

PROGRAM MANUAL

for

M.Ed. in Counseling and Human Services

M.Ed. in Elementary School Counseling

M.Ed. in Secondary School Counseling

M.Ed. in International Counseling

Certificate in International Counseling

Counseling Psychology Program

Department of Education and Human Services

College of Education

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Signature of the Counseling Psychology Program – “Helping Others”

We are a small, intimate group of faculty and graduate students committed to the general premise of helping others. Our strength is our size. We currently have four faculty and admit approximately 5-6 doctoral students and 25-30 masters students every year. Our attention is focused on striving for the affirmation of diversity in all realms. We believe in the importance of training scientist-practitioners such that we attend to how scholarship informs practice and practice informs scholarship. Our competency-based program prepares students to work with individuals, families, groups, schools, and communities, as well as become agents of social change. To this end, we expect our students to become leaders in their chosen career within their desired professional setting.

This program manual is designed to provide an overview of the two 48-credit M.Ed. programs within the Counseling Psychology (CP) Program --- (1) Counseling and Human Services and (2) School Counseling (Elementary/Middle and Secondary/Jr. High concentration) - -- as well as the 30-credit M.Ed. program in International Counseling and the 12-credit Certificate in International Counseling. This manual is also intended to answer some of the more common questions asked by students and prospective students and to serve as a resource for faculty in the program and other university and outside personnel who need information about the CP program generally. The College of Education Graduate Student Handbook contains information about college and university-wide requirements and/or deadlines. Although the Counseling Psychology Faculty endeavor to provide as much information as possible directly to the student, the student still bears the responsibility for timely completion of university and program deadlines and requirements.

Philosophy of the M.Ed. Counseling Programs

The changing nature of the American family, increasing diversity in the composition of the U.S. population, advances in technology, and a global economy pose new risks to children in schools in the Commonwealth of Pennsylvania and in the U.S. generally, as well as to adolescents and adults living in and working in a variety of circumstances and settings. Professional counselors work in the context of the contemporary American educational and social service systems to reduce and/or to prevent these mental health risks. Professional counselors provide direct counseling assistance to individuals and groups, conduct workshops,

classes, consultation, and prevention programs to assist in developing coping skills for living in a complex society. The professional counselor must be sensitive to a wide array of issues that supplement the basic missions of the institutions that employ them (e.g., schools, work sites, community agencies).

Master's Mission Statement

The master's programs in counseling at Lehigh University prepare students to function in professional roles that include three key ecological targets of intervention settings: the community, the school, and the family. The faculty seeks to produce counselors who can conceptualize and intervene in preventative, developmental, and therapeutic ways to assist a broad cultural cross-section of individuals to improve their understanding, adjustment, and daily functioning across the lifespan. Students are sought who will both appreciate and embrace the scientific and empirical underpinnings of the counseling field, and work to apply them in culturally appropriate ways. A student may elect to emphasize one of the three ecological roles in their training, but will be expected to be conversant in all three. Thus, student A (see Figure A) may emphasize community settings and roles in their training, but will be expected to be knowledgeable about school and family settings as well. Student B (see Figure B) may emphasize school settings and roles in their training, but should be knowledgeable community and family issues as well. A successful graduate may be employed in a variety of settings such as mental health agencies, college counseling centers, elementary, middle and secondary schools, and/or social agencies.

Figure A. A Student Emphasizing Community Settings and Roles

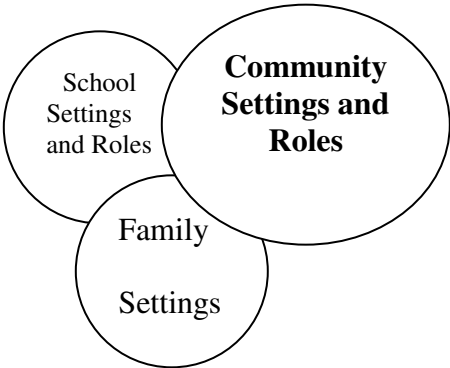
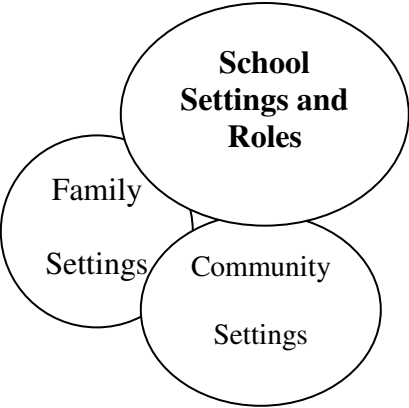


Figure B. A Student Emphasizing School Settings and Roles



M.Ed. Degree Programs

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

Licensed Professional Counselor. In 1998, the Pennsylvania legislature passed a counselor licensure law governing the professional practice of counseling. This bill is based upon a 48-credit master's program and 12 additional credits beyond the masters. Students must also pass the NBCC examination and complete three years of supervised counseling experience. Bylaws and applications can be found at the website for the Board of Social Work, Marriage and Family and Professional Counselors in Harrisburg, PA. This 60-credit licensure bill is now in force in Pennsylvania. <http://www.dos.state.pa.us/bpoa/cwp/view.asp?a=1104&q=433170>.

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

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

Pennsylvania Department of Education (PDE) Required Clearances. Per the Pennsylvania Department of Education, all students who come into contact with children either

through field-based or research experience in school settings must obtain and present to the Program Director the following up-to-date (not more than one year old) clearances upon matriculation into their academic program:

☐☐ ***FBI Federal Criminal History Record (Act 114)***: Information about how to obtain your FBI clearance is available at http://www.pa.cogentid.com/PDE_Main.html. Upon registering for the fingerprint check, you will be assigned a secure registration ID# that you must supply to the Program Secretary so that we can access your FBI clearance online. You will not be able to access your records online yourself, so be sure to pay the additional \$2.00 for an "unofficial" paper copy of your FBI clearance so that you will have access to your report and have some proof that you were fingerprinted. Additionally, please be sure to request that your FBI records are processed through the Pennsylvania Department of Education (PDE), NOT the Department of Public Welfare (DPW) or the Department of Banking (DOB).

☐☐ ***Pennsylvania State Police Criminal Records Check (Act 34)***: Request your record through the PATCH system found at: <https://epatch.state.pa.us/Home.jsp>

☐☐ ***Pennsylvania Child Abuse History Clearance (Act 151)***: information found at <http://www.dpw.state.pa.us/partnersproviders/childwelfare/003671038.htm>.

☐☐ ***Mantoux Tuberculosis Screening or the results of a chest X-ray***: The TB test can be done at Lehigh's Health Center.

Counseling Psychology Master's Competencies

The development of the counseling psychology master's competencies begins with the mission of our program. Based on the mission, three overarching goals have been identified.

Goal 1: Develop counselors who are knowledgeable about theoretical, empirical and practical literatures in counseling as they are applied to community, school, and family systems.

Goal 2: Develop counselors who are aware of how their attitudes, values, and beliefs affect their professional inferences, professional behaviors, counseling practices, and client outcomes.

Goal 3: Develop counselors who are skilled in conceptualizing and treating human problems through effective therapeutic communication from preventative, developmental, and multicultural perspectives.

From these goals, general core competencies and professional competencies have been identified.

General Core Competencies (Academic and Counseling)

- Multicultural Issues (i.e., issues related to gender, race, ethnicity, sexual orientation, disability, socioeconomic status, spirituality, religion, language, age)
- Professional Issues (i.e., ethical, legal, and professional development)
- Counseling Theories
- Helping Skills
- Counseling Treatment (from intake to termination)
- Assessment & Testing
- Advanced Counseling Techniques and Strategies
- Career and Vocational Counseling
- School Counseling (PDE Standards)
- Group Counseling
- Family Systems Counseling
- Prevention
- Technological Competence
- Life Span Development
- Advocacy
- Program Development, Management, & Evaluation
- Crisis Management
- Consultation
- Research Methodology
- Statistics
- History and Systems
- Supervision

Professional Competencies

The following policy adapted from the American Psychological Association Student Competence Task Force of the Council of Chairs of Training Councils (CCTCT) and approved on March 25, 2004 is the governing policy for our training program in terms of the evaluation of student professional competencies:

Students in master's training programs should know – at the outset of their training – that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory) in an effective and appropriate manner. Because of this commitment, professional psychology training programs strive to not “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power differences between student and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient:

- (a) interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public)*
- (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one's own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).*
- (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning); and*
- (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).*

Please note that the four evaluative areas listed above overlap with the counseling programs' Training Goals, which address student's willing to engage in self-examination and to learn to interact in an ethical and facilitative manner with individuals who are both culturally similar as well as different from themselves, in terms of both demographics and values.

