readings.</p>	<p>may include but is not limited to an understanding of and appreciation for multiple perspectives; understands metaphors.</p>	<p>include but is not limited to the capacity to synthesize expert knowledge with subjective knowledge; active engagement in discussion of academic concepts in the classroom ; consistently seeking new knowledge.</p>	<p>Student is willing to engage in cognitive work that is deliberate and effortful.</p> <p><u>Note to rater:</u> Behavior may include but is not limited to a demonstrated capacity to construct new knowledge; Student demonstrates a high level of cognitive flexibility.</p>	
<p><b>8. Appreciation of learning</b></p> <p><b>The enthusiasm, passion, and dedication which a student brings to the learning process.</b></p> <p><b>Student exhibits</b></p>	<p><input type="radio"/> 1</p> <p>Student demonstrates low level of enthusiasm, preparation, and/or low level of ability to consider the viewpoints of others. Student engages in primarily concrete tasks that have minor details.</p>	<p><input type="radio"/> 2</p> <p>Student display some curiosity but is satisfied with a superficial level of understanding.</p> <p><u>Note to raters:</u> Behavioral</p>	<p><input type="radio"/> 3</p> <p>Student shows an adequate level of passion, decision, and enthusiasm for graduate education.</p> <p><u>Note to raters:</u></p>	<p><input type="radio"/> 4</p> <p>Student shows high levels of enthusiasm, passion, and dedication , including showing self-motivation to seek</p>	<p><input type="radio"/> 5</p> <p>Student demonstrates a love for learning and is intellectually curious and open to new ideas and enjoys complex tasks or situations. Student is</p>	<input type="checkbox"/>

<p><b>industriousness through purposeful engagement by participation in class, engaging in discussion of academic concepts.</b></p> <p>NA <input type="checkbox"/></p>	<p><u>Note to raters:</u> Behavioral examples may include but are not limited to: lack of preparation/enthusiasm/drive to learn; Student thinks they already know it; just need to “pick up the degree”; Student is more concerned with grades than with learning; Student engages in consumer mentality about master’s program; Student lacks capacity to connect current learning with future professional; extrinsically motivated.</p>	<p>examples may include but are not limited to: Student skims the assigned readings; student contests grades without a legitimate issue of fairness.</p>	<p>Behavioral examples may include but are not limited to: seeking knowledge for the sake of knowledge; Student does not contest grades unless they felt they were treated unfairly or the professor made a mistake.</p>	<p>and explore other resources beyond assigned readings. Student consistently reads the assignments with care (whether tested or not). Comments spoken in the classroom demonstrate eagerness to learn.</p>	<p>intrinsically motivated to learn for learning’s sake. Student consistently reads literature and looks for depth in knowledge.</p>	
<p><b>9. Writing Ability:</b></p> <p><b>Student is able to produce written work that is error free, written at the graduate level.</b></p> <p>NA <input type="checkbox"/></p>	<p><input type="radio"/> 1</p> <p>Student’s writing is not at the graduate level.</p>	<p><input type="radio"/> 2</p> <p>Student’s writing is marginally at the graduate level.</p>	<p><input type="radio"/> 3</p> <p>Student’s writing is at the graduate level, and is without error, including grammar and organization. Communication reflects forethought regarding organization and consideration</p>	<p><input type="radio"/> 4</p> <p>Students writing ability is in the top 25% of graduate students.</p>	<p><input type="radio"/> 5</p> <p>Student’s writing is of professional and publishable quality.</p>	<p><input type="checkbox"/></p>

