



Counseling Psychology Department

Master of Arts in Clinical Counseling Program

2023-24

HANDBOOK FOR STUDENTS

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The Master of Arts in Clinical Counseling Program at Eastern University

Introduction

This handbook serves to guide matriculated students in the Masters of Arts in Clinical Counseling program at Eastern University. The handbook is not meant to be exhaustive. Rather, students should review the Graduate Catalog for a complete understanding of all University requirements and policies:

<http://www.eastern.edu/offices-centers/office-registrar/course-catalogs>. All students are strongly encouraged to review online orientation tutorials (<http://www.eastern.edu/onlineorientation>), where they will receive instructions on obtaining books, parking permits, user names and passwords as well as other essential information pertinent to being at student at Eastern University.

Additional information regarding the Counseling Psychology programs is located on the department's Brightspace site, which matriculated students may access with their Eastern username and password. It is the student's responsibility to check this site regularly to receive announcements from the department and to stay up to date on department policies and procedures. Likewise, it is Eastern's policy to deliver university-wide messages through student email, so regularly checking the Eastern email account is essential.

Our Mission

The mission of the Counseling Psychology Department at Eastern University is to train a diverse body of students to be competent and ethical practitioners who apply knowledge and skills, gained from the thoughtful integration of the Christian faith and the counseling discipline, in varied clinical practice settings.

The particular mission of the Clinical Counseling program is to train masters level graduates who 1) comprehend human personality organization and experience, 2) are able to implement strategies for positive change in individuals, families, churches and communities, and 3) are academically prepared to seek credentialing as licensed professional counselors. This 60-credit degree program covers all the academic content areas listed as educational requirements for Licensed Professional Counselors (LPC) in Pennsylvania. Our program has the following distinctives:

- **Exploration of the field of Counseling from a Christian lens.** Our faculty assist students in reflecting on counseling theory, research, and social justice practices from a Christian worldview.
- **Depth conceptualization of human functioning:** Students are taught to understand human problems and symptoms within the context of personality organization.
- **Evidence-based interventions:** Our courses expose students to the range of evidence-based interventions in the field with an emphasis on selecting interventions matched to diverse client needs.
- **Practitioner focus:** Our training emphasizes what to do in clinical practice with a competency-based progression of skills. Our professors are practitioners who have hands-on experience in the field.
- **Diversity:** Our instructors come from many backgrounds and model the application of sound multicultural counseling principles to our diverse student body.
- **Preparation for licensure:** The MA in Clinical Counseling program meets all the educational requirements specified by the PA Board for Licensed Professional Counselors (LPC).
- **Flexibility for adult students:** Classes are held on-ground in the evenings, as well as in hybrid (partial on-line) and on-line formats to support working adults obtaining their degrees. In addition, students pursue practicum and internship field placements where they can obtain practical experience individualized their own professional goals.

MA in Clinical Counseling Program Objectives

Eastern University's Clinical Counseling program provides students with a strong clinical education through practical instruction rooted in established research and theory. The program has carefully sequenced training experiences that promote both personal and professional growth so that students are prepared to enter the field equipped to function as competent and ethical counseling practitioners. The program is designed to ensure that the graduate student who

completes the degree is trained in specific content areas established by the Pennsylvania Board for Licensed Professional Counselors (LPC). In addition, the program seeks to assist students in understanding the counseling profession in light of the Christian faith. Accordingly, the program has established several broad student learning goals; our students will learn to identify and apply the theoretical and research bases of counseling in the following domains:

1. Professional counseling orientation and ethics
2. Social and cultural foundations of counseling
3. Human growth and development
4. Career and lifestyle development
5. Theories, models, and processes of counseling, including group work
6. Assessment/appraisal methods
7. Research and program evaluation

NOTE: Objectives 1-7 are knowledge bases outlined in regulations for Licensed Professional Counselors in the Commonwealth of Pennsylvania. The program has an additional student learning goal, in keeping with the university mission as a Christian institution of higher learning:

8. Examine how Christian worldviews and theology inform our understanding of counseling theory, research and practice—including social justice advocacy.

Measureable indicators of each of the above goals are mapped across the Clinical Counseling core curriculum and appear in course syllabi.

While the core curriculum prepares students for the general practice of professional counseling, two concentrations and individual electives are offered as first steps toward specializations in the field.

Concentration in Applied Behavior Analysis Certification:

Students may complete the MA in Counseling degree program with a concentration in Applied Behavior Analysis Certification. In addition to the overall Clinical Counseling program mission/goals, the particular mission of the **Concentration in Applied Behavior Analysis Certification** is to train masters level graduates who are 1) competent in the use of behavioral and scientific based assessment, intervention/prevention strategies, and effective consultation for the promotion of learning socially appropriate behaviors in both school and community settings, and 2) academically prepared to seek national certification as Board Certified Behavior Analyst* and Pennsylvania state credentialing as a Licensed Behavior Specialist. The Association for Behavior Analysis International has verified the curriculum as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst® or Board Certified Assistant Behavior Analyst® examination. The ABA designation will appear on a student's transcript. The concentration has several broad student learning goals; students will:

1. Know the history and foundation of applied behavior analysis
2. Know principles of behavior analysis in human development and learning
3. Apply basic behavior analytic skills in assessing the problems, in providing behavioral intervention, and in measuring and monitoring intervention progress.

Measureable indicators of each of the above goals are mapped across the concentration's seven required courses and appear in course syllabi. NOTE: To earn the concentration, all concentration courses must be taken at Eastern University. Transfer credit is not permitted for concentration courses.

*Note to international students: please be aware that the Behavior Analyst Certification Board will no longer offer the BCBA-D, BCBA and BCaBA credentials outside the United States and Canada, as of January 1, 2023. If you are still interested in obtaining a professional credential for practicing behavior analysis in your country, you can consider the IBA credential offered by the International Behavior Analysis Organization (<https://theibao.com/>).

Concentration in Trauma Studies:

Students may complete the MA in Counseling degree program with a concentration in Trauma Studies. In addition to the overall Clinical Counseling program mission/goals, the particular mission of the **Concentration in Trauma**

Studies is to train masters level graduates who 1) understand the physiological, psychological, spiritual, and interpersonal impact of traumatic events on individuals, families, and communities, 2) know a range of evidence-based interventions for preventing and treating traumatic stress, and 3) can competently and ethically apply trauma-informed counseling skills to diverse traumatized populations in professional counseling and volunteer contexts. Students completing the concentration will be academically prepared to seek licensure as Professional Counselors in Pennsylvania and to pursue post masters training/credentialing by professional and service organizations specializing in trauma prevention, assistance, and treatment. The concentration has two broad student learning goals; students will:

1. Identify the theoretical and research bases of mental health traumatology
2. Apply evidence-based knowledge and skills in clinical practice with diverse traumatized populations

Measureable indicators of each of the above goals are mapped across the concentration's five required courses and appear in course syllabi. NOTE: To earn the concentration, all concentration courses must be taken at Eastern University. Transfer credit is not permitted for concentration courses.

Teaching Methods

Graduate Counseling Psychology students will encounter coursework that is presented from a Christian worldview in fulfillment of the university's mission. This may include activities such as: instructor led prayer/scripture reflection in the classroom, discussions/written assignments centered on spiritual topics related to coursework, and readings that explore Christian perspectives on class content. Students are invited to explore their own worldviews as they proceed in the program and to consider the implication of their own beliefs as they train for the counseling profession.

Since the Counseling profession requires the effective use of self in the helping process, students in our programs are required to participate in learning experiences of a personal nature. This may include: role play in classrooms, experiential groups, and written assignments that include personal disclosure and reflection.

The Clinical Counseling program utilizes a competency-based approach to foster students' progression from knowing to doing. To facilitate this kind of application-based learning, a variety of teaching strategies are employed: 1) didactic instruction (with complex skills broken down into component parts), 2) multiple methods of demonstration (e.g., live, video, written exemplars), 3) student practice inside and outside the classroom (role plays and other simulations), 4) comprehensive feedback (face to face supervision, written, and electronic), and 5) use of detailed instructions and rubrics.