Programs in School Counseling

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

M.Ed. in Elementary School Counseling Curriculum

Shared Core Courses (21 cr.)

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

School Counseling Track (18 cr.)

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

Clinical Training (6 cr.)

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

Specialty and Technology Requirement

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

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

Total Credits = 48

† Students seeking LPC status should also register for 1 credit of CPSY466 Practicum to obtain the necessary hours of pre-internship experience.

PDE Standards Elementary School Counseling

I. Academic Foundations

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

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

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

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

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

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

- group dynamics and processes,
- crisis prevention and management

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

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

___ I.F. Assessment techniques including:

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

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

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

___ I.H. School curriculum design including:

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

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

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

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

II. Performances

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

III. Professionalism

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

PDE Standards For Diverse Learners

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

III_A-N Competency: Assessments

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

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

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

_____ Understanding the evaluation process and articulate findings

== >D. Examples: Help parents and students better understand test results, e.g., PSAT and SAT testing;

As a member of IEP teams and to communicate with parents.

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

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

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

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

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

Collaborating with the IEP team in creating instructional plans.

== >H. Examples: Active contributors on RtI and IEP teams that analyze and monitor these various assessment practices and their results;

Identify students requiring additional services, which may include individual and group counseling.

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

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

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

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

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

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

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

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

==>N. Examples: Work with multidisciplinary teams to ensure that students are assessed with unbiased instruments;

Analyzing grade level progress or breakdowns in academic areas; Parent conferencing of student's needs or current level

II_A-G Competency: Cognitive Skill Development

_____ Cognitive – Delineate how individuals acquire and process information.

- 1.== >Understand the learning environments that facilitate encoding, storage and retrieval of knowledge and information for memory, attention, perception, action, and problem solving. ==Examples: Guidance lessons to develop positive and safe school climates; Use information processing theory in conducting guidance lessons and individual/group counseling; Utilize a counseling advisory group and related work groups to develop and implement brain-based strategies and training activities related to targets
2. == >Ensure understanding of cognitive and psychosocial development through trainings with staff; Conduct related guidance and counseling activities with individual students, groups, and classroom activities—for example, using prosocial skillstreaming; Use developmental theories of physical, cognitive, career, and socio-economic development when conducting individual and group counseling, guidance lessons, and consultation with parents and school personnel.
3. == >Apply learning theory and cognitive functioning principals to guidance programming and lesson planning, and apply these principles in a way that matches developmental stage, e.g., teach mnemonic strategies and effective study skills and test taking skills to students in order to promote academic success; Use information processing theory in conducting guidance lessons, individual and group counseling, and consultation with parents and school personnel; Develop and implement strategies that inform and apply concepts in trainings that emphasize learning styles, brain-based research, stress management, etc.
4. == >Specify the experiences children need from birth to age eight to prepare them to learn and succeed in school. ===Examples: Same as above, plus implementation of modular training programs that clearly provide skill development in a “hierarchical” developmental manner; Collaborate in the implementation of violence and bullying prevention programs and other school-wide programs that ensure the physical and emotional safety necessary for academic learning; Collaborate with parents and community groups to increase parents’ understanding of the home conditions that facilitate academic, career, and socio-emotional development.
- 5.== >Identify early interactions with adults and peers, the early childhood counseling methods, and interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades. ===Examples: Communicate with parents and other stakeholders about the available resources that support early childhood learning and development, including effective counseling interventions; Training modules in target areas of significance to developmental level, e.g., in developing socioemotional management; Younger student efforts focus on emotional “labeling”, whereas middle level students and beyond focus on utilization of more abstract skills such as peer mediation.

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

- == >Physical – Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and consult for possible accommodations and/or modifications which may be necessary to implement effective instructional practices. ===Examples:
- Actively employ strategies that evidence best practice using appropriate diagnostic language and intervention/prevention;
 - Incorporate individual/group/classroom intervention that underscores the uniqueness of the individual;
 - Collaborate with team members in recognizing and identifying students with atypical physical development and help to develop effective accommodations and instructional practices for students with atypical physical development, e.g., working on Kindergarten screening teams that evaluate fine and gross motor development

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

- == >1. Examples: Consult with teachers and parents regarding the importance of interpersonal relationships and social skill development and provide information about effective practices for caregivers/instructors; Act as referral source to external agencies that provide effective social skills developmental and to professionals that provide effective parental attachment interventions; Facilitate the implementation of a guidance curriculum that promotes students’ social development; Incorporate school counseling activities, such as prosocial skillstreaming strategies, etc., as well as school counseling advisory and work groups to interact successfully with all constituents impacting those children.
- == >2. Examples: Determine level of social skill and development, to determine both need of intervention and effective planning and intervention of this domain if needed; Use theories of socio-emotional to promote the social skills acquisition; Develop classroom guidance programs, with accompanying lesson plans, that focus on social skills development—these plans must incorporate effective instructional practices for regular and inclusions populations; Promote and develop school-wide prosocial programs that target a reduction of aggressive/bullying behaviors as they affect learning.

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

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

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

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

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

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

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

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

____ Positive environments for learning for students with disabilities

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

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

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

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

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

____ Collaboration and communication

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

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

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

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

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

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

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

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

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

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

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

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

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

development;

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

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

V_A-L Competency: Effective Instructional Strategies

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

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

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

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

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

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

_____ Analyze student performance and implement instructional modifications as appropriate

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

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

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

_____ Demonstrate an awareness of diverse student needs and differentiate instruction

==>H. Example: Academic counseling

_____ Use research-supported methods for universally designed instruction

== >I-L. Examples:

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

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

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

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

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

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

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

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

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

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

_____ Review and evaluate literacy programs

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

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

_____ Understanding the connection between literacy and behavior

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

_____ Understanding the components of reading and writing that pose challenges for students with disabilities
 == >F. Example: Evaluate instructional needs of students when developing guidance lessons—lessons on career/college goals—in order to match instructional interventions to identified student needs, e.g., review effective writing skills before assigning a written task.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

== >Examples: Awareness of timelines, behavioral observation requirements, data collection for positive behavior intervention;

Inform parents/guardians and students of the legal rights and responsibilities regarding special education referral and evaluations;

Provide consultation with teachers and staff, and interact with related personnel in regard to legal issues;

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

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

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

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

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

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

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

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

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

____ Analyze student performance and implement instructional modifications as appropriate

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

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

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

____ Demonstrate an awareness of diverse student needs and differentiate instruction

==>H. Example: Academic counseling

____ Use research-supported methods for universally designed instruction

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

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

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

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

II-C Competency: Professionalism

Describe the legal responsibilities related to serving ELLs

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

Demonstrate collaborative, co-teaching models for serving ELLs

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

Define common terms associated with ELLs

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

Identify professional resources and organizations related to serving ELLs

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

II_A-B Competency: Standards-based Instruction and Assessment

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

== >A. Standards-based Instruction

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

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

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

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

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

_____ Use PA ELPS to design content assessment

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

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

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

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

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

Competency Group: Accommodations and Adaptations for English Language Learners

I_A-B Competency: Language and Culture

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

== >A. Language

1. Example: Oversee implementation of ESL and IU services

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

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

_____ Identify the differences between academic language and social language

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

_____ Identify sociocultural characteristics of ELLs including educational background and demographics

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

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

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

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

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

_____ Identify bias in instruction, materials and assessments

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

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

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

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

_____ Observe culturally and/or linguistically diverse instructional settings

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

II-C Competency: Professionalism

_____ Describe the legal responsibilities related to serving ELLs

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

_____ Demonstrate collaborative, co-teaching models for serving ELLs

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

_____ Define common terms associated with ELLs

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

_____ Identify professional resources and organizations related to serving ELLs

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

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

== >A. Standards-based Instruction

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

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

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

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

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

_____ Use PA ELPS to design content assessment

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

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

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

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

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

M.Ed. in Secondary School Counseling Curriculum

Shared Core Courses (21 cr.)

