PROGRAM MANUAL

for

M.Ed. in Mental Health Counseling

M.Ed. in School Counseling

M.Ed. in International School Counseling

Certificate in International School Counseling
Certificate in Mental Health and Education of Latin American People in the US
Certificate in College Admissions Counseling

Counseling Psychology Program

Department of Education and Human Services

College of Education

Lehigh University

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Website - https://ed.lehigh.edu/about/counseling-psychology-program

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Signature of the Counseling Psychology Programs

We are a collegial group of faculty and graduate students committed to the general premise of helping others. Our strength is our size. We currently have nine core faculty and admit approximately 4-6 doctoral students and 30-45 master's students (combined across all programs) every year. Our attention is focused on striving for the affirmation of diversity and social justice in all realms. We believe in the importance of training scientist-practitioners such that we attend to how scholarship informs practice and practice informs scholarship. Our competency-based program prepares students to work with individuals, families, groups, schools, and communities, as well as become agents of social change. To this end, we expect our students to become leaders in their chosen career within their desired professional setting.

This program manual is designed to provide an overview of the M.Ed. programs within the Counseling Psychology (CP) Program --- (1) Mental Health Counseling (MHC), (2) School Counseling (SCON), and (3) the 48-credit M.Ed. in International School Counseling (INCO) --- as well as a 12-credit Certificate in International School Counseling, a 12-credit Certificate in Mental Health and Education of Latin American People in the US, and a 12-credit Certificate in College Admissions Counseling. Please note that the MHC and SCON master's programs described in this manual are residential/face-to-face programs; in contrast, the INCO program is primarily online with some face-to-face components. This manual also intends to answer some of the more common questions asked by students and prospective students and to serve as a resource for faculty in the program and other university and outside personnel who need information about the CP program generally. The College of Education Graduate Student Handbook contains information about college and university-wide requirements and/or deadlines. Although the Counseling Psychology Faculty endeavor to provide as much information as possible directly to the student, the student still bears the responsibility for timely completion of university and program deadlines and requirements.

Philosophy of the M.Ed. Counseling Programs

The changing nature of the American family, increasing diversity in the composition of the U.S. population, advances in technology, and a global economy pose new risks and opportunities 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 and school 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 and school 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 and school counselor must be sensitive to a wide array of issues that supplement the basic missions of the institutions that employ them (e.g., schools, work sites, community agencies).

Master's Mission Statement

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

will appreciate and embrace both the social justice framework as well as the scientific and empirical underpinnings of the counseling field, and work to apply them in culturally appropriate ways.

Lehigh University Non-Discrimination Statement

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

Students with Disabilities

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

CP Program 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 file a grievance. See the Redress of Grievances Based on Harassment policy later in this manual for more information. Information on whom to contact is available at this link: https://policy.lehigh.edu/policy-harassment-and-non-discrimination.

M.Ed. Degree Programs in Counseling at Lehigh University

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

Licensed Professional Counselor (LPC). In 1987, the Pennsylvania legislature passed a counselor licensure law (P.L. 220, No. 39) governing the professional practice of counseling. It was amended in 2018 (P.L. 505, No. 76). The law requires completion of a planned program of 60 semester hours of graduate coursework in counseling or a field determined by the board of regulation to be closely related to the practice of professional counseling. Students must also pass the NBCC examination and complete 3,000 hours of supervised counseling experience after being granted a master's degree. Bylaws and applications can be found at the website for the Board of Social Work, Marriage and Family and Professional Counselors in Harrisburg, PA. (See http://www.pacode.com/secure/data/049/chapter49/chap49toc.html). As states have varying requirements for licensure, it is important to look into the professional counselor requirements for the state(s) in which you are hoping to be licensed to determine whether additional coursework or requirements are needed to achieve licensure.

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

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

Criminal and Health Clearances for Students in COE Programs

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

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

This policy aligns with the Pennsylvania Department of Education's (PDE) regulation that is intended to protect children and reflects changes to Section 111 of the Pennsylvania Public

School Code (referred to as "School Code" in the rest of this document) effective September 28, 2011.

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

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

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

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

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

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

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

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

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

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

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

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

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

Non-conviction/Quashed/Dismissed/Demurrer Sustained

Non-conviction/Nolle prossed/Withdrawn

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

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

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

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

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

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

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

Criminal Clearance Record Categories 4-7: Eligibility for Field Experience: *Determination of eligibility.* Eligibility for field experience is determined by the program director and the Director of the Office of Professional Certification (referred to as "OPC director" in the rest of this document), in consultation with other university offices, as appropriate. The purpose of case-by-case determination regarding eligibility for field experience in categories 4-7 is to insure a safe

environment for all children in child-focused settings and to acknowledge the human condition of indiscretion and non-constructive choices. The COE strives to balance these equally important considerations in administering this policy. The following case-by-case circumstances will be considered in determining eligibility for field experience:

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

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

If the COE determines that a professional-in-training with a category 4-7 record is eligible for field experience, the OPC will pursue an appropriate placement until the second refusal. Once a second child-focused setting has refused to host an individual because of this record, the OPC will no longer pursue a field placement on this individual's behalf. In keeping with COE field placement procedures, a professional-in-training may locate a field placement host and provide this information to the Coordinator in the OPC, who will arrange the placement details. The Coordinator must receive this information no later than Friday of the third week of classes. All field placement experiences must be completed through the OPC.

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

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

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

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

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

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

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

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

Program Policies Regarding When Clearances Are Submitted

New Student Clearances. New students in all three domestic programs (Masters in MHC, Masters in School Counseling, and Ph.D. in Counseling Psychology) are required to complete clearance documentation (clearances or waivers for those employed) by the start of their first semester in the program and present clearances in person to the Office of Professional Certification (OPC) by Sept. 30. Any student who is not in compliance with the provision of this documentation will not be permitted to start their fieldwork or observations that semester.

Current Student Clearances. For Current students in all three domestic programs, clearances are updated yearly and before starting clinical placements. No fieldwork may begin with an incomplete clearance file. Even if previous clearances are not expired, all current students must have new and updated clearances by the last week of August (but no sooner than Aug. 1). Students will be required to provide clearances that fit either Lehigh's policy or the site's requirements. If no updated clearances are required from your site, a letter/email from the site administrator to the OPC will be required for the file.

Lehigh University Code of Conduct

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

https://studentaffairs.lehigh.edu/content/code-conduct

PROGRAM IN SCHOOL COUNSELING (SCON)

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

M.Ed. in 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
_____ Educ 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 (17 cr.)
_____ CPsy 445 (4) School Counseling I
_____ CPsy 448 (3) School Counseling II
_____ CPsy 449 (4) School Counseling III
_____ SpEd 332 (3) Introduction to Inclusion and Exceptional Education
_____ SpEd 465 (3) Advanced Inclusionary Practices in K-12

Clinical Training (9 cr.)
_____ CPsy 479 (3) Master's Practicum
_____ CPsy 480 (3) Master's Internship I
_____ CPsy 483 (3) Master's Internship II

Specialty (3 cr.) 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, receive orientation from LTS staff on use of the portal, use Course Site 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 = 50

NOTE: Students seeking LPC status should also register for CPsy 439 and CPsy 430 as two of their additional courses for licensure beyond the 48 credits required for the degree.

Recommended Sequence of Courses For School Counseling Program

Tentative Two-Year Plan
(for students admitted Spring 2021 or after)

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

***** This course must be taken and passed with a grade of B or better before student can start the 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 EDUC 471 are generally offered every semester and in the summer. EDUC 471 must be taken before CPSY 483 and must be passed with a B or better.
**** SPED465 must be taken in a fall semester (other semester offerings are limited to SPED students). Note that SPED332 is a prerequisite course to SPED465.
† CPSY483 must be passed with a grade of B or better and satisfactory levels of counseling-related and professional competencies.

School Counseling PDE/ASCA Curriculum Matrix
Lehigh University

Foundational Competencies	CPsy										Educ		SpEd	
CORE STANDARD I. FOUNDATION	**427**	**436**	**442**	**445**	**448**	**449**	**451**	**472**	**480**	**483**	**403**	**471**	**332**	**465**
A. **History and Philosophy of School Counseling:** Studies that provide a historical perspective of counseling in general and school counseling specifically														
1. Understands the history and philosophy of the counseling profession in general and school counseling in particular, including significant factors and events.				X										
2. Understands the history, philosophy and current trends in school counseling and educational systems including the ASCA National Model and the ASCA National Student Standards in the areas of academic, career, and personal/social development.				X										
3. Understands the role, function and professional identity of the school counselor as a facilitator of the academic, career, and personal/social development of all students, and as a leader and advocate for systemic change within the school.				X	X	X			X	X				
4. Understands the role, function, and professional identity of the school counselor in relation to the				X	X	X			X	X				

roles of other professional and support personnel in the school as well as other human service providers.														
5. Understands how professional organizations provide benefits and services to support the work of the school counselor.				X										
6. Understands professional credentialing, including certification, licensure, accreditation practices and standards.				X						X				
B. **Ethical and Legal Issues:** Studies that provide a perspective of ethics and legal issues in schools and school counseling specifically.														
1. Is knowledgeable about the Ethical standards of ASCA, ACA and related entities, and their application in school counseling and the academic, career, and personal/social development of all students.				X		X	X		X	X				
2. Is knowledgeable about current educational issues, local policy, administrative procedures, state and federal laws, and legislation relevant to school counseling.				X		X			X	X				
C. **Social and Cultural Diversity**: Studies that provide an understanding of the cultural context of education in a multicultural and diverse society related to such														

factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, teaching and learning, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups.														
1. Understands the cultural, ethical, economic, legal and political issues surrounding diversity, equity, and excellence in terms of student learning.				X	X							X		
2. Identifies community, environmental, and institutional opportunities that enhance, as well as barriers that impede the academic, career and personal/social development of students.				X	X				X	X		X		
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families.				X	X				X	X		X		
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender and sexual identity, and their effects on				X	X				X	X		X		

student achievement.														
5. Understands theories of multicultural counseling, identity development, and social justice.												X		
6. Understands counselors' roles in developing cultural self-awareness, promoting social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit.				X	X				X	X		X		
7. Understands counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.				X	X				X	X		X		
D. **Academic Development:** Studies that provide an understanding of the academic needs of all Pre-K-12 students and families at all developmental levels and in multicultural contexts (particularly in contexts of educational inequities), including all of the following:														
1. Understands the relationship of the school counseling program to the academic mission of the school.				X	X									
2. Understands the concepts, principles, strategies, programs, and practices designed to close				X	X								X	X

the achievement gap, promote student academic success, and prevent students from dropping out of school.														
3. Understands instructional gaps and opportunity gaps and the negative effects these have on particular groups of students.													X	X
4. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance-related material.				X	X				X	X			X	X
5. Understands that all students need a high-quality rigorous curriculum that will prepare them for work and college.				X	X									
E. **Career Development:** Studies that provide an understanding of career development and related life factors, including all of the following:														
1. Knows career development theories and decision-making models including the PA Academic Standards for Career Education and Work.		X		X										
2. Understands career, vocational, educational, occupational and labor market information resources, and career information systems.		X		X					X	X				

3. Knows career development program planning, organization, implementation, administration, and evaluation.		X							X	X	X			
4. Knows interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.		X		X					X	X				
5. Knows career and educational planning, placement, follow-up, and evaluation.		X		X					X	X	X			
6. Knows assessment instruments and techniques relevant to career planning and decision making.		X												
7. Knows career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.		X		X										
F. **Personal-Social Development:** Studies that provide an understanding of the personal-social nature and needs of Pre-K-12 students and families at all developmental levels and in multicultural contexts, including all of the following:														
1. Knows theories of individual and family development and transitions across the life span.				X				X	X	X				
2. Understands theories of learning and personality development,				X				X						

including current understandings about neurobiological behavior.														
3. Understands effects of crises, disasters, and other trauma-causing events on students and families.				X					X	X				
4. Knows theories and models of individual, cultural, couple, family, and community resilience.				X				X	X	X				
5. Understands a general framework for understanding exceptional abilities and strategies for differentiated interventions.				X									X	X
6. Understands human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.				X										
7. Knows theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.				X										
8. Understands theories for facilitating optimal development and wellness over the life span.				X				X	X	X				
CORE STANDARD II: MANAGEMENT AND DELIVERY SYSTEMS														
A. **Program Planning**: Studies that provide an understanding of														

the knowledge and competencies needed to manage comprehensive school counseling programs.														
1. Understands comprehensive, data-driven programming.					X						X			
2. Understands the elements and themes of the ASCA National Model.				X	X									
3. Knows and understands all components of the ASCA National Model.				X	X									
4. Understands Use of Time.				X	X				X	X				
B. **Counseling, Prevention and Intervention**: Studies that provide an understanding of the prevention and intervention aspects of the counseling process.														
1. Understands that counseling theories and appropriate counseling interventions can begin the process to develop a personal model of counseling.			X	X			X		X	X				
2. Understands essential interviewing and counseling skills.				X			X		X	X				
3. Understands approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.				X					X	X				
4. Understands issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity				X					X	X				

disorder, childhood depression and suicide, crisis intervention, bullying).														
5. Understands theories of group counseling and group counseling methods used in school counseling groups (e.g., counseling, psycho-educational, task, and peer helping groups).				X					X					
CORE STANDARD III: ACCOUNTABILITY														
A. **Research and Program Evaluation**: Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, particularly as these apply to school settings, and including all of the following:														
1. Understands the importance of research in advancing the school counseling profession.					X				X	X	X			
2. Knows research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.											X			
3. Understands statistical methods used in conducting research and program evaluation.	X									X	X			
4. Conceptualizes principles, models, and applications of needs assessments, program evaluation, and the use of findings to effect program modifications.					X					X	X			
5. Understands ethical and culturally relevant strategies for interpreting and reporting the										X	X			

results of research and/or program evaluation studies.														
6. Understands how to critically evaluate research relevant to the practice of school counseling.					X					X	X			
7. Knows models of program evaluation for school counseling programs.											X			
8. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).					X				X	X	X			
9. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).											X			
10. Understands the outcome research data and best practices identified in the school counseling research literature.				X	X	X				X	X			
B. **Appraisal and Assessment**: Studies that provide an understanding of individual and group approaches to assessment and evaluation.														
1. Learns historical perspectives concerning the nature and meaning of assessment.	X			X										
2. Understands basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental	X													

assessment, performance assessment, and group testing and inventory methods, psychological testing, and behavioral observations.														
3. Knows statistical concepts, including reliability, validity, scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	X													
4. Understands social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.	X											X		
5. Knows ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	X													
6. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.				X					X	X				
7. Knows the signs and symptoms of substance use and abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.				X										
8. Identifies various	X			X										

forms of needs assessments for academic, career, and personal/social development.														
CORE STANDARD IV: SKILLS AND ATTITUDES														
A. **Collaboration and Consultation**: Studies that provide an understanding of the importance of teaming and collaboration in the development, implementation and evaluation of the school counseling program and in facilitating change in school expectations, climate, policy and practice to better meet the needs of students:														
1. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.				X	X	X			X	X				
2. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.				X	X									
3. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.					X	X			X	X				
4. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community, including the Career and Technical Centers.					X	X			X	X				
5. Knows how to build						X			X	X				

effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.														
6. Understands systems theories, models, and processes of consultation in school system settings.						X			X	X				
7. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.					X	X			X	X				
8. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.					X				X	X				
9. Knows school and community collaboration models for crisis/disaster preparedness and response.						X			X	X				
10. Understands the various mentoring programming interventions (e.g., advisor/advisee programming) and how to coordinate them.					X				X	X				
11. Understands factors that contribute to a safe learning environment that encourages active inquiry, collaboration, supportive interaction, fairness consistent standards of behavior and self-motivation for all students.				X	X	X			X	X				

B. **Advocacy**: Studies involving the use of knowledge and competencies to advocate on the behalf of students and families of diverse and multicultural backgrounds, including understanding the advocacy process and the school counselor's role as an advocate for students and change within the school system to better meet the needs of students.														
1. Knows the roles and processes of school counselors advocating on behalf of others.					X	X			X	X				
2. Understands advocacy processes needed to address institutional barriers that impede access, equity, and success for students and families.					X	X			X	X		X		
3. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.					X	X			X	X				
C. **Leadership:** Studies that provide an understanding of the school counselor's role as a leader in the school:														
1. Knows the qualities, principles, skills, and styles of effective leadership.					X	X				X				
2. Understands the school counselor's role as a leader in the school.					X	X			X	X				
3. Knows strategies of leadership designed to enhance the learning environment of schools.						X								
4. Knows how to design, implement, manage, and				X	X					X	X			

evaluate a comprehensive school counseling program.														
5. Understands the role and function of the school counselor in school improvement efforts.				X	X	X			X	X				
6. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.					X	X			X	X				
7. Understands the leadership skills needed to facilitate the development of effective, targeted professional development for school personnel.					X	X			X	X				
D. **Systemic Change:** Studies that provide an understanding of the school counselor's roles in identifying and changing policies and practices that create obstacles to learning:														
1. Conceptualizes the importance of systems-focused interventions to closing achievement gaps, correcting educational inequities, and promoting the academic development of all students.				X					X	X				X
2. Understands the important role of the school counselor as a system change agent.				X	X				X	X		X		
3. Understands family and other systems theories along with major models of family and related interventions.			X	X	X				X	X				

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 heir 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.

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.

PDE Educational Specialist Standards and Lehigh University School Counseling Coursework

Educational Specialist Standard	CPSY 451	CPSY 427	CPSY 436	CPSY 442	CPSY 445	CPSY 448	CPSY 449	CPSY 472	CPSY 480	CPSY 483	EDUC 403	EDUC 471	SPED 332	Elective
A. Central Concepts					x	x	x						x	
B. Learn & Develop			x	x	x	x	x	x					x	
C. Diverse Learners					x	x	x					x	x	
D. Professional Strategies	x			x					x	x				
E. Individual & Group Motivation	x			x		x								
F. Technology														
G. Professional Services	x				x	x								
H. Assessment		x			x									
I. Research											x			
J. Collaboration					x	x								

PROGRAM IN MENTAL HEALTH COUNSELING (MHC)

MHC Professional Competencies

The following competency areas adapted from the Masters in Psychology and Counseling Accreditation Council (MPCAC, 2024) are the guiding policy for our MHC training program and serve as the basis for evaluation of student professional progress and readiness for practicum, internship, and professional practice.

a. Ethical and professional standards. Including: acquiring knowledge related to the history of the helping profession; professional counseling roles and functions; ethical standards related to professional organizations in the field of counseling; and public policy processes including system advocacy strategies on behalf of the profession, clients, and the communities that counselors serve.

b. Evidence-based theories and practice of counseling and psychotherapy. Including: demonstrating knowledge of counseling theories and the application of relationship skills, and evidence-based intervention and prevention strategies and conceptualization.

c. Multiculturalism and diversity. Including: demonstrating knowledge, self-awareness, and skills in working with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context.

d. Theories of psychopathology and relevant classification systems. Including: demonstrating knowledge and application of biological and sociocultural theories of psychopathology and assessment and diagnosis of individual psychiatric disorders as defined by classification systems such as the Diagnostic Statistical Manual (DSM) and the International Classification of Diseases (ICD); understanding of defined diagnostic disorders relative to the helping context; knowledge of cultural biases associated with classification systems; assessment strategies designed to promote healthy human functioning; and assessment strategies that focus on organizational/community/social justice advocacy dynamics as they impact human development, wellness, and the perpetuation of psychiatric disorders as listed in various classification systems.

e. Methods of evaluation of individuals. Including: promoting an understanding of the theoretical and historical basis for, as well as knowledge of cultural biases associated with: assessment techniques; testing methods; knowledge of various types of tests and evaluation strategies that result in knowledgeable selection, administration, interpretation; and use of assessment/evaluation instruments and techniques that foster social justice among diverse client populations.

f. Research methods. Including: demonstrating knowledge of and critique of quantitative and qualitative research design and methods; statistical analyses, principles, practices, and application of needs assessments; the design and process of program evaluation; organizational, community, and social justice advocacy evaluation strategies; and knowledge of cultural biases associated with research practices.

g. Career development and/or the role of work in peoples' lives. Including: the study of vocational/career development theories and decision-making models; career assessment instruments and techniques; occupational and related educational systems; career development applications; career counseling processes/techniques; and the application of social justice theories to people's vocational/career development.

h. Biological basis of behavior. Including: demonstrating knowledge and understanding of the relationship between biological factors and human functioning; addictions; and the use of neuroscientific research findings for culturally competent counseling practices and social justice advocacy interventions.

i. Developmental basis of behavior. Including: the study of lifespan development; maturational and structural theories of human development; wellness counseling theories; strategies to deal with developmental processes and transitions; human behavior; disabilities; environmental, contextual and multicultural factors that contribute to healthy human development and relevant culturally competent counseling practices; and the promotion of social justice in society.

j. Systems basis of behavior. Including: the study of culture from ecological, contextual, multicultural, and social justice perspectives; demonstrating knowledge of the individual in context of their environment and understanding the use of systems change to enhance functioning of individuals, families, groups, organizations and/or institutions.

EARLY AND EXIT COMPETENCIES TABLE

LEHIGH UNIVERSITY MENTAL HEALTH COUNSELING

Updated: Summer 2024

Lehigh University Mental Health Counseling students are evaluated on each 2024 MPCAC program curriculum standard (*B.5.a.* to *B.5.j.*) at two levels of development during the course of the master's degree program: (a) early and (b) exit.

Early competencies reflect students' demonstrated knowledge and skills early in the graduate program (e.g., at the end of the initial year of full-time study) and preparedness for internship. Student performance on early competencies is assessed by their on-site practicum supervisor, their practicum supervision course instructor, and by the student themself. **Exit** competencies reflect the expected level of competence at the conclusion of the program and entry-level readiness for supervised post-master's practice leading to licensure/certification in many areas of professional counseling. Student performance on exit competencies is assessed by their on-site internship supervisor, their internship supervision course instructor, and by the student themself.

MPCAC STANDARD	EARLY	EXIT
a. Ethical and Professional Standards		
i. *Ethical/Legal Standards, Policy, and Practice*: Demonstrates knowledge and application of ethical concepts, and awareness of legal issues regarding professional activities with individuals, groups, and organizations.		
a.i.1. Demonstrates knowledge and understanding of relevant ethical/ professional codes, standards and guidelines, laws, statutes, rules, and regulations.	Demonstrates basic knowledge of relevant ethical/professional codes, basic skills in ethical decision making, and beginning level knowledge of legal and regulatory issues in the practice of professional counseling that apply to practice while placed at practicum setting. Examples: • *Demonstrates beginning knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent.* • *Identifies key documents/policies that guide the practice of professional counseling.*	Demonstrates intermediate level knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations. Examples: • *Actively consults with supervisor to act upon ethical and legal aspects of practice.* • *Addresses ethical and legal aspects within the case conceptualization. Discusses ethical implications of professional work. Recognizes and discusses limits of own ethical and legal knowledge.* • *Demonstrates intermediate knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent.*
a.i.2. Recognizes situations that challenge adherence to professional values and demonstrates the	Understands professional values (e.g. honestly, responsibility) and demonstrates awareness of the importance of applying an ethical decision model to practice. Examples:	Articulates how professional values inform decision making. Demonstrates knowledge of an ethical decision-

MPCAC STANDARD	EARLY	EXIT
application of an ethical decision-making model by applying it to ethical dilemmas. *(a.i.2. continued)*	• *Demonstrates honesty, even in difficult situations.* • *Takes responsibility for own actions.* • *Demonstrates ethical behavior and basic knowledge relevant professional ethical principles and codes of conduct.* • *Recognizes the importance of basic ethical concepts applicable in initial practice (e.g. child abuse reporting, informed consent, confidentiality, multiple relationships, and competence).* • *Demonstrates awareness of an ethical decision making model applied to case vignettes.*	making model and applies relevant elements of ethical decision-making to a dilemma. Examples: • *Identifies situations that challenge adherence to professional values, and seeks supervisor guidance as needed.* • *Discusses failures and lapses in adherence to professional values with supervisors as appropriate.* • *Uses an ethical decision-making model when discussing cases in supervision.* • *Identifies ethical implications in cases and understands the ethical elements present in ethical dilemma or question.* • *Discusses ethical dilemmas and decision making in supervision, staff meetings, presentations, and in internship settings.*
a.i.3. Demonstrates integration of ethical values in professional conduct.	Displays ethical attitudes and values. Examples: • *Evidences desire to help others.* • *Shows honesty and integrity; values ethical behavior.* • *Demonstrates personal courage consistent with ethical values of professional counselors.* • *Displays appropriate boundary management.*	Integrates own moral principles/ethical values in professional conduct. Examples: • *Is able to articulate knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues.* • *Is able to spontaneously discuss the intersection of personal and professional ethical and moral issues.*
ii. *Professional Values and Attitudes*: Exhibits behavior and comportment that reflect the professional values and attitudes of counseling and psychology.		
a.ii.1. Demonstrates understanding of counseling and psychological practice as an applied behavioral science.	Displays critical scientific thinking. Examples: • *Questions assumptions of knowledge.* • *Evaluates study methodology and scientific basis of findings.*	(a) Values and applies scientific methods to professional practice. Examples: • *Uses literature to support ideas in case conferences and supervision.* • *Formulates appropriate questions regarding case conceptualization.*

MPCAC STANDARD	EARLY	EXIT
(a.ii.1. continued)		• *Generates hypotheses regarding own contribution to therapeutic process and outcome.* (b) Demonstrates understanding of counseling as an applied behavioral science. Examples: • *Demonstrates understanding of core scientific conceptualizations of human behavior.* • *Demonstrates basic knowledge of the biological, social, affective, and cognitive bases of behavior.* • *Demonstrates understanding of human development—including career development.* • *Cites scientific literature to support an argument when appropriate.* • *Evaluates scholarly literature on a topic as needed.* (c) Understands the scientific foundation of professional practice. Examples: • *Understands the development of evidence based practice in counseling.* • *Displays understanding of the scientific foundations of the competencies.* • *Cites scientific literature to support an argument when appropriate.* • *Evaluates scholarly literature on a practice-related topic as needed.*
a.ii.2. Demonstrates knowledge and awareness of professional identities relevant to counseling and psychology.	Demonstrates beginning understanding of self as professional; "thinking like a professional counselor." Examples: • *Demonstrates knowledge of the program and profession (e.g., training model, core competencies).* • *Demonstrates knowledge about practicing within one's competence.*	Displays emerging professional identity as professional counselor; uses resources (e.g., supervision, literature) for professional development. Examples: • *Has membership in professional organizations.* • *Attends colloquia, workshops, conferences.* • *Consults literature relevant to client care.*

MPCAC STANDARD	EARLY	EXIT
a.ii.3. Maintains professionally appropriate communication and conduct across different settings.	Understands how to conduct oneself in a professional manner. Examples: • *Demonstrates appropriate personal hygiene and attire.* • *Distinguishes between appropriate and inappropriate language and demeanor in professional contexts.*	Communication and physical conduct (including attire) is professionally appropriate, across different settings. Examples: • *Demonstrates awareness of the impact behavior has on client, public and profession.* • *Utilizes appropriate language and demeanor in professional communications.*
a.ii.4. Demonstrates personal accountability and accepts responsibility for own actions.	Is accountable and reliable. Examples: • *Turns in assignments in accordance with established deadlines.* • *Demonstrates personal organization skills.* • *Plans and organizes own workload.* • *Follows policies and procedures of institution.* • *Follows through on commitments.*	Accepts responsibility for own actions. Examples: • *Completes required case documentation promptly and accurately.* • *Accepts responsibility for meeting deadlines.* • *Available when "on-call".* • *Acknowledges errors.* • *Utilizes supervision to strengthen effectiveness of practice.*
iii. *Understanding and use of supervision during applied experiences*		
a.iii.1. Demonstrates understanding of the role and practice of supervision. *(a.iii.1. continued)*	Demonstrates initial understanding of the role and practice of supervision. Examples: • *Understands the value of supervision to enhance clinical training.* • *Recognizes the purpose of supervision to provide protections to clients and trainees.* • *Participates in supervision within practicum and classroom settings.*	Demonstrates advanced understanding of the role and practice of supervision. Examples: • *Recognizes the value of supervision beyond protection of clients and trainees to the advancement of therapy.* • *Participates actively in supervision within internship and classroom settings.*
a.iii.2. Demonstrates knowledge of the critical role of reflective practice.	Displays basic mindfulness, self-awareness, andreflectivity regarding professional practice (reflection-on-action). Demonstrates knowledge of core competencies and engages in initial self-assessment of competencies. Examples: • *Demonstrates openness to: considering own personal concerns and issues, recognizing impact of self on others, articulating attitudes, values, and beliefs toward*	Demonstrates broad self-awareness and accurate self-assessment of competence; consistently monitors and evaluates practice activities. Works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills. Uses resources to enhance reflectivity regarding professional practice (reflection-on-action). Examples:

MPCAC STANDARD	EARLY	EXIT
	diverse others, self-identifying multiple individual and cultural identities, systematically reviewing own professional performance with supervisors/teachers. • *Demonstrates awareness of competencies for professional training.* • *Develops initial competency goals for early training (with input from faculty*).	• *Able to articulate attitudes, individual and cultural identities, values, and beliefs toward diverse others.* • *Recognizes the impact of self on others.* • *Is able to describe how others experience them and identifies roles one might play within a group.* • *Seeks out feedback and responsively utilizes supervision to enhance reflectivity.* • *Displays ability to adjust professional performance as situation requires.* • *Self-assessment comes close to congruence with assessment by peers and supervisors.* • *Identifies learning objectives, areas of growth, and short- and long-term professional goals.* • *Effectively reviews own professional performance via videotape or other technology.*
a.iii.3. Demonstrates knowledge of the impact of self-care on professional practice.	Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care. Examples: • *Articulates benefits of engaging in self-care.* • *Makes use of opportunities to engage in self-care.*	Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice. Examples: • *Takes action recommended by supervisor for self-care to ensure effective training.* • *Maintains/alters weekly schedule to allow for self care activities.*
a.iii.4. Responds appropriately to supervision. *(a.iii.4 continued)*	Demonstrates straightforward, truthful, and respectful communication in supervisory relationships. Examples: • *Demonstrates willingness to admit errors and accept feedback.* • *Acknowledges supervisor's differing viewpoints in supervision.*	Effectively participates in supervision. Examples: • *Seeks supervision to improve performance; presents work for feedback, and integrates feedback into performance.* • *Initiates discussion with supervisor of own reaction to client/patients in session.* • *Seeks supervisor's perspective on client progress.*
b. Evidence-based theories and practice of counseling and psychotherapy		

MPCAC STANDARD	EARLY	EXIT
i. *Knowledge*		
b.i.1. Demonstrates knowledge of individual and group theories of counseling and psychotherapy.	Demonstrates initial understanding of individual theories of counseling and psychotherapy. Examples: • *Identifies major individual theories of counseling and psychotherapy (e.g., Psychodynamic, Cognitive Behavioral, Client-Centered)* • *Demonstrates knowledge of Hill's Helping Skills Model including the three stages of exploration, insight, and action.*	Demonstrates advanced understanding and application of individual *and* group theories of counseling and psychotherapy. Examples: • *Identifies major individual and group theories of counseling and psychotherapy, including their mechanisms for change.* • *Demonstrates knowledge of strengths and limitations of individual and group theories of counseling and psychotherapy.* • *Applies individual and group theories of counseling and psychotherapy in an internship setting.*
b.i.2. Demonstrates knowledge of theories regarding impact of trauma on individuals, groups and communities.	Demonstrates initial understanding of theories regarding the impact of trauma on individuals, groups, and communities. Examples: • *Demonstrates an awareness of adverse childhood experiences and their impacts on the individual, family, and larger community.* • *Identifies symptoms of posttraumatic stress disorder including re-experiencing, avoidance, negative changes in mood and cognitions, and hyperarousal.*	Demonstrates advanced understanding of theories regarding the impact of trauma on individuals, groups, and communities, as well as applications to treatment. Examples: • *Demonstrates knowledge of evidence-based trauma treatments (e.g., Cognitive Processing Therapy, Prolonged Exposure).* • *Applies evidence-based trauma treatments in an internship setting.*
ii. *Skills*		
b.ii.1. Relationships: Relates effectively with individuals, groups, and communities. *(b.ii.1. continued)*	(a) Displays interpersonal skills with individuals, groups and communities. Examples: • *Listens and is empathic with others.* • *Respects and shows interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc.*	(a) Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from within and across other disciplines. Examples: • *Forms effective working alliances with most clients* • *Engages with supervisors to work effectively.*

MPCAC STANDARD	EARLY	EXIT
	• *Demonstrates interpersonal skills verbally and non-verbally.* • *Receives feedback.* • *Works cooperatively and collaboratively with peers.* (b) Displays affective skills. Examples: • *Demonstrates affect tolerance.* • *Tolerates interpersonal conflict.* • *Demonstrates awareness of inner emotional experience.* • *Demonstrates emotional maturity.* • *Listens to and acknowledges feedback from others.* • *Notices and expresses feelings.* • *Demonstrates comfort with a range of emotions.* • *Affect does not overwhelm judgment.* • *Is flexible when things don't go according to plan.* (c) Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills. Examples: • *Written work is organized, easy to understand, and conveys the main points.* • *Shares opinions with others using language that others can understand.*	• *Involved in departmental, institutional, or professional activities or governance.* • *Demonstrates respectful and collegial interactions with those who have different professional models or perspectives.* (b) Negotiates differences and handles conflict satisfactorily; provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately. Examples: • *Makes appropriate disclosures regarding problematic interpersonal situations.* • *Acknowledges own role in difficult interactions.* • *Initiates discussion regarding disagreements with colleagues or supervisors.* • *Efforts to resolve disagreements do not escalate negative affect among the parties involved.* • *Seeks clarification in challenging interpersonal communications.* • *Demonstrates understanding of diverse viewpoints in challenging interactions.* • *Accepts and implements supervisory feedback non-defensively.* • *Maintains affective equilibrium and focus on therapeutic task in face of client distress.* • *Tolerates ambiguity and uncertainty.* (c) Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language. Examples: • *Uses professional terms and concepts appropriately and clearly in discussions, case reports, etc.* • *Understands terms and concepts used in professional texts and in others' case reports.*