Admission Requirements

To be admitted to the Clinical Counseling graduate program, an applicant must:

- Possess a bachelor's degree in any field from a college or university that is institutionally accredited and endorsed by CHEA. If the bachelor's degree was earned outside the United States, the program of study must be equivalent to a four-year U.S. baccalaureate degree program.
- Have an overall undergraduate grade-point average of at least a 2.8 (3.0 required for accelerated and online tracks). A GPA of 3.0 is preferred, with particular importance placed on the last two years of the undergraduate record. An applicant with a lower GPA may submit GRE or MAT scores to strengthen the application.
- Have earned six credit hours of behavioral science courses (e.g., psychology, educational psychology, social work, etc.) with a grade C or higher within 10 years of applying to the program. Candidates may be accepted into the program but will not be eligible for classes until 6 credit hours are fulfilled. CLEP exams will be accepted for Introduction to Psychology, Human Growth and Development, and/or Introduction to Sociology
- For applicants who studied in educational systems outside the United States: Official evaluation of academic credentials in English from a NACES member organization is required. An evaluation from World Education Services is preferred.
- For applicants whose language of instruction was not English: Minimum test of English as a Foreign Language (TOEFL) score of 79 (internet-based) or 213 (computer-based) or minimum international English language testing system (IELTS) score of 6.5

Application Steps:

Step 1: If you meet the above requirements, submit the following:

- **Application:** Completed and signed at admissions.eastern.edu
- Official Transcript(s) from the degree conferring undergraduate (and graduate if applicable) institution. Additional official transcripts(s) will be needed reflecting the necessary pre-requisites if completed at an institution other than where your undergraduate degree was completed, or if you transferred credits and those grades do not appear on the transcript where you earned the degree. Submit the [Request for Official College Transcript](#) and the Admissions Office will request your transcript(s) on your behalf.
- A current resume
- **Two Recommendations:** One professional recommendation and one academic. The professional reference must be from a present or past workplace supervisor; the academic reference must be from an instructor of course you took as an enrolled student. Those who are recommending you must use [our form](#). **If you have been out of school for more than four years, you may submit two professional recommendations.
- A signed [Disclosure of Online Learning Expectations \(DOLE\) Form](#), affirming ability to appropriately use contemporary technology tools for communication and online learning

Step 2: After your application is completed, and you have met admission requirements, selected candidates will be invited in for the following:

- A personal interview with a Counseling Psychology department member
- A Writing Task, to be completed on-site after the personal interview.
- A review of your intended program of study (POS) and program policies. You will be asked to sign these documents after reviewing, as well as a criminal history waiver.

Step 3: After receiving your letter of acceptance, you will need to:

- Submit a New Student Enrollment Form for registration
- Submit a \$150 tuition deposit.

*** Please note, at least 4.5 credits must be taken per semester to qualify for financial aid.**

Diversity, Equity, and Belonging at Eastern University

STATEMENT OF NON-DISCRIMINATION

Eastern University is committed to the principles of equal opportunity as defined under federal and state law, and does not discriminate unlawfully on the basis of race, gender, sexual orientation, color, creed, disability, national/ethnic origin, age, disabled veteran/Vietnam era, Genetic Information and Nondiscrimination Act (GINA), or veteran status in its admission policy, program, or activities, educational policies, scholarship and loan programs, athletic and other University-administered programs, or employment practices and programs.

DIVERSITY STATEMENT

Eastern University recognizes that diversity and inclusiveness is essential in establishing a prosperous and productive campus community. Having a diverse faculty and staff community creates energy and insight as well as establishing cultural awareness and shared differences among our community as we seek to follow our mission of Faith, Reason and Justice. Therefore, having a diverse campus is a primary initiative at Eastern. All members of our community are encouraged and empowered to achieve their personal, educational and career goals while learning about different cultures. Our Diversity, Equity, and Belonging Executive Team works to implement the mission and goals of diversity, equity, and belonging at Eastern University. Our mission and vision responds to the needs of our students and the entire Eastern community, with a particular focus on supporting underrepresented populations.

Graduate Assistantships

Every winter/spring, the Department awards a limited number of Graduate Assistantships. These are highly competitive (working) grants that involve research or administrative tasks. Prospective students who are applying for a Graduate Assistantship must meet the spring deadline for application submission (see the Counseling Psychology website for further information).

Degree Requirements

The MA in Counseling program is a 60 credit degree, consisting of required core courses and elective or concentration courses to meet the 60 credits required for LPC [Note: the LPC credential in Pennsylvania requires 60 credits—see p. 29 for details]. Students may choose to complete the program through full-time or part-time course tracks. Full-time attendance is 9 credit hours per semester (three 3-credit courses) for 3 years, while part-time is 6 credit hours per semester (two 3-credit courses) over 4 years. Both tracks include summer sessions. (An accelerated, 2-year track is also offered, but with more rigorous admission requirements. Only those accepted to the accelerated track may complete the program in the 2-year pace). All program tracks require a 100-hour practicum and 600-hour internship. Students seeking concentration in Applied Behavior Analysis Certification or Trauma Studies take courses specified to the concentration (see Programs of Study section below for details).

Field Placements

Practicum:

The professional application of skills to appropriately meet client needs in a clinical setting is enhanced by a spring semester on-site practicum experience which is part of the course requirements for CNSL625 *Practicum in Psychotherapy Integration*. This three-credit course and placement exposes students to a variety of professional roles within the counseling profession, allowing students to observe and practice assessment and intervention skills with a diverse population of clients. The practicum experience involves a minimum commitment of approximately seven (7) hours a week for fifteen (15) weeks at one location.

The major goal of the practicum in Clinical Counseling is to provide the student with an initial exposure to the role of a professional counselor. The student will integrate theoretical knowledge and prior course work with practical application in the field, and will do so with the assistance and support of one or more experienced supervisors at the field placement and at Eastern University.

Specific goals of the practicum experience include:

- to provide supervised experience and support the transition from student to practitioner
- to expose the student to the roles and responsibilities of a professional counselor
- to develop understanding and responsiveness to the needs of diverse clinical populations, and to cultivate an ability to work within a culturally diverse setting
- to observe mental health delivery services and begin to provide such services as appropriate
- to observe the administrative tasks involved in mental health settings and to begin to cultivate skills in these areas
- to use supervision productively to advance clinical skills and professional development

Explicit outcomes to be demonstrated by the student are included in the Practicum course syllabus (CNSL625).

In the fall semester preceding the scheduled practicum course, students need to research practicum placements in keeping with their professional goals and meeting the requirements outlined in the Practicum Manual. All students will be provided with the Practicum Manual, contact information for previously approved sites along with a list of past site supervisors. (An annual Practicum/Internship Orientation meeting is held in the fall prior to the practicum semester). It is the responsibility of the student to find an appropriate site and supervisor, however, the Field Placement Coordinator gives final approval of the placement. The practicum contract (and other documentation located in the Practicum Manual) must be completed and signed by the student, the on-site counseling supervisor, and the Counseling Psychology program personnel, prior to the start of the practicum course.

During practicum, the student is expected to be exposed to activities appropriate to counseling, which may include: clinical work (i.e., direct observation to direct service in various therapeutic interventions and modalities), administrative duties relevant to mental health service delivery, supervision, and training. The on-site supervisor is required to meet with the practicum student for one hour of face-to-face supervision each week. (Individual or group supervision is permitted). As professional confidence and skills increase, students take on more individual

responsibilities for these activities but are still under close supervision. At least 40% of the practicum experience shall consist of direct contact with clients. This means 40 of the 100 hours should be face-to-face work with clients, including observation or provision of direct services. Students must complete the required hours, receive satisfactory evaluations from supervisors, complete course assignments, and earn a “*B or Better*” grade to qualify for an internship placement the following year.

Internship:

The *Clinical Internship Seminar I & II* courses (CNSL675 & CNSL676) require a 600-hour field placement that involves approximately 20 hours/week work during the entire Fall and Spring Semesters of the student’s final year. Students are encouraged to plan ahead for the time commitment required for their internship year. Some students may find it difficult to obtain the 600 hours during the regular academic semesters; alternate arrangements for starting internship placements during the summer prior to the final year may be considered.

The internship process requires the students to learn to assume the role of a professional counselor as they develop attitudes, values, and skills that will facilitate the helping process. In keeping with this rationale, the following goals of the internship experience have been identified:

- to provide an opportunity to gain the skills necessary to establish a therapeutic relationship (client-counselor), to identify central issues, and to help the client take the necessary steps for healing using one or more theoretical models
- to provide the opportunity for counseling and related field experiences, under supervision, in order to ease the transition from theory to practice
- to help students further develop their philosophy of counseling, and improve skills in the use of appropriate techniques and procedures
- to help students increase understanding of themselves and the impact of their own life experiences upon the counseling process
- to develop an appreciation and understanding of spiritual, ethnic, cultural and gender differences and how those differences affect the counseling relationship
- to help students gain requisite knowledge of and abilities to competently apply ethical and professional guidelines for professional counseling practice
- to encourage the reflection upon the Christian worldview, students’ own worldviews, and implications for counseling practice

Explicit outcomes to be demonstrated by the student are included in the course syllabi for *Clinical Internship Seminars I & II* (CNSL675 and 676).

In the semesters prior to the internship year, students need to research internship placements in keeping with their professional goals and meeting the requirements outlined in the Internship Manual. All students will be provided with the Internship Manual, contact information for previously approved sites, along with a list of past site supervisors (distributed at the annual Practicum/Internship Orientation meeting). Per the training focus of the core counseling courses, internship placements must include opportunities for working with adult developmental issues and psychopathology. Therefore, sites should be chosen where some portion of the caseload includes individual counseling cases with adult populations, so that students have sufficient adult cases to apply the concepts they are learning in class. (Adolescent-focused sites will be considered if the treatment methods include evidence-based talk therapies that parallel those used with adult populations).