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

School Counseling Track

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

Practicum

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

Specialty and Technology Requirement

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

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

Total Credits = 48

† Students seeking LPC status should also register for 1 credit of CPSY466 Practicum to obtain the necessary hours of pre-internship experience.

PDE Standards Secondary School Counseling

I. Academic Foundations

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

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

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

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

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

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

- group dynamics and processes,
- crisis prevention and management

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

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

____ I.F. Assessment techniques including:

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

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

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

____ I.H. School curriculum design including:

- operational components of the school system,

- secondary education curriculum program design,
- graduation requirements,
- operation of child study and other support services

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

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

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

II. Performances

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

III. Professionalism

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

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

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

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

PDE Standards For Diverse Learners

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

III_A-N Competency: Assessments

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

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

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

_____ Understanding the evaluation process and articulate findings

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

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

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

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

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

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

Collaborating with the IEP team in creating instructional plans.

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

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

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

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

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

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

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

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

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

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

II_A-G Competency: Cognitive Skill Development

_____ Cognitive – Delineate how individuals acquire and process information.

1.== >Understand the learning environments that facilitate encoding, storage and retrieval of knowledge and information for memory, attention, perception, action, and problem solving. ==Examples: Guidance lessons to develop positive and safe school climates;

Use information processing theory in conducting guidance lessons and individual/group counseling;

Utilize a counseling advisory group and related work groups to develop and implement brain-based strategies and training activities related to targets

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

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

Same as above, plus implementation of modular training programs that clearly provide skill development in a “hierarchical” developmental manner;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

____ Positive environments for learning for students with disabilities

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

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

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

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

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

____ Collaboration and communication

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

V_A-L Competency: Effective Instructional Strategies

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

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

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

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

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

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

____ Analyze student performance and implement instructional modifications as appropriate

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

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

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

____ Demonstrate an awareness of diverse student needs and differentiate instruction

==>H. Example: Academic counseling

____ Use research-supported methods for universally designed instruction

== >I-L. Examples:

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

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

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

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

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

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

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

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

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

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

____ Review and evaluate literacy programs

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

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

____ Understanding the connection between literacy and behavior

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

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

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

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

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

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

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

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

_____Assessing readability of content area materials and adapting content area materials to instructional levels

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

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

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

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

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

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

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

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

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

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

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

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

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

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

== >Examples: Awareness of timelines, behavioral observation requirements, data collection for positive behavior intervention;

Inform parents/guardians and students of the legal rights and responsibilities regarding special education referral and evaluations;

Provide consultation with teachers and staff, and interact with related personnel in regard to legal issues;

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

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

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

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

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

_____Scaffold instruction, monitor student progress, and provide feedback to students

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

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

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

_____Analyze student performance and implement instructional modifications as appropriate

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

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

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

_____ Demonstrate an awareness of diverse student needs and differentiate instruction

==>H. Example: Academic counseling

_____ Use research-supported methods for universally designed instruction

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

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

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

II-C Competency: Professionalism

Describe the legal responsibilities related to serving ELLs

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

Demonstrate collaborative, co-teaching models for serving ELLs

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

Define common terms associated with ELLs

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

Identify professional resources and organizations related to serving ELLs

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

II_A-B Competency: Standards-based Instruction and Assessment

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

== >A. Standards-based Instruction

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

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

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

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

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

_____ Use PA ELPS to design content assessment

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

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

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

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

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

Competency Group: Accommodations and Adaptations for English Language Learners

I_A-B Competency: Language and Culture

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

== >A. Language

1. Example: Oversee implementation of ESL and IU services

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

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

_____ Identify the differences between academic language and social language

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

_____ Identify sociocultural characteristics of ELLs including educational background and demographics

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

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

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

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

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

_____ Identify bias in instruction, materials and assessments

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

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

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

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

_____ Observe culturally and/or linguistically diverse instructional settings

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

II-C Competency: Professionalism

_____ Describe the legal responsibilities related to serving ELLs

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

_____ Demonstrate collaborative, co-teaching models for serving ELLs

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

_____ Define common terms associated with ELLs

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

_____ Identify professional resources and organizations related to serving ELLs

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

II_A-B Competency: Standards-based Instruction and Assessment

_____Apply research, concepts and theories of language acquisition to instruction

== >A. Standards-based Instruction

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

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

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

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

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

_____Use PA ELPS to design content assessment

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

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

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

_____Use assessment data to differentiate and modify instruction for optimal student learning

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

Dual Certification for School Counseling Students

Dual certification (in Elementary/Middle and Jr. High/Secondary) is possible. Students must complete all requirements for both programs and must complete one academic year in the primary certification area (i.e., CPsy 480 & CPsy 483) and one additional academic year in the area of dual certification (CPsy 480 & 483). Requests for dual certification must be made by internal petition to the Program Director.

Recommended Sequence of Courses For School Counseling Program

Tentative Two-Year Plan

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

† Students seeking LPC status should also register for 1 credit of CPSY466 Practicum to obtain the necessary hours of pre-internship experience.

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

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

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

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

Program in Counseling and Human Services

The M.Ed. program is designed to prepare professional counselors for broadly defined practice in community and work settings. The CP program at Lehigh University provides students with an understanding of the counselor's role in contemporary American society, as well as fundamental counseling and intervention skills for use in community, work, and family settings. The counseling and human services program is developmental/contextual in nature and presumes that counselors must work in an increasingly diverse cultural and economic environment, and that human services counselors must understand and be prepared to adapt to changing societal conditions and the demands placed upon individuals and families in home and work settings. The following objectives represent the specific aims of the counseling and human services program at Lehigh University:

1. A knowledge of and responsiveness to the nature of societal institutions that affect the work and family lives of individuals, and an understanding of the role and objectives of the professional counselor within that structure.
2. A knowledge and understanding of one's self as a person and as a counselor, whose behavior with children, adults, and other professionals is guided by a professional code of ethics (i.e., the American Counseling Association) and by current legal precedent.
3. A recognition of the developmental/contextual nature of counseling and the need to accurately assess and maximize each child's cognitive, affective, and social development through individual and group counseling, consultation and training, prevention, research and evaluation.
4. A recognition of the importance of individual differences in race, culture, ethnicity, gender, sexual orientation, and disability, and the ability to work effectively with a broad range of individuals from diverse cultural backgrounds.
5. The knowledge and skills necessary to all of the functions needed to implement a comprehensive and effective counseling program.
6. The ability to communicate, through traditional and advanced technological channels, understanding of child development, educational psychology, ethnic and cultural differences, and related disciplines to adults in order to assist them in their interactions with children.
7. To develop knowledge of and a working relationship with existing school and community programs, human and technological resources that might be used to meet the special needs of adults and families.

8. A knowledge and understanding of methods of research and investigation for the purpose of keeping abreast of current developments in the field and to insure the evaluation of the effectiveness of the program in which the counselor is working.

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

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

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

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

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

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

M.Ed. in Counseling and Human Services Curriculum

Shared Core Courses (21 cr.)

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

Counseling and Human Services Track (15 cr.)

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

Clinical Training (6 cr.)

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

Specialty (6 cr.)

- _____ 2 advisor approved electives (6)
(CPsy 466 courses are one option for electives)

Total Credits = 48

Advisor Signature _____

_____ †Students seeking LPC status also register for 1 credit of CPSY466 Practicum to obtain the necessary hours of pre-internship experience.