MPCAC STANDARD	EARLY	EXIT
(b.ii.1. continued)		• *Communication is understandable, consistent across expressive modalities.* • *Prepares clearly written assessment reports.* • *Presents clinical process to supervisor in a succinct, organized, well-summarized way.* • *Provides verbal feedback to client regarding assessment and diagnosis using language the client can understand.* • *Presents clear, appropriately detailed clinical material.*
b.ii.2. Conceptualization and Intervention: Applies evidence-based intervention and prevention strategies designed to alleviate suffering and to promote health and well-being of individuals, groups, communities, and/or systems.	(a) Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in professional counseling. Examples: • *Articulates the relationship of EBP to professional counseling.* • *Identifies basic strengths and weaknesses of different assessment and intervention approaches.* (b) Understands the utility of formulating and conceptualizing cases. Examples: • *Can articulate the importance of case conceptualizations to provide a comprehensive understanding of client's problems, including biological, psychological, and social factors.* • *Recognizes case conceptualization as a dynamic, process, informed by one's theoretical orientation.* (c) Displays basic skills in developing the therapeutic alliance. Examples: • *Understands and can apply active listening skills (e.g., nonverbal cues, reflection, open questions).*	(a) Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences. Examples: • *Demonstrates knowledge of interventions and explanations for their use based on EBP.* • *Demonstrates the ability to select interventions, assessment tools, and consultation methods for different problems and populations related to the practice setting.* • *Investigates existing literature related to problems and client issues.* • *Writes a statement of own theoretical perspective regarding intervention strategies.* • *Creates a treatment plan that reflects successful integration of empirical findings, clinical judgment, and client preferences in consultation with supervisor.* (b) Formulates and conceptualizes cases. Examples: • *Conducts case conceptualizations for active clients including clients' history, symptoms, culture, and goals.*

MPCAC STANDARD	EARLY	EXIT
(b.ii.2. continued)	• *Recognizes the importance of exploring a client's history and experiences to build rapport.* • *Appreciates the value of attending to process as well as the content shared by a client.* (d) Articulates a working theoretical orientation. Examples: • *Is able to articulate at least one counseling orientation from which they can conceptualize clients* • *Demonstrates openness to continued exploration of their theoretical orientation and application to cases.* (e) Displays basic understanding of skills in crisis intervention. Examples: • *Identifies client risks factors associated with suicide.* • *Conducts a suicide risk assessment including exploration of ideation, plan, and intent.*	• *Incorporates theoretical orientation throughout case conceptualization including treatment planning.* (c) Displays advanced skills in developing the therapeutic alliance. Examples: • *Able to develop strong working alliances with clients.* • *Recognizes the value of rupture and repair in strengthening the therapeutic alliance.* (d) Plans and implements interventions utilizing at least one consistent theoretical orientation. Examples: • *Clearly articulates a consistent theoretical orientation based on at least one counseling theory and applies it to client's treatment plans.* • *Demonstrates treatment planning skills, including clear identification of goals based on one's theoretical orientation.* (e) Displays application of skills in crisis intervention. Examples: • *Is able to conduct culturally-informed suicide and violence risk assessments and determine appropriate interventions based on level of risk.* • *Collaboratively develops safety plans (e.g., suicide, intimate partner violence), considering important cultural considerations.* (f) Evaluates intervention progress and modifies intervention or prevention strategies on the basis of evaluation of clients' or groups' progress and/or client feedback. Examples:

MPCAC STANDARD	EARLY	EXIT
		• *Regularly assesses clients' progress during treatment and utilizes information to adapt treatment accordingly.* • *Understands the importance of utilizing multiple methods to assess treatment including client report, repeated instruments, and progress towards goals.*
c. Multiculturalism and Diversity Demonstrates knowledge, self-awareness, and skills in working with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context.		
i. *Knowledge and Self-Awareness*		
c.i.1. Demonstrates knowledge and awareness of self, as shaped by individual and group diverse identities.	Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others. Examples: • *Articulates how ethnic group values influence who one is and how one relates to other people.* • *Articulates dimensions of diversity (e.g., race, gender, sexual orientation).*	Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation. Examples: • *Uses knowledge of self to monitor effectiveness as a professional.* • *Initiates supervision about diversity issues.*
c.i.2. Demonstrates knowledge and awareness of others, as shaped by individual and group diverse identities. *(c.i.2. continued)*	Demonstrates initial knowledge, awareness, and understanding of other individuals as cultural beings. Examples: • *Demonstrates beginning knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals.* • *Articulates beginning understanding of the way culture and context are a consideration in working with clients.*	Demonstrates advanced knowledge, awareness, and understanding of other individuals as cultural beings. Examples: • *Demonstrates complex and intersectional knowledge, awareness and understanding of the way culture and context shape clients' lives.* • *Articulates nuanced understanding of the way culture and context are a consideration in working with clients.*

MPCAC STANDARD	EARLY	EXIT
c.i.3. Demonstrates knowledge of the intersection between self and others as shaped by individual and group diverse identities.	Demonstrates initial knowledge, awareness, and understanding of interactions between self and diverse others. Examples: • *Demonstrates beginning knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals.* • *Articulates basic understanding of the way culture and context influencesthe therapeutic relationship.*	Demonstrates advanced knowledge, awareness, and understanding of interactions between self and diverse others. Examples: • *Demonstrates complex and intersectional knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals, including in the therapeutic process.* • *Articulates nuanced understanding of the way culture and context are a consideration in the therapeutic relationship.*
ii. *Skills*		
c.ii.1. Applies knowledge of self as a cultural being in assessment, treatment, consultation, and all other professional interactions.	No expectation at this level	Applies knowledge of self as a cultural being in assessment, treatment, consultation, and all other professional interactions. Examples: • *Demonstrates understanding of self as an intersectional, cultural individual.* • *Demonstrate understanding of own privilege and oppression.* • *Initiates supervision about personal cultural concerns (e.g., biases, identities).*
c.ii.2. Applies knowledge of others as cultural beings in assessment, treatment, consultation, and all other professional interactions.	No expectation at this level	Applies knowledge of others as cultural beings in assessment, treatment, consultation, and all other professional interactions. Examples: • *Demonstrates understanding that others may have multiple cultural identities.* • *Initiates supervision about diversity issues with others.*
c.ii.3. Applies knowledge of the intersection of self and others as cultural beings in assessment,	No expectation at this level	Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others. Examples:

MPCAC STANDARD	EARLY	EXIT
treatment, consultation, and all other professional interactions. *(c.ii.3. continued)*		• *Understands the role that diversity may play in interactions with others.* • *Initiates supervision about diversity issues in interactions with others.*
c.ii.4. Is able to work effectively with diverse individuals in assessment, treatment, and consultation.	Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to individual and cultural diversity as they apply to professional work. Understands the need to consider individual and cultural diversity issues in all aspects of professional work (e.g., assessment, treatment, research, relationships with colleagues). Examples: • *Demonstrates basic knowledge of literature on individual and cultural differences and engages in respectful interactions that reflect this knowledge.* • *Seeks out literature on individual and cultural differences to inform interactions with diverse others.*	Applies knowledge, sensitivity, and understanding regarding individual and cultural diversity issues to work effectively with diverse others in assessment, treatment, and consultation. Examples: • *Demonstrates knowledge of individual and cultural diversity literature.* • *Works effectively with diverse others in professional activities.* • *Demonstrates awareness of effects of oppression and privilege on self and others.*
d. Theories of psychopathology and relevant classification systems		
i. *Knowledge*		
d.i.1. Demonstrates knowledge of theories of psychopathology, including but not limited to biological and sociocultural theories.	Demonstrates basic knowledge regarding various theories of psychopathology. Examples: • *Identifies major theories of psychopathology (e.g., psychodynamic - unconscious conflict, feminist - oppression and disempowerment, psychobiological - biochemical imbalances). Understands the importance of diagnostics.*	Demonstrates advanced knowledge regarding various theories of psychopathology and their applications. Examples: • *Applies major theories of psychopathology to case conceptualization and treatment planning.* • *Understands how culture, gender, politics, race, etc. affect our understanding of mental illness; demonstrates consideration of these factors in own clinical work.* • *Shows familiarity with current treatment strategies from some of the more common diagnoses seen in clinical practice.*

MPCAC STANDARD	EARLY	EXIT
d.i.2. Demonstrates knowledge of classification systems of behavior and limitations of those systems. *(d.i.2. continued)*	Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity. Examples: • *Identifies DSM criteria.* • *Describes normal development consistent with broad area of training.*	Demonstrates advanced knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity. Examples: • *Able to determine differential diagnosis based on DSM criteria.* • *Describe the strengths and limitations of the current diagnostic system and diagnosis in general.*
ii. *Skills*: Applies concepts of normal/abnormal behavior to case formulation, diagnosis, and treatment planning in the context of stages of human development and diversity.		
	No expectation at this level	Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity (what is the appropriate level to expect). Examples: • *Articulates relevant developmental features and clinical symptoms as applied to presenting question(s).* • *Demonstrates ability to identify problem areas and to use concepts of differential diagnosis.*
e. Methods of evaluation of individuals		
i. *Knowledge*:		
e.i.1. Demonstrates knowledge of content, reliability and validity, and purposes of assessment measures.	Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam. Examples: • *Accurately administers and scores various assessment tools in non-clinical (e.g. course) contexts.* • *Demonstrates knowledge of initial interviewing methods (both structured and semi-structured interviews, mini-mental status exam).*	Demonstrates knowledge of measurement across domains of functioning and practice settings. Examples: • *Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information.* • *Demonstrates awareness of need for selection of assessment measures appropriate to population/problem.*

MPCAC STANDARD	EARLY	EXIT
e.i.2. Demonstrates awareness of strengths and limitations (including diversity-related limitations) of administration, scoring, and interpretation of assessment measures. *(e.i.2. continued)*	No expectation at this level	Demonstrates awareness of the strengths and limitations of administration, scoring, and interpretation of traditional assessment measures appropriate to their level of training. Examples: • *Demonstrates intermediate level ability to accurately select, administer, score and interpret assessment tools with client populations.* • *Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams.*
ii. *Skills*:		
e.ii.1. Selects and utilizes appropriate methods of evaluation.	Demonstrates basic knowledge of intervention strategies. Examples: • *Articulates theoretical basis of intervention and some general strategies.* • *Demonstrates awareness of the concept of evidence-based practice.*	Implements evidence-based interventions. Examples: • *Case presentations demonstrate application of evidence-based practice.* • *Discusses evidence-based practices during supervision.*
e.ii.2. Engages in effective clinical interviewing.	Demonstrates basic knowledge of clinical interviewing in the therapeutic process. • *Understands the different types of clinical interviewing (e.g., structured, semi-structured, unstructured) and the advantages and disadvantages of each approach.* • *Identifies aspects of effective clinical interviewing.*	Integrates clinical interviews and other approaches of gathering data to inform clinical decision-making. Examples: • *Conducts clinical intakes interviews.* • *Utilizing clinical intake information to inform treatment and intervention planning.*
e.ii.3. Engages in effective progress monitoring.	Demonstrates basic knowledge of the assessment of intervention progress and outcome. Examples: • *Identifies measures of treatment progress and outcome by name.* • *Articulates an understanding of the use of repeated assessment to guide treatment.* • *Appropriately administers and scores treatment progress and outcome measures.*	Evaluates intervention progress and modifies intervention planning on the basis of their evaluation of clients' progress. Examples: • *Describes instances of lack of progress and actions taken in response.* • *Demonstrates ability to evaluate treatment progress in context of evidence-based interventions.*

MPCAC STANDARD	EARLY	EXIT
f. Research methods		
i. *Knowledge*:		
f.i.1. Demonstrates knowledge of scientific methods used by counselors and psychology practitioners in their clinical work. *(f.i.1. continued)*	Demonstrates basic understanding of the nature, process, and practical value of scientific inquiry. Examples: • *Demonstrates a developing awareness of cultural, legal, and ethical issues in research.* • *Understands the differences between qualitative and quantitative research.*	Understands basic research concepts and ethical research behavior and their applications to counseling. Examples: • *Conducts literature reviews.* • *Proposes research design and analyses.* • *Discusses complex cultural, legal, and ethical issues in research.* • *Can describe and compare various research designs and methodologies, both qualitative and quantitative.*
f.i.2. Demonstrates knowledge of use of scientific methods to add to the knowledge base of counseling and psychology.	Understands the scientist-practitioner model. Examples: • *Articulates the advantages of the scientist-practitioner model* • *Understands how counselors and psychology practitioners incorporate research in their clinical work.*	Utilizes the scientist-practitioner model and can articulate how both science and practice contribute to the knowledge base of counseling and psychotherapy. Examples: • *Integrates research into clinical practice.* • *Articulates own application of the scientist-practitioner model in clinical work.*
f.i.3. Demonstrates knowledge of application of scientific methods to evaluate practices and interventions.	Displays a basic understanding of the use of scientific methods to evaluate clinical practices and interventions. Examples: • *Understands the importance of empirical evidence to inform clinical practice including to protect clients.* • *Understands the limitations of empirical evidence to inform clinical practice and the importance of additional bases of knowledge including client narratives.*	Demonstrates awareness of how evaluation of therapeutic progress and intervention effectiveness are conducted. Examples: • *Collects and reviews client data.* • *Uses client data to inform intervention decisions.* • *Discusses implications of research findings on clinical work.*
f.i.4. Demonstrates knowledge of program evaluation methods.	No expectation at this level	Demonstrates knowledge of program evaluation methods. Examples: • *Demonstrates knowledge of needs assessments.* • *Demonstrates knowledge of process evaluations.*

MPCAC STANDARD	EARLY	EXIT
		• *Demonstrates knowledge of outcome evaluations.*
ii. *Skills*: Critiques published research effectively.		
	Demonstrates basic knowledge of scientific rigor and bias. Examples: • *Understands differences between peer-reviewed and non-peer-reviewed sources.* • *Articulates the existence of bias within all research and the value of multiple sources.* • *Develops skills in reading and understanding scientific articles.*	Demonstrates the ability to critically review published research to inform clinical practice. Examples: • *Articulates strengths and limitations of scientific research, including critically evaluating the design, conduct, and findings of research studies.* • *Critically reviews effectiveness and efficacy studies to inform intervention decisions.*
g. Career development and/or the role of work in peoples' lives		
i. Demonstrates knowledge of the role of work in peoples' lives.		
	No expectation at this level.	Demonstrates knowledge of the role of work in people's lives. Examples: • *Understands the role of work in cultural and social contexts.* • *Understands work as a potential source of identity and self-esteem.*
ii. Demonstrates understanding of the development of work and career choices across the lifespan.		
	No expectation at this level.	Demonstrates understanding of the development of work and career choices across the lifespan. Examples: • *Identifies foundational concepts related to career development in the current work environment.*

MPCAC STANDARD	EARLY	EXIT
		• *Summarizes core facets of leading career theories, the available research supporting these theories, and interventions derived from them.*
h. Biological basis of behavior: Demonstrates knowledge and understanding of the relationship between biological factors and human functioning.		
	No expectation at this level.	Demonstrates knowledge and understanding of the relationship between biological factors and human functioning. Examples: • *Identifies different neurotransmitter systems and our current understanding of their relationship to behavior.* • *Demonstrates understanding of the structure and function of the nervous system.*
i. Developmental basis of behavior: Demonstrates knowledge and understanding of human development, wellness, and learned bases of behavior across the lifespan.		
(i. continued)	No expectation at this level.	Demonstrates knowledge and understanding of human development, wellness, and learned bases of behavior across the lifespan. Examples: • *Demonstrates understanding of developmental stages (e.g., Piaget's stages of cognitive development, Erikson's theory of psychosocial development).* • *Recognizes that development is a lifelong process.* • *Recognizes that development occurs in context.* • *Articulates the significance of co-acting environmental, behavioral, and genetic factors in development.*
j. Systems of behavior		
i. Demonstrates knowledge of individuals in the context of their environment and how the environment (e.g., geographical, ideological, demographic, familial, institutional) affects functioning.		

MPCAC STANDARD	EARLY	EXIT
	Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention. Examples: • *Articulates social, political, economic or cultural factors that may impact on human development and functioning.* • *Understands the importance of considering these factors as part of the therapeutic process.*	Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision. Examples: • *Identifies specific barriers to client improvement, e.g., lack of access to resources.* • *Assists client in development of self-advocacy plans.*
ii. Demonstrates understanding of the use of systems changes (whether prevention or intervention) to enhance the functioning of individuals, families, groups, organizations, and/or institutions.		
	Understands the differences between individual- and institutional-level interventions and system-level change. Examples: • *Articulates role of therapist as change agent outside of direct client/patient contact.* • *Demonstrates awareness of institutional- and systems-level barriers to change.*	Promotes structural change to enhance the functioning of individuals. Examples: • *Identifies target issues/agencies most relevant to specific issue.* • *Formulates and engages in plan for action.* • *Demonstrates understanding of appropriate boundaries and times to advocate on behalf of client.*

Matrix of MCAC Professional Domains and their coverage in required coursework

MCAC Standard Domains		CPsy 427	CPsy 436	CPsy 442	Educ 471	CPsy 451	CPsy 472	Educ 403	CPsy 430	CPsy 439	CPsy 440	CPsy 455	CPsy 468	Educ 408	CPsy 479	CPsy 480	CPsy 483	Bio	SJ/ Div	Abn	OP
a. Ethical and Professional Standards	*i.*	X		X		X		X	X	X		X			X	X	X				
	ii.	X		X		X		X	X	X	X	X		X	X	X	X				
	iii.					X						X			X	X	X				
b. EB Theories & Practice	*i.*			X	X					X	X	X	X		X	X	X				
	ii.		X	X		X				X	X	X	X		X	X	X				
c. MC & Diversity	*i.*		X	X	X	X				X	X	X			X	X	X		X		
	ii.		X		X	X				X	X	X			X	X	X		X		
d. Theories of Psychopathology	*i.*	X													X	X	X	X		X	
	ii.	X					X								X	X	X	X		X	
e. Methods of Evaluation	*i.*	X	X									X			X	X	X			X	
	ii.	X	X									X			X	X	X			X	
f. Research Methods	*i.*	X	X			X	X	X		X		X	X	X	X	X	X	X		X	
	ii.		X	X	X	X	X	X		X	X	X		X				X	X	X	
g. Career Development		X	X																		
h. Bio							X						X					X		X	
i. Development			X				X				X		X								
j. Systems			X		X		X			X	X	X			X	X	X		X		

Note. Bio = Biological and Neuropsychological Bases of Behavior; SJ/Div = Social Justice and Diversity; Abn = Abnormal; OP = Open; EB = Evidence-Based; MC = Multiculturalism.

Certification in School Counseling for Students in Mental Health Counseling (MHC) Master's Program

Students in the Mental Health Counseling M.Ed. program may also work toward PDE certification as a School Counselor. Students seeking a recommendation for certification as a school counselor must first petition the program for a transcript review to assess any coursework required by PDE; if approved, students must complete all required courses in MHC and all required courses in School Counseling and must complete both a full year of internship in a MHC 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 MHC or School Counseling but not both***. Also, please note that PDE requires that the school counseling practicum be completed *prior to* the school counseling internship. The school counseling internship *cannot* fulfill PDE requirements unless it is completed *after* a 1-credit practicum.

Transferring from Mental Health Counseling (MHC) Master's or the International School Counseling (INCO) Master's to School Counseling Master's

Students in the Mental Health Counseling M.Ed. program who wish to transfer to the School Counseling Master's program may do so by submitting an online application for the School Counseling program; a fee waiver code can be obtained from the COE Admissions Office. The application should include a statement of interest that explains the reasons for the desired transfer and requests a review of coursework required by PDE for certification in school counseling. Please note the PDE requires that a practicum be completed *prior to* the internship in order for the internship to meet PDE requirements. An internship completed in the international school counseling program without having completed a practicum first *cannot* meet PDE requirements for certification as a school counselor. Thus, students transferring from the international school counseling program to school counseling who did not complete a practicum but have already completed an internship would need to take another internship after completing the practicum.

Lehigh University Certificate in International School Counseling for Students in Mental Health Counseling (MHC) Master's Program

Students in the Mental Health Counseling M.Ed. program may qualify for a certificate in International School Counseling by completing all required coursework for the MHC program and all coursework required for the International School Counseling certificate (including attending the Summer Institute and optionally taking CPSY442 or CPSY436 as online courses).

Lehigh University Certificate in Mental Health and Education of Latin American People in the US

Catalog Description. Latin American people in the US include individuals who identify as Hispanic, Latina/Latino, Latinx, Latine, Latin, Chicano, immigrants from Latin American countries (ex: Mexico, Guatemala, Peru) and Spain, and folks of Latin American descent or heritage who were born in the US or Puerto Rico. The mental health and overall wellbeing of Latin American people in the US is impacted by many social determinants and structural inequalities (ex: discriminatory policies, lack of access to health and psychological services, income inequality, educational inequity). Latin American people in the US may benefit from

mental health service providers, health professionals, and educators who are responsive to their structural needs and cultural strengths. This graduate certificate program is designed for current and future professionals seeking to enhance their skills to serve Latin American people in the US. The Certificate is grounded in cultural humility, cultural competence, and evidence-based practices that are responsive to social and structural determinants of mental health. Courses in this Certificate aim to promote knowledge, awareness, and skills about community-based structural intervention, identity and culture, the psychology of immigration, effective clinical interventions, and issues in multilingual learner education.

Course Requirements. Students may choose any 4 courses from the following five, which may be completed in any order:

1. EDUC 437 Identity and Cultural Foundations of Latin American People in the US
2. EDUC 438 Community-Based Structural Interventions for the Mental Health of Latin American People
3. CPSY 433 Access to Effective Clinical Interventions with Latin American People
4. CPSY 405 Psychology of Immigration from Latin America
5. EDUC 420 Contemporary Issues in Multilingual Learner Education

For more info, see https://ed.lehigh.edu/academics/certificates/certificate-mental-health-education-latin-american-people-us

Lehigh University Certificate in College Admissions Counseling

Catalog Description. The graduate certificate in College Admissions Counseling provides academic training and professional development for educators and school counselors around the globe who are currently working as, or would like to work as, a secondary high school college counselor. Courses cover developing helping skills, the foundations of university admissions counseling, building healthy school communities, and working with families from diverse backgrounds. Working with international university applicants, third culture kids, and parents is a focus of the program. Approaches are based on empirical models and discuss recent research in the field.

Course Requirements. Students take these 4 three-credit courses:

1. CPSY412 Introduction to University Admissions Counseling
2. CPSY413 Counseling the Diverse University-Bound Student
3. CPSY452 Helping Skills in International Settings
4. CPSY453 International School Counseling I

Policy on Eligibility of Students in the On-Campus Mental Health Counseling (MHC) Program to Enroll in Online Courses Designated for the Online Mental Health Counseling Program

Required MHC Program Courses

Required courses are those courses that are designated as requirements in the Mental Health Counseling (MHC) curriculum. The curriculum is identical for the on campus and online MHC programs and is detailed in the program manual for each program.

In order to properly manage course enrollments and ensure availability of courses for enrolled students, **required** courses that are designated for the *online* Mental Health Counseling (MHC) program are **reserved** for students in that program. Information regarding which program

courses are designated for can be found in the COE course listing spreadsheet and/or Banner registration system.

Students who are not enrolled in the *online* MHC program, including students who are enrolled in the *on campus* Mental Health Counseling program, the Counseling Psychology doctoral program, and other programs, may request to receive an exception to this policy in order to enroll in a scheduled *online* MHC program course.

Students wishing to request an exception to this policy are required to complete the "in-house non-clinical petition" form that is available on the Coursesite for each Counseling Psychology degree program. Students in other programs may request a copy of this petition by contacting the program coordinator for either the *online or on campus* MHC program. In completing the petition, students should indicate the course they are requesting to take online and provide a compelling rationale for why an exception to the policy is needed.

Petitions will be reviewed by Counseling Psychology program faculty in coordination with the Counseling Psychology Program Director. Please note that not all petitions will be approved and that enrollment will also be contingent upon the availability of seats in scheduled *online* MHC program courses.

Elective MHC Program Courses:

Elective courses are those courses that are designated as electives in the Mental Health Counseling (MHC) curriculum; currently, the curriculum includes only four **elective** courses, three of which are in specifically designated topical areas. The curriculum is identical for the *on campus* and *online* MHC programs and is detailed in the program manual for each program.

In order to properly manage course enrollments and ensure availability of courses for enrolled students, enrollment in **elective** courses that are designated for the *online* Mental Health Counseling (MHC) program is **prioritized** for students in that program. Information regarding which program courses are designated for can be found in the COE course listing spreadsheet and/or Banner registration system.

Students who are not enrolled in the *online* MHC program, including students who are enrolled in the *on campus* Mental Health Counseling program, the Counseling Psychology doctoral program, and other COE programs, may enroll in a scheduled online MHC program course if seats are available in the course.

Students who are not enrolled in a COE degree or certificate program should contact the course instructor by email to request to be added to the course; these requests will be reviewed by the instructor in consultation with the Program Director.

M.Ed. in Mental Health Counseling Curriculum

Shared Core Courses (21 cr.)

_____ CPsy 427 Assessment and Appraisal in Counseling (3)

_____ CPsy 436 Culture-Centered Career Intervention (3)

_____ CPsy 442 Counseling and Therapeutic Approaches (3)

_____ Educ 471 Diversity and Multicultural Perspectives (3)

_____ CPsy 451 Helping Skills (3)

_____ CPsy 472 Human Development Across the Lifespan (3)

_____ Educ 403 Research (3)

Mental Health Counseling Track (18 cr.)

_____ CPsy 430 Professional Seminar (3)

_____ CPsy 439 Theory and Practice of Group Counseling (3)

_____ CPsy 440 Introduction to Family Counseling (3)

_____ CPsy 455 Advanced Counseling Skills (3)

_____ CPsy 468 Trauma and Loss (3)

_____ Educ 408 Introduction to Statistics (3)

Clinical Training (9 cr.)

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

Specialty (12 cr.)

At least one advisor-approved 3-credit elective from *each* of these three areas (9 cr.)
_____ Biological and Neuropsychological Bases of Behavior (3) (e.g., EDUC475 Clinical Psychopharmacology)
_____ Social Justice and Diversity (3)
_____ Abnormal Behavior and Psychopathology (3) (e.g., CPSY485 Advanced Psychopathology)
Three additional credits of advisor-approved electives
_____ Elective (e.g., CPSY466) (3)

Total Credits = 60 Advisor Signature _____

Recommended Sequence of Courses (in 2 years)
For 60-credit Mental Health Counseling Program

Tentative Two Year Plan

Year 1	Year 2
Fall Semester CPsy 442 (3) Counseling and Therapeutic Approaches* CPsy 451 (3) Helping Skills* Educ 471 (3) Diversity and Multicultural Perspectives*** Educ 403 (3) Research*** or Educ 408 (3) Introduction to Statistics or 1 Advisor approved elective (3)	**Fall Semester** CPsy 480 (3) Master's Internship I** CPsy 455 (3) Advanced Counseling Skills CPsy 472 (3) Human Development Across the Lifespan CPsy 468 (3) Trauma and Loss
Spring Semester CPsy 479 (3) Master's Practicum* CPsy 440 (3) Introduction to Family Counseling CPsy 427 (3) Assessment and Appraisal in Counseling CPsy 430 (3) Professional Seminar*	**Spring Semester** CPsy 439 (3) Group Counseling CPsy 483 (3) Master's Internship II† CPsy 436 (3) Culture-Centered Career Intervention 1 Advisor approved elective (3) [usually CPSY485 Advanced Psychopathology]
Summer Session I Educ 408 (3) Introduction to Statistics or Educ 403 (3) Research*** 1 Advisor approved elective (3)	
Summer Session II 1 Advisor approved elective (3) 1 Advisor approved elective (3)	

*This course must be taken and passed with a 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 EDUC 471 are generally offered every semester. EDUC 471 must be taken before CPSY 483 and must be passed with a B or better.
†CPSY483 must be passed with a grade of B or better and satisfactory levels of counseling-related and professional competencies.

Alternate Three-Year Sequence of Courses
For 60-credit Mental Health Counseling Program

Tentative Three-Year Plan

Year 1	Year 2	Year 3
Fall Semester CPsy 442 (3) Counseling and Therapeutic Approaches* CPsy 451 (3) Helping Skills* Educ 471 (3) Diversity and Multicultural Perspectives***	**Fall Semester** CPsy 455 (3) Advanced Counseling Skills CPsy 472 (3) Human Development Across the Lifespan 1 Advisor approved elective (3)	**Fall Semester** CPsy 480 (3) Master's Internship I** CPsy 468 (3) Trauma and Loss
Spring Semester CPsy 440 (3) Introduction to Family Counseling CPsy 427 (3) Assessment and Appraisal in Counseling CPsy 430 (3) Professional Seminar*	**Spring Semester** CPsy 479 (3) Master's Practicum* CPsy 439 (3) Group Counseling CPsy 436 (3) Culture-Centered Career Intervention	**Spring Semester** CPsy 483 (3) Master's Internship II† 1 Advisor approved elective (3) [usually CPSY485 Advanced Psychopathology]
Summer Session I Educ 408 (3) Introduction to Statistics	**Summer Session I** 1 Advisor approved elective (3) [often EDUC475 Clinical Psychopharmacology]	
Summer Session II Educ 403 (3) Research***	**Summer Session II** 1 Advisor approved elective (3)	

*This course must be taken and passed with a B or better before student can start internship sequence.
**CPSY480 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 CPSY483 Master's Internship II.
***EDUC 403 and EDUC 471 are generally offered every semester. EDUC 471 must be taken before CPSY 483 and must be passed with a B or better.
†CPSY483 must be passed with a grade of B or better and satisfactory levels of counseling-related and professional competencies.

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 Senate. The Counseling Psychology Student Governance links directly to the faculty through a representative for each degree program who attends all program faculty meetings. In every program faculty meeting, the student representatives are allocated time to present and discuss issues, concerns, and needs of the master's students that they represent; 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. In addition, the counseling psychology program's students have a social justice advocacy representative, who may attend program meetings, as needed.

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 MHC, one from SCON) 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. Nominated students will be required to put forth a statement of their interest in the position to enter the election process. The CP faculty will also contribute to the final determination of who the student representative will be for each degree program.

Job Description of Social Justice Advocacy Representative: A supportive peer facilitator and a safe person for students from any CPSY program to bring concerns that may have a personal component but require program and systemic attention (e.g., microaggression in class). The focus is individual, identity, and discrimination concerns. This individual can attend Program Meetings but is not required to.

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 451 (Helping Skills), students further develop the basic skills required for engaging in the counseling process, and in Educ 471 (Diversity and Multicultural Perspectives), students participate in role-plays and simulations of multicultural educational situations. In CPsy 442 (Counseling and Therapeutic Approaches), students practice basic counseling skills using simulated counseling dilemmas. In CPsy 427 (Assessment and Appraisal in Counseling), students acquire practice in conducting and communicating individual appraisals. 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. Finally, in CPSY479 Master's Practicum, students gain some beginning practical experience by engaging in a 100-hour practicum. This 100-hour practicum exposes students to the clinical settings where they may complete their internships in subsequent semesters and must be completed successfully before beginning the master's internship experience.

The Internship Experience

Overview. The internship is a two-semester (i.e., CPSY480 & CPSY483) supervised field experience designed to provide the counselor trainee with an opportunity to integrate and apply the knowledge and skills acquired from didactic and experiential instruction. At Lehigh, counseling students are afforded experiences that include supervision of, and observation and participation in, a wide range of counseling activities that emphasize the acquisition of strong counseling skills and that will be compatible with their eventual career goals and specialty areas. Interventions range from brief informational contacts to more extended individual, group, or family counseling interactions. The internship training also provides an opportunity for dialogue and feedback between trainees, counselor educators, and practitioners. The Clinical Coordinator supports students in obtaining their internship placement in settings that have strong liaison connections with Lehigh University and provide high levels of supervision and support in a wide variety of areas. Please also be aware that the College of Education charges a fee for the practicum and each semester of internship in addition to the tuition cost. This fee is $175 and will be applied when registering for CPSY479, CPSY480, and CPSY483. All fees are subject to increase in the future.