			n for the viewpoint of the reader.			
<b>10. Presentation Skills:</b>  <b>Student demonstrates the capacity to deliver an effective oral presentation, appropriate to the setting and to the expected level for a graduate student.</b>  NA <input type="checkbox"/>	<input type="radio"/> 1  Student is unwilling to present and/or shows resistance to presenting and/or does not attend on the day of the presentation and/or allows a co-presenter to carry the presentation.	<input type="radio"/> 2  Student agrees to present and selects an appropriate topic. Limited professionalism in style of presentation.	<input type="radio"/> 3  Student agrees to present, selects an appropriate topic, and delivers a well-organized, informative presentation appropriate to the assignment or professional setting.	<input type="radio"/> 4  Student agrees to present, selects an appropriate topic, researches the topic well; delivers a well-organized presentation with an engaging style (encouraging audience participation, if appropriate) and demonstrating informative and sufficient depth on the topic.	<input type="radio"/> 5  Student volunteers to present, selects an appropriate topic, researches the topic using multiple sources; a well-organized presentation with excellent depth/expertise; written and/or audio visual materials are appropriate and visually appealing, and the presentation style is engaging (encourages audience participation, if appropriate) and informative.	<input type="text"/>
					<b>Rubric Score:</b>	<input type="text"/>
					<b>Rubric Mean:</b>	<input type="text"/>
<b>Comments:</b>						

<b>Total Score</b>	<input type="text"/>
<b>Total Mean</b>	<input type="text"/>

### Counselor Potential Rating Form

Systematically students will be evaluated by their instructor on the following criteria. This includes every hybrid course and at least a course each semester before student's are admitted to candidacy.

CLARION UNIVERSITY  
Master of Science in Clinical Mental Health  
**Counselor Potential Rating Form**

Course: \_\_\_\_\_ Session: \_\_\_\_\_ Student's Name: \_\_\_\_\_

**Instructions:** Please rate the student on each of the following variables, based on your observations in the teaching of this course. Comparisons to actual and ideal first-year students should guide your judgments in rating this student.

Evaluation Criteria:
0—Does not meet criteria for program level
1—meets criteria minimally or inconsistently
2—adequate performance, meets criteria consistently
3—exceeds criteria, very strong in this area
N—not enough information, no opportunity to observe

<b><i>Social skills: Student demonstrates appropriate comportment in social situations</i></b>					
Student relates to peers, professors, and others in a positive manner, consistent with stated professional standards	0	1	2	3	N
Student demonstrates honesty, respect, fairness, self-restraint, in interactions with others	0	1	2	3	N
Student exhibits appropriate levels of self-confidence, competency, self-assurance, and trust in own abilities in classes, peer interactions, and placement situations	0	1	2	3	N
Student demonstrates a positive attitude toward cohort and program, and sensitivity to others' ideas and values; student offers constructive feedback in a useful, effective manner.	0	1	2	3	N
<b><i>Conscientiousness: dependability, discipline, initiative</i></b>					

Student demonstrates good attendance, punctuality, awareness of deadlines; makes appropriate arrangements for missing classes; takes responsibility for making up missed work	0	1	2	3	N
Student completes all work in a timely manner; meets program requirements for assignments, reading, projects, and paperwork.	0	1	2	3	N
Student is prepared for classes; participates actively; demonstrates eagerness to learn	0	1	2	3	N
Student takes an active interest in own progress, and that of others in the program, and offers constructive feedback to peers, faculty as appropriate	0	1	2	3	N
<b><i>Core proficiencies: academic and counseling skills</i></b>					
Student demonstrates proficiency in written and oral communication	0	1	2	3	N
Student demonstrates a self-reflective stance, openness to criticism and feedback, and ability to make constructive changes in attitudes and skills as needed.	0	1	2	3	N
Student demonstrates listening skills, ability to refrain from speaking when appropriate, ability to allow others to express feelings and thoughts without needing to give advice or make judgments	0	1	2	3	N
Student shows progress appropriate to academic level in developing counseling skills, and willingness to practice skills in and out of class	0	1	2	3	N
<b><i>Openness to Experience and Cognitive Complexity</i></b>					
Student demonstrates a desire for knowledge, curiosity about professional topics, openness to diverse ideas and values	0	1	2	3	N
Student demonstrates flexibility in thinking, and the ability to analyze new information and ideas and integrate these into pre-existing ideas to develop more sophisticated models of thinking	0	1	2	3	N
Student is attuned to her/his own inner state, and receptive to emotional experiences of self and others, without becoming defensive or overly professional	0	1	2	3	N
<b><i>Professional Comportment and Presentation</i></b>					
Student is able to maintain a calm, self-confident stance, and demonstrates appropriate anger control and impulse control in relationships with faculty, peers, and clients	0	1	2	3	N
Student is able to cope with new, stressful situations by developing effective strategies and decisions, and to be resilient in the face of changing situations or ongoing life stressors.	0	1	2	3	N
Student is able to express warmth and friendliness while also setting appropriate limits in an assertive way, with peers, faculty, clients, and other professionals.	0	1	2	3	N
Student demonstrates appropriate self-care as well as compassion for others, and is able to maintain a balance between caring for self and caring for others.	0	1	2	3	N