Recommended Sequence of Courses For Counseling and Human Services Program

Tentative Two Year Plan

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

† Students seeking LPC status also register for 1 credit of CPSY466 Practicum to obtain the necessary hours of pre-internship experience.

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

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

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

Student Representation in the Program

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

Job Description of Student Representatives for Counseling Psychology

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

The duties of the representative are the following:

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

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

The Pre-Internship Experience

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

The Internship Experience

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

Elementary/Middle School counselors complete their internship in an approved public Integrated Professional Development School (IPDS) in the Bethlehem Area School District (Farmersville Elementary School, Thomas Jefferson Elementary School, or Broughal Middle School). These IPDS settings have strong liaison connections with Lehigh University and provide high levels of supervision and support as well as supplemental training experiences in a wide variety of areas. In the event that an alternative internship site is needed, an internal petition must be completed. Secondary counselors complete their internship in approved secondary

schools, generally in urban school districts. Counseling and Human Services (CHS) students may complete their internship in any of a number of approved agency settings (e.g., hospitals, community mental health agencies, university counseling centers). The heart of any counselor preparation program is the counseling they practice and the supervision they receive. These experiences are intended to be intensive and of high-quality, ensuring both careful professional supervision and client caseload.

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

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

Completion of Training Agreement. After obtaining an internship placement, the student must inform the Clinical Coordinator who will then draft the training agreement between Lehigh University's counseling program and the training site and send it to the site. Prior to beginning the internship, the Training Agreement form must be signed by all three parties: the student, the training site supervisor, and the Clinical Coordinator.

Expectations during Internship. Trainees are encouraged to become aware of the impact of their own behavior on clients and to maximize the ability to use their own professional skills and behaviors to the benefit of the client. In addition, trainees are expected to recognize and engage in appropriate professional activities in the setting of the field experience and to act in an ethical and professionally responsible manner (consistent with ACA guidelines) in interactions with clients and other professionals. Specifically, trainees are expected to engage in a professional manner at all times with regard to such issues as attire, timely arrival, proper preparation, interaction with colleagues, and other ethical practices. Given that the internship provides an opportunity for feedback and dialogue between trainees, instructors, supervisors, and other onsite colleagues, trainees' ability to receive feedback in a non-defensive manner from the instructor, supervisors, and peers is important.

Employment. By IRS regulations, an intern may not go out on an internship that qualifies as full-time while that intern is employed 75% of the time.

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

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

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

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

Practicum / Internship Sites

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

List of Approved School Counseling Placements

- Students admitted to the elementary school counseling program should complete their practicum/internship in an approved Integrated Professional Development School (IPDS; e.g., Farmersville Elementary, Thomas Jefferson Elementary, or Broughal Middle School).
- Secondary school counseling students may complete their clinical placements in a variety of approved school districts (e.g., Bethlehem, Allentown, etc.).
- All clinical placements must be approved by the Clinical Coordinator prior to accepting a placement.

List of Approved Counseling and Human Services Sites

Counseling and Human Services students may complete their practicum/internship placements in a variety of approved sites. Please contact the Clinical Coordinator for a complete list of internship sites. All internship placements must be approved by the Clinical Coordinator prior to accepting a placement.

Internship Requirements

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

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

- (2) **Placement Hours:** Students are expected to be at their placement a minimum of 20 hours per week, totaling a minimum of 300 on-site hours for each semester (600 hours total). Students are expected to be at their placement through the end of their contract period. As such, it is highly probable that more than 300 hours will have been accumulated per semester.

- (3) **Client Contacts:** Students are expected to be working with 4-6 clients per week. Thus, by the end of each semester each student is expected to have been a counselor for at least 6 different clients, with a minimum number of 50 counseling sessions for all clients. Students are also expected to attend staff meetings and engage in additional counseling-related activities germane to their particular site (e.g., group counseling, family counseling, teacher consultation, attendance at SAP meetings, etc.).
- (4) **Taping:** Students are required to audiotape all of their counseling sessions. Videotaping is encouraged.
- (5) **Progress Notes:** Progress notes and other records need to be kept according to agency policy. At a minimum, notes should reflect clinical observations, clinical impressions, and treatment plans. They also should be completed immediately following each counseling session. You will be handing in a set of notes for your case presentations.
- (6) **Malpractice Insurance:** Students are strongly encouraged to be a member of a professional psychological or counseling association [i.e., American Psychological Association (800-374-2721) or American Counseling Association (800-347-6647)] and have student malpractice insurance.
- (7) **Those working with minor children MUST obtain the appropriate clearance checks.** Please see the section of the manual that covers these clearances.

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

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

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

C.2.a. Boundaries of Competence

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

C.3.a. Accurate Advertising

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

C.3.b. Testimonials

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

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

Counseling Psychology Training Agreement: Counseling and Human Services

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

A. RELATIONSHIP

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

B. PERIOD OF AGREEMENT

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

C. RESERVATION OF RIGHTS

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

D. SCOPE OF WORK

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

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

E. RESPONSIBILITIES

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

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

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

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

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

F. INDEMNIFICATION

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

Clinical Coordinator

Date

Trainee

Date

On-Site Supervisor

Date

Counseling Psychology Training Agreement: School Counseling

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

A. RELATIONSHIP

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

B. PERIOD OF AGREEMENT

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

C. RESERVATION OF RIGHTS

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

D. SCOPE OF WORK

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

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

E. RESPONSIBILITIES

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

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

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

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

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

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

F. INDEMNIFICATION

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

Clinical Coordinator

Date

Trainee

Date

On-Site Supervisor

Date

COUNSELOR TRAINEE EVALUATION FORM

Student Name: _____

Supervisor: _____

Date: _____

Clinical Training Site: _____

Total number of counseling tapes of this counselor to which you have listened to date: _____

Number of different clients to which you have listened to counseling tapes to date: _____

Number of supervision sessions you have had with this trainee to date: _____

This evaluation is designed to provide the student with constructive feedback about her or his level of counseling skills, supervision behaviors, and professionalism.

Please complete the following items using the scale below:

1	2	3	4	5	6	7
strongly disagree			neither agree or disagree			strongly agree

(Note: If you have no information from which to make a rating, please write N/A in the space provided)

I. Counseling Skills

Is able to demonstrate competency in the following skills consistently, across multiple clients, and in a well-timed fashion:

- ___ 1. Attending and Listening.
- ___ 2. Restatements.
- ___ 3. Open Questions.
- ___ 4. Reflection of Feelings.
- ___ 5. Challenge.
- ___ 6. Interpretation.
- ___ 7. Self-disclosure.
- ___ 8. Immediacy.
- ___ 9. Information Giving.
- ___ 10. Direct Guidance.

II. Individual Counseling

- ___ 11. Is genuinely relaxed and comfortable in the counseling session.
- ___ 12. Can express thoughts and feelings clearly in counseling.
- ___ 13. Can be spontaneous in counseling, yet behavior is relevant.
- ___ 14. Can differentiate process from content in counseling.
- ___ 15. Is able to establish mutually agreed upon goals with clients.
- ___ 16. Is able to establish mutual trust with clients.
- ___ 17. Displayed competency in providing empathy, warmth, and positive regard in counseling.
- ___ 18. Demonstrated ability to evaluate progress of counseling.

- ___ 19. Demonstrated ability to manage own affect without compromising treatment or counseling.
- ___ 20. Demonstrated knowledge of current literature with regard to treatment for specific problems.
- ___ 21. Implemented treatment plan with respect to short-term goals, follow-through of plan and modification of plan when evaluation suggested it.
- ___ 22. Demonstrated awareness of personal biases and their effects on counseling.
- ___ 23. Is self-efficacious regarding her or his counseling skills.
- ___ 24. Can critique her or his own counseling tapes.
- ___ 25. Can tolerate ambiguity when working with, and understanding, clients.
- ___ 26. Is able to discuss multicultural differences (e.g., gender, race, sexual orientation) with clients.
- ___ 27. Is able to integrate multicultural issues within client conceptualizations.