Additionally, the internship site must afford the student the opportunity to gain *counseling* experience, providing broad training across professional counseling methods and with a range of mental health disorders and populations. So for example, a site might utilize primarily behavioral interventions, but these would be applied to varied client problems/concerns, and the student would be overseen by a supervisor who is has breadth of clinical training. (Students in Applied Behavior Analysis concentration should note the degree is in Counseling, with the ABA coursework as a step toward a specialty). It is the responsibility of the student to find an appropriate site and supervisor, however, the Field Placement Coordinator gives final approval of the placement. As in the practicum, it is the responsibility of the student to complete the signed internship contract and other documentation (located in the Internship Manual) prior to the start of the *Clinical Internship Seminar I* course.

The internship involves a 600-hour commitment under the direct supervision of an experienced clinician with approximately five (5) or more years of experience. The supervisor is required to meet with the student for at least one hour a week for individual supervision. Eastern University recognizes the important role of the on-site supervisors and appreciates their willingness to undertake this responsibility. The intern will be supported by Eastern University through a weekly Internship seminar course that will provide both individual and group supervision and training. Each intern must pass the seminar class held in the fall (CNSL675) and the spring (CNSL676). Each course requires the submission of various assignments related to case conceptualization and treatment planning. Students who are at the end of their internship experience, and who do not demonstrate adequate professional and clinical competence by earning at least a passing grade (B or higher in CNSL675 & CNSL676) will be asked to withdraw from the program (see Student Progress Review).

At least 40% of the field experience shall consist of direct contact with clients. This means that 120 of the 300 hours per semester should be in face-to-face work with clients including observation or provision of counseling services (e.g., individual, group, or family), intake, assessment, psychoeducation or other direct services. NOTE: The 240/600 hour requirement is a minimum expectation; more direct hours are recommended to maximize the intern's clinical experience during field placement training. The remaining hours may be indirect service and training. Acceptable indirect services/training include observing and, to the extent permissible, participation in case conferences, staff meetings, presentations, supervision, report writing, research, and note taking. Students may also include the time spent in the Internship Seminar classes as part of the indirect internship hours.

Policy on Professional Liability

Throughout enrollment in the practicum and internship field placements, students are required to maintain liability (malpractice) insurance. Students must submit proof of insurance to the Field Placement Coordinator prior to starting on-site. Some field placement sites specify this coverage must be in the amount of \$1,000,000 Each Claim and \$3,000,000 in the Aggregate, so this amount is recommended when purchasing coverage. In addition, some field placement sites require various background checks. Students are encouraged to inquire about these requirements during the field placement interview process.

Student Progress Review

Professional Behavior Standards:

In addition to the mastery of various areas of formal course content, students are also expected to demonstrate professional, ethical, and interpersonal behavior with peers, instructors, supervisors, and clients, in keeping with the professional standards. Professional conduct expectations are based on five principles that are viewed the cornerstone of ethical guidelines of counseling and other helping professions (Kitchener, 1984)¹. These include:

1. Autonomy – promoting the dignity of all and respecting others rights to freedom of conscience and action whenever appropriate
2. Nonmaleficence – refraining from actions which cause harm to others
3. Beneficence – contributing to the welfare of others by proactively doing good
4. Justice – treating others with fairness and honesty
5. Fidelity – treating others with loyalty, faithfulness, and honoring of commitments

This includes handling conflict in a professional manner. Conflict is inevitable—with fellow students, instructors, or field site supervisors. Students are expected to practice these principles from Matthew 18:15-17:

- Keep the matter confidential.
- Talk directly to the party(ies) involved first.
- State your concern clearly and concisely, respectfully conveying intent to solve the issue.

¹ Kitchener, K. S. (1984). Intuition, critical evaluation and ethical principles: The foundation for ethical decisions in counseling psychology. *Counseling Psychologist*, 12(3), 43-55.

- If unable to resolve between the parties, then seek out an appropriate Counseling Psychology Department member to assist as a mediator (e.g., your instructor, faculty advisor, program Academic Counselor, or Field Placement Coordinator).

Faculty Review Policy:

In keeping with its charge of monitoring student progress in professional development, the Counseling Psychology Department reserves the right to request that a student's program of study be put on probation, temporarily deferred, or discontinued should there be unsatisfactory progress toward the degree. Unsatisfactory progress may be evidenced by poor *academic* progress, including a grade point average (cumulative or course-based) that does not meet minimum criteria, failed courses, or courses where a B or better is required but not obtained. Unsatisfactory progress may also include a failure to demonstrate the *interpersonal* skills requisite to program competence. These skills may include, but are not limited to, behavior identified either by a faculty member or a field site supervisor suggestive of a significant deficit in the areas of professional presentation and decorum, ethical behavior, and/or technical skill deficit.

There will be a formal review of student progress after completion of the first academic year of the program.

Instructors in each of the courses will complete the *Student Progress Profile form* (SPP-I) based on their observations of students' progress in their first year. The faculty advisor will analyze the feedback and provide a summary of the SPP results to the student as a formal review of overall progress. A summary letter of this process will be placed in the student file. If a significant area of improvement is identified, a meeting with between the student and his/her advisor will be held and a remediation plan may be developed and included with the summary letter in the student file. The student is given a copy of the summary letter and plan for review prior to signing this agreement. The student is expected to humbly accept the feedback given, and complete the remediation plan offered. At this review point, the Counseling Psychology Department reserves the right to request that a student's program of study be put on probation, temporarily deferred, or discontinued should there be unsatisfactory progress toward the degree.

A second formal review of student progress will be completed at the time that the student applies for acceptance into the internship program in his/her degree track. Acceptance into the internship program is not guaranteed. Students must apply and receive approval of the Counseling Psychology Department to enter the internship phase of training. Again, at this review point, the Department reserves the right to request that a student's program of study be put on probation, temporarily deferred (with remediation required), or discontinued should there be unsatisfactory progress toward the degree.

Additionally, at any time during the course of study, instructors may file an "incident of concern" report if the student's interactions demonstrate significant deficit in the areas of professional presentation and decorum or ethical behavior. The student will receive a copy of the incident of concern report and may respond in writing. Any "incident(s) of concern" reports and student response(s) will be placed in the student file and considered in the review processes described above.

Finally, field site supervisor feedback is solicited during the practicum and internship placements in informal report and formal points of evaluation. Students are expected to conduct themselves as professionals at the placement site, adhering to professional ethics codes and standards of practice (i.e., ACA, CAPS). Should the site supervisor indicate the student's progress is unacceptable, Eastern University retains the right to fail the student in this course and withdraw the student from the site. The student may be dismissed from the program, or a remediation plan may be developed for areas of deficit identified by the field site supervisor and/or instructors of practicum or internship. The student is expected to humbly accept the feedback given, and complete the remediation plan offered.

As a group, faculty members formally review student performance with regard to both academic and professional behavior standards on the following schedule:

First Formal Student Review	<ul style="list-style-type: none"> ● SPP-S forms completed by instructors ● Summary of SPP results prepared after first academic year in the program ● Advisor develops a summary letter that is shared with the student and placed in student permanent file ● A meeting with advisor will be scheduled if significant deficiencies are noted and a remediation plan developed
Second Formal Student Review	<ul style="list-style-type: none"> ● Student applies for acceptance into the internship program ● Faculty from the Counseling Psychology Department review student progress then either approve, defer (with remediation required) or discontinue student progression to internship
Ongoing Monitoring	<ul style="list-style-type: none"> ● Instructors may file an “incident of concern” report or a plan for remediation if a student demonstrates significant deficiencies in professional skills, presentation, decorum or grade point average (cumulative or course-based) during their program of study ● Site supervisor feedback is solicited during the practicum and internship placements in informal report and formal points of evaluation. Remediation may be required for deficits observed in the field placement.

Policy for Students Delaying Practicum and Internship

Students may find it necessary to delay the normal progression of their coursework due to unforeseen conditions (financial, health, job demands, or other extenuating circumstances). When a student has not registered for coursework for over one year, the student must apply for re-admission to the Counseling Psychology Department (see the Department website for the re-admission checklist) and be approved for reentry into the program. **If a student has not registered for coursework one year prior to their practicum or internship semester, the student must follow these additional procedures outlined below.** In the *summer or winter break* before the intended return to either the Practicum or Internship course, a student must:

1. Conduct a counseling session with an adult client. With client consent, this session will need to be audio-recorded so that the departmental faculty can review the student’s counseling skills.
2. Write a self-assessment of clinical skills based upon the grading rubric from the relevant course in the program (i.e., the last clinical skills course taken).
3. Send the audio-recording and self-assessment of the session to the Clinical Counseling Program Director.
4. If the work is deemed satisfactory by the faculty, the Program Director will send written notification that the student may reenter the program. If the student’s work requires remediation, a plan will be developed.