Student uses the ethical code of the American Counseling Association as a guideline for interactions with others and maintains behavior in accordance with the code at all times.	0	1	2	3	N

***Please feel free to offer additional comments below or contact the student's Academic Advisor to discuss any additional concerns.***

Participation/Absences:			
Week 1 _____	Week 5 _____	Week 9 _____	Week 13 _____
Week 2 _____	Week 6 _____	Week 10 _____	Week 14 _____
Week 3 _____	Week 7 _____	Week 11 _____	Week 15 _____
Week 4 _____	Week 8 _____	Week 12 _____	Week 16 _____

Student Signature/Date:

Instructor Signature/Date:



## Student End of Program Assessments

### Comprehensive Examination

The completion of the master's degree is contingent upon successfully passing a written comprehensive examination. This exam is given during the second section of internship and includes a set of short essay response questions from each of the foundational courses. The exam is open book and note. High quality scholarly writing is required. It is recommended that students keep all textbooks and instructional materials through out their program in order to successfully complete the exam. There is no cost for the exam. Students must pass every question on the exam. Students that do not meet graduate level expectations will be given an extended assignment for each unsatisfactory question. Not successfully completing the extended assignment will result in a remediation plan and potential dismissal from the program. In accordance with Clarion University policy, there is limit of opportunities to successfully complete the exam.

### Practicum/Internship

The successful completion of the program is contingent upon fulfilling all practicum and internship requirements. This is evaluated by the instructor and agency supervisor. Please see the practicum and internship manual for detailed information and required paperwork.

## General Program Information

### Review of Students

The progress of students is systematically reviewed by faculty members to determine each student's ability to be an effective counselor. Issues discussed include academic performance, professional maturity, judgement, emotional stability, sensitivity to others, and self-awareness.

### Ethical Behavior

Students must demonstrate the highest level of ethical behaviors set by the American Counseling Association (ACA) and for writing (APA). Unethical behavior by students can result in dismissal from the program at any time.

### Pennsylvania Social Workers, Marriage and Family Therapists, and Professional Counselors Regulations

These regulations according to the Pennsylvania Department of State are as follows:

“The State Board of Social Workers, Marriage and Family Therapists and Professional Counselors protects the public from unprofessional, improper, unauthorized and unqualified practice of social work, licensed marriage and family therapy and licensed professional counseling. The Board regulates and controls individuals who call themselves a social worker and individuals who hold themselves out as being licensed clinical social workers, licensed marriage and family therapists and licensed professional counselors.

The Board's functions include promulgating rules and regulations, requiring applicants to pass examinations relating to their qualifications as a prerequisite to the issuance of a license and examining for, denying, approving, issuing, revoking, suspending or renewing such licenses. In addition, the Board conducts hearings upon complaints concerning violations of Act 136 of 1998 and promulgates standards of professional practice and conduct for licensed social workers, clinical social workers, marriage and family therapists and professional counselors.”

### Graduate Student Activities

Students are encouraged to get involved in Clarion University's activities. There are many opportunities to volunteer or work on research with faculty. It is the student's responsibility to seek out additional educational, research, and philanthropic activities. Students are strongly encouraged to meet with their advisor to discuss opportunities and build a professional relationship with faculty.

### Letters of Recommendation or Endorsement

Faculty members encourage and welcome students who reach out and ask questions about professional development opportunities and academic advancement. However, faculty members are under no obligation to write a letter and could not ethically recommend a student for a position that he or she is not qualified for. Faculty will follow the American Counseling Association Code of Ethics regarding the endorsement of supervisees.