III. Assessment

- ___ 28. Demonstrated competency in using the initial interview to assess client needs and status.
- ___ 29. Demonstrated competency in using ongoing sessions to assess client needs and status.
- ___ 30. Demonstrated ability to assess suicidal risk.
- ___ 31. Demonstrated an understanding of developmental issues of clients.
- ___ 32. Demonstrated ability to deal with crisis management (consult with supervisor, refer client, etc.).

IV. Supervision (1 hour/week required)

- ___ 33. Was on time for meetings with supervisor.
- ___ 34. Video-taped and/or audio-taped sessions, and reviewed selected sessions under guidance of supervisor.
- ___ 35. Was non-defensive during supervision and was able to incorporate suggestions and use feedback effectively.
- ___ 36. Demonstrated awareness of how personal issues influenced the counseling process and was willing to address these issues with supervisor.
- ___ 37. Acknowledged lack of experience with certain problems/clients and showed a willingness to remedy this under supervision.
- ___ 38. Is open to self-examination during supervision.
- ___ 39. Participates actively and willingly in supervision sessions.
- ___ 40. Lacks sensitivity to dynamics of self in the supervisory relationship.
- ___ 41. Provided supervisor with ongoing progress notes and termination forms for clients seen.
- ___ 42. Was able to discern and discuss legal concerns as a part of supervision.

V. Professional Behavior

- ___ 43. Behaved in a professional manner with other staff members.
- ___ 44. Kept ongoing time sheets and informed supervisor of counseling activities.
- ___ 45. Was able to communicate in writing in a clear and concise manner initial, ongoing, and summary case notes.
- ___ 46. The counseling is on time for her or his appointments with clients, peers, and supervisors.
- ___ 47. Demonstrated ability to deal with conflict.
- ___ 48. Demonstrated effective time management.
- ___ 49. Behaved in an ethical manner.
- ___ 50. Informed first interview clients of the limitations of confidentiality.
- ___ 51. Informed clients of their level of training (e.g., master's trainee).
- ___ 52. Demonstrated knowledge of crisis intervention procedures.

QUALITATIVE EVALUATION

A. Trainee's strengths and unique competencies:

B. Trainee's growth edges requiring further attention:

Recommendation to trainee to correct weakness:

C. Areas the trainee has made progress during the period being evaluated:

D. Issues that may impact the trainee's progress toward successful completion of the clinical placement.

Supervisor Signature Date

Trainee Signature Date

Master's Internship Log

Student: _____

Placement: _____

Semester/Year: _____

Supervisor: _____

Instructions: In each box write the number of hours in which you participated in a given activity.

Activity	Week Beginning										Activity Totals
	Sep —										
Intake Interviews											
Individual Counseling											
Family Counseling											
Group Counseling											
Testing											
Psychoeducational Workshops											
On-Site Supervision											
Doctoral Supervision											
Staff Meeting											
Group Supervision											
Other:											
Other:											
Weekly Totals											
Total Hours On-Site											

Supervisor Signature: _____

Student Signature: _____

Note: Make copies of this completed form for your on-site supervisor, your faculty supervisor, and yourself.

Internship Hour LogName:Supervisor:Site:Address:Semester:Internship Duties/ExperienceWeek 1 Week 2 Week 3 Week 4 Week 5

I. Individual Counseling

A. Academic Advising

B. Crisis Intervention

II. Observations/Data Collection

III. Testing & Assessments

A. Individual

B. School-wide

IV. Classroom Instruction

V. Group Counseling

VI. Meetings (IST, IEP, Staff Dev.)

A. Parent Conferencing

VII. Program Development

VIII. Preparation (planning, paperwork)

IX. Teacher/Staff Consultation

X. Supervision

A. Supervisor

B. Class

C. Peer

XI. Other/Misc Hours

Weekly TotalsSemester Total_____
Student Signature/Date_____
Supervisor Signature/Date_____
Faculty/Date

Internship Hour LogName:Supervisor:Site:Address:Semester:Internship Duties/ExperienceWeek 6 Week 7 Week 8 Week 9 Week 10

I. Individual Counseling

A. Academic Advising

B. Crisis Intervention

II. Observations/Data Collection

III. Testing & Assessments

A. Individual

B. School-wide

IV. Classroom Instruction

V. Group Counseling

VI. Meetings (IST, IEP, Staff Dev.)

A. Parent Conferencing

VII. Program Development

VIII. Preparation (planning, paperwork)

IX. Teacher/Staff Consultation

X. Supervision

A. Supervisor

B. Class

C. Peer

XI. Other/Misc Hours

Weekly TotalsSemester Total_____
Student Signature/Date_____
Supervisor Signature/Date_____
Faculty/Date

Internship Hour LogName:Supervisor:Site:Address:Semester:Internship Duties/ExperienceWeek 11 Week 12 Week 13 Week 14 Week 15

I. Individual Counseling

A. Academic Advising

B. Crisis Intervention

II. Observations/Data Collection

III. Testing & Assessments

A. Individual

B. School-wide

IV. Classroom Instruction

V. Group Counseling

VI. Meetings (IST, IEP, Staff Dev.)

A. Parent Conferencing

VII. Program Development

VIII. Preparation (planning, paperwork)

IX. Teacher/Staff Consultation

X. Supervision

A. Supervisor

B. Class

C. Peer

XI. Other/Misc Hours

Weekly TotalsSemester Total_____
Student Signature/Date_____
Supervisor Signature/Date_____
Faculty/Date

Internship Hour LogName:Supervisor:Site:Address:Semester:Internship Duties/ExperienceWeek 16 Week 17 Week 18 Week 19 Week 20

I. Individual Counseling

A. Academic Advising

B. Crisis Intervention

II. Observations/Data Collection

III. Testing & Assessments

A. Individual

B. School-wide

IV. Classroom Instruction

V. Group Counseling

VI. Meetings (IST, IEP, Staff Dev.)

A. Parent Conferencing

VII. Program Development

VIII. Preparation (planning, paperwork)

IX. Teacher/Staff Consultation

X. Supervision

A. Supervisor

B. Class

C. Peer

XI. Other/Misc Hours

Weekly TotalsSemester Total_____
Student Signature/Date_____
Supervisor Signature/Date_____
Faculty/Date

SCHOOL COUNSELING PORTFOLIO CHECKLIST

Based on Pennsylvania Department of Education Requirements

Revised April 2009

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

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

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

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

Course Grade Reviews

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

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

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

I. Introduction

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

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

II. Definitions

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

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

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

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

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

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

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

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

i. Internal Process for Identification of Problems

As is consistent with the APA ethical codes, concerns should be addressed first with the relevant persons (i.e., relevant faculty member, relevant student). Students who have a concern about a fellow student should first discuss the issue with their own advisor, who will then raise the issue with other Program faculty if needed. Faculty and advisors should first discuss the issue with the student in question. Practicum supervisors should initially discuss their concerns with the Clinical Coordinator, who will gather additional information and raise the issue at the next scheduled Program faculty meeting. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly

discuss the potential problem during the meeting in which it is raised, and if necessary the advisor of the student concerned will gather additional data and will report to the Program faculty within one week. The faculty/supervisor/advisor may offer suggestions for change and will normally document the occurrence and content of the meeting. If the concern appears valid to go to a formal process, a formal review will take place as described below.

ii. Formal Process for Identification of Concerns

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

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

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

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

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

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

7. Behavior that does not change as a function of feedback.
8. Behavior negatively affects public image of agency of the university or training site.

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

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

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

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

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

In case of academic dishonesty the issue may be directly sent to the university judicial system after the informal procedure. A university-wide student judicial system exists to handle academic

dishonesty and other problems and complaints. For specific information on this judicial system, please refer to College of Education Graduate Student Handbook. The University has also adopted a policy for dissent. For these general guidelines, please refer to the University Catalog. Please note that this step may be bypassed by moving the petition from directly to the SOGS committee for a decision.