School Counseling (SCON) students complete their internship in approved public schools, preferably in urban areas; Allentown School District, Bethlehem Area School District, Whitehall School District, and Easton Area School District are strongly recommended. The Pennsylvania Department of Education (PDE) states that, although the best way to demonstrate competencies across age groups for the pre-K to 12 certification would be to complete an internship at all three levels (i.e., elementary, middle, and high school levels), completing an internship at all three levels is <u>not</u> required to obtain the pre-K to 12 certification as long as students can demonstrate experience with the other level elsewhere in their program (e.g., during practicum or the pre-practicum sequence). Students have the option of completing internship placements involving one day at each level (100 hours at each level per semester for a total of 300 hours per semester across the three levels). Sometimes, however, such an arrangement is not practical because sites, particularly high schools, typically require students to be on site for a minimum of two days per week. Thus, students typically elect to complete an internship at only two of the levels (elementary, middle, high school) as long as they can demonstrate experience with the other level elsewhere in their program (e.g., during practicum or the pre-practicum sequence). The important thing is to ensure that, during internship, school counseling trainees work with <u>both</u> elementary-aged and secondary-school-aged students across their internship sites. Students should be aware that employers typically examine the levels completed on internship, rather than the levels completed prior to internship, in employment decisions.

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

Practicum Eligibility. *School Counseling* students must complete the following courses with a **grade of B or better** before they are eligible to begin the CPSY479 Master's Practicum course: (1) CPsy 442, (2) CPsy 445, and (3) CPsy 451; and must have approval of the Clinical Coordinator in consultation with the faculty. *MHC* students must complete the following courses with a **grade of B or better** before they are eligible to begin the CPSY479 Master's Practicum course: (1) CPsy 442 and (2) CPsy 451; and must have approval of the Clinical Coordinator in consultation with the faculty.

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 Master's Internship I course: (1) CPsy 442, (2) CPsy 445, (3) CPsy 448, (4) CPsy 449, (5) CPsy 451, and (6) CPsy 479; and must have approval of the Clinical Coordinator in consultation with the faculty. *MHC* students must complete the following courses with a **grade of B or better** before they are eligible to begin the CPSY 480 Master's Internship I course: (1) CPsy 430, (2) CPsy 442, (3) CPsy 451, and (4) CPsy 479; and must have approval of the Clinical Coordinator in consultation with the faculty.

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

Completion of Training Agreement. After obtaining an internship placement, the student must complete the electronic Master's Internship Site Confirmation form (posted on CourseSite). The student must also add their site to Tevera Experiential Learning Cloud (ELC) and electronically submit the training agreement to the site (see instructions on CourseSite). Prior to beginning the internship, the Training Agreement form must be signed by the training site supervisor and the Clinical Coordinator.

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

Employment. Students may be employed in a paid position for 30 hours maximum while completing their internship and taking 6 credits or less (including CPsy 480 or CPsy 483). Students who wish to take more than 6 credits per semester while completing internship may work a maximum of 20 hours. ***At no time during the master's internship may students work 40 hours per week.***

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

CPsy 480 Master's Internship I. This three (3) credit course is the first internship experience taken at the M.Ed. level. This course follows the successful completion (i.e., **grade B or better and satisfactory levels of counseling-related and professional competencies**) of CPsy 451 Helping Skills and CPsy 479 Master's Practicum (see additional program-specific requirements under Internship

Eligibility above). 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 Master's 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 Master's Internship II. The supervised Master's 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 Master's Internship I & II are completed in a single setting over the course of one academic year. The CPsy 483 experience is more intensive and extensive with respect to the nature of professional activities undertaken. However, supervision requirements remain the same as in CPsy 480.

Ability to Continue with Master's Internship I and Internship II Sequence. Evaluations completed by supervisors in CPSY 479, CPSY480, and CPSY483 courses will be used to judge a student's ability to continue in the Master's 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 supervisor evaluations, the program faculty and the clinical coordinator will meet and recommend remediation that could include the following: additional coursework, counseling training, self-reflection, professional ethics training, or supervision. In addition, students may not be permitted to continue Master's Internship I or to move on to the Master's 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. Students have the right to appeal such decisions, using the appropriate appeal process. For a description of these processes, please see the Grievances section of this manual.

Practicum / Internship Sites

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

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

Internship Requirements

Internship Requirements

(1) **Supervision:** Students in the Mental Health Counseling (MHC) program and students in the School Counseling program receive two 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. For MHC students, the on-site supervisor must be a licensed professional counselor, social worker, or psychologist or be supervised by a licensed professional counselor, social worker, or psychologist. The on-site supervisor provides at least one hour of individual counseling supervision per week,

listens to 10 audiotapes per semester of the student's counseling work or provides live observation in place of audiotapes, and provides additional administrative and case management supervision.

b. Group Counselor Supervision: Your internship class will meet weekly for 2 ½ hours for clinical group supervision and will be facilitated by a Lehigh Counseling Psychology Faculty member/Clinical Coordinator. This course provides 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.

(2) **Placement Hours:** Students are expected to be at their placement(s) approximately 20 hours per week, with a minimum of 300 on-site hours for each semester (600 hours total). Students are expected to be at their placement(s) through the end of their contract period. As such, it is highly probable that more than 300 hours will have been accumulated per semester. Tevera will be used to keep track of your hours and activities during internship. Please see CourseSite for login instructions. You must have the internship supervisor sign off on your hours at mid-semester and at the end of the semester and provide a copy to your university supervisor/clinical coordinator. If students complete direct client hours beyond the practicum semester during an optional summer placement, they may count these hours toward their 240 required direct hours during internship. Please note that engaging in an optional summer placement requires students to register for 1 credit of CPSY492.

(3) **Client Contacts:** Students are expected to provide at least 8-10 direct service hours per week to clients at their sites. Thus, by the end of each semester each student is expected to have been a counselor for at least 8 different clients, with a minimum number of 120 direct client hours. If students complete direct client hours during their practicum and/or optional summer placements, they may count these hours towards their 240 required direct hours reducing requirements accordingly during internship. 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 expected to audiotape at minimum 2-3 counseling sessions per week. Please see the Taping Policy for MHC and School Counseling students elsewhere in this manual for details and possible exceptions to taping all sessions.

(5) **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.

(6) **Those working with minor children MUST obtain the appropriate clearance checks**. Please see the section of the manual that covers these clearances.

(7) **Advanced Clinical Experiences**. Students may also elect additional advanced counseling training experiences.

Practicum and Internship Evaluations

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

Master's Student Practicum and Internship Evaluation Expectations				
	School Counseling	MHC		International School Counseling
Course		EARLY	EXIT	
CPSY479: Master's Practicum	Needs improvement or higher	Proficient		
CPSY480: Master's Internship I	Needs improvement or higher		Emergent	Needs improvement or higher
CPSY483: Master's Internship II	Proficient or higher		Proficient	Proficient or higher
Note: SCON practicum and internship students and INCO internship students are assessed on the Candidate Competencies section from PDE's *Rubric Assessment: School Counselor, Elementary & Secondary*. MHC practicum students are assessed on all "early" MPCAC competency areas. MHC internship students are assessed on all "exit" competency areas on the MPCAC Competencies Grid.				

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

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

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

C.3.a. Accurate Advertising
When advertising or otherwise representing their services to the public, counselors identify their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent.

C.3.b. Testimonials
Counselors who use testimonials do not solicit them from current clients nor former clients nor any other persons who may be vulnerable to undue influence.

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

Preparing Professional Psychologists to Serve a Diverse Public

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

Statement of Purpose

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

Commitment to a Supportive Training Environment

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

Training programs, trainers and trainees cannot be selective about the core competencies needed for the practice of psychology because these competencies are determined by the profession for the benefit of the public. Further, training programs are accountable for ensuring that trainees exhibit the ability to work effectively with clients/patients whose group membership, demographic characteristics or worldviews

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

Commitment to Transparency in Educational Expectations, Policies and Procedures

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

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

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

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

Recording Policy for MHC and School Counseling Trainees

MENTAL HEALTH COUNSELING (MHC)

CPsy 479	If the student will see individual clients, recording (i.e., via audiotape/videotape) is required. In addition, if a site requires recording of all types of sessions, the Counseling Psychology Program defers to the site's policy. See requirements below in CPsy 480 & CPsy 483 for recording policy in these circumstances.
CPsy 480 & CPsy 483	The Counseling Psychology Program requires the recording (i.e., audiotaping or videotaping) of client sessions. Approved sites may vary in their recording requirements, and students should clarify recording requirements with their on-site supervisor and the Clinical Coordinator. It is recommended that the site supervisor guide the trainee to select appropriate cases to record sessions (e.g., challenging case, new demographic). At minimum, 2-3 sessions should be recorded per week for on-going client sessions; ideally, all sessions will be recorded.

	Written consent must be obtained by the client in order to record sessions. Please inquire with the internship site regarding consent forms. If a client refuses to be recorded, the student should consult with the on-site supervisor and Clinical Coordinator to determine whether it is appropriate for the trainee to continue counseling services with the client. If there is a recurrent problem of too few sessions recorded on average per week, the Clinical Coordinator/Instructor may request a remediation plan to correct the problem.
SCHOOL COUNSELING	
CPsy 479	If the student has been assigned ongoing individual clients, recording (i.e., via audiotape/videotape) is required. See requirements below in CPsy 480 & CPsy 483 for recording policy in these circumstances.
CPsy 480 & CPsy 483	At minimum, 2-3 sessions with students in ongoing individual counseling are required to be recorded per week. Written consent must be obtained by the student's parent(s)/legal guardian(s) in order to record sessions. Please inquire with the internship site regarding consent forms. If there is a recurrent problem of too few sessions recorded on average per week, the Clinical Coordinator/Instructor may request a remediation plan to correct the problem.
EQUIPMENT TO USE	If the site does not have audiotape/videotape equipment, it is recommended that you obtain an electronic recording device that permits files to be downloaded and saved onto a computer. It is also recommended that files be deleted one week following recording or after your supervisor listens to the file. Consult with your on-site supervisor regarding any site policies for electronic file transmission. You are not permitted to use your cell phone to record sessions.

Attendance Policy for Clinical Placements (Approved June 2019)

Attendance and Promptness: Students completing a clinical placement are expected to be at their clinical or school site according to the schedule set by the site supervisor. Absences must be limited to medical emergencies, family emergencies, and professional development activities. Should students need to be absent or arrive late, trainees must notify both the site supervisor and the University Supervisor. Extensive absences (three or more absences) for any reason will result in your clinical placement being postponed or terminated. Please note that, if the site has an attendance policy, you must also comply with that policy. Students **are not allowed** to terminate service provision upon completion of hours prior to the end of the semester unless prior arrangement is made and approved by the Clinical Coordinator. Please make sure to discuss with your supervisor at the beginning of your placement regarding any time that you may need to take off during your placement. If you are completing a placement at a site that operates when Lehigh University is not in session or closed (such as holidays, spring break, etc.), it is still expected that you will go to your placement as scheduled.

Statement on Program Sanctioned Clinical Experiences

On occasion, students in Lehigh Counseling Psychology Programs may engage in clinical experiences that are not for course credit or that are above and beyond the normal clinical requirements of a master's or doctoral program. The faculty has approved a "program sanctioned" experience category for credit or non-credit earning clinical experiences of this sort. In order for the experience to qualify for program sanctioned status, the following **four conditions** must be met:

1. The student seeking a sanctioned experience must be in good standing and have completed all regular program clinical requirements.

and

2. The student must submit a petition that must be approved by the advisor, the clinical coordinator, and the director of training covering the time period of the supervised experience.

and

3. The student must be supervised by an appropriately credentialed mental health professional, and a letter must be submitted by the supervisor stating the date range of supervision and agreement to supervise.

and

4. The Clinical Coordinator must create a training agreement specifying the terms of the experience for the covered period.

Counseling Psychology Training Agreement: Mental Health Counseling (Practicum)

Practicum

This Agreement is by and between Lehigh University (the "University"), a non-profit institution of higher education, located at 27 Memorial Drive W. Bethlehem, PA 18015, and the **AGENCY NAME HERE** ("Agency"), a **DESCRIPTION OF AGENCY HERE**, located at **AGENCY ADDRESS HERE**. The University and the Agency may hereinafter be collectively referred to as the "Parties" and each individually as a "Party".

WHEREAS, the University offers the Counseling Psychology Program (CPP) to University students interested in training to become, among other things, mental health counselors;

WHEREAS, the **AGENCY NAME HERE** employs counselors, social workers, and/or psychologists providing mental health services for the benefit of its patients/clients; and

WHEREAS, both Parties agree that each would mutually benefit from the placement of CCP students for the purposes of a practicum field experience (the "Practicum") at the **AGENCY NAME HERE** (hereinafter "Agency").

NOW, THEREFORE, in consideration of the terms and conditions set forth herein, and intending to be legally bound hereby, the Parties understand and agree to the following:

A. RELATIONSHIP

Subject to the terms and conditions of this Agreement, master's-level students in the Mental Health Counseling Program at the University ("Counseling Students") may participate in the Practicum at the Agency. Prior to participation in the Practicum, Counseling Students must have completed one semester of course work, which includes courses in Counseling and Therapeutic Approaches, Helping Skills, and Diversity and Multicultural Perspectives.

At all times during their participation in the Practicum, Counseling Students shall be mentored and supervised by a mental health counselor, social worker, or psychologist licensed in the Commonwealth of Pennsylvania or in the municipality appropriate for the location of the Agency (the "Agency Supervisor"). The requirements of the Counseling Students may include participation in individual therapy, co-leading a psychoeducational group, conferences with parents, participating in team meetings, and providing outreach sessions. Counseling Students will not be responsible for providing emergency service unless the student is part of an emergency treatment team headed by a licensed counselor, social worker, or psychologist.

The overall requirements for the Practicum include a 100-hour field experience. The 100-hour practicum will expose students to the clinical settings where they may be acclimated to the field of counseling and where they complete their Internship in subsequent semesters. Possible Counseling Student responsibilities for each semester may include: shadowing a licensed provider clinical services as that person conducts individual, group or couples counseling, assisting in the review of clinical documentation, writing progress notes for cases that the Counseling Student observes, conducting co-therapy with a licensed mental health practitioner, and providing individual therapy for a small number of clients if the licensed supervisor believes that the student is ready to do so. Other possible activities may include engaging in discussions of clinical cases during case consultations, participating in trainings for clinicians of the site, and shadowing site clinicians as they engage in day to day aspects of their profession outside of therapy.

During the course of the Practicum, Counseling Students will meet at least one time per week with a licensed Clinical Supervisor to discuss their experiences, particularly those pertaining to therapy. The licensed Agency Supervisor will provide one hour of weekly uninterrupted one-on-one supervision for individual counseling sessions. Group supervision and additional seminars may be implemented as needed. It is generally required that student trainees will audio or video record all clinical sessions that they conduct without direct observation, and that Agency Supervisors will regularly review recordings (or provide live supervision in absence of recordings) and incorporate this practice into regular clinical supervision; however, the Agency Supervisor may choose to override the requirement for a trainee to record a particular client's sessions on a case-by-case basis if it is clinically indicated.

In addition to the terms set forth in this Agreement, the Parties may jointly develop a written document setting forth additional detail on their respective programmatic and operational obligations with respect to the Practicum, and such document shall be attached as an exhibit to this Agreement; provided, however, that the Parties acknowledge and agree that this document is not intended to expand the legal obligations and/or rights set forth in this Agreement, and any in the event of any conflict between that document and this Agreement, this Agreement shall control.

B. TERM OF AGREEMENT

Unless sooner terminated pursuant to the terms of this Agreement, the term of this Agreement shall commence upon UPDATE (the "Effective Date") and terminate UPDATE (the "Term"). This Agreement may be amended to be extended through all or part of the summer of UPDATE if necessary to provide continued training for the counseling student and if agreed upon in writing by both Parties. The University or the Agency may terminate this Agreement for any reason with thirty (30) days' written notice. Either party may immediately terminate this Agreement in the event of a substantial breach. Termination of this Agreement shall not affect the rights and obligations of the Parties which have accrued hereunder prior to termination.

C. DUTIES AND RESPONSIBILITIES

1. Counseling Students shall have the duty and responsibility to:
    a. Contact their respective Agency Supervisor for orientation to the Agency.
    b. Review the Agency's records specific to their clients/patients, setting up therapy appointments and testing dates where applicable.
    c. If conducting therapy, document clinical contacts and therapy sessions where in the client's file, which must be reviewed by the Agency Supervisor.
    d. If permitted to conduct therapy by the Agency Supervisor, Counseling Students will conduct sessions in accordance with Agency protocols and under the direction and supervision of the Agency Supervisor.
    e. In the event of a crisis, the Counseling Student will inform the Agency Supervisor immediately.
    f. Adhere to all Agency policies and procedures in accordance with appropriate ethical practice including clinical documentation, clinical protocols, and requests for time off.

2. The Agency (through the Agency Supervisor) shall have the duty and responsibility to:
    a. Be solely responsible for all patient care and patient treatment decisions.
    b. Arrange for a suitable workspace for the Counseling Student to fulfill their duties. If the Counseling Student will be conducting therapy, the Agency will provide an office suitable for counseling and diagnostic evaluation. This room should include a desk, two chairs, and

adequate lighting and privacy.

c. Acclimate the Counseling Student to all applicable policies and procedures of the Agency.
d. Upon notification by the Counseling Student of a crisis, take responsibility for enacting the normal procedures used by the Agency. The Counseling Student will be allowed to observe / coordinate the necessary steps as appropriate and under the guidance of the on-site supervisor.
e. Delegate counseling referrals to the Counseling Student.
f. Review at least 10 audio/video recordings during the semester.
g. Notify the University supervisor within 24 hours if any situation occurs that adversely impacts the health and/or safety of the Counseling Student.

3. a. The Agency shall observe, and shall cause its employees and clients to observe, all requirements and best practices related to preventing the transmission of COVID-19 as may be published from time to time by governmental authorities having jurisdiction, including but not limited to the U.S. Centers for Disease Control and Prevention and state and local health authorities, as well as its own internal policies related to the same. Notwithstanding anything herein to the contrary, either Party shall be entitled to immediately suspend or terminate the Practicum or terminate this Agreement in the event it reasonably believes that doing so is necessary to ensure the safety of its staff members and clients.

b. In the event that the Agency ceases or otherwise suspends in-person operations due to COVID-19, the Agency shall use reasonable efforts to continue on a remote basis and the Parties shall work together in good faith as needed to ensure the success of the Practicum in a remote format.

4. The University shall assign a faculty member to supervise, monitor, and evaluate the performance of each Counseling Student during the Practicum. Any and all costs associated with faculty supervision of Counseling Students shall be the responsibility of the University.

5. The University shall provide a weekly seminar for discussion of field experiences, group supervision of ongoing cases where applicable in CPsy 479, and to maintain contact with the on-site supervisor.

6. The Agency agrees to provide to the University's CPP clinical coordinator timely, written feedback evaluating the performance of each Counseling Student in March, and May.

7. The University shall take all reasonably necessary steps to ensure that Counseling Students comply with all Agency policies and guidelines and all applicable laws governing the Practicum during participation in the Practicum, including but not limited to: (1) obtaining prior, signed written acknowledgments from each Counseling Student indicating compliance with all such legal requirements relating to confidentiality, including, but not limited to, the Health Insurance Portability and Accountability Act (HIPAA), and providing copies of all such acknowledgments to the Agency prior to a Counseling Student's participation; and (2) maintaining at all times during the term of this Agreement, copies of criminal history record information and child abuse clearances, pursuant to the Pennsylvania School Code 24 P.S. §1-111 and the Child Protective Services Law, 23 Pa.C.S.A. § 6301 et seq., for each Counseling Student if they are engaged in working with clients under the age of 18. Notwithstanding the foregoing, the Agency shall also be responsible to orient Counseling Students to Agency policies and procedures as set forth in Section C.2 above. The Agency retains the right to reasonably request updated criminal history record information and/or child abuse clearances for Counseling Students at any time during the term of this Agreement. For purposed of this Paragraph, "updated criminal history record information and/or child abuse clearances" shall mean a criminal history record information and/or child abuse clearances that has been performed within four (4) weeks of the beginning of the most recent fall academic semester. The University further agrees that it shall notify the Agency immediately upon becoming aware that any of its Counseling Students are subsequently arrested or convicted of any crime under state or federal law and/or named as a perpetrator in a founded or indicated child abuse report. The University shall assume full

responsibility for the classroom education of the Counseling Students. The University shall be responsible for the administration of the Practicum (except for the Agency's responsibilities hereunder), the curriculum content, and the requirements for matriculation, grading and graduation.

8. The University will be responsible for advising each Counseling Student of their own responsibilities under this Agreement. The University shall advise each Student of their obligation to abide by the policies and procedures of the Agency and that, should any Counseling Student fail to abide by any policy and/or procedures, they may be removed from the Practicum.

9. The University shall be responsible to ensure that Counseling Students procure professional liability (malpractice) insurance at their own expense. The limits of the policy shall be at a minimum of $1,000,000.00 per claim. This policy must remain in full force and effect for the duration of the Practicum and participation in the Practicum shall be contingent upon maintenance of this insurance.

D. ETHICAL AND PRIVACY OBLIGATIONS

1. Privacy and Ethical Duties. The Parties shall protect the confidentiality of client records as dictated by the Health Insurance Portability and Accountability Act (HIPAA) and shall release no information protected thereunder absent written consent or an applicable exception unless required to do so by law or as dictated by the terms of this Agreement. For clarity, the forgoing applies both to Counseling Students and Agency clients. To the extent applicable to each Party, the Parties agree to abide by the Ethical Principles of Psychologists and service provider standards set forth by the American Counseling Association (ACA). Each Party shall comply with all of its respective legal obligations for ensuring the Counseling Students comply with ethical and legal duties and standards. The dignity and privacy of the Agency client is paramount.

2. Procedure. The Parties shall inform Counseling Students of any violations of ethical (e.g., ACA) or legal standards of psychological practice of which they are aware. If, in the combined judgment of the Agency Supervisor and University supervisor, resolution of the alleged violation requires further action, the University supervisor will inform the University's clinical coordinator. A meeting of the University's CCP 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 Agency Director (or designee), and the Agency Supervisor. The procedures outlined in the Master's student manual will be followed.

E. GENERAL TERMS AND CONDITIONS

1. This Agreement will be interpreted under the laws of the Commonwealth of Pennsylvania in effect as of the date of this Agreement.

2. The relationship between the Parties to this Agreement to each other is that of independent contractors. The relationship of the Parties to this Agreement with each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors. Counseling Students who will be assigned to the Agency under this Agreement will in no event become nor be considered employees or agents of the Agency, nor shall they be entitled to any of the benefits provided to employees of the Agency, including but not limited to retirement benefits, group insurance, vacation, leaves of absence, workers' compensation insurance or unemployment compensation insurance.

3. Notwithstanding anything herein to the contrary, each party agrees to indemnify, defend, and hold harmless the other from all claims, causes of action, losses or liabilities ("Losses") resulting from the negligence

or willful misconduct of the indemnifying party and/or its employees or agents arising under this Agreement, except to the extent such Losses are caused by the indemnified party's negligence or willful misconduct.

4. This Agreement represents the entire understanding between the Parties. This Agreement shall only be modified in writing with the same formality as the original Agreement.

5. The Agency shall have the authority to immediately remove a Counseling Student and/or prohibit any Counseling Student from the Agency's grounds if such Counseling Student fails to comply with the Agency's policies and procedures. If such prohibition or removal occurs, the Agency will immediately notify the University.

6. All agreements and covenants contained in this Agreement are severable, and in the event any of them are held to be invalid by any competent court, this Agreement will be interpreted as if invalid agreements or covenants were not contained in this Agreement.

7. Each party hereto binds itself, its partners, successors, assigns and legal representatives to the other party hereto, its partners, successors, assigns and legal representatives in respect of all covenants, agreements and obligations contained in the Agreement.

8. Neither party shall be permitted to assign any of its rights or obligations under this Agreement without the prior written consent of the other party.

9. All notices required or sought to be given under this Agreement shall be in writing and shall be deemed to have been made if (i) delivered personally, (ii) sent by certified or registered mail, postage prepaid, or (iii) sent by nationally recognized overnight courier addressed as follows:

If to Agency: **AGENCY NAME AND ADDRESS HERE**
ATTN: **AGENCY DIRECTOR NAME OR SUPERVISOR NAME HERE**

If to University: Lehigh University

Lehigh University
Office: Iacocca A-225
111 Research Drive
Bethlehem, PA 18015
ATTN: Terrina Brooks, PhD, Teaching Faculty
and Clinical Coordinator

Notice shall be deemed to have been made upon delivery.

10. In performance of this Agreement, neither party shall discriminate against any person or group based on age, color, disability, gender identity or expression, genetic information, marital or familial status, national or ethnic origin, race, religion, sex, sexual orientation, or veteran status.

11. Either party may at any time, in the manner set forth for giving notices to the other party, designate a different name and/or address to which notices to it shall be sent.

12. The failure to enforce or require the performance at any time of the provisions of this Agreement shall in no way be construed to be a waiver of such provisions and shall not affect either the validity of this

Agreement or any part hereof, or the right of either party thereafter to enforce each and every provision in accordance with the terms of this Agreement.

13. Neither party shall be deemed in default or otherwise liable under this Agreement due to its inability to perform its obligations by reason of any fire, earthquake, flood, hurricane, tornado, snowstorm, epidemic, pandemic, accident, explosion, casualty, virus or other malicious software, strike, lockout, labor controversy, riot, civil disturbance, act of public enemy, embargo, war, act of God, act of terrorism, or any municipal, county, state or national ordinance or law, or any executive, administrative or judicial order (which order is not the result of any act or omission which would constitute a default hereunder), or any failure or delay of any transportation, power, or communications system or any other or similar cause beyond that party's reasonable control.

14. In the event that either party breaches any provision of this Agreement and the other party retains counsel to enforce any provision hereof, the breaching party shall pay the enforcing party's reasonable counsel fees and costs incurred in the enforcement hereof if ordered to do so by a court of competent jurisdiction or if agreed to in settlement.

15. The Parties executing this Agreement represent and warrant to each other that they have the full right, power, capacity and authority to execute and deliver this Agreement, and that they have duly and properly performed all acts required to authorize them to carry out this Agreement and the transactions contemplated by it.

The authorized representatives of the Parties have executed this Agreement as of the Effective Date.

For the University:

_____ _____

Terrina Brooks, PhD, Teaching Faculty and Clinical Coordinator — Date

For the Agency:

_____ _____

Name and Title of Agency Signee Here — Date

Counseling Psychology Training Agreement: Mental Health Counseling (Internship)

Internship

This Agreement is by and between Lehigh University (the "University"), a non-profit institution of higher education, located at 27 Memorial Drive W. Bethlehem, PA 18015, and the **AGENCY NAME HERE** ("Agency"), a **DESCRIPTION OF AGENCY HERE**, located at **AGENCY ADDRESS HERE**. The University and the Agency may hereinafter be collectively referred to as the "Parties" and each individually as a "Party".

WHEREAS, the University offers the Counseling Psychology Program (CPP) to University students interested in training to become, among other things, mental health counselors;

WHEREAS, the **AGENCY NAME HERE** employs counselors, social workers, and/or psychologists providing mental health services for the benefit of its patients/clients; and

WHEREAS, both Parties agree that each would mutually benefit from the placement of CCP students for the purposes of an internship field experience (the "Internship") at the **AGENCY NAME HERE** (hereinafter "Agency").

NOW, THEREFORE, in consideration of the terms and conditions set forth herein, and intending to be legally bound hereby, the Parties understand and agree to the following:

B. RELATIONSHIP

Subject to the terms and conditions of this Agreement, master's-level students in the Mental Health Counseling Program at the University ("Counseling Students") may participate in the Internship at the Agency. Prior to participation in the Internship, Counseling Students must 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 as well as a Counseling Practicum Experience.

At all times during their participation in the Internship, Counseling Students shall be mentored and supervised by a mental health counselor, social worker, or psychologist licensed in the Commonwealth of Pennsylvania or in the municipality appropriate for the location of the Agency (the "Agency Supervisor"). The requirements of the Counseling Students may include participation in individual therapy, co-leading a psychoeducational group, conferences with parents, participating in team meetings, and providing outreach sessions. Counseling Students will not be responsible for providing emergency service unless the student is part of an emergency treatment team headed by a licensed counselor, social worker, or psychologist.

The overall requirements of the Internship include 20 hours per week of work on-site and or approved equivalent effort working remotely. The Internship will consist of two semesters as follows: Counseling Student responsibilities for each semester include eight (8) to ten (10) individual clients or up to two (2) hours of a psychoeducational group, consultation as needed with staff, and presenting at least two case conferences per academic semester at the CPP. For individual counseling, the Counseling Student is expected to counsel with at least eight clients for six sessions (or more) over the course of the semester. Each individual session must be at least 45 minutes in length. The Agency Supervisor will provide one hour of weekly uninterrupted one-on-

one supervision for individual counseling sessions. Group supervision and additional seminars may be implemented as needed. It is expected that each Counseling Student will be able to accrue 120 or more direct service hours with clients during each semester of the Internship. It is generally required that student trainees will audio or video record the majority of their clinical sessions (approximately 2-3 per week), and that Agency Supervisors will regularly review recordings (or provide live supervision in absence of recordings) and incorporate this practice into regular clinical supervision; however, the Agency Supervisor may choose to override the requirement for a trainee to record a particular client's sessions on a case-by-case basis if it is clinically indicated.

In addition to the terms set forth in this Agreement, the Parties may jointly develop a written document setting forth additional detail on their respective programmatic and operational obligations with respect to the Internship, and such document shall be attached as an exhibit to this Agreement; provided, however, that the Parties acknowledge and agree that this document is not intended to expand the legal obligations and/or rights set forth in this Agreement, and any in the event of any conflict between that document and this Agreement, this Agreement shall control.

B. TERM OF AGREEMENT

Unless sooner terminated pursuant to the terms of this Agreement, the term of this Agreement shall commence upon UPDATE (the "Effective Date") and terminate UPDATE (the "Term"). This Agreement may be amended to be extended through all or part of the summer of UPDATE if necessary to provide continued training for the counseling student and if agreed upon in writing by both Parties. The University or the Agency may terminate this Agreement for any reason with thirty (30) days' written notice. Either party may immediately terminate this Agreement in the event of a substantial breach. Termination of this Agreement shall not affect the rights and obligations of the Parties which have accrued hereunder prior to termination.

C. DUTIES AND RESPONSIBILITIES

10. Counseling Students shall have the duty and responsibility to:
    a. Contact their respective Agency Supervisor for orientation to the Agency.
    b. Review the Agency's records specific to their clients/patients, setting up therapy appointments and testing dates.
    c. Document clinical contacts and therapy sessions in the client's file, which may be reviewed by the Agency Supervisor.
    d. Conduct therapy sessions in accordance with Agency protocols and under the direction and supervision of the Agency Supervisor.
    e. In the event of a crisis, the Counseling Student will inform the Agency Supervisor immediately.
    f. Adhere to all Agency policies and procedures in accordance with appropriate ethical practice including clinical documentation, clinical protocols, and requests for time off.

11. The Agency (through the Agency Supervisor) shall have the duty and responsibility to:
    a. Be solely responsible for all patient care and patient treatment decisions.
    b. Arrange for an office suitable for counseling and diagnostic evaluation. This room should include a desk, two chairs, and adequate lighting and privacy.
    c. Acclimate the Counseling Student to all applicable policies and procedures of the Agency.
    d. Upon notification by the Counseling Student of a crisis, take responsibility for enacting the normal procedures used by the Agency. The Counseling Student will be allowed to observe / coordinate the necessary steps as appropriate and under the guidance of the on-site supervisor.

e. Delegate counseling referrals to the Counseling Student.
f. Review at least 10 audio/video recordings during the semester.
g. Notify the University supervisor within 24 hours if any situation occurs that adversely impacts the health and/or safety of the Counseling Student.

12. a. The Agency shall observe, and shall cause its employees and clients to observe, all requirements and best practices related to preventing the transmission of COVID-19 as may be published from time to time by governmental authorities having jurisdiction, including but not limited to the U.S. Centers for Disease Control and Prevention and state and local health authorities, as well as its own internal policies related to the same. Notwithstanding anything herein to the contrary, either Party shall be entitled to immediately suspend or terminate the Internship or terminate this Agreement in the event it reasonably believes that doing so is necessary to ensure the safety of its staff members and clients.

b. In the event that the Agency ceases or otherwise suspends in-person operations due to COVID-19, the Agency shall use reasonable efforts to continue on a remote basis and the Parties shall work together in good faith as needed to ensure the success of the Internship in a remote format.

13. The University shall assign a faculty member to supervise, monitor, and evaluate the performance of each Counseling Student during the Internship. Any and all costs associated with faculty supervision of Counseling Students shall be the responsibility of the University.

14. The University shall provide a weekly seminar for discussion of cases and group supervision of ongoing cases in CPsy 480, to maintain contact with the on-site supervisor, and to conduct an annual meeting of Counseling Students and supervisors. In CPsy 483, the instructor of record agrees to maintain contact with Counseling Students through class meetings and provide supervision as needed.

15. The Agency agrees to provide to the University's CPP clinical coordinator timely, written feedback evaluating the performance of each Counseling Student in October, December, March, and May.