### Placement, Certification, and Licensure

Upon completion of the program, students may request endorsement for professional placement, certification, and/or licensure. Faculty are not obligated to provide recommendation letters, and faculty will make professional judgement to determine if the student is qualified for certain positions, certifications, or licensure.

### Record Keeping

Students are required to keep a copy of all forms concerning their degree program including plan of study, directed study agreements, transfer of credit requests, syllabi from all courses, practicum/internship records, application for written comprehensive examination, application for graduation, and any other important records or documents.

## Financial Aid

Financial aid is awarded to students and parents to assist students with meeting program costs such as tuition, fees, books, food, housing, and transportation. The Student Financial Services Office administers state and federal financial aid including grants, loans, scholarships, and Veteran's benefits. The Student Financial Services Office is located on the first floor of Becht Hall. Contact the office for more information at 814-393-2315.

Refunds from excess financial aid are not available to students each semester until after the drop/add period is over. The quickest way to gain access to any financial aid refunds you may receive from excess financial aid disbursements is to sign up for direct deposit on the MyClarion portal. You can get step-by-step directions on how to sign up for direct deposit [here](#).

Students denied financial aid for any reason may appeal the denial as follows:

1. Write to the Student Financial Services Office (SFS), Clarion University, 840 Wood Street, Clarion, PA 16214, noting the denial and stating the reasons why financial aid should not be denied. Note: If the student is appealing a lack of satisfactory academic progress (SAP) determination, specific directions on the appeal process are available [here](#).
2. SFS Office staff will review the denial in terms of information provided by the student.
3. Following the review, the SFS Office staff will inform the student of the status of the appeal (granted/declined).

## Remediation Policy

The Clinical Mental Health Counseling program at Clarion University of Pennsylvania seeks to provide students growth-oriented training of the entire person. This means providing information about the profession and practice of counseling, but also an awareness of the personal journey that growth entails. The program emphasizes the importance of each individual student's development as a counselor in training.

Toward this end, students are provided with a safe atmosphere of personal expression, open feedback, and support as they expand their boundaries to become more inclusive and accepting of their fellow person. Just as the philosophy of the profession is to be tolerant and accept people as they are, so the student in training needs to engage in self-exploration and self-disclosure to incorporate the identity of a counselor into their own core values. This process is critical to setting students on a path of lifelong growth, personal reflection and development as professionals.

The program recognizes that a path of self-reflection can be challenging for some students, especially early in the process. It is critical that each student feels valued and supported by their peers and by the faculty in order to open-up, take risks and safely move forward with the process of becoming a reflective practitioner.

There are numerous ways that students can run into problems with the process described above. They may have difficulty accepting criticism from their peers and faculty. They may engage in entrenched dogmatic beliefs and be unwilling to consider other points of view. They may show evidence of personal battles with mental and emotional health that distract them from the demands of a graduate training program.

The graduate program in clinical mental health counseling monitors and evaluates student progress throughout their training. In addition to their academic progress, personal reflection, openness to criticism, and openness to new ideas are evaluated. Consistent with these expectations is the emphasis placed upon student growth in exhibiting the dimensions of conscientiousness, openness to feedback, advanced interpersonal skills, and self-regulation, as well as the values of professionalism, character, integrity, critical thinking, and appreciation of learning. Faculty monitors student progress in classes, in discussions, in journals, and in assignments and presentations. When it is noted that students are having trouble performing to acceptable standards a range of interventions may take place, beginning with the least intrusive and ending with dismissal from the program.

- I) The first intervention is for the class or field placement instructor to provide clear feedback regarding the specific behavior(s) that appear to be problematic for the student's success. It is important that students be made aware of potential problems early in their training, to understand where problems exist, recognize exactly what is expected of them and to achieve insights and make adjustments. It is expected that such low-level interventions made in real-time will have a corrective effect for most students in need of such feedback.
- II) When students show a pattern of problematic performance across several classes and/or over time, despite clear feedback, the faculty must become more involved in remediation efforts. At a meeting with the Clinical Mental Health Counseling faculty, depending on the cause of concern, students may be advised of how their classroom or clinical performance is disruptive to the learning process. If the student is suffering from problems external to the learning process, e.g., addiction, they may be advised to take time off to address their own health before they can resume. If the student is showing significant and ongoing difficulty understanding or participating in the goals of the training program, they may be given a clear list of problematic behaviors to be avoided or deficient behaviors that need to be strengthened and employed in class. Such meetings with faculty will be documented as to the reason for the intervention, the critical points made to ensure student remediation, and the expectations of the student moving forward in the program.
- III) When progressive efforts at remediation have failed and it becomes evident from the student's performance that they will not be able to meet the standards of a professional counselor, dismissal from the program will be recommended by the faculty to the Dean of the College of Health Sciences and Human Services. Students