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

IV. Additional Points of Emphasis

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

Student Remediation Form

Date of Initial Meeting with Student: _____

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

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

Date of Faculty Review Meeting _____

Faculty Recommendation:

No action required

Remediation required (attach copy of plan)

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

RECOMMENDATION APPROVED:

Student's Advisor or Mentor _____ Date _____

Program Director _____ Date _____

Date of Student Feedback Meeting _____

Student Comments:

Signature of Student: Date: _____

(Does not indicate agreement)

Student Performance Remediation Plan

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

Student: Date: _____

Identified Areas of Concern:

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

Remediation Plan and Schedule:

Area:

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

Progress Since Last Review (if applicable): Sufficient Insufficient

Comments and Recommendations:

Date of Next Review(if applicable):

Student Reactions:

Signatures:

Student Signature:

Advisor/Mentor:

Program Director:

Grade Appeal Process

The Counseling Psychology Program, in conjunction with the College of Education and the University, handles student problems and complaints with due process. The following hierarchy exists for handling these grievances:

1. Speak to the relevant faculty member about the issue or concern.
2. If the student wishes, he/she may also contact his/her advisor about the issue or concern to seek guidance after meeting with the relevant faculty member.
3. In the event that the student is dissatisfied with the faculty's response, he/she will meet with the Program Director to discuss the issue.
4. If this meeting does not resolve the matter to student's satisfaction, he/she may then meet with the COE Department Chair to present the concern or argument. If, in the judgment of the department chair, the matter is sufficiently serious and of such a character that it should be handled administratively, the chair, in consultation with the program director, shall handle the matter and may meet with and inform the student in writing of any steps taken.
5. If this meeting does not resolve the matter to student's satisfaction, the student then prepares a petition that will move through the university process of recommendations by his/her Adviser, the Program Director, the Department Chair, and the Associate Dean.
6. This petition then moves forward to the Faculty Committee on the Standing of Graduate Students (SOGS) for a decision.
7. If dissatisfied with the decision of the SOGS committee, student may request that the full Graduate and Research Committee review the petition and issue a decision.

Students may express their concerns at any stage within the hierarchy; however, they are encouraged to follow these aforementioned steps.

Policy on Harassment

The CP program strongly supports Lehigh University's policy on harassment based on age, color, disability, gender, gender identity, national or ethnic origin, race, religion, sexual orientation, or veteran status. This policy applies not only to interactions between faculty and students, but also to interactions among students themselves, between doctoral student supervisors and their master's level supervisees, and between field supervisors and students. Harassment policies pertain as well to interactions between graduate students and undergraduate students during teaching and/or research apprenticeships, and other on-campus responsibilities. A student may request confidential consultation or issue a complaint. Information on whom to contact is available at this link: <http://www.lehigh.edu/~inprv/faculty/harassmentinformation.html>. Copies of the policy are available in the department chair's office.

Students with Disabilities

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

Student Leave of Absence Policy

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

Social Networking Statement

Students who use social networking sites (e.g., Facebook, MySpace, etc) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional counselor or psychologist. To this end, students should set all security settings to "private" and should avoid posting information/photos and avoid using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include clients, undergraduate or graduate students (for whom they have served as an instructor) as part of their social network, since doing so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of counselors, psychologists and mental health professionals in training. Engaging in these types of actions could result in the student being dismissed from the program.

The Counseling Psychology Faculty at Lehigh University

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

CORE FACULTY

ARPANA G. INMAN, PH.D., TEMPLE UNIVERSITY (PROGRAM DIRECTOR & DIRECTOR OF DOCTORAL TRAINING)

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

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

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

CIRLEEN DEBLAERE, PH.D., UNIVERSITY OF FLORIDA

Research interests include the exploration of the experiences of individuals with multiple and intersecting minority identities (i.e., women of color and lesbian, gay, bisexual, and transgender people of color), with a particular emphasis on the multiple discrimination experiences that possessing multiple minority identities may elicit and the links of these experiences to mental health. Practice interests include individual, couples, and group counseling with diverse clients from an integrationist perspective.

ARNOLD R. SPOKANE, PH.D., OHIO STATE UNIVERSITY

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

PROFESSOR OF PRACTICE

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

Research interests include examining the impact of poverty on physical health and mental well-being. Practice interests include counseling, advocating, and teaching the socially and economically oppressed in the areas of intrapersonal development, restorative family systems, transformative education, and service in the community from an integrationist perspective.

Teaching interests include master's practicum courses (CHS and school) as well as social justice and multicultural counseling.

ADJUNCT FACULTY

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

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

WILLIAM FEIGLEY, ED.D., LEHIGH UNIVERSITY

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

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

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

TIMOTHY SILVESTRI, PH.D., LEHIGH UNIVERSITY

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

DAVID WEISKOTTEN, PH.D., LEHIGH UNIVERSITY

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

Departmental Resources

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

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

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

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

Admission to the M.Ed. Programs

Criteria Considered in Admitting M.Ed. Applicants

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

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

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

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

1. Completed application and essay.
2. Sixty (\$65) application fee.
3. At least two (2) professional letters of recommendation, one of which should be

- from a faculty member who can discuss your potential for graduate level work.
4. Official transcripts from all colleges/universities attended.
 5. An undergraduate GPA of 3.00 (on a 4.00 scale) **OR**;
 6. An undergraduate GPA of 3.00 (on a 4.00 scale) on the last 48 credits of undergraduate study **OR**;
 7. A graduate GPA of 3.00.
 8. No standardized test is required for admission (e.g., GRE, MAT, etc.)

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

Frequently Asked Questions: CHS & School Counseling Programs

- Do I need to receive supervision from a doctoral student?
 - All CHS students must receive individual or group supervision each semester that they are engaged in an internship (Internship I & II). In addition, for at least one of the semesters, all CHS students must receive individual doctoral supervision.
 - School counseling students are not required, but may have the option of receiving supervision from a doctoral student.
- Can I do my internship at the same place that I work?
 - School Counseling Students can NOT complete their internship requirement at a school where they teach or engage in full-time professional non-counseling duties.
 - CHS Students may do their internship at the same place they work as long as they are engaged in counseling-related activities and meet specific internship requirements (e.g., audiotaping sessions, on-site supervision, etc.). A minimum of 20 hours per week and a specific caseload must be distinguished and designated as internship-related. These internship site exceptions must be approved by both the clinical coordinator and the program director through a petition process.
- Can I complete an internship in the summer?
 - No, unfortunately, we are not able to staff internship courses in the summer.
- Can I receive dual certification as an elementary school counselor and secondary school counselor?
 - Yes, however, there are additional requirements that must be met (see section on “Programs in School Counseling”). You must request permission through a petition process and receive approval from both the clinical coordinator and the program director.
- Is it mandatory to attend school year-round?
 - No. However, failure to do so will most often lengthen your stay in the program because some required courses are only offered once per year.
- What are the standardized test requirements for elementary and secondary counseling certification?
 - The Praxis I and II exams as well as the counseling specialty exam are required. It is recommended that students take the Praxis I and II exams after their first year in the program, and the specialty exam after taking CPSY 445, 448, and 449. For specific information on test dates, cost, and location please visit www.ets.org/praxis.

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

M.Ed. in International Counseling

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

Philosophy and Goals

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

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

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

Coursework

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

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

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

(1)Thesis requirement: None

(2) Comprehensive examination requirement: None

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

Admission Requirements

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

Students applying from the Certificate Program in International Counseling:

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

Transfer of Credits

Students may transfer 3 graduate credits (elective only) from other institutions into the Lehigh Master's degree program. This elective must meet university eligibility criteria and will not substitute any core courses in the program. A petition is submitted to the Registrar with course descriptions and an official transcript, as well as a departmental recommendation(s). Students may also be asked for a statement from their former institution that the course has not been used toward a prior degree. To be eligible for credit towards a Lehigh Master's program, transferred courses must:

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

To be eligible for transfer, courses from an international institution must be offered by a post-baccalaureate degree-granting institution. Credit will be evaluated on an individual basis.