Programs of Study

The following pages include the Programs of Study (POS) for each track offered for the MA in Clinical Counseling degree. Please note: 1) POSs are subject to change based on scheduling and other curricular issues which may emerge, and 2) at least 4.5 credits must be taken per semester to qualify for financial aid.

During the admissions process, students must declare the degree track they are seeking, the pace for their coursework (full, part-time, accelerated), and delivery format (onground hybrid vs fully online). They then sign a specific Program of Study (see following pages) which prescribes the sequence of courses to be taken toward graduation. The POS documents the program to which the student has been accepted. Changes to the program of study are not always feasible and must be requested in writing. Similarly, students must enroll in course sections prescribed for their program track. Section 90s courses are only open to students in the fully online programs; other sections (not in 90s) are only open to students in the onground hybrid programs. Requests to change POS or enroll in classes outside it are reviewed on a case by case basis. Thus entering students are encouraged to clarify their career goals and feasible pace of graduate training during the admission interview, so as to make informed decisions prior to starting the program.

POS: 3-year, full-time, 60-credit MA in Counseling

[offered onground hybrid format or fully online]

FALL YEAR I

CNSL 500 Introduction to Counseling Theory, Personality and Practice (3 Credits)

CNSL 513 Group Dynamics and Counseling (3 Credits)

CNSL Elective (3 Credits)

SPRING YEAR I

CNSL 511 Lifespan Development (3 Credits)

CNSL 518 Psychopathology and Diagnosis (3 Credits)

CNSL Elective (3 Credits)

SUMMER I YEAR I

CNSL 505 Ethics and Professional Development (3 Credits)

CNSL 527 Social and Cultural Foundations of Counseling Practice (3 Credits)

FALL YEAR II

CNSL 602 Techniques of Counseling and Psychotherapy (3 Credits)

CNSL 609 Personality Dynamics and Psychosocial Assessment (3 Credits)

CNSL Elective (3 Credits)

SPRING YEAR II

CNSL 575 Research Design and Statistics (3 Credits)

CNSL 611 Introduction to Assessment (3 Credits)

CNSL 625 Practicum in Psychotherapy Integration (3 Credits)

SUMMER I YEAR II

CNSL 545 Career Development Theory and Practice (3 Credits)

CNSL Elective (3 credits)

FALL YEAR III

CNSL 614 Case Conceptualization and Counseling Strategy (3 Credits)

CNSL 675 Clinical Internship and Seminar I (3 Credits)

SPRING YEAR III

CNSL 676 Clinical Internship and Seminar II (3 Credits)

CNSL Elective (3 Credits)

Total: 60 Credits

POS: 3-year, full-time, 60-credit MA in Counseling with Concentration in Applied Behavior Analysis Certification

[offered onground hybrid format or fully online]

FALL YEAR I

CNSL 500 Introduction to Counseling Theory, Personality and Practice (3 Credits)

CNSL 513 Group Dynamics and Counseling (3 Credits)

CPSY 566 Principles of Applied Behavior Analysis (3 Credits)

SPRING YEAR I

CNSL 511 Lifespan Development (3 Credits)

CNSL 518 Psychopathology and Diagnosis (3 Credits)

CPSY 567 Autism and Applied Behavior Analysis (3 Credits)

SUMMER I YEAR I

CNSL 506 Ethics and Professional Development (3 Credits)

CNSL 527 Social and Cultural Foundations of Counseling Practice (3 Credits)

FALL YEAR II

CNSL 602 Techniques of Counseling and Psychotherapy (3 Credits)

CNSL 609 Personality Dynamics and Psychosocial Assessment (3 Credits)

CPSY 568 Behavior Measurement and Treatment Evaluation (3 Credits)

SPRING YEAR II

CNSL 575 Research Design and Statistics (3 Credits)

CNSL 611 Introduction to Assessment (3 Credits)

CNSL 625 Practicum in Psychotherapy Integration (3 Credits)

SUMMER I YEAR II

CNSL 545 Career Development Theory and Practice (3 Credits)

CPSY 570 Consultation and Positive Behavior Strategies (3 Credits)

FALL YEAR III

CPSY 564 Personnel & Supervision Management (2 credits)

CPSY 565 Verbal Behavior Assessment (1 credit)

CNSL 675 Clinical Internship and Seminar I (3 Credits)

SPRING YEAR III

CNSL 676 Clinical Internship and Seminar II (3 Credits)

CPSY 569 Behavior Therapy and Community Setting (3 Credits)

Total: 60 Credits

(NOTE: For students who plan to apply for the BCBA credential after 1/1/2027, they must take the CPSY 572 Organizational Behavior Management (available in Fall 2024) which will replace CPSY 564 and CPSY 565)

POS: 3-year, full-time, 60-credit MA in Counseling with Concentration in Trauma Studies

[offered onground hybrid format only]

FALL YEAR I

CNSL 500 Introduction to Counseling Theory, Personality and Practice (3 Credits)

CNSL 513 Group Dynamics and Counseling (3 Credits)

CNSL 590 Marriage and Family Theory & Therapy (3 Credits)

SPRING YEAR I

CNSL 511 Lifespan Development (3 Credits)

CNSL 518 Psychopathology and Diagnosis (3 Credits)

CNSL 531 Trauma Across the Lifespan (3 Credits)

SUMMER I YEAR I

CNSL 505 Ethics and Professional Development (3 Credits)

CNSL 527 Social and Cultural Foundations of Counseling Practice (3 Credits)

FALL YEAR II

CNSL 602 Techniques of Counseling and Psychotherapy (3 Credits)

CNSL 609 Personality Dynamics and Psychosocial Assessment (3 Credits)

CNSL 551 Grief and Loss Counseling Theory & Practice (3 Credits)

SPRING YEAR II

CNSL 575 Research Design and Statistics (3 Credits)

CNSL 611 Introduction to Assessment (3 Credits)

CNSL 625 Practicum in Psychotherapy Integration (3 Credits)

SUMMER I YEAR II

CNSL 545 Career Development Theory and Practice (3 Credits)

CNSL 540 Substance Abuse Counseling (3 Credits)

FALL YEAR III

CNSL 614 Case Conceptualization and Counseling Strategy (3 Credits)

CNSL 675 Clinical Internship and Seminar I (3 Credits)

SPRING YEAR III

CNSL 676 Clinical Internship and Seminar II (3 Credits)

CNSL 541 Crisis Intervention and Trauma Treatment Methods (3 Credits)

Total: 60 Credits

POS: 4-year, part-time, 60-credit MA in Counseling

[offered onground hybrid format or fully online]

FALL YEAR I

CNSL 500 Introduction to Counseling Theory, Personality and Practice (3 Credits)

CNSL 513 Group Dynamics and Counseling (3 Credits)

SPRING YEAR I

CNSL 511 Lifespan Development (3 Credits)

CNSL 518 Psychopathology and Diagnosis (3 Credits)

SUMMER I YEAR I

CNSL 505 Ethics and Professional Development (3 Credits)

CNSL Elective (3 Credits)

FALL YEAR II

CNSL 602 Techniques of Counseling and Psychotherapy (3 Credits)

CNSL 609 Personality Dynamics and Psychosocial Assessment (3 Credits)

SPRING YEAR II

CNSL 575 Research Design & Statistics (3 Credits)

CNSL 611 Introduction to Assessment (3 Credits)

SUMMER YEAR II

CNSL 545 Career Development Theory & Practice (3 Credits)

CNSL 527 Social and Cultural Foundations of Counseling Practice (3 Credits)

FALL YEAR III

CNSL Elective (3 Credits)

CNSL Elective (3 Credits)

SPRING YEAR III

CNSL 625 Practicum in Psychotherapy Integration (3 Credits)

CNSL Elective (3 Credits)

FALL YEAR IV

CNSL 614 Case Conceptualization and Counseling Strategy (3 Credits)

CNSL 675 Clinical Internship and Seminar I (3 Credits)

SPRING YEAR IV

CNSL 676 Clinical Internship and Seminar II (3 Credits)

CNSL Elective (3 Credits)

Total: 60 Credits

POS: 4-year, part-time, 60-credit MA in Counseling with Concentration in Applied Behavior Analysis Certification

[offered onground hybrid format or fully online]

FALL YEAR I

CNSL 500 Introduction to Counseling Theory, Personality and Practice (3 Credits)

CNSL 513 Group Dynamics and Counseling (3 Credits)

SPRING YEAR I

CNSL 511 Lifespan Development (3 Credits)

CNSL 518 Psychopathology and Diagnosis (3 Credits)

SUMMER I YEAR I

CNSL 506 Ethics and Professional Development (3 Credits)

CPSY 570 Consultation and Positive Behavior Strategies (3 Credits)

FALL YEAR II

CNSL 602 Techniques of Counseling and Psychotherapy (3 Credits)