recommended for dismissal will retain all their rights to appeal as specified by the Graduate School and by the Student Code of Conduct.

### Right of Appeal

Students can appeal remediation decisions in the following order: to the department chair, the academic dean, the provost, and the university president. Student who are dismissed for ethical violations should follow the Student Code of Conduct appeal procedure. “Students have the right to appeal instructor decisions (Student Code of Conduct, Academic Code, and Community Standards) either through the grade-appeal process (see section on “Student Rights in the Classroom”) or directly to the Conduct Board (see section on “Adjudication Appeals”) depending on the nature of the dispute. Sanctions extending beyond a particular course, such as suspension or dismissal from an academic program or from the university, can only be imposed as the result of complaints filed under the Disciplinary Procedures Code and after Formal Hearings under this code.”

## Licensed Professional Counselor (LPC) Licensure Information

The following outline covers the most current recommended courses for completing the educational equivalency for the LPC licensure. The Clarion University program is working towards accreditation by CACREP, therefore all applicants are required to complete the following courses for licensure.

Counselors and therapists can become credentialed as licensed professional counselors (LPCs) by the Pennsylvania State Board of Social Workers, Marriage & Family Therapists, and Professional Counselors.

Licensed counselors can pursue a variety of rewarding careers, obtaining work as school counselors, substance abuse counselors, and mental health counselors. Licensed counselors help people overcome challenges caused by illness or other difficult circumstances, helping individuals lead healthier, happier, and more productive lives. The need for mental health providers in Pennsylvania is currently high.

To become an LPC, you need to earn a [qualifying master's degree in professional counseling](#) or another closely related field. Your degree should be granted by a regionally accredited school and include at least 60 semester hours of coursework.

<https://counselor-license.com/states/pennsylvania-counselor-license/>  
<https://www.pacode.com/secure/data/049/chapter49/chap49toc.html>

Average Salary in Pennsylvania for Licensed Counselors

[Educational, Guidance, School, and Vocational Counselors](#) \$60,810

[Marriage and Family Therapists](#) \$54,690

[Rehabilitation Counselors](#) \$37,960

[Substance Abuse, Behavioral Disorder, and Mental Health Counselors](#) \$44,270

[Counselors, All Other](#) \$51,830

Pennsylvania accepts [a number of examinations](#) for licensing purposes, including:

- The National Counselor Examination (NCE) or Examination for Master Addictions Counselors (EMAC) -- administered by the National Board for Certified Counselors (NBCC)
- The Certified Rehabilitation Counselor Examination -- administered by the Commission on Rehabilitation Counselor Certification
- [The Art Therapy Credentials Board Certification Examination](#) -- administered by the Art Therapy Credentials Board
- [The Board Certification Examination](#) -- administered by the Certification Board for Music Therapists
- The Advanced Alcohol & Other Drug Abuse Counselor Examination -- administered by the [International Certification and Reciprocity Consortium](#)

Whichever examination you take, you need to apply directly to the testing agency to sit for an exam. You should also make arrangements to have your testing results sent to the state board. Most of the above exams represent specialty examinations, designed for professionals with training in a particular branch of counseling or in a related helping profession. However, the NCE is a general professional counseling exam that is used in many states for licensing purposes. It is also a viable option for dance/movement therapists.

If you opt to sit for the NCE, you'll take a computerized test. The NBCC offers test sessions two weeks out of each month. As a candidate for Pennsylvania licensure, you should send a registration form to the NBCC along with an official transcript showing that you hold a master's degree in counseling or a related field. You also need to pay a \$185 fee.