16. The University shall take all reasonably necessary steps to ensure that Counseling Students comply with all Agency policies and guidelines and all applicable laws governing the Internship during participation in the Internship, including but not limited to: (1) obtaining prior, signed written acknowledgments from each Counseling Student indicating compliance with all such legal requirements relating to confidentiality, including, but not limited to, the Health Insurance Portability and Accountability Act (HIPAA), and providing copies of all such acknowledgments to the Agency prior to a Counseling Student's participation; and (2) maintaining at all times during the term of this Agreement, copies of criminal history record information and child abuse clearances, pursuant to the Pennsylvania School Code 24 P.S. §1-111 and the Child Protective Services Law, 23 Pa.C.S.A. § 6301 et seq., for each Counseling Student if they are engaged in working with clients under the age of 18. Notwithstanding the foregoing, the Agency shall also be responsible to orient Counseling Students to Agency policies and procedures as set forth in Section C.2 above. The Agency retains the right to reasonably request updated criminal history record information and/or child abuse clearances for Counseling Students at any time during the term of this Agreement. For purposed of this Paragraph, "updated criminal history record information and/or child abuse clearances" shall mean a criminal history record information and/or child abuse clearances that has been performed within four (4) weeks of the beginning of the most recent fall academic semester. The University further agrees that it shall notify the Agency immediately upon becoming aware that any of its Counseling Students are subsequently arrested or convicted of any crime under state or federal law and/or named as a perpetrator in a founded or indicated child abuse report. The University shall assume full responsibility for the classroom education of the Counseling Students. The University shall be responsible for the administration of the Internship (except for the Agency's responsibilities hereunder), the curriculum content, and the requirements for matriculation, grading and graduation.

17. The University will be responsible for advising each Counseling Student of their own responsibilities under this Agreement. The University shall advise each Student of their obligation to abide by the policies and procedures of the Agency and that, should any Counseling Student fail to abide by any policy and/or procedures, they may be removed from the Internship.

18. The University shall be responsible to ensure that Counseling Students procure professional liability (malpractice) insurance at their own expense. The limits of the policy shall be at a minimum of $1,000,000.00 per claim. This policy must remain in full force and effect for the duration of the Internship and participation in the Internship shall be contingent upon maintenance of this insurance.

D. ETHICAL AND PRIVACY OBLIGATIONS

2. Privacy and Ethical Duties. The Parties shall protect the confidentiality of client records as dictated by the Health Insurance Portability and Accountability Act (HIPAA) and shall release no information protected thereunder absent written consent or an applicable exception unless required to do so by law or as dictated by the terms of this Agreement. For clarity, the forgoing applies both to Counseling Students and Agency clients. To the extent applicable to each Party, the Parties agree to abide by the Ethical Principles of Psychologists and service provider standards set forth by the American Counseling Association (ACA). Each Party shall comply with all of its respective legal obligations for ensuring the Counseling Students comply with ethical and legal duties and standards. The dignity and privacy of the Agency client is paramount.

2. Procedure. The Parties shall inform Counseling Students of any violations of ethical (e.g., ACA) or legal standards of psychological practice of which they are aware. If, in the combined judgment of the Agency Supervisor and University supervisor, resolution of the alleged violation requires further action, the University supervisor will inform the University's clinical coordinator. A meeting of the University's CCP 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 Agency Director (or designee), and the Agency Supervisor. The procedures outlined in the Master's student manual will be followed.

E. GENERAL TERMS AND CONDITIONS

16. This Agreement will be interpreted under the laws of the Commonwealth of Pennsylvania in effect as of the date of this Agreement.

17. The relationship between the Parties to this Agreement to each other is that of independent contractors. The relationship of the Parties to this Agreement with each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors. Counseling Students who will be assigned to the Agency under this Agreement will in no event become nor be considered employees or agents of the Agency, nor shall they be entitled to any of the benefits provided to employees of the Agency, including but not limited to retirement benefits, group insurance, vacation, leaves of absence, workers' compensation insurance or unemployment compensation insurance.

18. Notwithstanding anything herein to the contrary, each party agrees to indemnify, defend, and hold harmless the other from all claims, causes of action, losses or liabilities ("Losses") resulting from the negligence or willful misconduct of the indemnifying party and/or its employees or agents arising under this Agreement, except to the extent such Losses are caused by the indemnified party's negligence or willful misconduct.

19. This Agreement represents the entire understanding between the Parties. This Agreement shall only be modified in writing with the same formality as the original Agreement.

20. The Agency shall have the authority to immediately remove a Counseling Student and/or prohibit any Counseling Student from the Agency's grounds if such Counseling Student fails to comply with the Agency's policies and procedures. If such prohibition or removal occurs, the Agency will immediately notify the University.

21. All agreements and covenants contained in this Agreement are severable, and in the event any of them are held to be invalid by any competent court, this Agreement will be interpreted as if invalid agreements or covenants were not contained in this Agreement.

22. Each party hereto binds itself, its partners, successors, assigns and legal representatives to the other party hereto, its partners, successors, assigns and legal representatives in respect of all covenants, agreements and obligations contained in the Agreement.

23. Neither party shall be permitted to assign any of its rights or obligations under this Agreement without the prior written consent of the other party.

24. All notices required or sought to be given under this Agreement shall be in writing and shall be deemed to have been made if (i) delivered personally, (ii) sent by certified or registered mail, postage prepaid, or (iii) sent by nationally recognized overnight courier addressed as follows:

If to Agency: **AGENCY NAME AND ADDRESS HERE**
ATTN: **AGENCY DIRECTOR NAME OR SUPERVISOR NAME HERE**

If to University: Lehigh University

Lehigh University
Office: Iacocca A-225
111 Research Drive
Bethlehem, PA 18015
ATTN: Terrina Brooks, PhD, Teaching Faculty
and Clinical Coordinator

Notice shall be deemed to have been made upon delivery.

25. In performance of this Agreement, neither party shall discriminate against any person or group based on age, color, disability, gender identity or expression, genetic information, marital or familial status, national or ethnic origin, race, religion, sex, sexual orientation, or veteran status.

26. Either party may at any time, in the manner set forth for giving notices to the other party, designate a different name and/or address to which notices to it shall be sent.

27. The failure to enforce or require the performance at any time of the provisions of this Agreement shall in no way be construed to be a waiver of such provisions and shall not affect either the validity of this Agreement or any part hereof, or the right of either party thereafter to enforce each and every provision in accordance with the terms of this Agreement.

28. Neither party shall be deemed in default or otherwise liable under this Agreement due to its inability to perform its obligations by reason of any fire, earthquake, flood, hurricane, tornado, snowstorm, epidemic, pandemic, accident, explosion, casualty, virus or other malicious software, strike, lockout, labor controversy, riot, civil disturbance, act of public enemy, embargo, war, act of God, act of terrorism, or any municipal, county, state or national ordinance or law, or any executive, administrative or judicial order (which order is not the result of any act or omission which would constitute a default hereunder), or any failure or delay of any transportation, power, or communications system or any other or similar cause beyond that party's reasonable control.

29. In the event that either party breaches any provision of this Agreement and the other party retains counsel to enforce any provision hereof, the breaching party shall pay the enforcing party's reasonable counsel fees and costs incurred in the enforcement hereof if ordered to do so by a court of competent jurisdiction or if agreed to in settlement.

30. The Parties executing this Agreement represent and warrant to each other that they have the full right, power, capacity and authority to execute and deliver this Agreement, and that they have duly and properly performed all acts required to authorize them to carry out this Agreement and the transactions contemplated by it.

The authorized representatives of the Parties have executed this Agreement as of the Effective Date.

For the University:

Terrina Brooks, PhD, Teaching Faculty and Clinical Coordinator	Date

For the Agency:

Name and Title of Agency Signee Here	Date

Sample Standard Counseling Psychology Training Agreement: School Counseling

This Agreement is by and between Lehigh University (the "University"), a private institution of higher education, located at 111 Research Drive, Bethlehem, Pennsylvania 18015, and the Bethlehem Area School District (the "District"), a Pennsylvania school district located at 1516 Sycamore Street, Bethlehem, Pennsylvania 18017. The University and the District may hereinafter be collectively referred to as the "Parties".

WHEREAS, the University offers the Counseling Psychology Program (CPP) to University students interested in training to become, among other things, school counselors;

WHEREAS, the District employs school counselors for the benefit of its students; and

WHEREAS, both Parties agree that each would mutually benefit from the placement of CCP students for the purposes of field experience (the "Field Experience") at the following schools in the District: Fountain Hill Elementary, William Penn Elementary, Asa Packer Elementary, and Liberty High School (hereinafter each individually and/or collectively, the "School").

NOW, THEREFORE, in consideration of the terms and conditions set forth herein, and intending to be legally bound hereby, the Parties understand and agree to the following:

C. SCOPE OF WORK

The University shall provide master's-level students in School Counseling ("Counseling Students") to participate in the Field Experience at the School. Prior to participation in the Field Experience, Counseling Students must 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.

At all times during their participation in the Field Experience, Counseling Students shall be mentored by a District counselor certified in the Commonwealth of Pennsylvania. The duties of the Counseling Students may include participation in individual therapy, co-leading a psychoeducational group, conferences with parents/ teachers, participating in team meetings, and providing outreach sessions. Counseling Students will not be responsible for providing emergency service unless the student is part of an emergency treatment team headed by a District counselor.

The overall requirements of the Field Experience include 20 hours per week of on-site regularly scheduled hours. The Field Experience will consist of two semesters as follows: Counseling Student 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 Counseling 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 placement School will provide one hour of weekly

uninterrupted one-on-one supervision for individual counseling sessions. Group supervision and additional seminars may be implemented as needed. Additional Counseling Student responsibilities for the second semester will include the observing/co-conducting of at least 12 academic advisement sessions.

B. TERM OF AGREEMENT

Unless sooner terminated pursuant to the terms of this Agreement, the term of this Agreement shall be for a period of _____ years, commencing on the date of execution hereof by both Parties. This Agreement may not exceed a period of _____years. The University or the District may terminate this Agreement for any reason with ninety (90) days written notice. Either party may immediately terminate this Agreement in the event of a substantial breach. Termination of the Agreement by either party will result in the Counseling Student receiving a failing grade for the corresponding University internship course. Termination of this Agreement shall not affect the rights and obligations of the Parties which have accrued hereunder prior to termination.

C. DUTIES AND RESPONSIBILITIES

19. Counseling Students shall have the duty and responsibility to:
    a. Contact their respective on-site mentor for orientation to the School.
    b. Review the District students' records, setting up therapy appointments.
    c. Document District student contacts in the student's file, which may be reviewed by the on-site mentor.
    d. In the event of a crisis, the Counseling Student will inform either their on-site mentor or School Principal immediately.

20. The District (through the on-site mentor) shall have the duty and responsibility to:
    a. Arrange for an office suitable for counseling and testing. This room should include a desk, two chairs, and adequate lighting and privacy.
    b. Acclimate the Counseling Student to all procedures of the School.
    c. Provide feedback to District students regarding test results.
    d. Upon notification by the Counseling Student of a crisis, take responsibility for enacting the normal procedures used by the School. The Counseling Student will be allowed to observe / coordinate the necessary steps.
    e. Delegate counseling referrals to the Counseling Student.
    f. Review at least 10 audiotapes during the semester.

21. The University shall provide qualified graduate Counseling Students for placement at a School designated by the District.

22. The University shall assign a faculty member to supervise, monitor, and evaluate the performance of each Counseling Student during the Field Experience. Any and all costs associated with faculty supervision of Counseling Students shall be the responsibility of the University.

23. The University shall provide a weekly seminar for discussion of cases and supervision of ongoing cases in CPsy 480, to maintain contact with the on-site mentor, and to conduct an annual meeting of

Counseling Students and supervisors at the University. In CPsy 483, the instructor of record agrees to maintain contact with Counseling Students through class meetings and provide supervision as needed.

24. The District agrees to provide to the University's CPP clinical coordinator timely, written feedback evaluating the performance of each Counseling Student in September, October, December, and April.

25. The University shall take all reasonably necessary steps to ensure that Counseling Students comply with all District policies, laws governing the District, and the District's guidelines and legal requirements during participation in the Field Experience, including but not limited to: (1) obtaining prior, signed written consents from each Counseling Student indicating compliance with all such legal requirements relating to confidentiality, including, but not limited to, the Family Educational Rights and Privacy Act, and providing copies of all such consents to the District prior to a Counseling Student's participation; and (2) maintaining at all times during the term of this Agreement, copies of criminal history record information and child abuse clearances, pursuant to the Pennsylvania School Code 24 P.S. §1-111 and the Child Protective Services Law, 23 Pa.C.S.A. § 6301 et seq., for each Counseling Student. The District retains the right to reasonably request updated criminal history record information and/or child abuse clearances for Counseling Students at any time during the term of this Agreement. For purposed of this Paragraph, "updated criminal history record information and/or child abuse clearances" shall mean a criminal history record information and/or child abuse clearances that has been performed within two (2) weeks for the University's submission of the criminal history record information and/or child abuse clearance to the District. The University further agrees that it shall notify the District immediately upon becoming aware that any of its Counseling Students are subsequently arrested or convicted of any crime under state or federal law and/or named as a perpetrator in a founded or indicated child abuse report. In addition to the foregoing, the University shall require that Counseling Students obtain negative PPD test results or other test (x-ray) results to indicate the absence of tuberculosis and shall provide proof of compliance to the District prior to the Counseling Students participation in the Field Experience. The University shall assume full responsibility for the classroom and classroom education of the Counseling Students. The University shall be responsible for the administration of the Field Experience, the curriculum content, and the requirements for matriculation, grading and graduation.

26. The University will be responsible for advising each Counseling Student of his or her own responsibilities under this Agreement. The University shall advise each Student of his or her obligation to abide by the policies and procedures of the District and that, should any Counseling Student fail to abide by any policy and/or procedures, he or she may be removed from the Field Experience.

27. The University shall be responsible to ensure that Counseling Students procure professional liability (malpractice) insurance at their own expense. The limits of the policy shall be at a minimum of $1,000,000.00 per claim. This policy must remain in full force and effect for the duration of the Field Experience and participation in the Field Experience shall be contingent upon maintenance of this insurance.

D. ETHICAL AND PRIVACY OBLIGATIONS

3. Privacy and Ethical Duties. The Parties shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent

written consent unless required to do so by law or as dictated by the terms of this Agreement. To the extent applicable to each party, the Parties agree to abide service provider standards set forth by the American Counseling Association (ACA). The University shall comply with all legal obligations for ensuring the Counseling Students comply with ethical and legal duties and standards. The dignity and privacy of the District student is paramount.

4. Procedure. The Parties shall inform Counseling Students of any violations of ethical (e.g., ASCA, ACA) or legal standards of counseling practice of which they are aware. If, in the combined judgment of the on-site mentor and University supervisor, resolution of the alleged violation requires further action, the University supervisor will inform the University's clinical coordinator. A meeting of the University's CCP 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 School principal (or designee), and the on-site mentor. The procedures outlined in the master's manual will be followed.

E. GENERAL TERMS AND CONDITIONS

31. This Agreement will be interpreted under the laws of the Commonwealth of Pennsylvania in effect as of the date of this Agreement.

32. The relationship between the Parties to this Agreement to each other is that of independent contractors. The relationship of the Parties to this Agreement with each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors. Counseling Students who will be assigned to the District under this Agreement will in no event become nor be considered employees or agents of the District, nor shall they be entitled to any of the benefits provided to employees of the District, including but not limited to retirement benefits, group insurance, vacation, leaves of absence, workers' compensation insurance or unemployment compensation insurance.

33. Notwithstanding anything herein to the contrary, each party agrees to indemnify, defend, and hold harmless the other from all losses or liabilities resulting from the negligence or willful misconduct of the indemnifying party and/or its employees or agents arising under this Agreement, except to the extent such losses or liabilities are caused by the indemnified party's negligence or willful misconduct. Nothing in this Agreement shall be construed to waive or reduce the immunities from civil liability granted by or to enlarge the limitations on immunity imposed by the Political Subdivisions Tort Claims Act.

34. This Agreement represents the entire understanding between the Parties. This Agreement shall only be modified in writing with the same formality as the original Agreement.

35. The District shall have the authority to immediately remove a Counseling Student and/or prohibit any Counseling Student from the District's grounds if such Counseling Student fails to comply with the District's policies and procedures. If such prohibition or removal occurs, the District will immediately notify the University.

36. All agreements and covenants contained in this Agreement are severable, and in the event any of them are held to be invalid by any competent court, this Agreement will be interpreted as if invalid agreements or covenants were not contained in this Agreement.

37. Each party hereto binds itself, its partners, successors, assigns and legal representatives to the other party hereto, its partners, successors, assigns and legal representatives in respect of all covenants, agreements and obligations contained in the Agreement.

38. Neither party shall be permitted to assign any of its rights or obligations under this Agreement without the prior written consent of the other party.

39. All notices required or sought to be given under this Agreement shall be in writing and shall be deemed to have been made if (i) delivered personally, (ii) sent by certified or registered mail, postage prepaid, or (iii) sent by nationally recognized overnight courier addressed as follows:

If to District: Bethlehem Area School District
1516 Sycamore Street
Bethlehem, PA 18017
ATTN: Superintendent

If to University: Lehigh University
111 Research Dr.
Bethlehem, PA 18015
ATTN: Terrina Brooks, Ph.D., Teaching Faculty and Clinical Coordinator

Notice shall be deemed to have been made upon delivery.

40. Either party may at any time, in the manner set forth for giving notices to the other party, designate a different name and/or address to which notices to it shall be sent.

41. The failure to enforce or require the performance at any time of the provisions of this Agreement shall in no way be construed to be a waiver of such provisions and shall not affect either the validity of this Agreement or any part hereof, or the right of either party thereafter to enforce each and every provision in accordance with the terms of this Agreement.

42. Neither party shall be deemed in default or otherwise liable under this Agreement due to its inability to perform its obligations by reason of any fire, earthquake, flood, hurricane, tornado, snowstorm, epidemic, pandemic, accident, explosion, casualty, virus or other malicious software, strike, lockout, labor controversy, riot, civil disturbance, act of public enemy, embargo, war, act of God, act of terrorism, or any municipal, county, state or national ordinance or law, or any executive, administrative or judicial order (which order is not the result of any act or omission which would constitute a default hereunder), or any failure or delay of any transportation, power, or communications system or any other or similar cause beyond that party's reasonable control.

43. In the event that either party breaches any provision of this Agreement and the other party retains counsel to enforce any provision hereof, the breaching party shall pay the enforcing party’s reasonable counsel fees and costs incurred in the enforcement hereof if ordered to do so by a court of competent jurisdiction or if agreed to in settlement.

44. The Parties executing this Agreement represent and warrant to each other that they have the full right, power, capacity and authority to execute and deliver this Agreement, and that they have duly and properly performed all acts required to authorize them to carry out this Agreement and the transactions contemplated by it.

The authorized representatives of the Parties have executed this Agreement as of the date indicated below.

For the University:

Date

For the District:

Date

STUDENT PRACTICUM EVALUATION: SELF FORM
LEHIGH UNIVERSITY MENTAL HEALTH COUNSELING
Updated Summer 2024

Student Name: _____ Date: _____
Practicum Supervisor Name: _____
Site Name: _____
Course Name: _____
Number of audio recordings reviewed: ___

This evaluation form is meant to aid in evaluating your own performance within the Lehigh Mental Health Counseling (MHC) program at the **completion of practicum**. MHC students are evaluated using the Masters in Psychology and Counseling Accreditation Council's (MPCAC) 2024 curriculum standards. For more detailed information about the MPCAC curriculum standards and the competency levels expected for MHC students at the practicum and internship level, please refer to the Early and Exit Competencies Table, found in MHC program manual.

MPCAC Standards Assessment
Directions: Place an "X" in the corresponding column for the following practicum-level competencies. The column ratings are as follows:

L = Lacking (consistently fails to meet expectations)
E = Emergent (needs additional support to meet expectations)
P = Proficient (*meets* expectations)
A = Advanced (*exceeds* expectations)

L	E	P	A	MPCAC STANDARDS: Practicum Level
				(a) Ethical and Professional Standards
				a.i.1. Demonstrates basic knowledge of relevant ethical/professional codes and basic skills in ethical decision making; demonstrates beginning level knowledge of legal and regulatory issues in the practice of professional counseling that apply to practice while placed at practicum setting. Examples: - *Demonstrates beginning knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent.* - *Identifies key documents/policies that guide the practice of professional counseling.*
				a.i.2. Understands professional values (e.g. honestly, responsibility) and demonstrates awareness of the importance of applying an ethical decision model to practice. Examples: - *Demonstrates honesty, even in difficult situations.* - *Takes responsibility for own actions.* - *Demonstrates ethical behavior and basic knowledge relevant professional ethical principles and codes of conduct.* - *Recognizes the importance of basic ethical concepts applicable in initial practice (e.g.*

L	E	P	A	MPCAC STANDARDS: Practicum Level
				child abuse reporting, informed consent, confidentiality, multiple relationships, and competence). - *Demonstrates awareness of an ethical decision making model applied to case vignettes.*
				a.i.3. Displays ethical attitudes and values. Examples: - *Evidences desire to help others.* - *Shows honesty and integrity; values ethical behavior.* - *Demonstrates personal courage consistent with ethical values of professional counselors.* - *Displays appropriate boundary management.*
				a.ii.1. Displays critical scientific thinking. Examples: - *Questions assumptions of knowledge.* - *Evaluates study methodology and scientific basis of findings.*
				a.ii.2. Demonstrates beginning understanding of self as professional; "thinking like a professional counselor." Examples: - *Demonstrates knowledge of the program and profession (e.g., training model, core competencies).* - *Demonstrates knowledge about practicing within one's competence.*
				a.ii.3. Understands how to conduct oneself in a professional manner. Examples: - *Demonstrates appropriate personal hygiene and attire.* - *Distinguishes between appropriate and inappropriate language and demeanor in professional contexts.*
				a.ii.4. Is accountable and reliable. Examples: - *Turns in assignments in accordance with established deadlines.* - *Demonstrates personal organization skills.* - *Plans and organizes own workload.* - *Follows policies and procedures of institution.* - *Follows through on commitments.*
				a.iii.1. Demonstrates initial understanding of the role and practice of supervision. Examples: - *Understands the value of supervision to enhance clinical training.* - *Recognizes the purpose of supervision to provide protections to clients and trainees.* - *Participates in supervision within practicum and classroom settings.*
				a.iii.2. Displays basic mindfulness, self-awareness, and reflectivity regarding professional practice (reflection-on-action). Demonstrates knowledge of core competencies and engages in initial self-assessment of competencies. Examples: - *Demonstrates openness to: considering own personal concerns and issues, recognizing impact of self on others, articulating attitudes, values, and beliefs toward diverse others, self-identifying multiple individual and cultural identities, systematically reviewing own professional performance with supervisors/teachers.* - *Demonstrates awareness of competencies for professional training.* - *Develops initial competency goals for early training (with input from faculty).*
				a.iii.3. Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care. Examples: - *Articulates benefits of engaging in self-care.* - *Makes use of opportunities to engage in self-care.*

L	E	P	A	MPCAC STANDARDS: Practicum Level
				a.iii.4. Demonstrates straightforward, truthful, and respectful communication in supervisory relationships. Examples: - *Demonstrates willingness to admit errors and accept feedback.* - *Acknowledges supervisor's differing viewpoints in supervision.*
				(b) Evidence-based theories and practice of counseling and psychotherapy
				b.i.1. Demonstrates initial understanding of individual theories of counseling and psychotherapy. Examples: - *Identifies major individual theories of counseling and psychotherapy (e.g., Psychodynamic, Cognitive Behavioral, Client-Centered)* - *Demonstrates knowledge of Hill's Helping Skills Model including the three stages of exploration, insight, and action.*
				b.i.2. Demonstrates initial understanding of theories regarding the impact of trauma on individuals, groups, and communities. Examples: - *Demonstrates an awareness of adverse childhood experiences and their impacts on the individual, family, and larger community.* - *Identifies symptoms of posttraumatic stress disorder including re-experiencing, avoidance, negative changes in mood and cognitions, and hyperarousal.*
				b.ii.1. (a) Displays interpersonal skills with individuals, groups and communities. Examples: - *Listens and is empathic with others.* - *Respects and shows interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc.* - *Demonstrates interpersonal skills verbally and non-verbally.* - *Receives feedback.* - *Works cooperatively and collaboratively with peers.*
				b.ii.1. (b) Displays affective skills. Examples: - *Demonstrates affect tolerance.* - *Tolerates interpersonal conflict.* - *Demonstrates awareness of inner emotional experience.* - *Demonstrates emotional maturity.* - *Listens to and acknowledges feedback from others.* - *Notices and expresses feelings.* - *Demonstrates comfort with a range of emotions.* - *Affect does not overwhelm judgment.* - *Is flexible when things don't go according to plan.*
				b.ii.1. (c) Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills. Examples: - *Written work is organized, easy to understand, and conveys the main points.* - *Shares opinions with others using language that others can understand.*
				b.ii.2. (a) Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in professional counseling. Examples: - *Articulates the relationship of EBP to professional counseling.*

L	E	P	A	MPCAC STANDARDS: Practicum Level
				- *Identifies basic strengths and weaknesses of different assessment and intervention approaches.*
				b.ii.2. (b) Understands the utility of formulating and conceptualizing cases. Examples: - *Can articulate the importance of case conceptualizations to provide a comprehensive understanding of client's problems, including biological, psychological, and social factors.* - *Recognizes case conceptualization as a dynamic, process, informed by one's theoretical orientation.*
				b.ii.2. (c) Displays basic skills in developing the therapeutic alliance. Examples: - *Understands and can apply active listening skills (e.g., nonverbal cues, reflection, open questions).* - *Recognizes the importance of exploring a client's history and experiences to build rapport.* - *Appreciates the value of attending to process as well as the content shared by a client.*
				b.ii.2. (d) Articulates a working theoretical orientation. Examples: - *Is able to articulate at least one counseling orientation from which they can conceptualize clients* - *Demonstrates openness to continued exploration of their theoretical orientation and application to cases.*
				b.ii.2. (e) Displays basic understanding of skills in crisis intervention. Examples: - *Identifies client risks factors associated with suicide.* - *Conducts a suicide risk assessment including exploration of ideation, plan, and intent.*
				(c) Multiculturalism and Diversity.
				c.i.1. Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others. Examples: - *Articulates how ethnic group values influence who one is and how one relates to other people.* - *Articulates dimensions of diversity (e.g., race, gender, sexual orientation).*
				c.i.2. Demonstrates initial knowledge, awareness, and understanding of other individuals as cultural beings. Examples: - *Demonstrates beginning knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals.* - *Articulates beginning understanding of the way culture and context are a consideration in working with clients.*
				c.i.3. Demonstrates initial knowledge, awareness, and understanding of interactions between self and diverse others. Examples: - *Demonstrates beginning knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals.* - *Articulates basic understanding of the way culture and context influences the therapeutic relationship.*
				c.ii.4. Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to individual and cultural diversity as they apply to professional work. Understands the need to consider individual and cultural diversity issues in all aspects of professional work (e.g., assessment, treatment, research, relationships with

L	E	P	A	MPCAC STANDARDS: Practicum Level
				colleagues). Examples: - *Demonstrates basic knowledge of literature on individual and cultural differences and engages in respectful interactions that reflect this knowledge.* - *Seeks out literature on individual and cultural differences to inform interactions with diverse others.*
				(d) Theories of Psychopathology and Relevant Classification Systems
				d.i.1. Demonstrates basic knowledge regarding various theories of psychopathology. Examples: - *Identifies major theories of psychopathology (e.g., psychodynamic - unconscious conflict, feminist - oppression and disempowerment, psychobiological - biochemical imbalances). Understands the importance of diagnostics.*
				d.i.2. Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity. Examples: - *Identifies DSM criteria.* - *Describes normal development consistent with broad area of training.*
				(e) Methods of Evaluation of Individuals
				e.i.1. Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam. Examples: - *Accurately administers and scores various assessment tools in non-clinical (e.g. course) contexts.* - *Demonstrates knowledge of initial interviewing methods (both structured and semi-structured interviews, mini-mental status exam).*
				e.ii.1. Demonstrates basic knowledge of intervention strategies. Examples: - *Articulates theoretical basis of intervention and some general strategies.* - *Demonstrates awareness of the concept of evidence-based practice.*
				e.ii.2. Demonstrates basic knowledge of clinical interviewing in the therapeutic process. - *Understands the different types of clinical interviewing (e.g., structured, semi-structured, unstructured) and the advantages and disadvantages of each approach.* - *Identifies aspects of effective clinical interviewing*
				e.ii.3. Demonstrates basic knowledge of the assessment of intervention progress and outcome. Examples: - *Identifies measures of treatment progress and outcome by name.* - *Articulates an understanding of the use of repeated assessment to guide treatment.* - *Appropriately administers and scores treatment progress and outcome measures.*
				(f) Research Methods
				f.i.1. Demonstrates basic understanding of the nature, process, and practical value of scientific inquiry. Examples: - *Demonstrates a developing awareness of cultural, legal, and ethical issues in research.* - *Understands the differences between qualitative and quantitative research.*

L	E	P	A	MPCAC STANDARDS: Practicum Level
				f.i.2. Understands the scientist-practitioner model. Examples: - *Articulates the advantages of the scientist-practitioner model* - *Understands how counselors and psychology practitioners incorporate research in their clinical work.*
				f.i.3. Displays a basic understanding of the use of scientific methods to evaluate clinical practices and interventions. Examples: - *Understands the importance of empirical evidence to inform clinical practice including to protect clients.* - *Understands the limitations of empirical evidence to inform clinical practice and the importance of additional bases of knowledge including client narratives.*
				f.ii. Demonstrates basic knowledge of scientific rigor and bias. Examples: - *Understands differences between peer-reviewed and non-peer-reviewed sources.* - *Articulates the existence of bias within all research and the value of multiple sources.* - *Develops skills in reading and understanding scientific articles.*
				(j) Systems Basis of Behavior
				j.i. Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention. Examples: - *Articulates social, political, economic or cultural factors that may impact on human development and functioning.* - *Understands the importance of considering these factors as part of the therapeutic process.*
				j.ii. Understands the differences between individual- and institutional-level interventions and system-level change. Examples: - *Articulates role of therapist as change agent outside of direct client/patient contact.* - *Demonstrates awareness of institutional- and systems-level barriers to change.*

* MPCAC Sections (g), (h), and (i) and standards *c.ii.1.*, *c.ii.2.*, *c.ii.3.*, *d.ii.*, *e.i.2.*, and *f.i.4.* are not assessed at the practicum level.

STUDENT PRACTICUM EVALUATION: SITE SUPERVISOR FORM

LEHIGH UNIVERSITY MENTAL HEALTH COUNSELING

Updated Summer 2024

Student Name: _____ _____ Date:_____
Practicum Supervisor Name: _____
Site Name: _____
Course Name: _____
Number of audio recordings reviewed: _____

This evaluation form is meant to aid site supervisors in evaluating the performance of Lehigh Mental Health Counseling (MHC) students currently completing their **practicum position**. MHC students are evaluated using the Masters in Psychology and Counseling Accreditation Council's (MPCAC) 2024 curriculum standards. For more detailed information about the MPCAC curriculum standards and the competency levels expected for MHC students at the practicum and internship level, please refer to the Early and Exit Competencies Table, found in MHC program manual.

Part 1 MPCAC Standards Assessment

Directions: Place an "X" in the corresponding column for the following practicum-level competencies. The column ratings are as follows:

L = Lacking (consistently fails to meet expectations)
E = Emergent (needs additional support to meet expectations)
P = Proficient (*meets* expectations)
A = Advanced (*exceeds* expectations)
N/A = Not Applicable (not able to assess this competency area)

* These MPCAC standards are not evaluated at the practicum level.