CNSL 609 Personality Dynamics and Psychosocial Assessment (3 Credits)

SPRING YEAR II

CNSL 575 Research Design & Statistics (3 Credits)

CNSL 611 Introduction to Assessment (3 Credits)

SUMMER YEAR II

CNSL 545 Career Development Theory & Practice (3 Credits)

CNSL 527 Social and Cultural Foundations of Counseling Practice (3 Credits)

FALL YEAR III

CPSY 566 Principles of Applied Behavior Analysis, Elective (3 Credits)

CPSY 568 Behavior Measurement and Treatment Evaluation (3 Credits)

SPRING YEAR III

CNSL 625 Practicum in Psychotherapy Integration (3 Credits)

CPSY 567 Autism and Applied Behavior Analysis (3 Credits)

FALL YEAR IV

CPSY 564 Personnel & Supervision Management (2 credits)

CPSY 565 Verbal Behavior Assessment (1 credit)

CNSL 675 Clinical Internship and Seminar I (3 Credits)

SPRING YEAR IV

CNSL 676 Clinical Internship and Seminar II (3 Credits)

CPSY 569 Behavior Therapy and Community Setting (3 Credits)

Total: 60 Credits

(NOTE: For students who plan to apply for the BCBA credential after 1/1/2027, they must take the CPSY 572 Organizational Behavior Management (available in Fall 2024) which will replace CPSY 564 and CPSY 565)

POS: 4-year, part-time, 60-credit MA in Counseling with Concentration in Trauma Studies

[offered onground hybrid format only]

FALL YEAR I

CNSL 500 Introduction to Counseling Theory, Personality and Practice (3 Credits)

CNSL 513 Group Dynamics and Counseling (3 Credits)

SPRING YEAR I

CNSL 511 Lifespan Development (3 Credits)

CNSL 518 Psychopathology and Diagnosis (3 Credits)

SUMMER I YEAR I

CNSL 505 Ethics and Professional Development (3 Credits)

CNSL 540 Substance Abuse Counseling (3 Credits)

FALL YEAR II

CNSL 602 Techniques of Counseling and Psychotherapy (3 Credits)

CNSL 609 Personality Dynamics and Psychosocial Assessment (3 Credits)

SPRING YEAR II

CNSL 575 Research Design & Statistics (3 Credits)

CNSL 611 Introduction to Assessment (3 Credits)

SUMMER YEAR II

CNSL 545 Career Development Theory & Practice (3 Credits)

CNSL 527 Social and Cultural Foundations of Counseling Practice (3 Credits)

FALL YEAR III

CNSL 590 Marriage and Family Theory & Therapy (3 Credits)

CNSL 551 Grief and Loss Counseling Theory & Practice (3 Credits)

SPRING YEAR III

CNSL 625 Practicum in Psychotherapy Integration (3 Credits)

CNSL 531 Trauma Across the Lifespan (3 Credits)

FALL YEAR IV

CNSL 614 Case Conceptualization and Counseling Strategy (3 Credits)

CNSL 675 Clinical Internship and Seminar I (3 Credits)

SPRING YEAR IV

CNSL 676 Clinical Internship and Seminar II (3 Credits)

CNSL 541 Crisis Intervention and Trauma Treatment Methods (3 Credits)

Total: 60 Credits

POS: SPRING START 4-year, part-time, 60-credit MA in Counseling

[offered onground hybrid format or fully online]

SPRING YEAR I

CNSL 511 Lifespan Development (3 Credits)

CNSL Elective (3 Credits)

SUMMER I YEAR I

CNSL 505 Ethics and Professional Development (3 Credits)

CNSL 527 Social and Cultural Foundations of Counseling Practice (3 Credits)

FALL YEAR II

CNSL 500 Introduction to Counseling Theory, Personality and Practice (3 Credits)

CNSL 513 Group Dynamics and Counseling (3 Credits)

SPRING YEAR II

CNSL 518 Psychopathology and Diagnosis (3 Credits)

CNSL 611 Introduction to Assessment (3 Credits)

SUMMER I YEAR II

CNSL 545 Career Development Theory & Practice (3 Credits)

CNSL Elective (3 Credits)

FALL YEAR III

CNSL 602 Techniques of Counseling and Psychotherapy (3 Credits)

CNSL 609 Personality Dynamics and Psychosocial Assessment (3 Credits)

SPRING YEAR III

CNSL 625 Practicum in Psychotherapy Integration (3 Credits)

CNSL 575 Research Design & Statistics (3 Credits)

SUMMER I YEAR III

CNSL Elective (3 Credits)

CNSL Elective (3 Credits)

FALL YEAR IV

CNSL 614 Case Conceptualization and Counseling Strategy (3 Credits)

CNSL 675 Clinical Internship and Seminar I (3 Credits)

SPRING YEAR IV

CNSL 676 Clinical Internship and Seminar II (3 Credits)

CNSL Elective (3 Credits)

Total: 60 Credits

POS: SPRING START 4-year, part-time, 60-credit MA in Counseling with Concentration in Applied Behavior Analysis Certification

[offered onground hybrid format or fully online]

SPRING YEAR I

CNSL 511 Lifespan Development (3 Credits)

CPSY 567 Autism and Basic Applied Behavior Analysis (3 Credits)

SUMMER I YEAR I

CNSL 506 Ethics and Professional Development (3 Credits)

CNSL 527 Social and Cultural Foundations of Counseling Practice (3 Credits)

FALL YEAR II

CNSL 500 Introduction to Counseling Theory, Personality and Practice (3 Credits)

CNSL 513 Group Dynamics and Counseling (3 Credits)

CPSY 566 Principles of Applied Behavior Analysis (3 credits)

SPRING YEAR II

CNSL 518 Psychopathology and Diagnosis (3 Credits)

CNSL 611 Introduction to Assessment (3 Credits)

SUMMER I YEAR II

CNSL 545 Career Development Theory & Practice (3 Credits)

CPSY 570 Consultation and Positive Behavior Strategies (3 Credits)

FALL YEAR III

CNSL 602 Techniques of Counseling and Psychotherapy (3 Credits)

CNSL 609 Personality Dynamics and Psychosocial Assessment (3 Credits)

CPSY 568 Behavior Measurement and Treatment Evaluation (3 Credits)

SPRING YEAR III

CNSL 625 Practicum in Psychotherapy Integration (3 Credits)

CNSL 575 Research Design & Statistics (3 Credits)

FALL YEAR IV

CNSL 675 Clinical Internship and Seminar I (3 Credits)

CPSY 564 Personnel and Supervision Management (2 Credits)

CPSY 565 Verbal Behavior Assessment (1 Credit)

SPRING YEAR IV

CNSL 676 Clinical Internship and Seminar II (3 Credits)

CPSY 569 Behavior Therapy in Community Settings (3 Credits)

Total: 60 Credits

(NOTE: For students who plan to apply for the BCBA credential after 1/1/2027, they must take the CPSY 572 Organizational Behavior Management (available in Fall 2024) which will replace CPSY 564 and CPSY 565)

POS: 2-year, accelerated, 60-credit MA in Counseling

[offered onground hybrid format only]

SUMMER I YEAR I

CNSL 505 Ethics and Professional Development (3 Credits)

CNSL 527 Social and Cultural Foundations of Counseling Practice (3 Credits)

FALL YEAR I

CNSL 500 Introduction to Counseling Theory, Personality and Practice (3 Credits)

CNSL 513 Group Dynamics and Counseling (3 Credits)

CNSL 602 Techniques of Counseling and Psychotherapy (3 Credits)

CNSL 609 Personality Dynamics and Psychosocial Assessment (3 Credits)

SPRING YEAR I

CNSL 511 Lifespan Development (3 Credits)

CNSL 518 Psychopathology and Diagnosis (3 Credits)

CNSL 611 Introduction to Assessment (3 Credits)

CNSL 625 Practicum in Psychotherapy Integration (3 Credits)

SUMMER I YEAR II

CNSL 545 Career Development Theory and Practice (3 Credits)

CNSL Elective (3 credits)

FALL YEAR III

CNSL 614 Case Conceptualization and Counseling Strategy (3 Credits)

CNSL 675 Clinical Internship and Seminar I (3 Credits)

CNSL Elective (3 Credits)

CNSL Elective (3 Credits)

SPRING YEAR III

CNSL 575 Research Design and Statistics (3 Credits)

CNSL 676 Clinical Internship and Seminar II (3 Credits)

CNSL Elective (3 Credits)

CNSL Elective (3 Credits)

Total: 60 Credits

Course Descriptions

(The following were excerpted from the Graduate Catalog, which is updated annually).

Core Clinical Counseling program courses:

CNSL 500 INTRODUCTION TO COUNSELING THEORY, PERSONALITY AND PRACTICE

An introduction and overview of the prominent theoretical approaches to counseling will be provided, including the presentation of personality conceptualization underlying various approaches. Each theoretical model will be reviewed in terms of therapeutic process, client/therapist relationship, as well as specific goal and techniques. Theoretical approaches will be critiqued from a Christian perspective. This course is predominantly lecture based with emphasis on student dialogue. Grade of “B” or better required.