Pennsylvania contains 12 sites where students can take this exam

<https://www.nbcc.org/Search/StateBoardDirectory/Pennsylvania>

If your highest degree is a master's degree, you become eligible for licensure after accruing at least 3,000 hours of qualifying experience. You may only count hours that were earned after completing at least 48 semester hours of graduate coursework.

If you hold a doctoral degree, you only need to work under supervision for a total of 2,400 hours to become eligible for licensing. You can count hours completed prior to earning your doctorate; however, at least 1,200 hours of these hours must be earned after receiving your doctoral degree. As noted in the LPC application instructions, you may not count practicum or internship hours as part of your supervised experience.

## Appendix: Documents & Forms

## Master Degree Clinical Mental Health Counseling Course Sequence

The department recommends a 3-year sequence beginning in the fall semester. Other sequence options are available for those that need or desire an alternate time frame. Three sequences will be listed below to include:

1. 3-year (fall start)
2. 3-year (spring start)
3. 2-year accelerated track (fall start only).

### 3-Year (Fall Start)

Year 1	Fall Semester	Spring Semester	Summer Session
	COUN 530 COUN 552	COUN 586 COUN 592	COUN 510 (hybrid) COUN 580 (hybrid)
Year 2	Fall Semester	Spring Semester	Summer Session
	COUN 532 COUN 542	COUN 519 COUN 537	COUN 538 (hybrid) COUN 591 (hybrid)
Year 3	Fall Semester	Spring Semester	Summer Session
	COUN 525 COUN 594 (Practicum)	COUN 593 COUN 595 (Internship)	COUN 595 (Internship)

### **Elective Information:**

In addition to the required core courses listed above, 9 credits of electives must be taken throughout the 3-year sequence. It is recommended that they be completed prior to the internship experience.

Electives are only offered during non-typical semester sessions (i.e. winter/summer sessions). Therefore, students have 5 options of taking electives prior to their internship experience:

1. Year-1 winter
2. Year-1 summer
3. Year-2 winter
4. Year-2 summer
5. Year 3-winter



### 3-Year (Spring Start)

Year 1	Spring Semester	Summer Session	Fall Semester
	COUN 586 COUN 592	COUN 510 (hybrid) COUN 580 (hybrid)	COUN 530 COUN 552
Year 2	Spring Semester	Summer Session	Fall Semester
	COUN 519 COUN 537	COUN 538 (hybrid) COUN 591 (hybrid)	COUN 532 COUN 542
Year 3	Spring Semester	Summer Session	Fall Semester
	COUN 525 COUN 594 (Practicum)	COUN 593 COUN 595 (Internship)	COUN 595 (Internship)

**Elective Information:**

In addition to the required core courses above, 9 credits of electives must be taken throughout the 3-year sequence. It is recommended that they be completed prior to the internship experience.

Electives are only offered during non-typical semester sessions (i.e. winter/summer sessions). Therefore, students have 5 options of taking electives prior to their internship experience:

1. Year-1 summer
2. Year-1 winter
3. Year-2 summer
4. Year-2 winter
5. Year 3-summer

## 2-Year (Fall Start Only)

Year 1	Fall Semester	Spring Semester	Summer Session
	COUN 530	COUN 586	COUN 510 (hybrid)
	COUN 552	COUN 592	COUN 580 (hybrid)
	COUN 532	COUN 519	COUN 538 (hybrid)
	COUN 542	COUN 537	COUN 591 (hybrid)
Year 2	Fall Semester	Spring Semester	Summer Session
	COUN 525	COUN 593	COUN 595 (Internship)
	COUN 594 (Practicum)	COUN 595 (Internship)	

### Elective Information:

In addition to the required core courses above, 9 credits of electives must be taken throughout the 3-year sequence. It is recommended that they be completed prior to the internship experience.