International Counseling Curriculum**Course Requirements**

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

Clinical Training

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

Specialty

- _____ Advisor approved elective (3)

Total Credits = 30

Advisor Signature

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

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

Alternative Course Schedules and Tentative Timelines

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

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

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

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

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

International Counseling Internship Guide

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

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

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

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

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

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

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

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

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

1. Application for Admission to Internship Program to be signed by Trainee, On-Site Supervisor, School Administrator, and Lehigh University, International Counseling Coordinator (The signature of the School Administrator (i.e., Principal or Equivalent) is

intended to ensure that the trainee's place of employment is aware of their training intentions and responsibilities)

2. Web link of the school/agency at which internship is to be conducted
3. On Site Supervisor's CV or resume
4. A copy of the transcript indicating completion of prerequisites for Internships

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

Internship Requirements

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

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

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

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

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

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

Responsibilities of Internship Site

1. Internship agreement should be signed by Site Administrator, On-Site Supervisor, Trainee, and the Instructor/Clinical coordinator, (should be completed before trainee starts internship; *electronic signatures will be allowed*).
2. All parties agree to abide by the Ethical Principles and service provider standards set forth by the American Counseling Association.
3. The trainee agrees to contact the onsite supervisor in a timely manner to begin the placement.
4. Internship site shall provide clinical instruction and supervision of the trainees by personnel qualified in counseling and who meet the standards of recognized professional accrediting agencies or state agencies and Lehigh University's stated objectives. The site shall designate as stated above, a supervisor in writing to the clinical coordinator the

name, professional and academic credentials of staff members and supervisors participating in the clinical training.

5. The site shall make aware to trainee's clients and, if necessary, the client's parents or guardian, of the trainee's involvement in counseling experience with Lehigh University under the guidance of a teaching staff at the University and supervised by an on-site counseling staff.
6. The site must have an on-site supervisor or other senior staff consultant on call during all the trainee's clinical hours. If an emergency situation occurs, this staff person will take full responsibility for enacting the normal procedures used by the school. The trainee will be allowed to observe/coordinate the necessary steps.

Responsibilities of Internship Supervisors

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

Responsibilities of Counseling Internship Trainees

1. Trainees will obtain a minimum of 300 hours in the Fall semester and 300 hours in the Spring semester toward their clinical training (these hours should include a minimum of 90 direct contact hours with clients, a minimum of 1-1.5 hours per week of individual supervision with their On-Site Supervisor, a minimum of 1 hour per week of individual supervision with their Counseling Psychology doctoral student supervisor, record keeping, trainings attended, parent meetings, case management, and other responsibilities that fall within the purview of a counselor at a school or community agency setting)
2. Trainees, at all times, follow the rules and regulations established by Lehigh University and the internship site.
3. Trainees shall provide to their internship site evidence/official transcripts of completed coursework required for the commencement of the internship experience.

4. Trainees will need to identify particular clients that will be applied to their internship and tape all of their counseling sessions with these clients. Not taping should only occur as an extreme exception and should be cleared through both the internship supervisor and the instructor. Tapes should be audible, labeled clearly, and if not digital, rewound when turned in. Any identifying data should be removed from the tape when transporting tapes/recordings from one setting to another to maintain utmost confidentiality.
5. The trainee is also responsible for delegating referrals and setting up therapy appointments and/or testing dates. The trainee agrees to document client contacts in the client's file that may be reviewed by the on-site supervisor.
6. Trainees acknowledge that all information regarding clients' identity, diagnosis, treatment and/or any personal data which comes into the possession of supervisors, other internship trainees and/or Lehigh University faculty members is strictly confidential. Trainees agree to not disclose any such information to third parties and will take all steps necessary to protect the privacy, confidentiality and dignity of any clients with whom they have contact both during and subsequent to the clinical training experience.
7. Trainees shall not publish any material relative to the clinical experience without first obtaining the site's consent. Similarly, trainees shall not conduct any research projects, data collections, or data assessments relative to the clinical experience, without first obtaining the site's approval. Furthermore, any such approved research projects, data collections, or data assessments must be conducted in accordance with site policy and procedure.

Trainees will register for two courses, specifically CPsy 480 (Fall) and CPsy 483 (Spring). Trainees will attend a weekly online group supervision meeting taught by an instructor of record. Trainees will be required to become familiar with Skype and Audacity software which would both be employed in those courses. Further multimedia and curriculum requirements may be provided.

Responsibilities of Lehigh Program

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

M.Ed. International Counseling: Internship Application Process

A. Internship Application Process

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

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

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

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

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

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

B. Coursework Requirements

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

International Counseling Internship Checklist

- Coursework
 - 1. Courses already completed
 - i. CPsy 430 - Professional Seminar
 - ii. CPsy 436 - Culture-Centered Career Intervention
 - iii. CPsy 440 - Introduction to Family Counseling
 - iv. CPsy 442 - Counseling and Therapeutic Approaches
 - v. CPsy 452 - Current Issues in Counseling: Facilitating Healthy Adjustment (summer institute)
 - vi. CPsy 453 - Current Issues in Counseling: Building Healthy Communities (summer institute)
- Statement from school/practicum acknowledging practicum setting for student
- General information about the school/practicum site: student body, practicum site setting itself, contact information, academic calendar, etc (sending us a web link of the school is preferred in order to gather all these information)
- Supervisor's CV (holding at least M.Ed degree in counseling or counseling-related field)
- Signed contract by practicum coordinator, trainee, on-site supervisor and school principal

<p>Lehigh University - College of Education Department of Education and Human Services APPLICATION FOR ADMISSION TO INTERNATIONAL INTERNSHIP PROGRAM</p>

Name: _____ Date of Application _____

Home Address: _____
 Street City Zip

Home Telephone: () _____ Cell Telephone _____

Present Position: _____

Employer: _____

Immediate Supervisor _____ Telephone () _____

Type of Internship Anticipated (check one):

Elementary School

Middle School

High School

Agency (specify _____)

Date Internship to Start: _____ Expected End Date: _____

School/Agency to which Trainee is assigned:

Name of School/Agency: _____

Accredited by: _____

School/Agency Address: _____

School/Agency Telephone Number: () _____

We agree to each of our responsibilities (stated in the manual) towards ensuring the success of this internship experience.

 Cooperating Administrator, Title Date

 Internship Trainee Date

 On-Site Supervisor Date

 Clinical Coordinator for International Counseling Date

International Counseling Training Agreement

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

A. RELATIONSHIP

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

B. PERIOD OF AGREEMENT

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

C. RESERVATION OF RIGHTS

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

D. SCOPE OF WORK

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

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

E. RESPONSIBILITIES

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

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

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

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

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

F. INDEMNIFICATION

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

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

Course Overview and Requirements: Internship 1 & II

Course Overview

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

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

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

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

Instructional Format

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

Trainee Requirements:

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

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

Supervisory Requirements

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

Site Approval:

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

General Class Requirements:

(1) Supervision:

Trainees will receive three -four forms of supervision:

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

(2) **Placement Hours:**

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

- a. Trainees will counsel 6-7 clients per week. By the end of the semester, trainees should have a minimum of 90 client contact hours per semester.
 - b. Trainees will begin and finish their placement hours as specified in the contract (300 hours). Any exceptions regarding starting and ending dates must be discussed with the onsite supervisor and faculty supervisor.
 - c. An internship log will be made available to keep track of trainee hours. The form should be signed by the internship supervisor and submitted to the faculty supervisor at the end of each month.
 - d. Parental consent and student assent is required to tape sessions and should be sought early to prevent delays in the practicum experience.
- (3) **Application for Admission to Internship:** The Application for Admission to Internship will be available through the Office of International Programs. This form must be signed by the site administrator, on-site supervisor and trainee and faxed/e-mailed to Lehigh University prior to starting the internship.
- (4) **Taping:** Trainees will need to identify particular clients that will be applied to their internship and tape all of their counseling sessions with these clients. Not taping should only occur as an extreme exception and should be cleared through both the internship supervisor and the instructor. Tapes should be audible, labeled clearly and rewound when turned in. Any identifying data should be removed from the tape when transporting tapes from one setting to another to maintain utmost confidentiality.