CNSL 505 ETHICS AND PROFESSIONAL DEVELOPMENT

This course provides a comprehensive orientation to counseling and behavioral consultation practice, including history, roles, organizational structures, standards, and credentialing. It includes an in-depth study of ethics for counseling and behavioral consultation professionals and an exploration of multicultural and social justice considerations in counseling and behavioral consultation practice.

CNSL 511 LIFESPAN DEVELOPMENT

This course will review current research in human development across the lifespan. It is a study of the developmental changes that occur from conception to death. Special emphasis is given to significant developmental milestones that impact the counseling relationship.

CNSL 513 GROUP DYNAMICS AND COUNSELING

This course is designed to provide a theoretical and practical understanding of the psychology of group dynamics, group behavior and group processes as applied to group counseling in a multicultural society. Participation in an in-class group experience is required.

CNSL 518 PSYCHOPATHOLOGY AND DIAGNOSIS

This course is an advanced study of abnormal human behavior, including a description of symptoms, causes, and treatment. An emphasis is placed on study of the DSM5-TR along with case presentations. A Christian view of suffering and pathology is provided. Grade of B or better required.

CNSL 527 SOCIAL AND CULTURAL FOUNDATIONS OF COUNSELING PRACTICE

This course is designed to introduce students to a critical examination of the issues, perspectives, and challenges involved in a multicultural and diverse society. An examination of the nature and dynamics of diversity will be discussed, including racial, ethnic, cultural, socioeconomic, religious, age, sexual orientation, disability issues, and gender differences. Special emphasis will be placed on the development of cultural competence, including the nature and dynamics of advocacy, social justice and spirituality, and the exploration of ethical issues involved in multicultural counseling.

CNSL 545 CAREER DEVELOPMENT THEORY AND PRACTICE

This course surveys theory and practice relating to the career development of children, adolescents, and adults in the context of changing economic, psychological, social and educational contexts. Students examine multiple resources and tools for career exploration. They apply these to their own career development and to social justice advocacy for expanding career options of those they serve. Students also practice conducting career exploration interviews, administering, scoring, and interpreting career assessment instruments, and integrating findings in written reports and/or feedback sessions. (Pre-requisite: CNSL 500)

CNSL 575 RESEARCH DESIGN/STATISTICS

analysis of major types of social science research, familiarization with biographical sources and literature survey procedures; evaluation; implication and application of research; basic statistics; survey of computerized statistical programs; and practice in common statistical and research procedures.

CNSL 599 FIELD PLACEMENT SEMINAR

This course allows students to begin their practicum or internship field placement experience prior to the weekly seminars which will begin in the fall semester. Its on-line format allows students to interact with the instructor and peers to obtain support and feedback as needed. (Clinical supervision is provided by the approved field site supervisor). No academic credit is awarded for this course, but the course appears on the academic transcript. Graded pass/fail.

CNSL 602 TECHNIQUES OF COUNSELING AND PSYCHOTHERAPY

This introductory clinical skills course is a practical application of the major theories and techniques of adult individual psychotherapy. An overview of the counseling process is presented, and foundational skills for establishing the therapeutic alliance and working with client background, emotions, thoughts and behaviors are demonstrated and practiced in class. The course equips students to become agents of social change and explores the theoretical, research, and theological bases of the intervention approaches and basic steps for individualizing these to unique client needs. Students also learn social just approaches to counseling and psychotherapy. A grade of B or better is required. (Prerequisite or co-requisite CNSL 609)

CNSL 609 PERSONALITY DYNAMICS AND PSYCHOSOCIAL ASSESSMENT

This course is designed to provide students with a comprehensive framework for understanding the development and psychodynamics of human personality structure and functioning, including an understanding of basic types of personality/character organization or style. The course will provide students with an assessment framework for understanding personality dynamics through the use of cognitive, object-relational, affective and behavioral dynamics at both conscious and unconscious levels. The course will also integrate Biblical and theological insights, as well as cultural issues that affect personality dynamics. Grade of B or better required. (Prerequisite: CNSL 500, 511)

CNSL 611 INTRODUCTION TO ASSESSMENT

This course surveys the major concepts in assessment, including the social, legal, and ethical issues involved in construction, selection, administration, scoring, and interpretation of psychological tests. Students will be introduced to the major categories of assessment instruments and to representative instruments in each category. A grade of B or better is required for School Psychology students to progress to SPSY 615.

CNSL 614 CASE CONCEPTUALIZATION AND COUNSELING STRATEGY

This course will provide principles, models and methods of biopsychosocial assessment to aid in case formulation and treatment planning. Students will have opportunities to gain skills in assessment and strategy selection via in-class demonstration, role plays and practice with clients. (Prerequisite: CNSL 625)

CNSL 625 PRACTICUM IN PSYCHOTHERAPY INTEGRATION

This advanced clinical skills course builds upon the foundations of previous theoretical courses and the basic skills introduced in CNSL602. The focus is on forming interventions that enrich the clinical dialogue through integration and application of techniques from across the field of counseling practice. Skills will be demonstrated and practiced in class, and students will conduct a course of psychotherapy with a volunteer client. The course also requires a field placement of 100 hours in an approved clinical setting. A grade of B or better is required. (Prerequisites: CNSL 500, 505, 518, 602, 609)

CNSL 675 CLINICAL INTERNSHIP AND SEMINAR I

This seminar course accompanies the Clinical Counseling internship placement which requires a minimum of 300 hours of supervised training in an approved clinical setting. The internship placement and seminar classes provide opportunities for application of knowledge and skills gained over the course of the program to diverse client populations and professional settings. Seminar topics are drawn from student field placement experiences, and include: professional roles and functions, ethical and legal standards, and strategies for working with diverse populations. Both individual and group supervision is provided. To be eligible for this course, the student must have the approval of the department and be in "Good academic Standing." The course is graded pass/fail. (Prerequisite: CNSL 625)

CNSL 676 CLINICAL INTERNSHIP AND SEMINAR II

This second seminar course accompanies the Clinical Counseling internship placement which requires a minimum of 300 hours of supervised training in an approved clinical setting. The internship placement and seminar classes provide opportunities for application of knowledge and skills gained over the course of the program to diverse client

populations and professional settings. The course builds upon the previous seminar course with topics drawn from student field placement experiences and in preparation for entry into the counseling field, including: professional credentialing processes, career development, and professional self-care. Both individual and group supervision is provided. The course is graded pass/fail. (Prerequisite: CNSL 675)

Concentration in Applied Behavior Analysis Certification courses: [all online]

CNSL 506 ETHICS AND PROFESSIONAL DEVELOPMENT

This course provides a comprehensive orientation to counseling and behavioral consultation practice, including history, roles, organizational structures, standards, and credentialing. It includes an in-depth study of ethics for counseling and behavioral consultation professionals and an exploration of multicultural and social justice considerations in counseling and behavioral consultation practice. This course partially fulfills the 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.

CPSY 564 PERSONNEL AND SUPERVISION MANAGEMENT

This course emphasizes the use of behavior analytic strategies and tactics in personnel supervision and management. This course partially fulfills the 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. This course requires students to purchase training modules which helps them prepare for the BCBA exam. Students subscribe to the modules and use them throughout several of their ABA courses.

CPSY 565 VERBAL BEHAVIOR ASSESSMENT

This course emphasizes the use of behavior analytic strategies and tactics in verbal behavior assessment. This course partially fulfills the 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. This course requires students to purchase training modules which helps them prepare for the BCBA exam. Students subscribe to the modules and use them throughout several of their ABA courses.

CPSY 566 PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS

This course examines the principles of applied behavior analysis. Emphasis is placed on definitions, characteristics, and examples of various principles of behavior change. This course partially fulfills the 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. This course requires students to purchase training modules which helps them prepare for the BCBA exam. Students subscribe to the modules and use them throughout several of their ABA courses.

CPSY 567 AUTISM SPECTRUM DISORDERS AND APPLIED BEHAVIOR ANALYSIS

This course gives an overview of the characteristics, assessment strategies, behavioral approaches, and interventions for persons with autism. This course partially fulfills the 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. This course requires students to purchase training modules which helps them prepare for the BCBA exam. Students subscribe to the modules and use them throughout several of their ABA courses.

CPSY 568 BEHAVIOR MEASUREMENT AND TREATMENT EVALUATION

This course emphasizes best practices in the implementation of behavioral procedures and experimental strategies and tactics (i.e., times series research design methods) in measurement and treatment evaluation. This course partially fulfills the 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. This course requires students to purchase training modules which helps them prepare for the BCBA exam. Students subscribe to the modules and use them throughout several of their ABA courses.