Due to the accelerated track, options will be limited in terms of when electives can be taken. Electives will need to be taken during the following terms:

1. Year-one winter session
2. Year-one summer session
3. Year-two winter session
4. Year-two summer session (not recommended with internship but may be used if necessary)

Planning Guide for M.S. in Clinical Mental Health Counseling

<b>Course Number</b>	<b>Course Title</b>	<b>Date Taken</b>	<b>Other Notations</b>
COUN 500	Seminar in Diversity Issues: Immersive Cultural Experience		elective
COUN 510	Group Counseling		required for candidacy
COUN 519	Statistical Applications and Research for Counselors		
COUN 525	Clinical Tests and Measures		
COUN 530	Human Growth Across the Lifespan		required for candidacy
COUN 531	Impact of Disabling Conditions		elective
COUN 532	Professional Orientation and Ethical Practice in Counseling		
COUN 535	Counseling Children and Adolescents		elective
COUN 537	Career Theory and Career Counseling		
COUN 538	Crisis Intervention In Counseling		
COUN 540	Principles of Psychiatric Rehabilitation & Recovery		elective
COUN 542	Theories in Helping Relationships		
COUN 550	Issues In Rural Human Services		elective
COUN 552	Identity and Culture		required for candidacy
COUN 555	Creative and Expressive Arts Counseling		elective

COUN 565	Seminar in Clinical Service Delivery Systems		elective
COUN 577	Grief and Loss Counseling		elective
COUN 579	Mind-Body Techniques in Counseling		elective
COUN 580	Intervention Strategies: Counseling Skills and Techniques		required for candidacy
COUN 581	Counseling of Persons Living with HIV/AIDS		elective
COUN 585	Special Topics in Rehabilitative Sciences		elective
COUN 586	Addiction and Dual Diagnosis		required for candidacy
COUN 587	Addiction Counseling and Interventions		elective
COUN 590	Special Projects		elective
COUN 591	Diagnosis and Treatment		
COUN 592	Family Systems		required for candidacy
COUN 593	Integration, Consultation, and Collaboration		
COUN 594	Clinical Field Education: Practicum		
COUN 595	Clinical Field Education and Supervised Internship Experience (a)		
COUN 595	Clinical Field Education and Supervised Internship Experience (b)		
COUN 600	Thesis		elective (2)



## MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING CHECKSHEET

STUDENT: \_\_\_\_\_ ID# \_\_\_\_\_

### MASTER IN SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING

**Required:** (51 Credits)

_____	COUN 510	Group Counseling *	3
_____	COUN 519	Statistical App. and Research Methods for Counselors	3
_____	COUN 525	Clinical Tests and Measures	3
_____	COUN 530	Human Growth Across the Lifespan	3
_____	COUN 532	Professional Orientation and Ethical Practice in Counseling	3
_____	COUN 537	Career Theory and Career Counseling	3
_____	COUN 538	Crisis Intervention in Counseling *	3
_____	COUN 542	Theories in Helping Relationships	3
_____	COUN 552	Identity and Culture	3
_____	COUN 580	Intervention Strategies: Counseling Skills and Techniques *	3
_____	COUN 586	Addiction and Dual Diagnosis	3
_____	COUN 591	Diagnosis and Treatment *	3
_____	COUN 592	Family Systems	3
_____	COUN 593	Integration, Consultation & Collaboration	3
_____	COUN 594	Clinical Field Education: Practicum *	3
_____	COUN 595	Clinical Field Education: Internship *	3,3

**Electives:** (9 Credits)

_____	COUN 500	Seminar in Adv. Diversity Issues/Cultural Immersion*	3
_____	COUN 531	Impact of Disabling Conditions	3
_____	COUN 535	Counseling Children and Adolescents	3
_____	COUN 540	Principles of Psychiatric Rehabilitation and Recovery	3
_____	COUN 550	Issues in Rural Counseling	3
_____	COUN 555	Creative and Expressive Arts Counseling	3
_____	COUN 565	Seminar in Clinical Service Delivery Systems	3
_____	COUN 577	Grief and Loss Counseling	3
_____	COUN 579	Mind-Body Techniques in Counseling	3
_____	COUN 581	Counseling of Persons Living with HIV/AIDS	3
_____	COUN 585	Special Topics in Rehabilitative Sciences	3
_____	COUN 587	Addiction Counseling and Interventions	3
_____	COUN 590	Special Projects	3
_____	COUN 600	Thesis	3,6