N/A	L	E	P	A	MPCAC STANDARDS: Practicum Level
					(a) Ethical and Professional Standards
					a.i.1. Demonstrates basic knowledge of relevant ethical/professional codes and basic skills in ethical decision making; demonstrates beginning level knowledge of legal and regulatory issues in the practice of professional counseling that apply to practice while placed at practicum setting. Examples: • *Demonstrates beginning knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent.* • *Identifies key documents/policies that guide the practice of professional counseling.*
					a.i.2. Understands professional values (e.g. honestly, responsibility) and demonstrates awareness of the importance of applying an ethical decision model to practice. Examples: • *Demonstrates honesty, even in difficult situations.* • *Takes responsibility for own actions.* • *Demonstrates ethical behavior and basic knowledge relevant professional ethical principles and codes of conduct.* • *Recognizes the importance of basic ethical concepts applicable in initial practice (e.g. child abuse reporting, informed consent, confidentiality, multiple relationships, and competence).* • *Demonstrates awareness of an ethical decision making model applied to case vignettes.*

N/A	L	E	P	A	MPCAC STANDARDS: Practicum Level
					a.i.3. Displays ethical attitudes and values. Examples: • *Evidences desire to help others.* • *Shows honesty and integrity; values ethical behavior.* • *Demonstrates personal courage consistent with ethical values of professional counselors.* • *Displays appropriate boundary management.*
					a.ii.1. Displays critical scientific thinking. Examples: • *Questions assumptions of knowledge.* • *Evaluates study methodology and scientific basis of findings.*
					a.ii.2. Demonstrates beginning understanding of self as professional; "thinking like a professional counselor." Examples: • *Demonstrates knowledge of the program and profession (e.g., training model, core competencies).* • *Demonstrates knowledge about practicing within one's competence.*
					a.ii.3. Understands how to conduct oneself in a professional manner. Examples: • *Demonstrates appropriate personal hygiene and attire.* • *Distinguishes between appropriate and inappropriate language and demeanor in professional contexts.*
					a.ii.4. Is accountable and reliable. Examples: • *Turns in assignments in accordance with established deadlines.* • *Demonstrates personal organization skills.* • *Plans and organizes own workload.* • *Follows policies and procedures of institution.* • *Follows through on commitments.*
					a.iii.1. Demonstrates initial understanding of the role and practice of supervision. Examples: • *Understands the value of supervision to enhance clinical training.* • *Recognizes the purpose of supervision to provide protections to clients and trainees.* • *Participates in supervision within practicum and classroom settings.*
					a.iii.2. Displays basic mindfulness, self-awareness, and reflectivity regarding professional practice (reflection-on-action). Demonstrates knowledge of core competencies and engages in initial self-assessment of competencies. Examples: • *Demonstrates openness to: considering own personal concerns and issues, recognizing impact of self on others, articulating attitudes, values, and beliefs toward diverse others, self-identifying multiple individual and cultural identities, systematically reviewing own professional performance with supervisors/teachers.* • *Demonstrates awareness of competencies for professional training.* • *Develops initial competency goals for early training (with input from faculty*).
					a.iii.3. Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care. Examples: • *Articulates benefits of engaging in self-care.* • *Makes use of opportunities to engage in self-care.*
					a.iii.4. Demonstrates straightforward, truthful, and respectful communication in supervisory relationships. Examples:

N/A	L	E	P	A	MPCAC STANDARDS: Practicum Level
					• *Demonstrates willingness to admit errors and accept feedback.* • *Acknowledges supervisor's differing viewpoints in supervision.*
					(b) Evidence-based theories and practice of counseling and psychotherapy
					b.i.1. Demonstrates initial understanding of individual theories of counseling and psychotherapy. Examples: • *Identifies major individual theories of counseling and psychotherapy (e.g., Psychodynamic, Cognitive Behavioral, Client-Centered)* • *Demonstrates knowledge of Hill's Helping Skills Model including the three stages of exploration, insight, and action.*
					b.i.2. Demonstrates initial understanding of theories regarding the impact of trauma on individuals, groups, and communities. Examples: • *Demonstrates an awareness of adverse childhood experiences and their impacts on the individual, family, and larger community.* • *Identifies symptoms of posttraumatic stress disorder including re-experiencing, avoidance, negative changes in mood and cognitions, and hyperarousal.*
					b.ii.1. (a) Displays interpersonal skills with individuals, groups and communities. Examples: • *Listens and is empathic with others.* • *Respects and shows interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc.* • *Demonstrates interpersonal skills verbally and non-verbally.* • *Receives feedback.* • *Works cooperatively and collaboratively with peers.*
					b.ii.1. (b) Displays affective skills. Examples: • *Demonstrates affect tolerance.* • *Tolerates interpersonal conflict.* • *Demonstrates awareness of inner emotional experience.* • *Demonstrates emotional maturity.* • *Listens to and acknowledges feedback from others.* • *Notices and expresses feelings.* • *Demonstrates comfort with a range of emotions.* • *Affect does not overwhelm judgment.* • *Is flexible when things don't go according to plan.*
					b.ii.1. (c) Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills. Examples: • *Written work is organized, easy to understand, and conveys the main points.* • *Shares opinions with others using language that others can understand.*
					b.ii.2. (a) Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in professional counseling. Examples: • *Articulates the relationship of EBP to professional counseling.* • *Identifies basic strengths and weaknesses of different assessment and intervention approaches.*
					b.ii.2. (b) Understands the utility of formulating and conceptualizing cases. Examples:

N/A	L	E	P	A	MPCAC STANDARDS: Practicum Level
					• *Can articulate the importance of case conceptualizations to provide a comprehensive understanding of client's problems, including biological, psychological, and social factors.* • *Recognizes case conceptualization as a dynamic, process, informed by one's theoretical orientation.*
					b.ii.2. (c) Displays basic skills in developing the therapeutic alliance. Examples: • *Understands and can apply active listening skills (e.g., nonverbal cues, reflection, open questions).* • *Recognizes the importance of exploring a client's history and experiences to build rapport.* • *Appreciates the value of attending to process as well as the content shared by a client.*
					b.ii.2. (d) Articulates a working theoretical orientation. Examples: • *Is able to articulate at least one counseling orientation from which they can conceptualize clients* • *Demonstrates openness to continued exploration of their theoretical orientation and application to cases.*
					b.ii.2. (e) Displays basic understanding of skills in crisis intervention. Examples: • *Identifies client risks factors associated with suicide.* • *Conducts a suicide risk assessment including exploration of ideation, plan, and intent.*
					(c) Multiculturalism and Diversity.
					c.i.1. Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others. Examples: • *Articulates how ethnic group values influence who one is and how one relates to other people.* • *Articulates dimensions of diversity (e.g., race, gender, sexual orientation).*
					c.i.2. Demonstrates initial knowledge, awareness, and understanding of other individuals as cultural beings. Examples: • *Demonstrates beginning knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals.* • *Articulates beginning understanding of the way culture and context are a consideration in working with clients.*
					*c.i.3.** Demonstrates initial knowledge, awareness, and understanding of interactions between self and diverse others. Examples: • *Demonstrates beginning knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals.* • *Articulates basic understanding of the way culture and context influencesthe therapeutic relationship.*
					c.ii.4. Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to individual and cultural diversity as they apply to professional work. Understands the need to consider individual and cultural diversity issues in all aspects of professional work (e.g., assessment, treatment, research, relationships with colleagues). Examples: • *Demonstrates basic knowledge of literature on individual and cultural differences and engages in respectful interactions that reflect this knowledge.*

N/A	L	E	P	A	MPCAC STANDARDS: Practicum Level
					• *Seeks out literature on individual and cultural differences to inform interactions with diverse others.*
					(d) Theories of Psychopathology and Relevant Classification Systems
					d.i.1. Demonstrates basic knowledge regarding various theories of psychopathology. Examples: • *Identifies major theories of psychopathology (e.g., psychodynamic - unconscious conflict, feminist - oppression and disempowerment, psychobiological - biochemical imbalances). Understands the importance of diagnostics.*
					*d.i.2.** Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity. Examples: • *Identifies DSM criteria.* • *Describes normal development consistent with broad area of training.*
					(e) Methods of Evaluation of Individuals
					*e.i.1.** Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam. Examples: • *Accurately administers and scores various assessment tools in non-clinical (e.g. course) contexts.* • *Demonstrates knowledge of initial interviewing methods (both structured and semi-structured interviews, mini-mental status exam).*
					e.ii.1. Demonstrates basic knowledge of intervention strategies. Examples: • *Articulates theoretical basis of intervention and some general strategies.* • *Demonstrates awareness of the concept of evidence-based practice.*
					e.ii.2. Demonstrates basic knowledge of clinical interviewing in the therapeutic process. • *Understands the different types of clinical interviewing (e.g., structured, semi-structured, unstructured) and the advantages and disadvantages of each approach.* • *Identifies aspects of effective clinical interviewing*
					e.ii.3. Demonstrates basic knowledge of the assessment of intervention progress and outcome. Examples: • *Identifies measures of treatment progress and outcome by name.* • *Articulates an understanding of the use of repeated assessment to guide treatment.* • *Appropriately administers and scores treatment progress and outcome measures.*
					(f) Research Methods
					f.i.1. Demonstrates basic understanding of the nature, process, and practical value of scientific inquiry. Examples: • *Demonstrates a developing awareness of cultural, legal, and ethical issues in research.* • *Understands the differences between qualitative and quantitative research.*
					f.i.2. Understands the scientist-practitioner model. Examples: • *Articulates the advantages of the scientist-practitioner model*

N/A	L	E	P	A	MPCAC STANDARDS: Practicum Level
					• *Understands how counselors and psychology practitioners incorporate research in their clinical work.*
					*f.i.3.** Displays a basic understanding of the use of scientific methods to evaluate clinical practices and interventions. Examples: • *Understands the importance of empirical evidence to inform clinical practice including to protect clients.* • *Understands the limitations of empirical evidence to inform clinical practice and the importance of additional bases of knowledge including client narratives.*
					f.ii. Demonstrates basic knowledge of scientific rigor and bias. Examples: • *Understands differences between peer-reviewed and non-peer-reviewed sources.* • *Articulates the existence of bias within all research and the value of multiple sources.* • *Develops skills in reading and understanding scientific articles.*
					(g) Career Development and/or the Role of Work in People's Lives**
					(h) Biological Basis of Behavior**
					(i) Developmental Basis of Behavior**
					(j) Systems Basis of Behavior
					j.i. Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention. Examples: • *Articulates social, political, economic or cultural factors that may impact on human development and functioning.* • *Understands the importance of considering these factors as part of the therapeutic process.*
					j.ii. Understands the differences between individual- and institutional-level interventions and system-level change. Examples: • *Articulates role of therapist as change agent outside of direct client/patient contact.* • *Demonstrates awareness of institutional- and systems-level barriers to change.*

* MPCAC Standards *c.ii.1.*, *c.ii.2.*, *c.ii.3.*, *d.ii.*, *e.i.2.*, and *f.i.4.* are not assessed at the practicum level.
** Sections (g), (h), and (i) of the MPCAC curriculum standards are not assessed at the practicum level.

Part 2 Qualitative Evaluation

Directions: Please respond to the following five questions with as much detail as needed to facilitate the growth and learning of the practicum student.

1. Provide any additional information regarding strengths for the trainee.

2. Provide any additional information regarding growth edges requiring further attention for the trainee.

3. Provide recommendations to trainee to correct growth edges.

4. What are areas the trainee has made progress during the period being evaluated?

5. Please describe any issues that may impact the trainee's progress toward successful completion of the clinical placement.

Signatures

_____ _____

Supervisor Signature Date

_____ _____

Trainee Signature Date

_____ _____

University Supervisor/Course Instructor Signature Date

_____ _____

Clinical Coordinator Signature Date

STUDENT INTERNSHIP EVALUATION: SELF FORM
LEHIGH UNIVERSITY MENTAL HEALTH COUNSELING
Updated Summer 2024

Student Name: _____ Date: _____
Internship Supervisor Name: _____
Site Name: _____ Course Name: _____
Number of audio recordings reviewed: ___

This evaluation form is meant to aid in **evaluating your own performance** within the Lehigh Mental Health Counseling (MHC) program at the **completion of internship**. MHC students are evaluated using the Masters in Psychology and Counseling Accreditation Council's (MPCAC) 2024 curriculum standards. For more detailed information about the MPCAC curriculum standards and the competency levels expected for MHC students at the practicum and internship level, please refer to the Early and Exit Competencies Table, found in MHC program manual.

MPCAC Standards Assessment

Directions: Place an "X" in the corresponding column for the following internship-level competencies. The column ratings are as follows:

L = Lacking (consistently fails to meet expectations)

E = Emergent (needs additional support to meet expectations)

P = Proficient (*meets* expectations)
A = Advanced (*exceeds* expectations)

L	E	P	A	MPCAC STANDARDS: Internship Level
				(a) Ethical and Professional Standards
				a.i.1. Demonstrates intermediate level knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations. Examples: - *Actively consults with supervisor to act upon ethical and legal aspects of practice.* - *Addresses ethical and legal aspects within the case conceptualization. Discusses ethical implications of professional work. Recognizes and discusses limits of own ethical and legal knowledge.* - *Demonstrates intermediate knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent.*
				a.i.2. Articulates how professional values inform decision making. Demonstrates knowledge of an ethical decision-making model and applies relevant elements of ethical decision-making to a dilemma. Examples: - *Identifies situations that challenge adherence to professional values, and seeks supervisor guidance as needed.*

L	E	P	A	MPCAC STANDARDS: Internship Level
				- *Discusses failures and lapses in adherence to professional values with supervisors as appropriate.* - *Uses an ethical decision-making model when discussing cases in supervision.* - *Identifies ethical implications in cases and understands the ethical elements present in ethical dilemma or question.* - *Discusses ethical dilemmas and decision making in supervision, staff meetings, presentations, and in internship settings.*
				a.i.3. Integrates own moral principles/ethical values in professional conduct. Examples: - *Is able to articulate knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues.* - *Is able to spontaneously discuss the intersection of personal and professional ethical and moral issues.*
				a.ii.1. (a) Values and applies scientific methods to professional practice. Examples: - *Uses literature to support ideas in case conferences and supervision.* - *Formulates appropriate questions regarding case conceptualization.* - *Generates hypotheses regarding own contribution to therapeutic process and outcome.*
				a.ii.1. (b) Demonstrates understanding of counseling as an applied behavioral science. Examples: - *Demonstrates understanding of core scientific conceptualizations of human behavior.* - *Demonstrates basic knowledge of the biological, social, affective, and cognitive bases of behavior.* - *Demonstrates understanding of human development—including career development.* - *Cites scientific literature to support an argument when appropriate.* - *Evaluates scholarly literature on a topic as needed.*
				a.ii.1. (c) Understands the scientific foundation of professional practice. Examples: - *Understands the development of evidence based practice in counseling.* - *Displays understanding of the scientific foundations of the competencies.* - *Cites scientific literature to support an argument when appropriate.* - *Evaluates scholarly literature on a practice-related topic as needed.*
				a.ii.2. Displays emerging professional identity as professional counselor; uses resources (e.g., supervision, literature) for professional development. Examples: - *Has membership in professional organizations.* - *Attends colloquia, workshops, conferences.* - *Consults literature relevant to client care.*
				a.ii.3. Communication and physical conduct (including attire) is professionally appropriate, across different settings. Examples: - *Demonstrates awareness of the impact behavior has on client, public and profession.* - *Utilizes appropriate language and demeanor in professional communications.*
				a.ii.4. Accepts responsibility for own actions. Examples: - *Completes required case documentation promptly and accurately.* - *Accepts responsibility for meeting deadlines.* - *Available when "on-call".* - *Acknowledges errors.* - *Utilizes supervision to strengthen effectiveness of practice.*

L	E	P	A	MPCAC STANDARDS: Internship Level
				a.iii.1. Demonstrates advanced understanding of the role and practice of supervision. Examples: - *Recognizes the value of supervision beyond protection of clients and trainees to the advancement of therapy.* - *Participates actively in supervision within internship and classroom settings.*
				a.iii.2. Demonstrates broad self-awareness and accurate self-assessment of competence; consistently monitors and evaluates practice activities. Works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills. Uses resources to enhance reflectivity regarding professional practice (reflection-on-action). Examples: - *Able to articulate attitudes, individual and cultural identities, values, and beliefs toward diverse others.* - *Recognizes the impact of self on others.* - *Is able to describe how others experience them and identifies roles one might play within a group.* - *Seeks out feedback and responsively utilizes supervision to enhance reflectivity.* - *Displays ability to adjust professional performance as situation requires.* - *Self-assessment comes close to congruence with assessment by peers and supervisors.* - *Identifies learning objectives, areas of growth, and short- and long-term professional goals.* - *Effectively reviews own professional performance via videotape or other technology.*
				a.iii.3. Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice. Examples: - *Takes action recommended by supervisor for self-care to ensure effective training.* - *Maintains/alters weekly schedule to allow for self care activities.*
				a.iii.4. Effectively participates in supervision. Examples: - *Seeks supervision to improve performance; presents work for feedback, and integrates feedback into performance.* - *Initiates discussion with supervisor of own reaction to client/patients in session.* - *Seeks supervisor's perspective on client progress.*
				(b) Evidence-based theories and practice of counseling and psychotherapy
				b.i.1. Demonstrates advanced understanding and application of individual *and* group theories of counseling and psychotherapy. Examples: - *Identifies major individual and group theories of counseling and psychotherapy, including their mechanisms for change.* - *Demonstrates knowledge of strengths and limitations of individual and group theories of counseling and psychotherapy.* - *Applies individual and group theories of counseling and psychotherapy in an internship setting.*
				b.i.2. Demonstrates advanced understanding of theories regarding the impact of trauma on individuals, groups, and communities, as well as applications to treatment. Examples: - *Demonstrates knowledge of evidence-based trauma treatments (e.g., Cognitive Processing Therapy, Prolonged Exposure).* - *Applies evidence-based trauma treatments in an internship setting.*

L	E	P	A	MPCAC STANDARDS: Internship Level
				b.ii.1. *(a)* Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from within and across other disciplines. Examples: - *Forms effective working alliances with most clients* - *Engages with supervisors to work effectively.* - *Involved in departmental, institutional, or professional activities or governance.* - *Demonstrates respectful and collegial interactions with those who have different professional models or perspectives.*
				b.ii.1. *(b)* Negotiates differences and handles conflict satisfactorily; provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately. Examples: - *Makes appropriate disclosures regarding problematic interpersonal situations.* - *Acknowledges own role in difficult interactions.* - *Initiates discussion regarding disagreements with colleagues or supervisors.* - *Efforts to resolve disagreements do not escalate negative affect among the parties involved.* - *Seeks clarification in challenging interpersonal communications.* - *Demonstrates understanding of diverse viewpoints in challenging interactions.* - *Accepts and implements supervisory feedback non-defensively.* - *Maintains affective equilibrium and focus on therapeutic task in face of client distress.* - *Tolerates ambiguity and uncertainty.*
				b.ii.1. *(c)* Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language. Examples: - *Uses professional terms and concepts appropriately and clearly in discussions, case reports, etc.* - *Understands terms and concepts used in professional texts and in others' case reports.* - *Communication is understandable, consistent across expressive modalities.* - *Prepares clearly written assessment reports.* - *Presents clinical process to supervisor in a succinct, organized, well-summarized way.* - *Provides verbal feedback to client regarding assessment and diagnosis using language the client can understand.* - *Presents clear, appropriately detailed clinical material.*
				b.ii.2. (a) Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences. Examples: - *Demonstrates knowledge of interventions and explanations for their use based on EBP.* - *Demonstrates the ability to select interventions, assessment tools, and consultation methods for different problems and populations related to the practice setting.* - *Investigates existing literature related to problems and client issues.* - *Writes a statement of own theoretical perspective regarding intervention strategies.* - *Creates a treatment plan that reflects successful integration of empirical findings, clinical judgment, and client preferences in consultation with supervisor.*
				b.ii.2. (b) Formulates and conceptualizes cases. Examples: - *Conducts case conceptualizations for active clients including clients' history, symptoms, culture, and goals.*

L	E	P	A	MPCAC STANDARDS: Internship Level
				- *Incorporates theoretical orientation throughout case conceptualization including treatment planning.*
				b.ii.2. (c) Displays advanced skills in developing the therapeutic alliance. Examples: - *Able to develop strong working alliances with clients.* - *Recognizes the value of rupture and repair in strengthening the therapeutic alliance.*
				b.ii.2. (d) Plans and implements interventions utilizing at least one consistent theoretical orientation. Examples: - *Clearly articulates a consistent theoretical orientation based on at least one counseling theory and applies it to client's treatment plans.* - *Demonstrates treatment planning skills, including clear identification of goals based on one's theoretical orientation.*
				b.ii.2. (e) Displays application of skills in crisis intervention. Examples: - *Is able to conduct culturally-informed suicide and violence risk assessments and determine appropriate interventions based on level of risk.* - *Collaboratively develops safety plans (e.g., suicide, intimate partner violence), considering important cultural considerations.*
				b.ii.2. (f) Evaluates intervention progress and modifies intervention or prevention strategies on the basis of evaluation of clients' or groups' progress and/or client feedback. Examples: - *Regularly assesses clients' progress during treatment and utilizes information to adapt treatment accordingly.* - *Understands the importance of utilizing multiple methods to assess treatment including client report, repeated instruments, and progress towards goals.*
				(c) Multiculturalism and Diversity.
				c.i.1. Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation. Examples: - *Uses knowledge of self to monitor effectiveness as a professional.* - *Initiates supervision about diversity issues.*
				c.i.2. Demonstrates advanced knowledge, awareness, and understanding of other individuals as cultural beings. Examples: - *Demonstrates complex and intersectional knowledge, awareness and understanding of the way culture and context shape clients' lives.* - *Articulates nuanced understanding of the way culture and context are a consideration in working with clients.*
				c.i.3. Demonstrates advanced knowledge, awareness, and understanding of interactions between self and diverse others. Examples: - *Demonstrates complex and intersectional knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals, including in the therapeutic process.* - *Articulates nuanced understanding of the way culture and context are a consideration in the therapeutic relationship.*
				c.ii.1. Applies knowledge of self as a cultural being in assessment, treatment, consultation, and all other professional interactions. Examples:

L	E	P	A	MPCAC STANDARDS: Internship Level
				- *Demonstrates understanding of self as an intersectional, cultural individual.* - *Demonstrate understanding of own privilege and oppression.* - *Initiates supervision about personal cultural concerns (e.g., biases, identities).*
				c.ii.2. Applies knowledge of others as cultural beings in assessment, treatment, consultation, and all other professional interactions. Examples: - *Demonstrates understanding that others may have multiple cultural identities.* - *Initiates supervision about diversity issues with others.*
				c.ii.3. Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others. Examples: - *Understands the role that diversity may play in interactions with others.* - *Initiates supervision about diversity issues in interactions with others.*
				c.ii.4. Applies knowledge, sensitivity, and understanding regarding individual and cultural diversity issues to work effectively with diverse others in assessment, treatment, and consultation. Examples: - *Demonstrates knowledge of individual and cultural diversity literature.* - *Works effectively with diverse others in professional activities.* - *Demonstrates awareness of effects of oppression and privilege on self and others.*
				(d) Theories of Psychopathology and Relevant Classification Systems
				d.i.1. Demonstrates advanced knowledge regarding various theories of psychopathology and their applications. Examples: - *Applies major theories of psychopathology to case conceptualization and treatment planning.* - *Understands how culture, gender, politics, race, etc. affect our understanding of mental illness; demonstrates consideration of these factors in own clinical work.* - *Shows familiarity with current treatment strategies from some of the more common diagnoses seen in clinical practice.*
				d.i.2. Demonstrates advanced knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity. Examples: - *Able to determine differential diagnosis based on DSM criteria.* - *Describe the strengths and limitations of the current diagnostic system and diagnosis in general.*
				d.ii. Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity (what is the appropriate level to expect). Examples: - *Articulates relevant developmental features and clinical symptoms as applied to presenting question(s).* - *Demonstrates ability to identify problem areas and to use concepts of differential diagnosis.*
				(e) Methods of Evaluation of Individuals
				e.i.1. Demonstrates knowledge of measurement across domains of functioning and practice settings. Examples: - *Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information.*

L	E	P	A	MPCAC STANDARDS: Internship Level
				- *Demonstrates awareness of need for selection of assessment measures appropriate to population/problem.*
				e.i.2. Demonstrates awareness of the strengths and limitations of administration, scoring, and interpretation of traditional assessment measures appropriate to their level of training. Examples: - *Demonstrates intermediate level ability to accurately select, administer, score and interpret assessment tools with client populations.* - *Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams.*
				e.ii.1. Implements evidence-based interventions. Examples: - *Case presentations demonstrate application of evidence-based practice.* - *Discusses evidence-based practices during supervision.*
				e.ii.2. Integrates clinical interviews and other approaches of gathering data to inform clinical decision-making. Examples: - *Conducts clinical intakes interviews.* - *Utilizing clinical intake information to inform treatment and intervention planning.*
				e.ii.3. Evaluates intervention progress and modifies intervention planning on the basis of their evaluation of clients' progress. Examples: - *Describes instances of lack of progress and actions taken in response.* - *Demonstrates ability to evaluate treatment progress in context of evidence-based interventions.*
				(f) Research Methods
				f.i.1. Understands basic research concepts and ethical research behavior and their applications to counseling. Examples: - *Conducts literature reviews.* - *Proposes research design and analyses.* - *Discusses complex cultural, legal, and ethical issues in research* - *Can describe and compare various research designs and methodologies, both qualitative and quantitative.*
				f.i.2. Utilizes the scientist-practitioner model and can articulate how both science and practice contribute to the knowledge base of counseling and psychotherapy. Examples: - *Integrates research into clinical practice.* - *Articulates own application of the scientist-practitioner model in clinical work.*
				f.i.3. Demonstrates awareness of how evaluation of therapeutic progress and intervention effectiveness are conducted. Examples: - *Collects and reviews client data.* - *Uses client data to inform intervention decisions.* - *Discusses implications of research findings on clinical work.*
				f.i.4. Demonstrates knowledge of program evaluation methods. Examples: - *Demonstrates knowledge of needs assessments.* - *Demonstrates knowledge of process evaluations.* - *Demonstrates knowledge of outcome evaluations.*

L	E	P	A	MPCAC STANDARDS: Internship Level
				f.ii. Demonstrates the ability to critically review published research to inform clinical practice. Examples: - *Articulates strengths and limitations of scientific research, including critically evaluating the design, conduct, and findings of research studies.* - *Critically reviews effectiveness and efficacy studies to inform intervention decisions.*
				(g) Career Development and/or the Role of Work in People's Lives
				g.i. Demonstrates knowledge of the role of work in people's lives. Examples: - *Understands the role of work in cultural and social contexts.* - *Understands work as a potential source of identity and self-esteem.*
				g.ii. Demonstrates understanding of the development of work and career choices across the lifespan. Examples: - *Identifies foundational concepts related to career development in the current work environment.* - *Summarizes core facets of leading career theories, the available research supporting these theories, and interventions derived from them.*
				(h) Biological Basis of Behavior
				h. Demonstrates knowledge and understanding of the relationship between biological factors and human functioning. Examples: - *Identifies different neurotransmitter systems and our current understanding of their relationship to behavior.* - *Demonstrates understanding of the structure and function of the nervous system.*
				(i) Developmental Basis of Behavior
				i. Demonstrates knowledge and understanding of human development, wellness, and learned bases of behavior across the lifespan. Examples: - *Demonstrates understanding of developmental stages (e.g., Piaget's stages of cognitive development, Erikson's theory of psychosocial development).* - *Recognizes that development is a lifelong process.* - *Recognizes that development occurs in context.* - *Articulates the significance of co-acting environmental, behavioral, and genetic factors in development.*
				(j) Systems Basis of Behavior
				j.i. Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision. Examples: - *Identifies specific barriers to client improvement, e.g., lack of access to resources.* - *Assists client in development of self-advocacy plans.*
				j.ii. Promotes structural change to enhance the functioning of individuals. Examples: - *Identifies target issues/agencies most relevant to specific issue.* - *Formulates and engages in plan for action.* - *Demonstrates understanding of appropriate boundaries and times to advocate on behalf of client.*

STUDENT INTERNSHIP EVALUATION: SITE SUPERVISOR FORM

LEHIGH UNIVERSITY MENTAL HEALTH COUNSELING

Updated Summer 2024

Student Name: _____ Date: _____
Internship Supervisor Name: _____
Site Name: _____ Course Name: _____
Number of audio recordings reviewed: _____

This evaluation form is meant to aid site supervisors in evaluating the performance of Lehigh Mental Health Counseling (MHC) students currently completing their **internship position**. MHC students are evaluated using the Masters in Psychology and Counseling Accreditation Council's (MPCAC) 2024 curriculum standards. For more detailed information about the MPCAC curriculum standards and the competency levels expected for MHC students at the practicum and internship level, please refer to the Early and Exit Competencies Table, found in the MHC program manual.

Part 1 MPCAC Standards Assessment

Directions: Place an "X" in the corresponding column for the following internship-level competencies. The column ratings are as follows:

L = Lacking (consistently fails to meet expectations)
E = Emergent (needs additional support to meet expectations)
P = Proficient (*meets* expectations)
A = Advanced (*exceeds* expectations)
N/A = Not Applicable (not able to assess this competency area)

N/A	L	E	P	A	MPCAC STANDARDS: Internship Level
					(a) Ethical and Professional Standards
					a.i.1. Demonstrates intermediate level knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations. Examples: - *Actively consults with supervisor to act upon ethical and legal aspects of practice.* - *Addresses ethical and legal aspects within the case conceptualization. Discusses ethical implications of professional work. Recognizes and discusses limits of own ethical and legal knowledge.* - *Demonstrates intermediate knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent.*
					a.i.2. Articulates how professional values inform decision making. Demonstrates knowledge of an ethical decision-making model and applies relevant elements of ethical decision-making to a dilemma. Examples: - *Identifies situations that challenge adherence to professional values, and seeks supervisor guidance as needed.* - *Discusses failures and lapses in adherence to professional values with supervisors as appropriate.* - *Uses an ethical decision-making model when discussing cases in supervision.* - *Identifies ethical implications in cases and understands the ethical elements present in ethical dilemma or question.* - *Discusses ethical dilemmas and decision making in supervision, staff meetings, presentations, and in internship settings.*
					a.i.3. Integrates own moral principles/ethical values in professional conduct. Examples: - *Is able to articulate knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues.* - *Is able to spontaneously discuss the intersection of personal and professional ethical and moral issues.*
					a.ii.1. (a) Values and applies scientific methods to professional practice. Examples: - *Uses literature to support ideas in case conferences and supervision.* - *Formulates appropriate questions regarding case conceptualization.* - *Generates hypotheses regarding own contribution to therapeutic process and outcome.*
					a.ii.1. (b) Demonstrates understanding of counseling as an applied behavioral science. Examples: - *Demonstrates understanding of core scientific conceptualizations of human behavior.* - *Demonstrates basic knowledge of the biological, social, affective, and cognitive bases of behavior.* - *Demonstrates understanding of human development—including career development.* - *Cites scientific literature to support an argument when appropriate.* - *Evaluates scholarly literature on a topic as needed.*
					a.ii.1. (c) Understands the scientific foundation of professional practice. Examples: - *Understands the development of evidence based practice in counseling.* - *Displays understanding of the scientific foundations of the competencies.* - *Cites scientific literature to support an argument when appropriate.* - *Evaluates scholarly literature on a practice-related topic as needed.*
					a.ii.2. Displays emerging professional identity as professional counselor; uses resources (e.g., supervision, literature) for professional development. Examples: - *Has membership in professional organizations.* - *Attends colloquia, workshops, conferences.* - *Consults literature relevant to client care.*

					a.ii.3. Communication and physical conduct (including attire) is professionally appropriate, across different settings. Examples: - *Demonstrates awareness of the impact behavior has on client, public and profession.* - *Utilizes appropriate language and demeanor in professional communications.*
					a.ii.4. Accepts responsibility for own actions. Examples: - *Completes required case documentation promptly and accurately.* - *Accepts responsibility for meeting deadlines.* - *Available when "on-call".* - *Acknowledges errors.* - *Utilizes supervision to strengthen effectiveness of practice.*
					a.iii.1. Demonstrates advanced understanding of the role and practice of supervision. Examples: - *Recognizes the value of supervision beyond protection of clients and trainees to the advancement of therapy.* - *Participates actively in supervision within internship and classroom settings.*
					a.iii.2. Demonstrates broad self-awareness and accurate self-assessment of competence; consistently monitors and evaluates practice activities. Works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills. Uses resources to enhance reflectivity regarding professional practice (reflection-on-action). Examples: - *Able to articulate attitudes, individual and cultural identities, values, and beliefs toward diverse others.* - *Recognizes the impact of self on others.* - *Is able to describe how others experience them and identifies roles one might play within a group.* - *Seeks out feedback and responsively utilizes supervision to enhance reflectivity.* - *Displays ability to adjust professional performance as situation requires.* - *Self-assessment comes close to congruence with assessment by peers and supervisors.* - *Identifies learning objectives, areas of growth, and short- and long-term professional goals.* - *Effectively reviews own professional performance via videotape or other technology.*
					a.iii.3. Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice. Examples: - *Takes action recommended by supervisor for self-care to ensure effective training.* - *Maintains/alters weekly schedule to allow for self care activities.*
					a.iii.4. Effectively participates in supervision. Examples: - *Seeks supervision to improve performance; presents work for feedback, and integrates feedback into performance.* - *Initiates discussion with supervisor of own reaction to client/patients in session.* - *Seeks supervisor's perspective on client progress.*