INTERNATIONAL COUNSELOR TRAINEE EVALUATION FORM
LEHIGH UNIVERSITY

Student Name: _____

Supervisor: _____

Date: _____

Practicum Site: _____

Total number of counseling tapes of this counselor to which you have listened to date: _____

Number of different clients to which you have listened to counseling tapes to date: _____

Number of supervision sessions you have had with this trainee to date: _____

This evaluation is designed to provide the student with constructive feedback about her or his level of counseling skills, supervision behaviors, and professionalism.

Please complete the following items using the scale below:

- 1 = Very close supervision
- 2 = Fairly close supervision
- 3 = Average supervision
- 4 = Minimal supervision
- 5 = Little supervision

(Note: If you have no information from which to make a rating, please write N/A in the space provided)

I. Counseling Skills

Development of basic counseling skills and the ability to move beyond content to process while managing ambiguity are key characteristics of an effective counselor:

- ____ 1. Able to demonstrate competency in a variety of skills consistently, across multiple clients, and in a well-timed fashion (i.e., attending and listening, restatement, open questions, reflection of feelings/thought, challenge, interpretation, self-disclosure, immediacy, information giving, direct guidance).
- ____ 2. Able to plan and implement intervention.
- ____ 3. Able to conceptualize client issues from a theoretical perspective.
- ____ 4. Able to move beyond basic skills to address the process in therapy.
- ____ 5. Is genuinely relaxed and comfortable in the counseling session.
- ____ 6. Can express thoughts and feelings clearly in counseling.
- ____ 7. Can be spontaneous in counseling, yet behavior is relevant.
- ____ 8. Can differentiate process from content in counseling.
- ____ 9. Able to establish mutually agreed upon goals with clients.
- ____ 10. Able to establish mutual trust with clients.
- ____ 11. Displays competency in providing empathy, warmth, and positive regard in counseling.
- ____ 12. Demonstrates ability to evaluate progress of counseling.
- ____ 13. Demonstrates ability to manage own affect without compromising treatment or counseling.
- ____ 14. Demonstrates knowledge of current literature with regard to treatment for specific presenting concerns.

- ___ 15. Implements treatment plans with respect to short-term goals, follow-through of plan and modification of plan when evaluation suggested it.
- ___ 16. Demonstrates awareness of personal biases and their affects on counseling.
- ___ 17. Shows self-efficacy regarding her/his counseling skills.
- ___ 18. Can effectively critique her/his own counseling tapes.
- ___ 19. Can tolerate ambiguity when working with, and understanding, clients.
- ___ 20. Is able to discuss multicultural differences (e.g., gender, race, sexual orientation) with clients.
- ___ 21. Is able to integrate multicultural issues within client conceptualizations.

Comment: _____

II. Assessment

A thorough assessment is key to effective therapy:

- ___ 22. Demonstrates competency in using the initial interview to assess client needs and status.
- ___ 23. Demonstrates competency in using ongoing sessions to assess client needs and status.
- ___ 24. Demonstrates ability to assess suicidal risk.
- ___ 25. Demonstrates an understanding of developmental issues of clients, including multicultural models of identity development.
- ___ 26. Demonstrates ability to deal with crisis management (consult with supervisor, refer client, etc.).

Comment: _____

III. Supervision (1 hour/week required)

Supervision is widely considered to be a core competency in professional psychology (e.g., 2002 Competencies Conference). Some of the initial groundwork for supervisory competence may be developed during the internship:

- ___ 27. Is on time for meetings with supervisor.
- ___ 28. Video-tapes and/or audio-tapes sessions, and reviews selected sessions under guidance of supervisor.
- ___ 29.. Comes prepared for sessions with supervisor
- ___ 30. Is non-defensive during supervision and able to incorporate suggestions and use feedback effectively.
- ___ 31. Is able to use good judgment as to when supervisory input is necessary and should be solicited.
- ___ 32. Demonstrates awareness of how personal issues influence the counseling process and is willing to address these issues with supervisor.
- ___ 33. Acknowledges lack of experience with certain problems/clients and shows a willingness to remedy this under supervision.
- ___ 34. Is open to self-examination during supervision.
- ___ 35. Participates actively and willingly in supervision sessions.
- ___ 36. Lacks sensitivity to dynamics of self in the supervisory relationship.
- ___ 37. Provides supervisor with ongoing progress notes and termination forms for clients seen.
- ___ 38. Is able to discern and discuss legal concerns as a part of supervision.

Comment: _____

IV. Professional Behavior

Professional competencies are an important cornerstone of ethical and respectful practice. Trainee will build on coursework in ethical practice, developing individual, practical knowledge of ethical practice, including linkage of the APA/ACA ethics code to behavior and decision making in actual clinical settings and in professional relationships:

- ___ 39. Behaves in a professional/ethical manner with colleagues (e.g., staff members, peers, supervisors).
- ___ 40. Keeps ongoing time sheets and informs supervisor of counseling activities.
- ___ 41. Able to communicate in writing in a clear and concise manner initial, ongoing, and summary case notes.
- ___ 42. Demonstrates ability to deal with conflict and negotiate differences.
- ___ 43. Demonstrates effective time management (e.g., on time for appointments with clients, timely paperwork).
- ___ 44. Informs first interview clients of the limitations of confidentiality.
- ___ 45. Informs clients of their level of training (e.g., master's trainee).
- ___ 46. Demonstrates knowledge of crisis intervention procedures.
- ___ 47. Demonstrates appropriate boundaries with clients and/or other professionals.

Comment: _____

V. Development of Leadership Skills

Leadership skills are evident in any organized training setting; some deliberate effort to engage students in considering and practicing these skills in the setting should foster their development:

- ___ 48. Ability to self-evaluate one's skills as a leader.
- ___ 49. Initiating new ideas and taking responsibility.

Comment: _____

QUALITATIVE EVALUATION

A. Trainee's strengths and unique competencies:

B. Trainee's growth edges requiring further attention:

Recommendation to trainee to correct weakness:

C. Areas the trainee has made progress during the period being evaluated:

D. Issues that may impact the trainee's progress toward successful completion of the clinical placement.

Supervisor Signature Date

Trainee Signature Date

International Counseling Psychology Internship Training Log

Trainee: _____

Placement: _____

Semester/Year: _____

Supervisor: _____

Instructions: In each box write the number of hours in which you participated in a given activity.

Week Beginning

Activity	Sept										Activity Totals
Intake Interviews											
Individual Counseling											
Family Counseling											
Group Counseling											
Testing											
Psychoeducational Workshops											
On-Site Supervision											
Doctoral Supervision											
Staff Meeting											
Group Supervision											
Other (specify):											
Other (specify):											
Weekly Totals											
Total Hours On-Site											

Supervisor Signature: _____

Trainees Signature: _____

Note: Make copies of this completed form for your on-site supervisor, your faculty supervisor, and yourself.

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

Supervision

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

Answer: No, but this is preferable.

Question: Can supervision occur off site?

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

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

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

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

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

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

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

Clients

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

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

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

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

Question: Is the requirement on number of clients flexible?

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

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

Answer: Yes.

Question: Can I complete my internship in one semester?

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

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

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

Taping:

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

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

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

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

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

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

Internship site:

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

Answer: No.

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

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

Lehigh University Certificate Program in International Counseling

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

Career, academic, cultural transition, and mental health issues have become a main focus in international schools. This certificate emphasizes counseling in community, school, and family settings within international communities. The certificate program at Lehigh University consists of a concentration of 4 courses (12 credit hours) in the area of International Counseling.

Students must complete the 4 courses over the span of one year. Typically students sequence courses in following manner: Summer (host country site), Fall (on-line), Spring (on-line), Summer (host country site). However, students may take courses off-sequence to fit their program of study.

COURSE DESCRIPTIONS FOR THE COUNSELING CERTIFICATE

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

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

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

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

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

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

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

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

Admission Criteria:

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