CPSY 569 BEHAVIOR THERAPY IN COMMUNITY SETTINGS

This course emphasizes the use of applied behavior analysis in the assessment and treatment of disorders commonly seen in the community setting such as anxiety, depression, chronic pain, cardiovascular disease, obesity, addiction, and life crises. (Prerequisite: ABA Concentration or Pre-approved by the Instructor). This course partially fulfills the 5th

and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.

CPSY 570 CONSULTATION AND POSITIVE BEHAVIOR STRATEGIES

This course introduces scientific theory and the principles of applied behavior analysis in the context of providing consultation, and behavior, social, and learning support in the schools. Students identify principles of applied behavior analysis and demonstrate consultation skills in behavioral assessment such as conducting functional behavior analysis, monitoring progress, recommending behavior change plans with research-based intervention strategies, and observing and critically reviewing classroom environments and instructional approaches for diverse student populations. Students will be prepared to implement class, school, and systemic behavioral interventions. This course partially fulfills the 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. Prerequisites for Students in School Counseling and School Psychology programs: SCSP 500, 503.

Concentration in Trauma Studies courses:

CNSL 531 TRAUMA ACROSS THE LIFESPAN

The emerging field of mental health traumatology and the work of professionals who specialize in therapeutic approaches to those manifesting problems, symptoms, or disorders in the aftermath of traumatic events are the focus of this course. The course will examine all aspects of trauma as a human experience across the lifespan, including the impact of trauma on physiological, psychological, spiritual, and relational functioning. It will also explore factors impacting healing from overwhelming traumatic events, and a broad overview of evidence-based approaches for preventing and treating traumatic stress will be presented. The ways in which therapists experience vicarious (secondary) trauma and compassion fatigue as occupational hazards will also be addressed, and the course will focus on ways to engage in self-care to ensure competent and ethical practice in caring for traumatized populations. (Prerequisite: CNSL500; Prerequisite or Co-requisite: CNSL518)

CNSL 540 SUBSTANCE ABUSE COUNSELING

This course will present an overview of the theories of causation and treatment of substance abuse. Students will gain experience and competency in the use of therapeutic interventions and techniques through active observational learning.

CNSL 541 CRISIS INTERVENTION AND TRAUMA TREATMENT METHODS

This course will examine the theories, models and processes of crisis intervention and treatment of traumatic stress reactions and disorders. The course will explore ethical issues involved, evidence-based approaches for assessment and intervention, as well as resource identification and referral procedures within the context of the mental health care system. Practice of these strategies and techniques both through case studies and with individual clients will be gained during the semester. The course requires current clinical practice (internship or employment) with clients having trauma history, with capacity to submit recorded sessions from one counseling case for course assignments. Students will follow professional ethics for 1) securing consent by clients and permission of supervisors, and 2) protecting client confidentiality. (Prerequisite: CNSL 531, 602)

CNSL 551 GRIEF AND LOSS COUNSELING THEORY & PRACTICE

This course will provide an overview of grief and loss theory and counseling, including exploration of mourning across the lifespan, assessment of complicated mourning and abnormal grief reactions, and interventions to facilitate healthy grieving--including those for special grieving populations. The course will explore cultural and spiritual issues involved in grieving, and will use experiential activities for students to explore and develop their own frameworks for meaning making in suffering, death, and loss. (Prerequisite: CNSL518; Prerequisite or Co-requisite: CNSL602)

CNSL 590 MARRIAGE AND FAMILY THEORY & THERAPY

This course will present an overview of marriage and family therapy research and practice. Students will explore the history of the field, its major theorists, assessment methods, and research on marriage and family relationships and therapy outcome. Students will learn assessment and intervention techniques via lecture, demonstration, and active class participation so as to incorporate family systems work in their own counseling practice or collaborate with colleagues utilizing these approaches.

Other Electives:

Numerous electives are offered on a rotating schedule throughout the year, and students in the general Clinical Counseling program may choose these as fitting their professional interests. Below is a list of courses students may take as electives. (Note: first priority is given to students for whom the given course is required in the program of study, and some of these below have pre-requisite requirements). Please see the Eastern University Graduate Catalog for detailed course descriptions.

SPSY 504 Biological Bases of Behavior/Cognition and Learning (required for School Psychology degree)
SCSP 507 Groups for Children and Adolescents (required for School Counseling and School Psychology degrees)
CNSL 531 Trauma Across the Lifespan (required for Trauma Studies concentration)
CNSL 540 Substance Abuse Counseling (required for Trauma Studies concentration)
CNSL 541 Crisis Intervention and Trauma Treatment Methods (required for Trauma Studies concentration)
CNSL 551 Grief and Loss Counseling Theory & Practice (required for Trauma Studies concentration)
CPSY564 Personnel & Supervision Management (required for Applied Behavior Analysis concentration)
CPSY565 Verbal Behavior Assessment (required for Applied Behavior Analysis concentration)
CPSY 566 Principles of Applied Behavior Analysis (required for Applied Behavior Analysis concentration)
CPSY 567 Autism Spectrum Disorders and Applied Behavior Analysis (required for Applied Behavior Analysis concentration)
CPSY 568 Behavior Measurement and Treatment Evaluation (required for Applied Behavior Analysis concentration)
CPSY 569 Behavior Therapy in Community Settings (required for Applied Behavior Analysis concentration)
CNSL 590 Marriage and Family Theory & Therapy (required for Trauma Studies concentration)
SCSP 601 Introduction to Counseling Children and Adolescents
CPSY 570 Consultation and Positive Behavior Strategies (required for School Counseling and School Psychology degrees and Applied Behavior Analysis concentration)
SCSP 630A Telehealth with Children, Adolescents, and Families
SCSP 630 B Psychopathology, Psychopharmacology, and Integrated Care for the Mental Health
SPSY 680 Research Project (required for School Psychology degree)

Registration and Advising

Registration for the first semester of study at Eastern is completed during the Admissions process. Once enrolled in the Clinical Counseling program, students are assigned a faculty member as advisor, and the department's Academic Counselor as secondary advisor. Faculty advisors support students' overall progress in the program, and serve as mentors toward degree completion and entry into the field. The Academic Counselor oversees the registration process after students' first semester in the program, planning and approving courses/sections according to each students' POS. Students are then responsible for registering for courses directly through the WebAdvisor portal found on MyEastern: <http://my.eastern.edu/>. Detailed instructions, schedules, and due dates for registration will be posted on the Registrar webpage: <http://www.eastern.edu/offices-centers/office-registrar/schedule-classes>. In general, registration for Spring classes typically opens in October, and registration for Summer and Fall classes typically opens in March. **Students should follow the course schedule on their Program of Study (POS) when planning their courses in MyEastern, and attend to instructions as to which sections are prescribed for their specific program track.** Course enrollments will be reviewed and approved by the department's Academic Counselor to ensure proper registration. Deviations from POS can result in not having required courses available when needed and possible delayed graduation. Similarly, registering for incorrect sections may interfere with other students registering for courses required on their POS. Please note: Students whose plans are incorrect will be removed from courses/sections not open to their program track. Your cooperation is needed to and appreciated.

Academic Policies

The following academic and other policies are not intended as a comprehensive restatement of the policies and procedures of the university. Some material is excerpted from longer statements printed in the Graduate Catalog, and the Catalog includes policies not noted here which are specific to the Counseling Psychology Department or the Clinical Counseling master's program. Students are referred to the Graduate Catalog for greater detail of university-wide policies.

Academic Appeals Policy:

Please refer to the Graduate Catalog for specific information about grade and dismissal appeals policies.

Academic Dishonesty:

All forms of dishonesty, including cheating, plagiarism, and providing false information to the university will result in disciplinary action. The student is responsible to become familiar with acceptable standards for research and documentation and to abide by them. The definition of academic dishonesty and its penalties are defined and articulated in the Graduate Catalog.

Academic Probation/Progress toward Degree:

The Counseling Psychology Department reserves the right to request that a student's program of study be probationed or temporarily deferred or discontinued should there be unsatisfactory progress toward the degree. Unsatisfactory progress may be evidenced by a grade point average (cumulative or course-based) that does not meet program competence, including failed courses or courses where a B or better is required but not obtained. In order to maintain financial eligibility, students must demonstrate satisfactory academic progress (SAP) each semester by achieving a minimum 3.0 cumulative GPA. Failure to maintain a 3.0 GPA will result in the student being placed on Academic Probation. Students in the Counseling Psychology programs who are placed on Academic Probation will be limited to two courses of any kind (graduate or undergraduate), or a maximum of 6 credit hours, until they return to good academic standing. The registrar will record the probation at the end of the semester/session and students will have 180 days in which to return to good academic standing. Students with two or more incomplete grades may be placed on probation when normal progress toward graduation is in jeopardy.