\*Hybrid Courses

No Changes since Summer 2019

## Application for Candidacy

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student ID: \_\_\_\_\_

Admission Year/Semester: \_\_\_\_\_

Program Track: 2-year Fall Admit    2-year Spring Admit    3-year Fall Admit    Other

Program Advisor: \_\_\_\_\_

Current GPA: \_\_\_\_\_

List any course (and semester taken) that you earned a C or less:

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Essay Question: *(This response should be well written, typed, double-spaced, APA style, reflect your ability to accept and integrate feedback, and be between 500-800 words)*

Since admission to the Clarion's program –

- 1) Explain, with examples, how you have grown in your ability to be self-reflective since you started the program.
- 2) In what areas of the counseling profession do you feel you are strong and why? In what areas of the counseling profession do you feel you need to grow and why?
- 3) What are your professional goals? What do you need to do before graduation to meet these goals? What do you need to do after graduation to meet these goals?

## Acknowledgement of Policies and Procedures for Students Enrolled in the Clarion University's Master's Programs in Clinical Mental Health Counseling

As a student accepted into Clarion University, I understand and agree to abide by the policies and procedures outlined in this document.

1. I understand that I will be expected to demonstrate academic, personal, interpersonal, and professional competencies appropriate for counselors-in-training. Failure to attain and demonstrate these competencies may result in the issuance of a letter of warning, requirement to repeat courses, requests to participate in individual counseling, additional supervision, additional requirements, a leave of absence, or dismissal from the program.
2. As a counselor-in-training I understand that I am expected to learn, apply, and adhere to the ethical codes and standards that govern the counseling profession (American Counseling Association) and appropriate specialties. I understand that I am expected to demonstrate competency in professionalism, knowledge of skills, and appropriate interactions with peers and faculty. My performance in these areas will be evaluated by faculty based upon my academic and interpersonal performances.
3. I understand that my self-growth will be encouraged by faculty through the use of experiential learning techniques. Self-disclosures are common in experiential learning but will not be factors in grading or successful completion of coursework. However, should my disclosures indicate impairment or potential harm to clients, myself, or others I understand the faculty will use this as part of the review of my overall academic and clinical growth. The faculty may recommend remediation actions, leaves of absence, or dismissal from the program.
4. I understand I will be reviewed once per semester, at a minimum, by the Clinical Mental Health Counseling Program Faculty. If I demonstrate academic, interpersonal, intrapersonal, or professional deficiencies I will be notified of these concerns and an individual plan of action will be taken in accordance with the policies outlined in the Retention section of the handbook.
5. I understand that I must follow the procedures in order to be accepted into candidacy.
6. I understand that I may be required to attend additional meetings about practicum/internship.
7. I understand that internships are completed in community agencies, and that the internship will require more than one semester to complete. It will be my responsibility to progress through the interview process and be accepted by a site.
8. I understand that practicum and internship require a constellation of knowledge, skills, and attitudes that may not be assessed in academic courses. I further understand that success in academic courses does not guarantee success in practicum or internship.
9. I understand that I will not be licensed upon completion of this program, and that my obtaining licensure will be through the State of Pennsylvania. The program faculty will attempt to make changes to remain in compliance with licensing requirements as they relate to academic course requirements. I will have to successfully pass licensure examinations and meet requirements as set forth by state law.
10. I understand the Student Handbook and Internship Handbooks with which I was admitted may be revised to reflect program, accreditation, and/or licensing revisions. I understand that I should follow the revised editions of the Handbooks and that it is my responsibility to determine if there have been revisions.
11. I understand that the Clarion University uses student emails to keep students informed about class schedules and registration, general program and school information, and to distribute course syllabi. I agree that it is my responsibility to maintain an active subscription to my student email.

With my signature I verify that I have received a copy of the Student Handbook, the policies and procedures of the program have been reviewed with me, and that I have received additional information during the New Student Orientation. I understand the guidelines set forth in this document and I agree to abide by the guidelines outlined, the Clarion University catalog, and the policies and procedures of the Clinical Mental Health Counseling Program.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Student Printed Name \_\_\_\_\_

Admit Semester/Year \_\_\_\_\_