					(b) Evidence-based theories and practice of counseling and psychotherapy
					b.i.1. Demonstrates advanced understanding and application of individual *and* group theories of counseling and psychotherapy. Examples: - *Identifies major individual and group theories of counseling and psychotherapy, including their mechanisms for change.* - *Demonstrates knowledge of strengths and limitations of individual and group theories of counseling and psychotherapy.* - *Applies individual and group theories of counseling and psychotherapy in an internship setting.*
					b.i.2. Demonstrates advanced understanding of theories regarding the impact of trauma on individuals, groups, and communities, as well as applications to treatment. Examples: - *Demonstrates knowledge of evidence-based trauma treatments (e.g., Cognitive Processing Therapy, Prolonged Exposure).* - *Applies evidence-based trauma treatments in an internship setting.*
					b.ii.1. (a) Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from within and across other disciplines. Examples: - *Forms effective working alliances with most clients* - *Engages with supervisors to work effectively.* - *Involved in departmental, institutional, or professional activities or governance.* - *Demonstrates respectful and collegial interactions with those who have different professional models or perspectives.*
					b.ii.1. (b) Negotiates differences and handles conflict satisfactorily; provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately. Examples: - *Makes appropriate disclosures regarding problematic interpersonal situations.* - *Acknowledges own role in difficult interactions.* - *Initiates discussion regarding disagreements with colleagues or supervisors.* - *Efforts to resolve disagreements do not escalate negative affect among the parties involved.* - *Seeks clarification in challenging interpersonal communications.* - *Demonstrates understanding of diverse viewpoints in challenging interactions.* - *Accepts and implements supervisory feedback non-defensively.* - *Maintains affective equilibrium and focus on therapeutic task in face of client distress.* - *Tolerates ambiguity and uncertainty.*
					b.ii.1. (c) Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language. Examples: - *Uses professional terms and concepts appropriately and clearly in discussions, case reports, etc.* - *Understands terms and concepts used in professional texts and in others' case reports.* - *Communication is understandable, consistent across expressive modalities.* - *Prepares clearly written assessment reports.* - *Presents clinical process to supervisor in a succinct, organized, well-summarized way.* - *Provides verbal feedback to client regarding assessment and diagnosis using language the client can understand.* - *Presents clear, appropriately detailed clinical material.*
					b.ii.2. (a) Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences. Examples: - *Demonstrates knowledge of interventions and explanations for their use*

					based on EBP. - *Demonstrates the ability to select interventions, assessment tools, and consultation methods for different problems and populations related to the practice setting.* - *Investigates existing literature related to problems and client issues.* - *Writes a statement of own theoretical perspective regarding intervention strategies.* - *Creates a treatment plan that reflects successful integration of empirical findings, clinical judgment, and client preferences in consultation with supervisor.*
					b.ii.2. (b) Formulates and conceptualizes cases. Examples: - *Conducts case conceptualizations for active clients including clients' history, symptoms, culture, and goals.* - *Incorporates theoretical orientation throughout case conceptualization including treatment planning.*
					b.ii.2. (c) Displays advanced skills in developing the therapeutic alliance. Examples: - *Able to develop strong working alliances with clients.* - *Recognizes the value of rupture and repair in strengthening the therapeutic alliance.*
					b.ii.2. (d) Plans and implements interventions utilizing at least one consistent theoretical orientation. Examples: - *Clearly articulates a consistent theoretical orientation based on at least one counseling theory and applies it to client's treatment plans.* - *Demonstrates treatment planning skills, including clear identification of goals based on one's theoretical orientation.*
					b.ii.2. (e) Displays application of skills in crisis intervention. Examples: - *Is able to conduct culturally-informed suicide and violence risk assessments and determine appropriate interventions based on level of risk.* - *Collaboratively develops safety plans (e.g., suicide, intimate partner violence), considering important cultural considerations.*
					b.ii.2. (f) Evaluates intervention progress and modifies intervention or prevention strategies on the basis of evaluation of clients' or groups' progress and/or client feedback. Examples: - *Regularly assesses clients' progress during treatment and utilizes information to adapt treatment accordingly.* - *Understands the importance of utilizing multiple methods to assess treatment including client report, repeated instruments, and progress towards goals.*
					(c) Multiculturalism and Diversity.
					c.i.1. Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation. Examples: - *Uses knowledge of self to monitor effectiveness as a professional.* - *Initiates supervision about diversity issues.*
					c.i.2. Demonstrates advanced knowledge, awareness, and understanding of other individuals as cultural beings. Examples: - *Demonstrates complex and intersectional knowledge, awareness and understanding of the way culture and context shape clients' lives.* - *Articulates nuanced understanding of the way culture and context are a consideration in working with clients.*
					c.i.3. Demonstrates advanced knowledge, awareness, and understanding of interactions between self and diverse others. Examples: - *Demonstrates complex and intersectional knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals, including in the therapeutic process.* - *Articulates nuanced understanding of the way culture and context are a consideration in the therapeutic relationship.*
					c.ii.1. Applies knowledge of self as a cultural being in assessment, treatment, consultation, and all other professional interactions. Examples: - *Demonstrates understanding of self as an intersectional, cultural individual.* - *Demonstrate understanding of own privilege and oppression.*

					- *Initiates supervision about personal cultural concerns (e.g., biases, identities).*
					c.ii.2. Applies knowledge of others as cultural beings in assessment, treatment, consultation, and all other professional interactions. Examples: - *Demonstrates understanding that others may have multiple cultural identities.* - *Initiates supervision about diversity issues with others.*
					c.ii.3. Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others. Examples: - *Understands the role that diversity may play in interactions with others.* - *Initiates supervision about diversity issues in interactions with others.*
					c.ii.4. Applies knowledge, sensitivity, and understanding regarding individual and cultural diversity issues to work effectively with diverse others in assessment, treatment, and consultation. Examples: - *Demonstrates knowledge of individual and cultural diversity literature.* - *Works effectively with diverse others in professional activities.* - *Demonstrates awareness of effects of oppression and privilege on self and others.*
					(d) Theories of Psychopathology and Relevant Classification Systems
					d.i.1. Demonstrates advanced knowledge regarding various theories of psychopathology and their applications. Examples: - *Applies major theories of psychopathology to case conceptualization and treatment planning.* - *Understands how culture, gender, politics, race, etc. affect our understanding of mental illness; demonstrates consideration of these factors in own clinical work.* - *Shows familiarity with current treatment strategies from some of the more common diagnoses seen in clinical practice.*
					d.i.2. Demonstrates advanced knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity. Examples: - *Able to determine differential diagnosis based on DSM criteria.* - *Describe the strengths and limitations of the current diagnostic system and diagnosis in general.*
					d.ii. Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity (what is the appropriate level to expect). Examples: - *Articulates relevant developmental features and clinical symptoms as applied to presenting question(s).* - *Demonstrates ability to identify problem areas and to use concepts of differential diagnosis.*
					(e) Methods of Evaluation of Individuals
					e.i.1. Demonstrates knowledge of measurement across domains of functioning and practice settings. Examples: - *Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information.* - *Demonstrates awareness of need for selection of assessment measures appropriate to population/problem.*
					e.i.2. Demonstrates awareness of the strengths and limitations of administration, scoring, and interpretation of traditional assessment measures appropriate to their level of training. Examples: - *Demonstrates intermediate level ability to accurately select, administer, score and interpret assessment tools with client populations.* - *Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams.*
					e.ii.1. Implements evidence-based interventions. Examples: - *Case presentations demonstrate application of evidence-based practice.* - *Discusses evidence-based practices during supervision.*
					e.ii.2. Integrates clinical interviews and other approaches of gathering data to inform clinical decision-making. Examples:

					- *Conducts clinical intakes interviews.* - *Utilizing clinical intake information to inform treatment and intervention planning.*
					e.ii.3. Evaluates intervention progress and modifies intervention planning on the basis of their evaluation of clients' progress. Examples: - *Describes instances of lack of progress and actions taken in response.* - *Demonstrates ability to evaluate treatment progress in context of evidence-based interventions.*
					(f) Research Methods
					f.i.1. Understands basic research concepts and ethical research behavior and their applications to counseling. Examples: - *Conducts literature reviews.* - *Proposes research design and analyses.* - *Discusses complex cultural, legal, and ethical issues in research* - *Can describe and compare various research designs and methodologies, both qualitative and quantitative.*
					f.i.2. Utilizes the scientist-practitioner model and can articulate how both science and practice contribute to the knowledge base of counseling and psychotherapy. Examples: - *Integrates research into clinical practice.* - *Articulates own application of the scientist-practitioner model in clinical work.*
					f.i.3. Demonstrates awareness of how evaluation of therapeutic progress and intervention effectiveness are conducted. Examples: - *Collects and reviews client data.* - *Uses client data to inform intervention decisions.* - *Discusses implications of research findings on clinical work.*
					f.i.4. Demonstrates knowledge of program evaluation methods. Examples: - *Demonstrates knowledge of needs assessments.* - *Demonstrates knowledge of process evaluations.* - *Demonstrates knowledge of outcome evaluations.*
					f.ii. Demonstrates the ability to critically review published research to inform clinical practice. Examples: - *Articulates strengths and limitations of scientific research, including critically evaluating the design, conduct, and findings of research studies.* - *Critically reviews effectiveness and efficacy studies to inform intervention decisions.*
					(g) Career Development and/or the Role of Work in People's Lives
					g.i. Demonstrates knowledge of the role of work in people's lives. Examples: - *Understands the role of work in cultural and social contexts.* - *Understands work as a potential source of identity and self-esteem.*
					g.ii. Demonstrates understanding of the development of work and career choices across the lifespan. Examples: - *Identifies foundational concepts related to career development in the current work environment.* - *Summarizes core facets of leading career theories, the available research supporting these theories, and interventions derived from them.*
					(h) Biological Basis of Behavior
					h. Demonstrates knowledge and understanding of the relationship between biological factors and human functioning. Examples: - *Identifies different neurotransmitter systems and our current understanding of their relationship to behavior.* - *Demonstrates understanding of the structure and function of the nervous system.*

					(i) Developmental Basis of Behavior
					i. Demonstrates knowledge and understanding of human development, wellness, and learned bases of behavior across the lifespan. Examples: - *Demonstrates understanding of developmental stages (e.g., Piaget's stages of cognitive development, Erikson's theory of psychosocial development).* - *Recognizes that development is a lifelong process.* - *Recognizes that development occurs in context.* - *Articulates the significance of co-acting environmental, behavioral, and genetic factors in development.*
					(j) Systems Basis of Behavior
					j.i. Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision. Examples: - *Identifies specific barriers to client improvement, e.g., lack of access to resources.* - *Assists client in development of self-advocacy plans.*
					j.ii. Promotes structural change to enhance the functioning of individuals. Examples: - *Identifies target issues/agencies most relevant to specific issue.* - *Formulates and engages in plan for action.* - *Demonstrates understanding of appropriate boundaries and times to advocate on behalf of client.*

Part 2 Qualitative Evaluation

Directions: Please respond to the following five questions with as much detail as needed to facilitate the growth and learning of the internship student.

1. Provide any additional information regarding strengths for the trainee.

2. Provide any additional information regarding growth edges requiring further attention for the trainee.

3. Provide recommendations to trainee to correct growth edges.

4. What are areas the trainee has made progress during the period being evaluated?

5. Please describe any issues that may impact the trainee's progress toward successful completion of the clinical placement.

Signatures

_____ _____

Supervisor Signature Date

_____ _____

Trainee Signature Date

_____ _____

University Supervisor/Course Instructor Signature Date

_____ _____

Clinical Coordinator Signature Date

Lehigh University
SCHOOL COUNSELING
Student PRACTICUM and INTERNSHIP Evaluation: Site SUPERVISOR FORM

Student Name: _____ Date: _____
Supervisor Name: _____ Course Name: _____
Site Name: _____
Number of audio recordings reviewed: _____

The following evaluation is based on the "Candidate Competencies" section from the Pennsylvania Department of Education's *The Framework for Elementary and Secondary School Counselor Preparation Program Guidelines* (https://www.education.pa.gov/Documents/Teachers-Administrators/Certification%20Preparation%20Programs/Specific%20Program%20Guidelines/Elementary%20and%20Secondary%20School%20Counselor%20(Pre%20K-12)%20Guidelines%20.pdf) and the *School Counselors Rubric: Example framework for School Counselors*, available online at https://www.k12.wa.us/sites/default/files/public/tpep/frameworks/danielson/schoolcounselorrubric.pdf

Please refer to the online rubric for descriptions of each score (failing, needs improvement, proficient, and distinguished) for each component (1a through 4f), as well as for evidence/examples for trainee performance at each level for each component.

If you are unable to assess an area of competency, please indicate "N/A".

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

Failing	Needs Improvement	Proficient	Distinguished	School Counselor Competencies
				Domain 1: Planning and Preparation
				1a: Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques
				1b: Demonstrating Knowledge of Child and Adolescent Development
				1c: Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services
				1d: Demonstrating Knowledge of Resources
				1e: Designing Coherent Service Delivery and School Counseling Program
				1f: Designing, Implementing and/or Utilizing Student Assessments
				Domain 2: The Environment
				2a: Creating an Environment of Respect and Rapport
				2b: Supporting a Culture for Positive Mental Health and Learning
				2c: Managing Procedures
				2d: Managing Student Behavior
				2e: Organizing Physical Space

Failing	Needs Improvement	Proficient	Distinguished	School Counselor Competencies
				Domain 3: Service Delivery/Delivery System
				3a: Communicating Clearly and Accurately
				3b: Using Questioning and Discussion Techniques
				3c: Engaging Students in Learning and Development
				3d: Using Assessment in Delivery of Academic, Career and Personal Social Development Services
				3e: Demonstrating Flexibility and Responsiveness
				Domain 4: Professional Development/Professional SC Responsibilities and Ethical Standards
				4a: Reflecting on Professional Practice
				4b: Maintaining Accurate And Confidential Records
				4c: Communicating with Stakeholders
				4d: Participating in a Professional Community
				4e: Growing and Developing Professionally
				4f: Demonstrating Professionalism

QUALITATIVE EVALUATION

1. Provide any additional information regarding strengths for the trainee.

2. Provide any additional information regarding growth edges requiring further attention for the trainee.

3. Provide recommendations to trainee to correct growth edges.

4. What are areas the trainee has made progress during the period being evaluated?

5. Please describe any issues that may impact the trainee's progress toward successful completion of the clinical placement.

_____ _____

Supervisor Signature Date

_____ _____

Trainee Signature Date

_____ _____

University Supervisor/Course Instructor Signature Date

_____ _____

Clinical Coordinator Signature Date

SCHOOL COUNSELING PORTFOLIO CHECKLIST

LEHIGH UNIVERSITY COLLEGE OF EDUCATION

Student _____ Phone # _____
Email _____ LIN# _____
Advisor _____ Year Admitted to M.Ed. _____

- The School Counseling portfolio is meant to be completed by students in the School Counseling (SCON) M.Ed. program at Lehigh University during their last semester prior to graduation.
- Please share your completed portfolio with your academic advisor by the **April 1st deadline**.
- The purpose of the portfolio is to a) support students in demonstrating how they have met the core standards and competencies defined by the Pennsylvania Department of Education (PDE), and b) support students in showcasing their unique qualifications and specialization to potential employers, collaborators, and the community.
- Please complete the portfolio by creating a page on **Google Sites** or by gathering the components in a folder on **Google Drive**. Using technology allows students and future school counselors to easily share their work.
- Please see the following examples of what the portfolio could look like:
    1. https://sites.google.com/lehigh.edu/corsi-school-counseling-portfo/home/competency-statement-or-bio-sketch-or-cover-letter?authuser=0
    2. https://nicholeheldprincipalship.weebly.com/
- Please ensure that the portfolio includes each of the following components:

1. **Competencies Statement:** This is a 2-page bio sketch or cover letter that conveys a students' qualifications in school counseling, and that highlights their competencies in each of the 4 core standards listed on page 2. Please also include an updated resume or curriculum vitae (CV).
2. **Sample of Inclusivity Work – Accommodations and Adaptations for Diverse Learners:** This is a completed assignment, project, or internship/practicum activities that showcasing that a student has met the 5 competencies for diverse learners listed on page 3. These may include projects from courses in Special Education (SPED).
3. **Sample of Inclusivity Work - Adaptations and Accommodations for English Language Learners:** This is a completed assignment, project, or internship/practicum activities showcasing that a student has met the 3 competencies for English language learned listed on page 3.
4. **Best Sample(s) of Work as a School Counselor:** Please include at least one samples (and as many as desired) that demonstrates a combination of competencies as a school counselor. These may include completed assignments, projects, and other pieces of evidence.
5. **Completed Annual Calendar (using ASCA Template)**: This is a tool to help school counseling students track their time and function efficiently within educational institutions. Students are to complete a yearly calendar with the support of their internship supervisors.

Faculty/Advisor signature upon completion of portfolio:	**Date:**

Based on Requirements Determined by Lehigh University's Faculty. Portfolio Aligns with Requirements and Suggestions by the Pennsylvania Department of Education (PDE) and the American School Counseling Association (ASCA). Approved by the Counseling Psychology faculty on February 24, 2022.

Core Standards and Competencies
Based on Pennsylvania Department of Education (PDE)

Core Standard I – Foundation

I.A History and Philosophy of School - Studies that provide a historical perspective of counseling in general and school counseling.

I.B. Ethical and Legal Issues - Studies that provide a perspective of ethics and legal issues in schools and school counseling specifically.

I.C Social and Cultural Diversity - Studies that provide an understanding of the cultural context of education in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, teaching and learning, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families and ethnic groups.

1.D Academic Development - Studies that provide an understanding of the academic needs of all Pre K-12 students and families at all developmental levels and in multicultural contexts (particularly in contexts of educational inequities).

I.E Career Development - Studies that provide an understanding of career development and related life factors.

I.F Personal – Social Development - Studies that provide an understanding of the personal social nature and needs of Pre K-12 students and families at all developmental levels and in multicultural contexts.

Core Standard II – Management and Delivery

II.A Program Planning - Studies that provide an understanding of the knowledge and competencies needed to manage comprehensive school counseling programs.

II. B Counseling, Prevention and Intervention - Studies that provide an understanding of the prevention and intervention aspects of the counseling process.

Core Standard III – Accountability

III.A Research and Program Evaluation - Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, particularly as these apply to school settings.

III.B Appraisal and Assessment - Studies that provide an understanding of individual and group approaches to assessment and evaluation.

Core Standard IV – Skills and Attitudes

IV.A Collaboration and Consultation- Studies that provide an understanding of the importance of teaming and collaboration in the development, implementation and evaluation of the school counseling program and in facilitating change in school expectations, climate, policy and practice to better meet the needs of students.

IV.B Advocacy - Studies involving the use of knowledge and competencies to advocate on the behalf of students and families of diverse and multicultural backgrounds, including understanding the advocacy process and the school counselor's role as an advocate for students and change within the school system to better meet the needs of students.

IV.C Leadership – Studies that provide an understanding of the school counselor's role as a leader in the school.

IV.D Systemic Change - studies that provide an understanding of the school counselors roles in identifying and changing policies and practices that create obstacles to learning.

Educational Specialists Competencies for Accommodations and Adaptations for Diverse

a) Assessments

b) Cognitive Skill Development
c) Effective Instructional Strategies
d) Literacy Development and Instruction in Core and Intervention Areas
e) Types of Disabilities and Implications for Learning

Educational Specialists Competencies for Accommodations and Adaptations for English Language Learners

a) Language and Culture
b) Professionalism
c) Standards-based Instructions and Assessment

Annual Calendar Template

To download the template for the annual calendar please visit the following link on the ASCA website. This template is also available on the School Counseling (SCON) M.Ed. Course Site.

https://www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs/Templates-Resources

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.) (Updated May 23, 2018 by approval of the CP faculty)

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 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 other ways and by a variety of persons, including but not limited to students, faculty, supervisors, clients, and/or members of the public. Students are also represented in the program by a student representative from each domestic degree program, who may bring any concern to the faculty during a Counseling Psychology Program meeting. These meetings are held every 2 – 3 weeks, and at every meeting, each student representative is allotted time to express concerns or ask questions. In attending to the concerns, an internal process within the program as well as a formal process external to the program exists; both processes are described below.

i. Internal Process for Identification of Problems

As is consistent with the APA ethical codes, concerns should be addressed first with the relevant persons (i.e., relevant faculty member, relevant student). If not resolved, students who have a concern should then discuss the issue with their own advisor, who will then raise the issue with other Program faculty if needed. Faculty and advisors who have a concern should first discuss the issue with the student in question, but at any point, may also consult other faculty. Practicum or Internship 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 any student reporting a 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, or if raised between meetings, will discuss it at the next scheduled meeting or at a special meeting called by the program director. If necessary, following this meeting, the advisor of the student and the Clinical Coordinator, as needed, 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 with the student. 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 incompetent, 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 their 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 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. At this point, the student may file a grievance if desired (the Counseling Psychology program faculty have adopted and follow the College of Education grievance procedures to address student grievances; please see the Redress of Non-Course-Related Grievances policy that appears later in this manual).

Regardless of the outcome of the meeting, the student and the 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 per semester. 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 academic file. 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 should result in the removal of the student from the program (please also see the Termination of Student Status policy later in this manual), the Program Director will write a letter to the student (with CC to the Associate Dean, the advisor, and the Registrar's Office) informing him/her of the faculty decision. At this point, the student must be advised that a grievance may be filed if desired (the Counseling Psychology program faculty have adopted and follow the College of Education grievance procedures to address student grievances; please see the Redress of Non-Course-Related Grievances policy that appears later in this manual).

In case of academic dishonesty, the issue may be sent directly 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 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

Student Name:

Date of Initial Meeting with Student:

Faculty Members Present (Must include the Clinical Coordinator 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 Decision
___ No action required
___ Remediation required (attach copy of plan)
___ Dismissal

Signatures

Student's Advisor or Mentor _____ Date _____

Clinical Coordinator _____ Date _____

Program Director _____ Date _____

Student Performance Remediation Plan
(check one) ___ Initial Plan Review ____ Follow-up ____ Final Review
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 ___ Not Applicable

Faculty Comments and/or Recommendations:
Student Comments and/or Reactions:
Date of Next Review (if applicable):

Signatures:
Student: _____ Date _____

Student's Advisor or Mentor _____ Date _____

Clinical Coordinator _____ Date _____

Program Director _____ Date _____

Course Grade Reviews

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

MHC Student Annual Reviews

All current MHC master's students' successful completion of the mental health counseling program is based on their evidence of competency in academic, professional, and personal areas as they relate to the program's objectives. The Counseling Psychology faculty are responsible for evaluating the academic, professional, and personal development of the MHC master's students. Our evaluation serves the following purposes:

1. We provide students with information related to their progress that includes an evaluation of their strengths and growth areas in their academic, professional, and personal development–the former allows students to build on existing strengths, while the latter helps students become aware of potential growth areas that they may need to remediate.
2. Provides the Counseling Psychology faculty with information about the progress of students that will help strengthen their judgement and evaluation that is in the best interest of students and the mental health counseling profession they are preparing to enter. The annual review process allows faculty to discern any concerns they may have about students in a holistic manner; that is, the faculty do not rely solely on satisfactory academic performance and will determine whether students have the required practical counseling skills, or evaluate students' behaviors that may be deemed unethical, illegal, and/or unprofessional.

Student review is an ongoing and continuous process. Time is allotted in each faculty meeting to discuss confidential student information; this portion of our meeting allows any faculty member to raise questions or concerns about a specific student's performance and progress during regularly scheduled meetings. The questions or concerns prompt input from all faculty members, including the program director.

In the beginning of April every year, all current MHC master's students are evaluated by the Counseling Psychology faculty to review their progress. The purpose of the annual review is to determine whether a student is making satisfactory progress in graduate training. Each student will receive a letter from their academic advisor with information about this evaluation; the letter will specifically indicate whether the faculty evaluation was that the student was making "Satisfactory Progress" or "Unsatisfactory Progress" toward achieving MPCAC competencies and are in good academic standing toward completion of their degree. The letter is stored in each student's academic file. Students who wish to appeal the faculty evaluation may use the *Non-Course Related Grievance* procedure described elsewhere in this program manual. Four sources of information contribute to the evaluation of each student: student self-evaluation, site supervisor evaluations, course grades, and instructor feedback for each individual student. Minimal levels of satisfactory achievement are based on multiple factors including (but not limited to) course grades, clinical work, site supervisor feedback, and professional and ethical behaviors. Students are encouraged to meet with their academic advisors if they have questions about the outcome of their annual review.

If a student is demonstrating competence across each professional and personal domain, it is noted in their annual review. If a student has been deemed as not performing at a competent academic, professional, personal, and/or scientific level, the student will be notified of the areas in which improvement is needed in the annual review letter and/or via a meeting with their academic advisor. Several outcomes of the annual review are possible:

1. The student is demonstrating satisfactory progress in their program.
2. The student is demonstrating satisfactory progress in their program but the student shares that they are emergent in one or more MPCAC competencies. This letter reminds students that they must be proficient in all MPCAC competencies by the end of their program and are encouraged to meet with their academic advisor or faculty to obtain any additional support that will help them reach proficiency.
3. The student is not demonstrating satisfactory progress but the issues are not deemed serious enough to be dismissed or placed on academic probation. This student is notified to meet with their advisor to receive feedback and to initiate the formal remediation plan policy. If a remediation plan is warranted, then it will be documented and reviewed at a specified time as noted within the plan.
4. If, in the professional judgment of the program faculty (based on a confidential discussion during a faculty meeting), a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including but not limited to, course work, practica, internships, and violations of the student code of conduct), the faculty may initiate the formal remediation plan policy for further review or dismiss the student from the program.

*__NOTE__: Options 3 and 4 can be enacted at any time during a student's training.

Student advancement in the program is intended to ensure that each student maintains adequate progress in obtaining the knowledge, skills, competencies, and behaviors required for graduation and professional practice as a mental health counselor. The following are offered as examples of circumstances or performances that may be the basis for a remediation plan or dismissal action:

- **Failure to Maintain Academic Standards**
  Student academic transcripts are reviewed. Grades below a B suggest that competencies may be lacking in the competencies associated with the course, and the formal remediation policy will likely be initiated. Course grades and instructor feedback on coursework, work quality, interpersonal interactions, and professionalism are discussed and evaluated by the core CP faculty for each of the major MPCAC competency groupings (Professionalism; Relational; Science; Application; Systems) detailed elsewhere in this manual (pp. 37-56).

- **Unsatisfactory Performance in Counseling Practica or Internship**
  Practicum and internship site supervisors, using mid-semester and end-of-semester ratings aligned with MPCAC competencies, will indicate whether students are demonstrating appropriate competencies. The site supervisor form for practicum is on pp. 99-105. The site supervisor form for internship is on pp. 114-122. A satisfactory supervisor evaluation, submitted by the end of April of the second Internship semester, is required for graduation. If the recommendation of the student's clinical supervisor at their training site and, after a performance review by the program faculty, a student who failed to meet either program expectations or MPCAC competencies for their clinical work or supervision during any counseling practica or internship, then the student may be recommended to the Counseling Psychology program faculty for review for dismissal as outlined in the *Termination of Student Status* or *Commitment to Transparency in Educational Expectations, Policies, and Procedures*. If a student is dismissed from their practicum or internship for any reason related to their performance, the formal remediation plan policy will be implemented for further review.

- **Academic Misconduct or Dishonesty**
  Academic misconduct or dishonesty by a student includes, but not limited to, disruption of teaching, cheating on examinations or assignments, intentionally misrepresenting someone's work as their own, falsifying data analyses and/or research results, plagiarism, or violation of ethical codes related to counseling and/or research with human subjects. Furthermore, the ACA (2014) Code of Ethics explicitly states that no counselor should plagiarize and to do so, is deemed unethical. Relatedly, it is also considered unethical to use entire or parts of assignments that are created by others and misrepresented as your own work. For more information, please refer to *College Academic Integrity Policy.*

- **Criminal Conviction of Misconduct that Affects Mental Health Counseling Field Experiences**
  A student whose misconduct, within their academic training or outside of it, has resulted in the conviction of a crime that will permanently exclude them from field experiences (see *Criminal Clearance Record, Categories 2-3* of program manual), the student will be dismissed from the program. The reasoning for dismissal is that the student will be unable to complete courses that require field experience, thus precluding them from completing the requirements for graduation and licensure in mental health counseling.

- **Unethical Practices and/or Unprofessional Conduct**
  As graduate students and counselors-in-training, Master's students in the Mental Health Counseling program are expected to follow the American Psychological Association (2017) and American Counseling Association (2014) Codes of Ethics as well as Lehigh University's Student Code of Conduct. Any student's failure to uphold these standards while enrolled in the mental health counseling program may be subject to a remediation plan and/or dismissal (varying by severity of practices or conduct). If the faculty determines that a student is not functioning effectively in one or more of the following areas: academic, ethical, personal, interpersonal, or practice areas–then the student will be made aware of their deficiencies and it may result in a remediation plan. If the remediation plan is unsuccessful as determined by faculty, then the student may be dismissed from the program.

- **Impairment that Obstructs the Training Process and/or Threatens Client Welfare**
  Student conduct that, in the opinion of the faculty and/or the student's supervisors, is a result of an impairment (that meets any of the three definitions of impairment listed in *Policy on Student Problematic Behavior, Impairment, Incompetence, and Ethical Misconduct* of this program manual) that obstructs, interferes with, or threatens the training of fellow students or the welfare of clients, students, faculty, and/or supervisors may result in student dismissal from the program or the creation of a remediation plan. For more information on remediation plans as a result of impairment, please refer to the *Policy on Student Problematic Behavior, Impairment, Incompetence, and Ethical Misconduct.*

- **Failure to Meet Minimum Standards in the Eight Content Areas of the Comprehensive Exam**
  Students are required to score a minimum of 65% in each of the eight content areas on the Counselor Preparation Comprehensive Examination (CPCE). Students are able to retake the test at least once for a total of two attempts to reach these minimum standards. If students cannot meet the minimum standards for the CPCE, then the formal remediation policy will be implemented in order to examine potential for remediation in the area(s) identified as lacking. Remediation of competencies in any area(s) identified as lacking will be designed by faculty to assess attainment of competencies in a way that is specific to the domain in question (e.g., students may be required to complete an assignment in the content area[s]).

Comprehensive Examination

Results of the comprehensive exam must be submitted to program faculty by the middle of the semester in which the student intends to graduate (i.e., the spring semester of the second year for full-time students). Students are **required** to register for their examination in advance. The Counseling Psychology program within the College of Education uses the Counselor Preparation Comprehensive Examination (CPCE) for its Comprehensive Examination. In accordance with the National Board for Certified Counselors (NBCC), the CPCE, created by the Center for Credentialing and Education, has been identified as a psychometrically sound exit requirement for counseling students. Students are responsible for the cost of the examination. Students can take the exam off-campus at a Pearson testing center and **must** register for the CPCE by the end of the semester that falls prior to the semester in which they intend to graduate (i.e., Fall semester of the second year for full-time students) through a local Pearson VUE testing center. Students must complete the CPCE and submit the test results to the Counseling Psychology program by the middle of the semester in which the student intends to graduate (i.e., spring of the second year for full-time students). Students are required to score 65% in each of the eight content areas listed below (minimum of 11 items correct) to pass comprehensive exams.

If a student has to retake the comprehensive exam (i.e., earns a score below 65% in one or more content areas) in the summer semester and has already completed all required coursework for the degree, the student can register for at least 1-credit in summer semester so that they remain an active student in the summer even though coursework requirements are completed. This might be an option for international students to consider who wish to remain on a student visa through the end of the summer, since one does have to be registered as a full-time student in order to comply with student visa requirements. International students should work with their academic advisor and Office of International Students and Scholars (OISS) to review their options.

The CPCE consists of 160 multiple choice items, 20 items from each of the following content areas:

1. Human Growth and Development
2. Social and Cultural Diversity
3. Helping Relationships
4. Group Work
5. Career Development
6. Assessment
7. Research and Program Evaluation
8. Professional Orientation and Ethical Practice

The content areas and format are consistent with the National Counselor Examination (NCE), which is required for licensure in Pennsylvania and many other states. Students are required to score 65% in each content area (minimum of 11 items correct) in order to pass comprehensive exams. Students who do not meet minimum requirements will be required to retake content areas for which they do not receive a passing score. Students may take the exam up to two times. If students do not pass the CPCE on their second attempt, then the formal remediation plan policy will be implemented in order to allow students to develop and demonstrate the required competencies.

College of Education Grievance Procedures

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

If a student feels his or her grievance is not addressed by one of the procedures below, however, or the student is unsure how to proceed and would like advice on available options for recourse, that student may meet with the Associate Dean for Graduate Studies in the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC 210; 610-758-4156; https://studentaffairs.lehigh.edu/dos) or one of the university ombudspersons (https://www2.lehigh.edu/ombuds/contact).

Mark/Grade Appeals

1. A student (or group of students) questioning the validity of an assigned mark must file a *written* appeal with the course instructor no later than the last day of classes of the semester following receipt of the final course mark. In the case of spring and summer courses, this means the last day of class of the fall semester, while for fall courses, this means the last day of classes of the spring semester. These deadlines do not, however, limit the ability to correct a mark/grade based on miscalculation or data entry error.
2. In this written appeal, the student(s) shall, using the *Mark/Grade Appeal* form, provide the title and number of the course taken, the name of the course's instructor(s), the term (Fall, spring, summer) and year in which the course was taken, the specific mark under appeal and what it covered (for example, homework assignment, project, presentation, field experience, final course mark) and a detailed description of the reason(s) the assigned mark is inappropriate. Students may obtain the *Mark/Grade Appeal* form online at this link: https://ed.lehigh.edu/sites/ed.lehigh.edu/files/COE_GradeAppealForm-Enter%26Save130508.pdf, or from either their program coordinator or the departmental coordinator located in A325.
3. If the student(s) and instructor(s) are unable to resolve the disagreement to the satisfaction of the student(s), the written appeal –now with a written response from the instructor(s)— moves forward to the director of the academic program. (In certain cases involving adjunct instructors, however, the appeal may go first to a faculty supervisor appointed by the academic program. If such a supervisor is involved, he or she meets with the student(s) and instructor(s) and attempts to help resolve the disagreement. If unable to do so, that supervisor adds his or her comments on the merits of the appeal and sends the appeal packet to the program director.)

   The program director meets with the parties to seek a resolution. If the program director is unable to facilitate resolution, he or she adds comments on the merits of the appeal to the appeal package and it then moves to the department chair who follows the same procedures in attempting to resolve the difference. If he or she is also unsuccessful, the appeal package –now including the department chair's comments—moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and instructor(s) —if the dean deems such interviews necessary– and issues a decision on the grade appeal.
4. If, upon receiving the decision of the dean, the student or students involved still wish to pursue appeal, they may use the formal university graduate petition process described below under *Right of Appeal of Academic Grievances*.

Redress of Grievances Based on Discrimination

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

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

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

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

Redress of Grievances Based on Harassment

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

https://titleix.lehigh.edu/university-policies-and-procedures

Redress of Other Course-related Academic Grievances

1. A student (or group of students) with a complaint that arises out of any course but is not covered by one of the procedures above should bring the complaint first to the instructor of the course in which the source of the grievance occurred. This grievance may be presented orally, although the student(s) should make clear the nature of the grievance and what action he/she/they would like taken to resolve that grievance.
2. If, after meeting with the instructor, students do not feel satisfied, they prepare a written grievance to take to the director of the academic program in which the course is offered. This written grievance, which must be completed using the *Course-related Non-grade Grievance* form, shall document the title and number of the course taken, the name of the course's instructor(s), the term (fall, spring, summer) and year in which the course was taken, a description of the events or actions leading to the complaint and a proposed resolution to the complaint. Students may obtain the *Course-related Non-grade Grievance* form online (https://ed.lehigh.edu/sites/ed.lehigh.edu/files/COE_CourseRelatedNonGradeGrievanceForm-Enter%26Save130508.pdf), or from either their program coordinator or the departmental coordinator located in A325.
3. The program director asks the instructor(s) to submit a written response to the grievance and attaches this response to the student grievance packet. The program director then meets with the

parties to seek a resolution. If unable to do so, he or she adds comments to the grievance package and it then moves to the department chair who follows the same procedures in attempting to resolve the situation. If he or she is also unsuccessful, the grievance package –now including the department chair's comments— moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and instructor(s) —if the dean deems such interviews necessary– and issues a decision on the grievance.

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

   While skipping individuals in the hierarchical grievance procedure is not a recommended course of action, if students have *serious* concerns about holding such meetings, they may choose to do so. This does not, however, eliminate the ability of the individual skipped to respond to the grievance packet. It simply eliminates the face-to-face meeting that might have resolved the grievance without moving to the next higher level. If students have such serious concerns, they may consult the Associate Dean for the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC 210; 610-758-4156; https://studentaffairs.lehigh.edu/dos) or one of the university ombudspersons (https://www2.lehigh.edu/ombuds/contact) for guidance on how to submit the grievance.

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

Redress of Non-course-related Grievances

1. A graduate student (or group of graduate students) with a grievance related to an activity **outside** courses –including research activities— that is not covered by one of the procedures listed above, should bring that grievance first to the responsible faculty or staff member. In the meeting with that faculty or staff member, students may describe their grievance orally, provided that they make clear the nature of the grievance and how they would wish it redressed.

2. If, after meeting with the responsible faculty or staff member, students wish to pursue the matter further, they use the *Non-course-related Grievance* form to prepare a written grievance that (1) identifies the individuals involved, (2) notes when the events or actions leading to the grievance occurred, (3) describes why they were inappropriate and (4) proposes actions to resolve the grievance. Students may obtain the *Non-course-related Grievance* form online (https://ed.lehigh.edu/sites/ed.lehigh.edu/files/COE_NonCourseRelatedNonGradeGrievanceForm-Enter%26Save130508.pdf), or from either their program coordinator or the departmental coordinator located in A325.

3. The written grievance then moves to the appropriate program director or university supervisor, who asks the responsible faculty or staff member to submit a written response to the grievance and attaches this response to the student grievance packet. The program director or university supervisor then meets with the parties involved and seeks to resolve the grievance. If unable to do so, he or she adds comments on the merits of the grievance to the grievance package and it then moves to the department chair, who follows the same procedures in attempting to resolve the situation. If he or she is unsuccessful, the grievance package –now including the department chair's comments— moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and responsible faculty or staff member —if the dean deems such interviews necessary– and issues a decision on the grievance.

4. If the student/group of students has/have serious concerns about meeting with the responsible faculty or staff member, he/she/they may skip the meeting described under #1 above and move the

grievance directly to the director of the academic program or the appropriate university staff supervisor. Similarly, if students have serious concerns about meeting with the program director or university staff supervisor (#3 above), the grievance may move directly to the department chair. In either case, the grievance must be written, being sure to include the information specified in #2 above.

While skipping individuals in the hierarchical grievance procedure is not a recommended course of action, if students have *serious* concerns about such meetings, they may choose to do so. This does not, however, eliminate the ability of the individual skipped to respond to the grievance packet. It simply eliminates the face-to-face meeting that might have resolved the grievance without moving to the next higher level. If students have such serious concerns, they may consult the Associate Dean for the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC 210; 610-758-4156; https://studentaffairs.lehigh.edu/dos) or one of the university ombudspersons (https://www2.lehigh.edu/ombuds/contact) for guidance on how to submit the grievance.

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

Right of Appeal of Academic Grievances

In general, a graduate student has the right to petition on any academic matter of concern. Petition forms are available online (https://ed.lehigh.edu/sites/ed.lehigh.edu/files/LU_GradPetitionForm_Enter%26Save130528b.pdf), or from all program coordinators in the College of Education as well as the Dean's Office (A325 Iacocca Hall).

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

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

Student Leave of Absence Policy

Any student requesting a medical leave of absence or an academic leave of absence should complete the online leave of absence form (https://cm.maxient.com/reportingform.php?LehighUniv&layout_id=101), detailing the reason for the requested leave of absence. 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. The Graduate Leave of Absence Policy can be reviewed here: https://catalog.lehigh.edu/graduatestudyandresearch/graduateleaveofabsence/

Social Media Statement

Students who use social media (e.g., Facebook, Instagram, Twitter, 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 or 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.

CP Policy on Full Time Work and Internship

According to university policy, a graduate student who is certified as a full time student for purposes of educational loans is not permitted to work more than 60% time (i.e., 60% of 40 hours or 24 hours). Master's internship students are expected to be at their placement sites for 20 hours per week. In order to allow for reflection, self-care, and class time (an additional 3 hours per week and prep time), master's internship students who are certified as full time students should not be employed more than 60% time. Under rare circumstances, petitions may be considered for exemptions so long as the required onsite hours and placements meet program standards and competency requirements. Please also see the Employment section under Internship for limits to the number of hours of paid work based on the number of credits being taken. ***At no time during the master's internship may students work 40 hours per week.***

The Counseling Psychology Faculty at Lehigh University

The program presently has nine core faculty --- 5 full-time tenure-track/tenured faculty (Caskie, Liang, Mora Ringle, Sepulveda, & Woodhouse), 3 teaching faculty members who, respectively, coordinate clinical experiences (Brooks), coordinate the online MHC master's program (Adams), and coordinate the on-campus MHC master's program (Grenier), 1 professor of practice who directs the Community Voices Clinic (CVC; Hunter) --- as well as several primary adjunct faculty (Crall, Detwiler, Flisser, Richman). Additional adjunct faculty teach specialized courses at various times. The research, teaching, and practice interests of the core and primary adjunct faculty are described below.

TENURE-TRACK/TENURED FACULTY

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

Research interests include personal and training factors that influence trainees' interest and attitudes toward working with older adult clients; the links between health, cognition, and daily functioning in older adults; and the accuracy of self-reported information (e.g., health, academic). Teaching interests include statistical analysis and research methods, specializing in structural equation modeling and latent growth models.

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

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

VANESA MORA RINGLE, PH.D., UNIVERSITY OF MIAMI

Research interests include improving the quality of behavioral health services by increasing the supply of and demand for culturally responsive evidence-based practices with a focus on under-resourced community settings, with the larger goal of addressing behavioral health inequities and improving well-being for marginalized people. Focus is on pursuing this research through community partnerships. Teaching interests include research methods, developmental psychology, and Latinx mental health.

JONATHAN SEPULVEDA, PH.D., BOSTON COLLEGE

Research interests include: examining the relationship between ethnic-racial identity development, purpose, and positive youth outcomes; creating and evaluating ethnic racial identity interventions within academic settings; and examining the effects of ERI development across academic and professional settings. Teaching interests include: ethics, multicultural psychology, research methods, and clinical theories.

SUSAN WOODHOUSE, PH.D., UNIVERSITY OF MARYLAND (PROGRAM DIRECTOR & DOCTORAL TRAINING DIRECTOR)

Research interests focus on applications of attachment theory to (a) children's and adolescents' relationships with parents and peers, (b) process and outcomes of psychotherapy, and (c) psychotherapy research focused on improving preventive interventions for underserved, diverse families with young children to promote school readiness and mental health. Practice and

clinical training interests include the integration of attachment theory, object relations, self-psychology, and relational psychodynamic approaches with a multicultural and feminist approach.

TEACHING FACULTY

AIMEE ADAMS, PH.D., LEHIGH UNIVERSITY

Research interests include client perspectives of multicultural competence, animal-assisted interventions and the human-animal bond, and treatment approaches in college counseling. Practice interests include the integration of evidence-based interventions and assessments to meet the needs of culturally diverse clients in private practice and college counseling settings. Teaching interests include research methods, assessment, career counseling, and supervision/training of master's and doctoral students.

TERRINA BROOKS, PH.D., LEHIGH UNIVERSITY (CLINICAL COORDINATOR)

Dr. Brooks is a licensed psychologist with extensive experience providing individual and group therapy, crisis intervention services, clinical supervision, and diversity training. Trained as a generalist in Counseling Psychology, with a focus on multiculturalism and intersectionality, Dr. Brooks has worked with diverse populations in various settings. In addition, she has experience teaching graduate psychology courses and experience as a practicum/internship coordinator. Her clinical and scholarly interests include: cultural humility in psychotherapy, integration of spirituality in psychotherapy, young adult mental health, and clinical supervision and training.

NUUTARI GRENIER, PSY.D., WILLIAM PATERSON UNIVERSITY OF NEW JERSEY

Research interests include transgender identity development, resilience and psychosocial outcomes among binary and non-binary transgender individuals, and the use of tabletop role-playing games (TTRPGs) to examine identity development and mental health among transgender and gender-diverse populations. Practice and clinical training interests include child maltreatment forensic evaluation, trauma-focused care, LGBTQIA+ affirmative clinical practice, multicultural counseling, and the preparation of culturally humble mental health clinicians.

PROFESSOR OF PRACTICE

CHERÉ HUNTER, PH.D., LEHIGH UNIVERSITY (DIRECTOR OF THE COMMUNITY VOICES CLINIC)

Dr. Hunter is a Counseling Psychologist specializing in working with individuals who exhibit high risk behaviors, children/adolescents who are in the foster system, providing crisis/risk management, and working with racial/ethnic minorities. Dr. Hunter has worked in a variety of settings including hospitals (both inpatient and outpatient), community-based agencies, schools, and provided in-home mental health crisis care. Dr. Hunter has a special interest in supervision and training and has extensive experience supervising both master and doctoral level students. Dr. Hunter's clinical and scholarly interests include impact of trauma on children and adolescents, culturally competent care and supervision, the impact of colorism on individuals and families.

ADJUNCT FACULTY

JENNIFER CRALL, PH.D., LEHIGH UNIVERSITY

Research interests include identity development, motivation, and process & outcome. Practice interests include interpersonal relationships, life transitions, grief and loss, existential issues, sexual identity, parenting, social justice, cultivating authenticity, and prevention. Teaching interests include human development across the lifespan, family therapy, helping skills, therapeutic techniques, and all aspects of training.

BETHANY P. DETWILER, LEHIGH UNIVERSITY

Research interests include multicultural identities, stressors, and resiliency among the older adult population. Practice interests include the integration of psychodynamic, internal family systems, and EMDR therapies to support the mental health needs of adults struggling with mood, anxiety, trauma, and relationship concerns in a private practice setting. Teaching interests focus primarily on clinical supervision, consultation, and development of therapeutic skills.

DIANE FLISSER, ED.D., LEHIGH UNIVERSITY

Retired after over 35 years as a school counselor and counseling department chairperson. Continuing to hold a license as a professional counselor, other interests include training a puppy for therapy work. Teaching interests include school counseling.

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.

Departmental Resources

Departmental Location. The College of Education is located in Iacocca Hall on Lehigh University's Mountaintop campus, which sits atop South Mountain, overlooking the Lehigh Valley. The department has a student commons area 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 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 dedicated for use in clinical training in practica, internship, and skill-based courses (e.g., Helping Skills). Students may use these spaces to record 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 in MHC and School Counseling

Admission to the M.Ed. programs for MHC and School Counseling occurs once per year. The deadline for submission of completed applications is **January 15th** of the year of application; typically, students who are admitted will begin their graduate study with the Fall semester. The Counseling Psychology Faculty is 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 seeks students who have solid academic records and potential as well as 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 to our master's programs is selective; in 2023, approximately 54% of applicants were admitted to the MHC program, and approximately 88% of applicants were admitted to the School Counseling program.

Admission requires the submission of a completed application via Lehigh University's online portal by the **January 15th 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 online application, which includes an 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 received first by the College of Education admissions office and then made available to the program for review by the faculty. After this review, applicants may be invited to participate in an online group interview session. Then, approximately in early to mid-April, admission recommendations 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. Recommendations for admission are then sent to the Dean of the College of Education for approval. Typically, by late April, those on the waiting list will be notified of their final status (i.e., offered admission or not offered admission). Each prospective student is assigned an academic advisor who is a member of the core program faculty. Students meet with their academic advisor at least once each semester to discuss course selection prior to registration. No student is permitted to register who has not first consulted with their academic advisor. Students are normally retained in the program until completion of all requirements toward graduation.

Transfer Credits

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

With the approval of the department chair offering commensurate courses and the student's department chair (if different), a maximum of six credits may be transferred from another university to a Lehigh master's program. Students may not transfer credits into a doctoral program.

Students must complete a *course transfer* petition (available online at https://ras.lehigh.edu/sites/ras.lehigh.edu/files/pdf/Graduate%20Course%20Credit%20Transfer%20Petiti

on.pdf) and see that it receives the necessary signatures and is submitted to the Registrar, along with course descriptions and an official transcript. Students may also be asked for a statement from their former institution to confirm that the course has not been used toward a prior degree.

To be eligible for credit toward a Lehigh *master's* program, all transferred courses must:
1. Have been taken at the graduate level
2. Be one in which the student received a final mark of B or better
3. Not have been used toward any prior degree
4. Have been completed within four years of first enrollment into a Lehigh graduate program
5. Be transferred from an institution that is accredited by one of the six regional accrediting associations.

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

Frequently Asked Questions: MHC & School Counseling Programs

- **What is the tuition cost for the program?**
    - In the 2025-2026 academic year, the cost per credit is $660. Thus, the tuition cost is $33,000 for the 50-credit master's in school counseling and is $39,600 for the 60-credit master's in Mental Health Counseling.
- **Do I need to receive supervision from a doctoral student?**
    - All MHC students must receive individual or group supervision each semester that they are engaged in an internship (Master's Internship I & II). In addition, for at least one of the semesters, all MHC students must receive individual doctoral supervision.
    - School counseling students are not required, but may have the option, to receive supervision from a doctoral student.
- **Can I do my internship at the same place that I work?**
    - School Counseling students may NOT complete their internship requirement at a school where they teach or engage in full-time professional non-counseling duties.
    - MHC 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., recording sessions, on-site supervision, etc.). A minimum of 20 hours per week and a specific caseload must be distinguished and designated as internship-related and unpaid. These internship site exceptions must be approved by both the clinical coordinator and the program director through a petition process.
- **Can I complete a master's internship in the summer?**
    - No, we are not able to staff master's internship courses in the summer.
- **Is it mandatory to attend school year-round?**
    - No. However, not doing so will most often lengthen your stay in the program because some required courses are only offered once per year or in the summer.
- **What are the standardized test requirements for school counseling certification?**
    - In order to practice as a school counselor in Pennsylvania, you must apply for and be certified as an Educational Specialist by the Pennsylvania Department of Education (PDE). As a part the process, you need to pass the Praxis II exam.
    - Additional information is posted on CourseSite related to the Praxis II exam.
- **How will I apply for certification?**
    - You will apply for certification using the on-line **Teacher Information Management System (TIMS)**, which is available through the PDE website. You will need to learn how to

use the online TIMS system — please see our informational material about TIMS on CourseSite.

- **What are the standardized test requirements to become a Licensed Professional Counselor (LPC) in Pennsylvania?**
    - The NBCC exam is required, as well as 60 credits of coursework and the completion of three years or 3,000 hours of supervised counseling experience. For specific information on test dates, cost, and location, please visit CourseSite.
- **Are all classes in the evening?**
    - Most classes are offered one night per week from 4:25-7:05 pm or 7:15-9:55 pm, and a few courses are occasionally offered during the daytime.
- **Are there any scholarships specifically for master's students?**
    - Tuition scholarships are available to both master's and doctoral students in the College of Education. Students may also obtain student loans to fund their graduate education; for more information, please contact the Financial Aid Office: https://www2.lehigh.edu/financial-aid/graduate
- **Are graduate assistantships available for master's students?**
    - Departmental graduate assistantships available through the College of Education are prioritized for full-time doctoral students and are typically assigned to doctoral students by the program director in the summer before the fall semester in which the assistantship starts. Infrequently, a departmental graduate assistantship (GA) or other graduate assistantship or research assistantship (RA) that is funded via another mechanism (e.g., grant, center, Community Voices Clinic) might be offered to a master's student. In these rare cases, an advertisement soliciting applications for any open position will be emailed to all students in the program, with the selection based on the match between the student's qualifications and the duties of the position. Continued employment is not guaranteed after the initial appointment. However, other campus-wide graduate assistantships are also available that are open to all students. The program does not play a role in the selection, assignment, or continued employment of master's students in these positions. All students can learn more about these assistantship opportunities here: https://grad.lehigh.edu/graduate-assistantships. Students become eligible to apply for these assistantships in May before the fall semester in which their program starts.
- **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 academic advisor?**
    - Typically, students stay with their advisor throughout their training; however, students may request to change their assigned advisor at any time through an in-house petition.
- **How can I be certified as full-time student for the purposes of student loan repayment?**
    - Please see the Graduate Request for Full-time Certification form on the Registrar's website: https://ras.lehigh.edu/current-students/forms

M.Ed. in International School Counseling (INCO)

Lehigh University is accredited by the Middle States Association of Colleges and Schools.

Philosophy and Goals

The Master's program in International School Counseling at Lehigh University is a 48-credit program that 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. Additional coursework (12 units) post-graduation and additional supervised clinical experience are required for eligibility for licensure as a professional counselor.

Coursework

The Master's program in International School 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 the American School Counseling Association Model, the International School Counseling Model, fundamental counseling and intervention skills for use in schools. The International School Counseling program is developmental/contextual in nature and presumes that counselors must work in an increasingly diverse cultural and economic environment and that school counselors must understand and be prepared to adapt to changing societal condition and demands placed upon individuals and families in home and work settings.

Course Requirements

CPsy 427 (3) Assessment and Appraisal*
CPsy 436 (3) Culture-Centered Career Interventions*
CPsy 442 (3) Counseling and Therapeutic Approaches*
Educ 471 (3) Diversity and Multicultural Perspectives
CPsy 430 (3) Professional Seminar*
CPsy 438 (3) School-based Small-group Counseling
CPsy 452 (3) Helping Skills in International Settings
CPsy 453 (3) International School Counseling I
CPsy 456 (3) International School Counseling II*
CPsy 457 (3) International School Counseling III & Practicum*
CPsy 472 (3) Human Development across the Lifespan*
Educ 403 (3) Research*

SpEd 332 (3) Education and Inclusion of Individuals with Special Needs in K-12*
SpEd 465 (3) Advanced Inclusionary Practices in K-12*

Clinical Training

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

Electronic Portfolio

___Advisor approved

*** NOTE: These courses will be offered online. Online courses may be offered in a variety of formats, including synchronous (i.e., everyone online at the same time), asynchronous (i.e., each student goes online at different times based on their schedule), or a combination of these formats.**

(1) Thesis requirement: None
(2) Comprehensive examination requirement: None

Students enrolled in the Master's program in International School Counseling should note that, in the Commonwealth of Pennsylvania, eligibility to become a Licensed Professional Counselor (LPC) is based upon the completion of a 48-credit master's program and the completion of an additional 12 graduate credits for a total of 60 credits. Thus, students wishing to become licensed must complete at least a 48 credit master's program in order to qualify for licensure in PA and must both pass the licensure examination, complete no less than 2 years or 3000 hours of clinically supervised experience and receive 150 hours of supervision. Completing less than a 48 credit master's program may obviate Licensure in PA and in some other states.

Admission Deadline
This program has an admission deadline of September 15 to begin coursework in the following Winter.

Admission Requirements
(1) **Completed Application form with application fee of $50**
(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 of 2 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) **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.**

Transfer Credits

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

With the approval of the department chair offering commensurate courses and the student's department chair (if different), a maximum of six credits may be transferred from another university to a Lehigh master's program. Students may not transfer credits into a doctoral program.

Students must complete a *course transfer* petition (available online at https://ras.lehigh.edu/sites/ras.lehigh.edu/files/pdf/Graduate%20Course%20Credit%20Transfer%20Petition.pdf) and see that it receives the necessary signatures and is submitted to Registration and Academic Services, along with course descriptions and an official transcript. Students may also be asked for a statement from their former institution to confirm that the course has not been used toward a prior degree.

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

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

International School Counseling Master's Curriculum
(for students admitted in Fall 2019 or later)

Course Requirements

_____ CPsy 427 (3) Assessment and Appraisal
_____ CPsy 430 (3) Professional Seminar
_____ CPsy 436 (3) Culture-Centered Career Interventions
_____ CPsy 438 (3) School-based Small-group Counseling
_____ CPsy 442 (3) Counseling and Therapeutic Approaches
_____ CPsy 452 (3) Helping Skills in International Settings
_____ CPsy 453 (3) International School Counseling I
_____ CPsy 456 (3) International School Counseling II
_____ CPsy 457 (3) International School Counseling III & Practicum
_____ CPsy 472 (3) Human Development Across the Lifespan
_____ Educ 403 (3) Research
_____ Educ 471 (3) Diversity and Multicultural Perspectives
_____ SpEd 332 (3) Education and Inclusion of Individuals with Special Needs in K-12
_____ SpEd 465 (3) Advanced Inclusionary Practices in K-12

Clinical Training

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

Electronic Portfolio

_____ Advisor approved

Total Credits = 48

_____
Advisor Signature

Scheduling Alternative for 48-Credit INCO Master's Degree
(for students admitted in Fall 2019 or later)

Winter Session Start

Year 1	Year 2	Year 3
Winter CPSY 472: Human Development Across the Lifespan	**Winter** EDUC 403: Research	
Spring CPSY 442: Counseling and Therapeutic Approaches SPED 332: Introduction to Inclusion and Exceptional Education	**Spring** CPSY457: International School Counseling III: Issues & Practicum	**Spring** CPSY 483: Internship II
Summer CPSY 452: Helping Skills in International Settings^ CPSY 453: International School Counseling I^ CPSY 456 International School Counseling II	**Summer** EDUC 471: Diversity and Multicultural Perspectives CPSY 430: Professional Seminar CPSY 438: Small Group School Based Counseling	
Fall CPSY 427: Assessment and Appraisal in Counseling CPSY 436: Culture-Centered Career Intervention	**Fall** CPSY 480: Internship I SPED 465: Advanced Inclusionary Practices in K-12	

International School Counseling Internship Guide

Differentiating Practicum and Internship

Practicum:

Practicum is a required initial clinical experience. Students gain some beginning practical experience by engaging in a 100-hour practicum in one semester. This 100-hour practicum exposes students to the type clinical settings they will complete their internship in subsequent semesters. Practicum must be completed successfully before beginning the master's internship experience. Typically students observe individual and group sessions and guidance; review files and begin to learn the role of school counselor. Students may engage in direct clinical services and classroom lessons but it is not required.

Internship:

The internship is a two-semester (i.e., CPSY480 & CPSY483) supervised field experience designed to provide the counselor trainee with an opportunity to integrate and apply the knowledge and skills acquired from didactic and experiential instruction. At Lehigh, counseling students are afforded experiences that include supervision of, and observation and participation in, a wide range of counseling activities that emphasize the acquisition of strong counseling skills and that will be compatible with their eventual career goals and specialty areas.

Interventions range from brief informational contacts to more extended individual, group, or family counseling interactions. The internship training also provides an opportunity for dialogue and feedback between trainees, counselor educators, and practitioners. The Clinical Coordinator supports students in obtaining their internship placement and provide high levels of supervision and support in a wide variety of areas.

Pre-Requisites for Practicum for International School Counseling Students:

International School Counseling students must complete CPSY 456 with a grade of B or better before they are eligible to begin the CPSY457 Master's Practicum course and must have approval of the Clinical Coordinator in consultation with the faculty.

Pre-Requisites for Internship Eligibility:

International School Counseling students must complete CPSY 457 with a grade of B or better before they are eligible to begin the CPSY 480 Master's Internship I course and must have approval of the Clinical Coordinator in consultation with the faculty.

International School Counseling Internship

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 their 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 their school/agency. A minimum of 300 clock hours, 120 of which must include direct contact, 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 Master's Internship I (3 credits) in the Fall semester and CPsy 483 Master's 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 apply for 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 Form
2. Signed Checklist
3. Statement from school acknowledging the internship requirements for student
4. Unofficial transcript (from Banner) showing completion of prerequisite coursework)
5. Brief description of the site and supervisor's CV indicating at least an M.Ed. in counseling or a counseling-related field
6. Training agreement, to be completed via Tevera

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 they are 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. 120 of these hours must include direct contact (i.e., individual & group counseling, academic appraisal, classroom counseling lessons. These areas are related to the PA State Standards and American School Counseling Association (ASCA) National Model. 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 (will be completed electronically via Tevera before trainee starts internship).
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 "client 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 120 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). Students will be expected to complete all assignments and requirements associated with CPSY 480 and CPSY 483. As

an example, trainees will attend a weekly online group supervision meeting taught by an instructor of record. Trainees will be required to become familiar with Zoom and Panopto software or other relevant programs as chosen by the instructor, 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.
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.

Recording Policy for International School Counseling Trainees

CPSY 480 & CPSY 483	At minimum, 2-3 sessions with students in ongoing individual counseling are required to be recorded per week. Written consent must be obtained by the student's parent(s)/legal guardian(s) in order to record sessions. Please inquire with the internship site regarding consent forms. If there is a recurrent problem of too few sessions recorded on average per week, the Clinical Coordinator/ Instructor may request a remediation plan to correct the problem.
EQUIPMENT TO USE	If the site does not have audiotape/videotape equipment, it is recommended that you obtain an electronic recording device that permits files to be downloaded and saved onto a computer. It is also recommended that files be deleted one week following recording or after your supervisor listens to the file. Consult with your on-site supervisor regarding any site policies for electronic file transmission. You are not permitted to use your cell phone to record sessions.

M.Ed. International School 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.

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 School Counseling Program Manual and make sure that you understand all the aforementioned rules and regulations (please carefully read the International School Counseling Program Frequently Asked Questions in this manual).

2. Complete and sign the International School 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 School Counseling Training Agreement .

7. Submit all paperwork to the INCO Clinical Coordinator by ***April 1st***:

    a. **Applications may be sent by email to the INCO Clinical Coordinator (Brittany Orlandini, beo221@lehigh.edu)**
        i. Subject: Internship Application of the Master's in International School 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 INCO clinical coordinator.

9. The INCO 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 INCO Clinical Coordinator (but please read the International School Counseling Program Frequently Asked Questions in this manual to make sure that your question has not already been addressed).

B. Coursework Requirements

International School Counseling Internship Checklist

☐ Coursework

1. Courses already completed (required for internship)
   i. ☐ CPsy 427 – Assessment and Appraisal
   ii. ☐ CPsy 436 - Culture-Centered Career Intervention
   iii. ☐ CPsy 442 - Counseling and Therapeutic Approaches
   iv. ☐ CPsy 452 – Helping Skills in International Settings (summer institute)
   v. ☐ CPsy 453 – International School Counseling I (summer institute)
   vi. ☐ CPsy 456 – International School Counseling II (summer institute)
   vii. ☐ CPsy 457 – International School Counseling III + Practicum (summer institute)
   viii. ☐ CPsy 472 – Human Development across the Lifespan
   ix. ☐ CPsy 430 – Professional Seminar (summer institute)
   x. ☐ Educ 471 - Diversity and Multicultural Perspectives (summer institute)
   xi. ☐ CPsy 438 – School-based Small-group Counseling (summer institute)
   xii. ☐ SpEd 332 – Introduction to Inclusion and Exceptional Education

2. Courses already completed (required for graduation but not internship)

   ii. ☐ SpEd 465 – Advanced Inclusionary Practices in K-12
   iii. ☐ Educ 403 – Research

☐ Statement from school/practicum acknowledging internship setting for student

☐ A copy of student transcript (unofficial) indicating completion of prerequisites for Internships

☐ General information about the school/internship site: student body, internship 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 clinical coordinator, trainee, on-site supervisor and school principal

International School Counseling: Practicum Training Agreement

(Example Only – Complete in Tevera)

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 Semester (START DATE – ENDING DATE). Normally, any termination would be mutual and be done at the end of an academic semester, but this agreement can be severed by either party, at any time, if circumstances warrant. Termination of the practicum contract by either party will result in a failing grade for the Practicum course. If the student and on-site supervisor agree to extend the practicum beyond the end of the Lehigh academic semester, 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 and school counseling 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 course instructor 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 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 School Counseling Program who have completed at least one full semester of coursework in counseling which includes but is not limited to, a course in counseling and therapeutic approaches and helping skills. 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) observing and/or leading 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 coursework in CPsy 457: International School Counseling III and Practicum. The overall requirements of the practicum include a total of 100 hours distributed across the semester as agreed upon by the site supervisor and student. The on-site supervisor will provide one hour of weekly one-on-one supervision. As a part of the practicum experience, the student trainee will complete reflective assignments and applied projects as outlined in the course syllabus

E. RESPONSIBILITIES

All parties agree to abide by the ethical principles and service provider standards set forth by the International School Counseling Association and Pennsylvania Department of Education. 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, 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 457, 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.

F. INDEMNIFICATION

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

_____ _____
Clinical Coordinator Date

_____ _____
Trainee Date

_____ _____
On-Site Supervisor Date

_____ _____
School Administrator (Principal or Equivalent) Date

Lehigh University - College of Education
Department of Education and Human Services

APPLICATION FOR ADMISSION TO INTERNATIONAL INTERNSHIP PROGRAM

Name: _____ Date of Application _____

Home Address: _____
Street City Zip

Email Address:_____ 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 School Counseling Date

International School Counseling Internship Training Agreement

(Example Only – Complete in Tevera)

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 School 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. 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 School 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 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

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

_____ _____
Clinical Coordinator Date

_____ _____
Trainee Date

_____ _____
On-Site Supervisor Date

_____ _____
School Administrator (Principal or Equivalent) Date

Course Overview and Requirements: Master's Internship I & II

Course Overview

CPsy 480: Master's 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 school counseling, ethical practice is emphasized.

CPsy 483: Master's Internship II (3 Credits) International School 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 and Zoom and on-line chat sessions (through Course Site) will be used to provide clinical supervision to small groups of trainees.

Trainee Requirements:

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 direct contact, a minimum of 1 to1.5 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 120 hours at a minimum. Thus, trainees will have at a minimum of 240 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 indicting 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 a1.5 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 120 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) **Recording:** Trainees will need to identify particular clients that will be applied to their internship and record all of their counseling sessions with these clients. Not recording should only occur as an extreme exception and should be cleared through both the internship supervisor and the instructor. Recordings should be audible and labeled clearly when turned in. Any identifying data should be removed from the recording when transporting recordings from one setting to another to maintain utmost confidentiality.

Evaluation

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

Master's Student Practicum and Internship Evaluation Expectations				
	School Counseling	MHC		International School Counseling
Course		EARLY	EXIT	
CPSY457: Master's Practicum	Needs improvement or higher	Proficient		
CPSY480: Master's Internship I	Needs improvement or higher		Emergent	Needs improvement or higher
CPSY483: Master's Internship II	Proficient or higher		Proficient	Proficient or higher
Note: SCON practicum and internship students and INCO internship students are assessed on the Candidate Competencies section from PDE's *Rubric Assessment: School Counselor, Elementary & Secondary*. MHC practicum students are assessed on all "early" MPCAC competency areas. MHC internship students are assessed on all "exit" competency areas on the MPCAC Competencies Grid.				

LEHIGH UNIVERSITY
INTERNATIONAL SCHOOL COUNSELING
STUDENT INTERNSHIP EVALUATION: SITE SUPERVISOR FORM

Student Name: _____ Date: _____

Supervisor Name: _____ Course Name: _____

Site Name: _____

Number of audio recordings reviewed: _____

The following evaluation is based on the "Candidate Competencies" section from the Pennsylvania Department of Education's *Rubric Assessment: School Counselor, Elementary and Secondary (SC)* available online at http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Non-Teaching%20Professionals/School%20Counselor%20Rubric.pdf

Please refer to the online rubric for descriptions of each score (failing, needs improvement, proficient, and distinguished) for each component (1a through 4f), as well as for evidence/examples for trainee performance at each level for each component.

If you are unable to assess an area of competency, please indicate "N/A".

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

Failing	Needs Improvement	Proficient	Distinguished	School Counselor Competencies
				Domain 1: Planning and Preparation
				1a: Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques
				1b: Demonstrating Knowledge of Child and Adolescent Development
				1c: Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services
				1d: Demonstrating Knowledge of Resources
				1e: Designing Coherent Service Delivery and School Counseling Program
				1f: Designing, Implementing and/or Utilizing Student Assessments
				Domain 2: The Environment
				2a: Creating an Environment of Respect and Rapport
				2b: Supporting a Culture for Positive Mental Health and Learning
				2c: Managing Procedures
				2d: Managing Student Behavior
				2e: Organizing Physical Space

Failing	Needs Improvement	Proficient	Distinguished	School Counselor Competencies
				Domain 3: Service Delivery/Delivery System
				3a: Communicating Clearly and Accurately
				3b: Using Questioning and Discussion Techniques
				3c: Engaging Students in Learning and Development
				3d: Using Assessment in Delivery of Academic, Career and Personal Social Development Services
				3e: Demonstrating Flexibility and Responsiveness
				Domain 4: Professional Development/Professional SC Responsibilities and Ethical Standards
				4a: Reflecting on Professional Practice
				4b: Maintaining Accurate And Confidential Records
				4c: Communicating with Stakeholders
				4d: Participating in a Professional Community
				4e: Growing and Developing Professionally
				4f: Demonstrating Professionalism

QUALITATIVE EVALUATION

1. Provide any additional information regarding strengths for the trainee.

2. Provide any additional information regarding growth edges requiring further attention for the trainee.

3. Provide recommendations to trainee to correct growth edges.

4. What are areas the trainee has made progress during the period being evaluated?

5. Please describe any issues that may impact the trainee's progress toward successful completion of the clinical placement.

_____ _____

Supervisor Signature Date

_____ _____

Trainee Signature Date

_____ _____

University Supervisor/Course Instructor Signature Date

_____ _____

Clinical Coordinator Signature Date

LEHIGH UNIVERSITY
INTERNATIONAL SCHOOL COUNSELING PROGRAM
SCHOOL INTERNSHIP LOG

NAME	SUPERVISOR				
SITE					
SEMESTER	WEEK (MO/DATE)				
INTERNSHIP EXPERIENCES					
Direct Services					
I. Individual Counseling					
II. Group Counseling					
III. Classroom Curriculum					
IV. Consultation					
V. Individual Student Planning					
VI. System Support					
VII. Advocacy					
VIII. Other:					
TOTAL DIRECT					
Indirect Services					
I. Curriculum Preparation					
II. Documentation of Responsive Services					
III. System Support					
IV. Evaluation					
V. Responsive Services Preparation					
VI. Individual Student Planning Preparation					
VII. Coordination					
VIII. Other					
TOTAL INDIRECT					
Supervision					
I. On-site					
II. Class (not included in hours total)					
III. Doctoral (not included in hours total)					
TOTAL SUPERVISION					
TOTAL DIRECT, INDIRECT, SUPERVISION					
CUMULATIVE HOURS					

SIGNATURES		DATE
Student		
On-site Supervisor		
Clinical Coordinator		

LEHIGH UNIVERSITY
INTERNATIONAL SCHOOL COUNSELING PROGRAM
COMMUNITY INTERNSHIP LOG

NAME	SUPERVISOR				
SITE					
SEMESTER	WEEK (MO/DATE)				
INTERNSHIP EXPERIENCES					
Direct Services					
I. Individual Counseling					
II. Intake Interviews					
III. Family/Couple Counseling					
IV. Group Counseling					
V. Testing					
VI. Psychoeducational Workshops					
VII. Other					
TOTAL DIRECT					
Indirect Services					
I. Paperwork					
II. Staff Meeting					
III. Training					
IV. Other					
TOTAL INDIRECT					
Supervision					
I. On-site					
II. Class (not included in hours total)					
III. Doctoral (not included in hours total)					
TOTAL SUPERVISION					
TOTAL DIRECT, INDIRECT, SUPERVISION					
CUMULATIVE HOURS					

SIGNATURES		DATE
Student		
On-site Supervisor		
Clinical Coordinator		

International School 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 regarding 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 240 client contact hours (individual therapy, group therapy, outreach, workshops, lesson plans, parent-counselor meetings).

Question: Is the requirement on number of client contact hours flexible?
Answer: No. Trainees must have at a minimum 240 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
SCHOOL COUNSELINGPDE/ASCA/ISCA CURRICULUM MATRIX

CPsy 427:	**Assessment and Appraisal in Counseling (3)**
CPsy 430:	**Professional Seminar (3)**
CPsy 436:	**Culture-Centered Career Intervention (3)**
CPsy 438:	**Small-Group School-Based Counseling (3)**
CPsy 442:	**Counseling & Therapeutic Approaches (3)**
CPsy 452:	**Helping Skills in International Settings (3)**
CPsy 453:	**International School Counseling I (3)**
CPsy 456:	**International School Counseling II (3)**
CPsy 457:	**International School Counseling III and Practicum (3)**
Educ 471:	**Diversity and Multicultural Perspectives (3)**
CPsy 472:	**Human Development across the Lifespan (3)**
CPsy 480:	**Internship I (3)**
CPsy 483:	**Internship II (3)**
Educ 403:	**Research Methods**
SpEd 332:	**Education and Inclusion of Individuals with Special Needs (3)**
SpEd 465:	**Advanced Inclusionary Practices in K-12**

Foundational Competencies	CPsy									Edu	CPsy			Edu	SpEd	
CORE STANDARD I. FOUNDATION	**427**	**430**	**436**	**442**	**452**	**453**	**456**	**457**	**438**	**471**	**472**	**480**	**483**	**403**	**332**	**465**
A. **History and Philosophy of School Counseling:** Studies that provide a historical perspective of counseling in general and school counseling specifically																
1. Understands the history and philosophy of the counseling profession in general and school counseling in particular, including significant factors and events.						x	x	x				x	x			
2. Understands the history, philosophy and current trends in school counseling and educational systems including the ISCA Model,						x	x	x				x	x			

ASCA National Model and the ASCA National Student Standards in the areas of academic, career, and personal/social development.																
3. Understands the role, function and professional identity of the school counselor as a facilitator of the academic, career, and personal/social development of all students, and as a leader and advocate for systemic change within the school.						x	x	x				x	x			
4. Understands the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school as well as other						x	x	x				x	x			

human service providers.																
5. Understands how professional organizations provide benefits and services to support the work of the school counselor.						x	x	x				x	x			
6. Understands professional credentialing, including certification, licensure, accreditation practices and standards.		x			x	x						x	x			
B. **Ethical and Legal Issues:** Studies that provide a perspective of ethics and legal issues in schools and school counseling specifically.																
1. Is knowledgeable about the Ethical standards of ASCA, ACA and related entities, and their application in school		x				x	x	x				x	x			

counseling and the academic, career, and personal/social development of all students.																
2. Is knowledgeable about current educational issues, local policy, administrative procedures, state and federal laws, and legislation relevant to school counseling.		x					x					x	x			
C. **Social and Cultural Diversity**: Studies that provide an understanding of the cultural context of education in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, teaching and learning, family values,																

religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups.																
1. Understands the cultural, ethical, economic, legal and political issues surrounding diversity, equity, and excellence in terms of student learning.		x								x		x	x			
2. Identifies community, environmental, and institutional opportunities that enhance, as well as barriers that impede the academic, career and personal/social development of students.						x	x	x		x		x	x			
3. Understands the ways in which educational policies, programs, and						x	x	x		x		x	x			

practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families.																
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender and sexual identity, and their effects on student achievement.						x	x			x	x	x	x			
5. Understands theories of multicultural counseling, identity development, and social justice.						x	x			x	x					
6. Understands counselors' roles in developing cultural self-awareness, promoting social justice, advocacy and conflict resolution, and					x	x	x	x			x		x	x		

other culturally supported behaviors that promote optimal wellness and growth of the human spirit.																
7. Understands counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.						x	x			x		x	x			
8. Understands how diversity, including the experience of Global Nomads and Cross-Culture, and Third Culture kids influence social, emotional, and academic outcomes.					x	x	x	x		x		x	x			
D. **Academic Development:** Studies that provide an understanding of the academic needs of all Pre-K-12 students and families at all developmental levels and in multicultural contexts																

(particularly in contexts of educational inequities), including all of the following:																
1. Understands the relationship of the school counseling program to the academic mission of the school.						x	x	x				x	x			
2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.						x			x			x	x		x	x
3. Understands instructional gaps and opportunity gaps and the negative effects these have on particular groups of students.												x	x		x	x
4. Understands curriculum design, lesson												x	x		x	x

plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance-related material.																
5. Understands that all students need a high-quality rigorous curriculum that will prepare them for work and college.						x									x	x
E. **Career Development:** Studies that provide an understanding of career development and related life factors, including all of the following:																
1. Knows career development theories and decision-making models including the PA Academic Standards for Career			x													

Education and Work.															
2. Understands career, vocational, educational, occupational and labor market information resources, and career information systems.			x												
3. Knows career development program planning, organization, implementation, administration, and evaluation.			x									x	x			
4. Knows interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.			x		x							x	x			
5. Knows career and educational planning, placement, follow-up, and evaluation.	x		x									x	x	x		

6. Knows assessment instruments and techniques relevant to career planning and decision making.	x		x									x	x			
7. Knows career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.			x									x	x			
F. **Personal-Social Development:** Studies that provide an understanding of the personal-social nature and needs of Pre-K-12 students and families at all developmental levels and in multicultural contexts, including all of the following:																
1. Knows theories of individual and family development and transitions				x	x						x	x	x			

across the life span.																
2. Understands theories of learning and personality development, including current understandings about neurobiological behavior.							x				x					
3. Understands effects of crises, disasters, and other trauma-causing events on students and families.						x	x					x	x			
4. Knows theories and models of individual, cultural, couple, family, and community resilience.							x				x					
5. Understands a general framework for understanding exceptional abilities and strategies for differentiated interventions.															x	x
6. Understands human behavior, including an understanding							x	x				x	x	x		

of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.																
7. Knows theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.						x						x	x			
8. Understands theories for facilitating optimal development and wellness over the life span.				x							x	x	x			
CORE STANDARD II: MANAGEMENT AND DELIVERY SYSTEMS	**427**	**430**	**436**	**442**	**452**	**453**	**456**	**457**	**438**	**471**	**472**	**480**	**483**	**403**	**332**	**465**
A. **Program Planning**: Studies that provide an understanding																

of the knowledge and competencies needed to manage comprehensive school counseling programs.																
1. Understands comprehensive, data-driven programming.	x					x	x	x	x			x	x	x		
2. Understands the elements and themes of the ASCA National/ISCA Model.						x	x	x					x	x		
3. Knows and understands all components of the ASCA National/ISCA Model.						x										
4. Understands Use of Time.					x	x						x	x			
B. **Counseling, Prevention and Intervention**: Studies that provide an understanding of the prevention and intervention aspects of the counseling process.																
1. Understands that counseling					x	x		x				x	x			

theories and appropriate counseling interventions can begin the process to develop a personal model of counseling.																
2. Understands essential interviewing and counseling skills.					x	x						x	x			
3. Understands approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.						x						x	x			
4. Understands issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide, crisis intervention, bullying).						x	x				x	x	x			

5. Understands theories of group counseling and group counseling methods used in school counseling groups (e.g., counseling, psycho-educational, task, and peer helping groups).				x			x					x	x			

CORE STANDARD III: ACCOUNTABILITY	**427**	**430**	**436**	**442**	**452**	**453**	**456**	**457**	**438**	**471**	**472**	**480**	**483**	**403**	**332**	**465**
A. **Research and Program Evaluation**: Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, particularly as these apply to school settings, and including all of the following:																
1. Understands the importance of research in advancing the school counseling profession.						x	x	x				x	x	x		

2. Knows research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.														x		
3. Understands statistical methods used in conducting research and program evaluation.	x													x		
4. Conceptualizes principles, models, and applications of needs assessments, program evaluation, and the use of findings to effect program modifications.	x					x						x	x	x		
5. Understands ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.		x												x		
6. Understands how to critically evaluate research						x								x		

relevant to the practice of school counseling.																
7. Knows models of program evaluation for school counseling programs.						x							x			
8. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).						x						x	x	x		
9. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).												x	x	x		
10. Understands the outcome research data and best practices identified in the school counseling research literature.						x	x					x	x	x		
B. **Appraisal and Assessment**: Studies that provide an understanding of individual and group approaches																

to assessment and evaluation.																
1. Learns historical perspectives concerning the nature and meaning of assessment.	x															
2. Understands basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, and group testing and inventory methods, psychological testing, and behavioral observations.	x															
3. Knows statistical concepts, including reliability, validity, scales of measurement, measures of central tendency, indices of variability, shapes and types	x															

of distributions, and correlations.																
4. Understands social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.	x															
5. Knows ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	x															
6. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.								x				x	x			
7. Knows the signs and symptoms of substance use and abuse in children and adolescents,								x				x	x			

as well as the signs and symptoms of living in a home where substance abuse occurs.																
8. Identifies various forms of needs assessments for academic, career, and personal/social development.	x		x													
CORE STANDARD IV: SKILLS AND ATTITUDES	**427**	**430**	**436**	**442**	**452**	**453**	**456**	**457**	**438**	**471**	**472**	**480**	**483**	**403**	**332**	**465**
A. **Collaboration and Consultation**: Studies that provide an understanding of the importance of teaming and collaboration in the development, implementation and evaluation of the school counseling program and in facilitating change in school expectations, climate, policy and practice to better meet the needs of students:																
1. Knows roles, functions,						x	x	x				x	x			

settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.																
2. Understands current models of school counseling programs (e.g., International School Counselor Association [ISCA] Model, American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.						x	x									
3. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.						x	x	x				x	x			
4. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger							x	x				x	x			

community, including the Career and Technical Centers.																
5. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.								x				x	x			
6. Understands systems theories, models, and processes of consultation in school system settings.							x	x				x	x			
7. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.							x	x				x	x			
8. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how							x	x				x	x			

to coordinate them.																
9. Knows school and community collaboration models for crisis/disaster preparedness and response.							x	x				x	x			
10. Understands the various mentoring programming interventions (e.g., advisor/advisee programming) and how to coordinate them.							x	x				x	x			
11. Understands factors that contribute to a safe learning environment that encourages active inquiry, collaboration, supportive interaction, fairness consistent standards of behavior and self-motivation for all students.																
B. **Advocacy**: Studies involving the use of knowledge and competencies to advocate on the behalf of students and families of diverse and																

multicultural backgrounds, including understanding the advocacy process and the school counselor's role as an advocate for students and change within the school system to better meet the needs of students.																
1. Knows the roles and processes of school counselors advocating on behalf of others.						x	x	x				x	x			
2. Understands advocacy processes needed to address institutional barriers that impede access, equity, and success for students and families.						x	x	x		x		x	x			
3. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.						x		x				x	x			
C. **Leadership:** Studies that provide an understanding of the school counselor's role																

as a leader in the school:															
1. Knows the qualities, principles, skills, and styles of effective leadership.						x		x				x	x			
2. Understands the school counselor's role as a leader in the school.						x		x				x	x			
3. Knows strategies of leadership designed to enhance the learning environment of schools.						x		x				x	x		x	x
4. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.	x					x		x				x	x	x		
5. Understands the role and function of the school counselor in school improvement efforts.						x	x	x				x	x			
6. Understands the school counselor's role in student assistance programs, school leadership,						x	x	x				x	x		x	x

curriculum, and advisory meetings.																
7. Understands the leadership skills needed to facilitate the development of effective, targeted professional development for school personnel.								x				x	x			
D. **Systemic Change:** Studies that provide an understanding of the school counselor's roles in identifying and changing policies and practices that create obstacles to learning:																
1. Conceptualizes the importance of systems-focused interventions to closing achievement gaps, correcting educational inequities, and promoting the academic development of all students.						x		x				x	x		x	x
2. Understands the important role of the school counselor as a system change agent.						x		x		x		x	x			

3. Understands family and other systems theories along with major models of family and related interventions.				x		x	x					x	x			

INTERNATIONAL SCHOOL COUNSELING PORTFOLIO CHECKLIST

LEHIGH UNIVERSITY COLLEGE OF EDUCATION

Student _____ Phone # _____
Email _____ LIN# _____
Advisor _____ Year Admitted to M.Ed. _____

- The International School Counseling portfolio is meant to be completed by students in the International School Counseling (INCO) M.Ed. program at Lehigh University during their last semester prior to graduation.
- Please share your completed portfolio with your academic advisor by the **April 1st deadline**.
- The purpose of the portfolio is to a) support students in demonstrating how they have met the core standards and competencies defined by the Pennsylvania Department of Education (PDE), and b) support students in showcasing their unique qualifications and specialization to potential employers, collaborators, and the community.
- Please complete the portfolio by creating a page on **Google Sites** or by gathering the components in a folder on **Google Drive**. Using technology allows students and future school counselors to easily share their work.
- Please see the following examples of what the portfolio could look like:
    3. https://sites.google.com/lehigh.edu/corsi-school-counseling-portfo/home/competency-statement-or-bio-sketch-or-cover-letter?authuser=0
    4. https://nicholeheldprincipalship.weebly.com/
- Please ensure that the portfolio includes each of the following components:

6. **Competencies Statement:** This is a 2-page bio sketch or cover letter that conveys a students' qualifications in school counseling, and that highlights their competencies in each of the 4 core standards listed on page 2. Please also include an updated resume or curriculum vitae (CV).
7. **Sample of Inclusivity Work – Accommodations and Adaptations for Diverse Learners:** This is a completed assignment, project, or internship/practicum activities that showcasing that a student has met the 5 competencies for diverse learners listed on page 3. These may include projects from courses in Special Education (SPED).
8. **Sample of Inclusivity Work - Adaptations and Accommodations for English Language Learners:** This is a completed assignment, project, or internship/practicum activities showcasing that a student has met the 3 competencies for English language learned listed on page 3.
9. **Best Sample(s) of Work as a School Counselor:** Please include at least one samples (and as many as desired) that demonstrates a combination of competencies as a school counselor. These may include completed assignments, projects, and other pieces of evidence.
10. **Completed Annual Calendar (using ASCA Template)**: This is a tool to help school counseling students track their time and function efficiently within educational institutions. Students are to complete a yearly calendar with the support of their internship supervisors.

Faculty/Advisor signature upon completion of portfolio:	**Date:**

Based on Requirements Determined by Lehigh University's Faculty. Portfolio Aligns with Requirements and Suggestions by the Pennsylvania Department of Education (PDE) and the American School Counseling Association (ASCA). Approved by the Counseling Psychology faculty on February 24, 2022.

Core Standards and Competencies
Based on Pennsylvania Department of Education (PDE)

Core Standard I – Foundation

I.A History and Philosophy of School - Studies that provide a historical perspective of counseling in general and school counseling.

I.B. Ethical and Legal Issues - Studies that provide a perspective of ethics and legal issues in schools and school counseling specifically.

I.C Social and Cultural Diversity - Studies that provide an understanding of the cultural context of education in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, teaching and learning, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families and ethnic groups.

1.D Academic Development - Studies that provide an understanding of the academic needs of all Pre K-12 students and families at all developmental levels and in multicultural contexts (particularly in contexts of educational inequities).

I.E Career Development - Studies that provide an understanding of career development and related life factors.

I.F Personal – Social Development - Studies that provide an understanding of the personal social nature and needs of Pre K-12 students and families at all developmental levels and in multicultural contexts.

Core Standard II – Management and Delivery

II.A Program Planning - Studies that provide an understanding of the knowledge and competencies needed to manage comprehensive school counseling programs.

II. B Counseling, Prevention and Intervention - Studies that provide an understanding of the prevention and intervention aspects of the counseling process.

Core Standard III – Accountability

III.A Research and Program Evaluation - Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, particularly as these apply to school settings.

III.B Appraisal and Assessment - Studies that provide an understanding of individual and group approaches to assessment and evaluation.

Core Standard IV – Skills and Attitudes

IV.A Collaboration and Consultation- Studies that provide an understanding of the importance of teaming and collaboration in the development, implementation and evaluation of the school counseling program and in facilitating change in school expectations, climate, policy and practice to better meet the needs of students.

IV.B Advocacy - Studies involving the use of knowledge and competencies to advocate on the behalf of students and families of diverse and multicultural backgrounds, including understanding the advocacy process and the school counselor's role as an advocate for students and change within the school system to better meet the needs of students.

IV.C Leadership – Studies that provide an understanding of the school counselor's role as a leader in the school.

IV.D Systemic Change - studies that provide an understanding of the school counselors roles in identifying and changing policies and practices that create obstacles to learning.

Educational Specialists Competencies for Accommodations and Adaptations for Diverse

f) Assessments

g) Cognitive Skill Development
h) Effective Instructional Strategies
i) Literacy Development and Instruction in Core and Intervention Areas
j) Types of Disabilities and Implications for Learning

Educational Specialists Competencies for Accommodations and Adaptations for English Language Learners

d) Language and Culture
e) Professionalism
f) Standards-based Instructions and Assessment

Annual Calendar Template

To download the template for the annual calendar please visit the following link on the ASCA website. This template is also available on the School Counseling (SCON) M.Ed. Course Site.

https://www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs/Templates-Resources

Lehigh University Certificate Program in International School Counseling

Lehigh University is accredited by the Middle States Association of Colleges and Schools.

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 School Counseling. **Students complete the 4 courses over the span of one year**, starting in spring or summer. 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) - online [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) - online [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. Helping Skills in International Settings (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. International School Counseling I (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 for the certificate program are rolling throughout the year.
- **Minimum requirements:** Official Bachelor's degree transcript from an accredited college/university with a minimum undergraduate GPA of 2.75
- **Completed Application form with application fees of $50**
- **Background courses required:** None
- **Required examinations (for example, GRE, GMAT, and the like):** None
  Language requirements for foreign students: The College of Education requires the following minimum scores for the IBT TOEFL test: Reading – 24, Listening – 20, Speaking – 24, Writing – 25 (TOTAL = 93).

ADDITIONAL LEHIGH/COLLEGE OF EDUCATION POLICIES

Adverse Weather Policies

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

RADIO: Updates will be broadcast on the following stations.

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

TELEVISION: Updates will appear on WFMZ-TV Channel 69

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

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

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

Excusing Student Absences When Buses Are Not Operating: As noted under the *University Policy on Handling Adverse Weather*, the Provost issues decisions on whether or not the university will remain open during adverse weather. On rare occasions when the university remains open in adverse weather, Lehigh buses may, however, cease to run, preventing some

students from attending class. In such cases, the absences of these students are to be excused and they are to be given extensions for submission of assignments or completion of quizzes, tests or exams they missed by their absence.

The most up-to-date information on bus stoppages can be obtained by calling 610-758-1700 or by going online to: https://businessservices.lehigh.edu/transit-route-information. After 4:30 p.m. this website is not updated until the next day.

***Instructor Decisions on Cancelling Classes in Adverse Weather*:** The majority of College of Education classes meet on Mountaintop campus and, when there is adverse weather, conditions on Mountaintop can often be more treacherous than on lower campus, particularly in winter, when Mountaintop's slightly lower temperatures are more prone to produce icing. This problem may be further complicated by the fact that COE classes typically meet from 4:00-7:00 p.m. or 7:00-10:00 p.m., when plummeting winter temperatures or snow accumulations can produce increasingly dangerous driving conditions as the evening progresses.

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

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

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

Types of Students

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

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

Regular Graduate Students

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

Associate Graduate Students

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

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

Non-degree Graduate Students

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

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

Non-degree for external certification students are admitted to pursue coursework for the purpose of obtaining certification through an external accrediting agency. Applicants are expected to have an undergraduate GPA of 3.0 or higher on a four-point scale or to have achieved a GPA of 3.0 or higher on a four-point scale for a minimum of 12 graduate credits at another accredited institution. Applicants are assigned certification advisers on admissions and must work with the adviser to assure that they complete all requirements for certification satisfactorily. Non-degree for external certification students complete the coursework and any other required field experiences for the appropriate certification, with the number of credits and field experiences being dictated by the external accrediting agency. Given this external control of credit requirements, the number of credits will vary and will typically exceed the 12-credit limit for

regular non-degree students. Certification involves qualitative components as well as credits; a non-degree student seeking such certification must meet the quality standards of the certification program, as well as completing the necessary coursework and field experiences.

Changing from Non-Degree to Degree Status

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

College Academic Standards and Expectations

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

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

Academic Scholarship Requirements for COE Degree Programs

In keeping with Lehigh University regulations, academic units may have *more stringent* scholarship requirements than those established at the university level. The standards below represent the more stringent academic performance standards required by all degree programs in the College of Education.

***Associate Status Students**:* will be placed on probation when they receive their *first* final course mark below B- and will be dismissed for poor scholarship at the end of any semester in which they are assigned a *second* final course mark below B-. Once on probation, associate students remain on probation until they are granted regular status or receive the degree.

If an associate student is assigned two final course marks below a B- in the same semester, that student will be dismissed for poor scholarship without first being placed on probation. Receiving a final course mark below C- will also result in the associate student being dismissed for poor scholarship without being first placed on probation.

Associate status students must petition to assume regular status once they have completed 9 credits of coursework numbered 200 or above. Students who are eligible to be granted regular status but fail to apply after completing 9 credits will be evaluated according to the criteria that apply to regular status students (below).

***Regular Status Students**:* will be placed on probation at the end of any semester in which they receive their *second* final course mark below B-. Students receiving *three* final course marks below B- will be dismissed for poor scholarship.

***Academic Probation**:* Students placed on academic probation must submit a proposed academic improvement plan to their academic advisors. That plan must include an explanation of why the student received final course marks below B- and must offer a specific plan to address in future coursework the cause of such inadequate academic performance. This plan must be approved by the program faculty. Once regular status students are placed on probation, they remain on probation until completing the degree.

***Readmission**:* Graduate students who have been dismissed for poor scholarship are ineligible to register for coursework in the program. After one semester away, such students may petition for readmission. The program and the dean's office must approve the petition. Students whose petitions are granted will be readmitted on probation and will be dismissed permanently if they receive any additional final course mark below B-.

No final course mark lower than C- may be counted toward a graduate degree and pass-fail registration is not allowed for graduate students.

College Policy on Adequate Academic Progress

The College of Education employs more stringent academic standards than the university for academic performance of graduate students (see https://ed.lehigh.edu/sites/ed.lehigh.edu/files/downloads/2025-03/COE%20Graduate%20Student%20Policies%20and%20Procedures.pdf; see Section IX). Students failing to meet those standards will be placed on *probation* or *dismissed for poor scholarship*. In addition, graduate students in the College of Education (COE) must also continue to make *adequate academic progress*. Adequate progress is expected of students seeking degrees, non-degree students taking focused coursework toward subsequent admission to an academic program or toward external certification, and students seeking a Lehigh University post-baccalaureate certificate.

To assure graduate students in COE academic programs make necessary academic progress in those programs, faculty of the program in which a student is enrolled may review that student's progress. If, in the judgment of the program faculty, a student is not making adequate progress, by majority vote of the voting program faculty, they may either bar that student from registering for further coursework in the COE until he or she demonstrates adequate progress by completing specified actions, or drop that student from the program for *inadequate academic progress*. In cases where a student is non-degree, such a vote to drop shall have the effect of barring that student from taking further coursework in that academic program unless (1) that student is subsequently admitted to a COE academic program *and* (2) such coursework is required by the student's subsequent program of study.

Events that may trigger such an adequate progress review include:

- A graduate student carrying two or more incompletes in non-research courses,
- A graduate student withdrawing from the same course more than once,
- A graduate student withdrawing from more than three required courses in a program of study,
- A graduate student failing to complete non-course program requirements in a timely fashion,
- Any COE faculty member or instructor requesting such a review.

In addition, some COE academic programs mandate periodic reviews of the academic progress of all students in those programs and these reviews shall take place without the necessity of a triggering event.

In making decisions about adequate progress, program faculty shall take into consideration a student's personal health and/or life situation. To assist in such consideration, program directors may request that students clarify the reasons behind their failure to make adequate academic progress.

Right of Appeal: Students have the right of appeal if they feel academic program faculty have erred in (1) barring them from further coursework in the COE until completing some specified indicator(s) of adequate academic progress, (2) dropping them from the program in which they were enrolled, or (3) barring them from taking non-degree coursework in that academic program. Such students should follow the appeal process laid out in the *College of Education Grievances Procedures,* detailed elsewhere in this handbook. The form to use for appeals of sanctions related to *adequate progress* decisions is the *Non-course-related Grievance Form* (available online through this link:
https://ed.lehigh.edu/sites/ed.lehigh.edu/files/COE_NonCourseRelatedNonGradeGrievanceForm-Enter%26Save130508.pdf

The University defines general standards for academic standing for all graduate students. Colleges, departments, and graduate programs may define additional standards for a student to remain in good standing and be allowed to continue to pursue graduate studies. When warranted, and in consultation with programs and departments, the Dean's office at the appropriate college shall issue notifications of probation or dismissal.

College Academic Integrity Policy

The Faculty of the College of Education is committed to upholding the highest standards of personal, professional, and academic integrity. Thus, each graduate student, graduate assistant, or research assistant in the College of Education is expected to act in accordance with the university's Student Code of Conduct and the standards set by the university faculty. Further, each student is expected to act in accordance with the professional standards set forth by his or her field of study (for example, the Pennsylvania Department of Education and the American Psychological Association).

The faculty will not tolerate acts of plagiarism, cheating, data falsification and other forms of academic misconduct. Using the appropriate procedure, the faculty will send suspected cases of academic dishonesty to the Office of Student Conduct and Community Expectations to initiate a fair process for resolving alleged misconduct.

Students found responsible under the Student Code of Conduct for specific charges of academic misconduct will not be eligible to receive a university recommendation for professional licensure or certification. While this ineligibility might not prevent such students from completing the coursework for a degree and receiving that degree, it would eliminate their ability to achieve certification or licensure.

Process for Resolving Suspected Student Academic Misconduct under the Policy

The COE has its own procedures for attempting informal resolution of suspected academic misconduct, procedures that are aligned with the university's process. For those procedures and relevant forms, please see this link: https://ed.lehigh.edu/sites/ed.lehigh.edu/files/COE_SuspectAcadMisconductForm-Enter%26Save130502.pdf)

Termination of Student Status

The University defines general standards for academic standing for all graduate students. Colleges, departments, and graduate programs may define additional standards for a student to remain in good standing and be allowed to continue to pursue graduate studies. When warranted, and in consultation with programs and departments, the Dean's office at the appropriate college shall issue notifications of probation or dismissal.

The student status of students enrolled in the College of Education (COE) may be terminated for seven reasons:

1. *Voluntary Termination:* A student notifies the university, through academic advisers, program directors or other university officials, that he/she wishes to discontinue pursue of studies.
2. *Inadequate Academic Progress:* If, in the judgment of the program faculty, a student has failed to meet the expectations of the program in terms of making adequate academic progress, as defined by the College of Education's *Adequate Academic Progress Policy* (see below), that student may be dropped from the program.
3. *Failure to Meet Program Standards/Requirements:* Selected degree programs in the COE have periodic reviews of student performance and behavior. If, in the judgment of the program's voting faculty, a student has failed to meet the expectations/requirements of the program, that student may be dropped from the program. Such expectations/requirements include both course-related and non-course-related performances and behaviors.
4. *Dismissal for Poor Scholarship:* Regularly admitted students in degree programs who fail to meet the COE's *Academic Performance Standards Policy* will be dismissed from the college.
5. *Disciplinary Dismissal:* Students who undergo a disciplinary review in which they are found responsible, may have their student status terminated (see https://ed.lehigh.edu/sites/ed.lehigh.edu/files/downloads/2025-03/COE%20Graduate%20Student%20Policies%20and%20Procedures.pdf). The COE has its own procedures for attempting informal resolution of suspected academic misconduct (https://ed.lehigh.edu/sites/ed.lehigh.edu/files/COE_SuspectAcadMisconductForm-Enter%26Save130502.pdf) , procedures aligned with the university's process.
6. *Certification/Licensure Program Termination:* A student in a program leading to external certification or licensure who is found to have violated the COE *Academic Integrity Policy* will no longer be eligible to pursue such certification and licensure, although he or she may be eligible to complete a degree program that does not include such certification/licensure. Similarly, if, in the judgment of the voting program faculty, a student seeking certification is not suited to further pursuit of that certification (as might happen in programs that prepare school teachers, administrators, counselors and psychologists), that student will be offered the option of completing a degree without certification. This latter instance most frequently occurs when that student has failed to succeed in one of more field placements and/or has demonstrated temperamental/emotional issues causing concern about recommending to the certifying/licensing agency that the student be granted certified/licensed.
7. *Termination of Doctoral Studies:* A student that fails either the Doctoral Qualifying Examination or the Doctoral General Examination, does not garner approval for the dissertation proposal, or ultimately fails to defend his/her dissertation successfully will no longer be eligible to pursue doctoral studies (see https://catalog.lehigh.edu/graduatestudyandresearch/degreeinformation/). In such cases, the student may be offered, instead, the opportunity to receive a master's degree, through meeting its requirements.

The college and university have appropriate appeal processes designed to assure students have access to due process. For details of those processes, please see the College of Education *Grievance Procedures* section elsewhere in this manual.

Professional Organizations

Students are strongly encouraged to join the key national, international, and state professional organizations that are most relevant for their career. Joining a professional organization is a vital step toward professional development, ethical practice, professional support and information, and career success. These organizations offer many benefits, including networking opportunities, continuing education, advocacy for the profession, and access to resources that support professional growth (including, in some cases, free liability insurance).

Key National and Pennsylvania Organizations for School Counseling Students

- The **American School Counselor Association (ASCA; https://www.schoolcounselor.org)** is a national voice for the profession and are the go-to sources for standards, research, and advocacy.
- **Pennsylvania School Counselors Association (PSCA; https://www.paschoolcounselor.org):** This is the state-specific organization for school counselors in Pennsylvania and is the most important state-level association to join.

Key International Organization for International School Counseling Students

- The key professional organization for international school counseling students to join is the **International School Counselor Association (ISCA; https://iscainfo.com)**: ISCA is the premier professional association specifically for international school counselors. Its mission is to provide leadership, advocacy, and resources for the profession on a global scale and is tailored to meet the unique challenges and opportunities that arise when working with a globally mobile student population.

Key National and State Organizations for Mental Health Counseling Students

- **American Counseling Association (ACA; https://www.counseling.org)**: The ACA is the largest professional organization for counselors and is considered a flagship organization for the profession.
- **Pennsylvania Counseling Association (PCA; https://www.pacounseling.org/aws/PACA/pt/sp/home_page)**: The PCA is the state branch of the American Counseling Association and is a vital resource for counselors in Pennsylvania. Its focus is on the unique needs of the profession within the state.