The student will also not be considered for financial aid until SAP standards are achieved (for details, see <http://www.eastern.edu/offices-centers/financial-aid-office/satisfactory-academic-progress-policy>). Furthermore, The Graduate Catalog states: "A student who has received a grade of 'F' in a required course cannot graduate unless this deficiency is corrected. This course must be repeated the next time it is offered in the regular academic year. The course must be repeated at Eastern." **The Counseling Psychology Department further specifies that students in its programs may not take additional coursework until the deficiency is corrected.** Thus, students who receive an F will have their program of study halted until the semester in which the course is offered again, at which time they will be permitted to repeat the course. This repeat policy may also apply also to Counseling Psychology courses where a B is required to progress in the program. These situations will be reviewed by the faculty and decided on a case by case basis.

Dismissal:

Students may be dismissed from Eastern University for failure to maintain the required cumulative grade-point averages, for ethical misconduct, or for failure to complete graduate degree requirements within the allowed period of seven years. There is no provision for re-admission following dismissal for ethical or academic reasons once the appeal process has been exhausted. The dean makes dismissal decisions when it is highly unlikely for the student, under present circumstances, to complete the requirements for graduation. Students receiving one or more failing grades in a session or semester will have their cases reviewed.

The dean has the option to require immediate withdrawal regardless of prior academic performance when there is little or no likelihood of success following two or more failing grades. Particularly at a Christian institution such as Eastern University, professional and moral behavior is expected. A violation of integrity and honesty is a serious offense, considered sufficient basis to terminate enrollment.

Graduation:

It is the responsibility of the student to notify the Registrar's Office of his/her intention to graduate. Notification must be given six months in advance of the anticipated graduation date. It is the student's responsibility to make sure that all transfer credits are recorded on the transcript prior to submitting a notification of intent to graduate. In order to receive a diploma, the student must have completed all requirements for the degree and must have a minimum grade point average of 3.0. Degrees are awarded to qualified graduates on May 31, August 31, and December 31 each year. Diplomas are normally distributed by U.S. mail within 60 days following the degree date except when graduates have unpaid bills or other obligations. Commencement ceremonies are held each May to recognize students who completed degree requirements in the six-month period since the last ceremony.

All requirements for a graduate degree, including courses, practicum and internships must be completed within seven (7) years of enrollment as a degree candidate.

Privacy:

The Family Educational Rights and Privacy Acts (FERPA) affords students the right to: review their education records within 45 days of the university's receipt of the request; request an amendment of the education records that are believed to be inaccurate; and **consent to disclosures of personally identifiable information** contained in education records. The law includes not only records of student activities at Eastern University, but also student names as "personally identifiable information." Therefore, university employees are not permitted to discuss student information without their consent, nor can anyone but the Registrar disclose that a given person is even a student at the university. **Students: please inform your family/friends of this policy.** Eastern University employees (including departmental faculty and staff) will not respond to emails, phone calls, or other forms of communication about our students. We are not permitted to give or receive information about you, and will assert this policy if contacted.

Requests for Extensions:

At times, unforeseen events happen which make it difficult for student to meet a course due date or deadline. Typically, these are medical issues, family crises, or losses that the student could not have planned for ahead of time. In these cases, request for an extension is reasonable. The student should request IN ADVANCE of the due date for instructor's consideration of an extension, if there are extenuating circumstances (outside the student's control) hindering meeting a due date. Please note: 1) there are no retroactive extensions for missed assignments, and 2) it is the discretion of the instructor if an extension is warranted. Furthermore, there is no extra credit that can be offered. As a graduate level program, students are expected to meet assignment requirements, and grades are calculated as stated in the syllabus.

Student Disability Policy:

Notice to students with Physical or Learning Disabilities: In order to be entitled to disability accommodations at Eastern University, students must submit a written request to the Cushing Center for Counseling and Academic Support (CCAS) and be found eligible for accommodations. In order to make an accommodation for this course, the professor must receive a written request from CCAS. Disability accommodations are not retroactive and will not be implemented until a request from CCAS is received. All accommodations must be reactivated by the student prior to the beginning of each new academic session. For further information, please go to: <http://www.eastern.edu/student-life/academic-support-counseling-and-disability-services>

Other Policies

Class Attendance Policy:

Each 3-credit course consists of at least 14 hours of instructional time for each credit awarded. Instructional time may include formal classroom instruction, virtual classroom sessions, online discussion boards, small group activities, one-on-one interactions between a student and the instructor, among other methods. Attendance at all scheduled sessions is considered a critical element in the accomplishment of learning outcomes. Furthermore, attendance records are maintained and are essential to comply with government regulations for recipients of financial aid and assistance programs, as well as accreditation standards. Class attendance for an online or hybrid course is defined as an online presence demonstrated by active participation in all learning activities as required by the instructor. Failure to fulfill requirements within the parameters of each session will result in the student being marked absent.

Copies of Course Assignments:

Students are responsible for retaining a copy(ies) of all materials submitted for grading. If a paper or project is misplaced or lost in transition, the student must provide a substitute copy upon request.

Emergency and Crisis Information:

In the case of an emergency event, we ask that all community members use their best judgment. We also recommend that each member of this community become familiar with emergency procedures. Call Campus Security at 610-341-1737 for emergencies on the St. Davids campus or building security or local police at other locations.

Inclement Weather:

Decisions to cancel class due to inclement weather will be made by 3:30 p.m. on a weekday and 6:00 a.m. on Saturdays. Use your own judgment regarding travel conditions from your area. If you determine that it is unsafe to travel and the class has not been cancelled, specific college or departmental attendance policies will apply. If the University is closed or classes are delayed due to inclement weather, there are several convenient ways for you to stay informed:

- The Eastern University Website: School closing information can be seen at <https://www.eastern.edu/about/offices-centers/facilities/school-closing-information>
- Radio: A radio announcement will be made on KYW news radio, 1060 AM (our school closing number—for evening classes is 2496--is listed in Delaware County) and on WARM 103 FM (in Central Pennsylvania).
- [e2campus notifications](#) - enables you to receive text message alerts concerning school closing
- University main switchboard will also provide closing information at 610-341-5800

Laptop and Cell Phone Usage:

The use of laptops is permissible for taking notes in class. Please note: the teaching method used in various Clinical Counseling program courses involve active class participation and discussion; therefore using the laptop for purposes other than course-related activities leads to a reduction in full participation in the course and is not permitted. Cell phone usage also is not permitted unless there is an emergency.

Sex Discrimination:

Eastern University is committed to complying with all State and Federal laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination on the basis of sex and will act to protect student and employees from the negative outcomes of harassment, discrimination and assault and will take action as needed to make Eastern University a safe place to work and learn. The Title IX

coordinator responsible for Title IX compliance at Eastern University is Jacqueline Irving, Vice Provost for Student Development, Walton 200, St. Davids. Phone: (610) 341-5823, jirving@eastern.edu.

Use of Artificial Intelligence/Language Generators

Eastern University students are expected to complete all academic work as individuals. To that end, students are required to do the following:

- Present words, pictures, ideas, data, and artwork that are one's own in written, audio and/or visual form.
- When incorporating words, pictures, ideas, data, and artwork that are not one's own in written, audio and/or visual form, document those sources appropriately, following the citation guidelines provided.
 - Direct language taken from an outside source must be enclosed in quotation marks and cited properly. To omit quotation marks for a phrase that is taken word-for-word from a source is plagiarism.
 - Ideas taken from an outside source must be paraphrased and cited properly. To paraphrase without citing is plagiarism.
- Assume that all tests, assignments and in-class work are meant to be completed by the individual unless otherwise specified by the instructor.
 - To complete an individual test, assignment or in-class work in a group or to have someone else complete the test, assignment or in-class work on the student's behalf is plagiarism.
 - To borrow all or part of another individual's work on the same test, assignment or in-class work is also a form of academic dishonesty.
- Submit new work to one's instructor. Papers and assignments that were completed for another class are not accepted unless explicit knowledge and consent of the instructor is given.
- Ensure that one's own work is not improperly used by others, through not giving past assignments to students enrolled in different sections of the course.
- Use technology responsibly. Unless explicitly stated in the assignment guidelines, students are prohibited from using AI or AI-enabled generative tools to replace aspects of academic assessments, including but not limited to full or partial automated text generation, plagiarism detection evasion, or unauthorized data analysis. Students must not submit content generated by AI systems without proper attribution and citation. The use of AI tools to aid in content creation should be within the bounds permitted by the instructor, and must be used only to supplement, and not replace, the student's own knowledge, understanding, and effort.

Professional Credentialing

Pennsylvania Licensure Requirements:

In addition to the Eastern University requirements for the MA in Counseling, students must also meet the requirements of Pennsylvania state law and regulations in order to be eligible for licensure as professional counselors. The 2010 Chapter 49 regulations require that applicants for licensure:

- Have successfully completed 60 credits of graduate coursework (which includes a Master's degree) in the field of professional counseling or a closely related field from an accredited institution.
- Passed an approved examination required for licensure
- Have worked under specific supervision requirements (as outlined in Chapter 49), accruing 3000 clinical hours. (Note: Practicum and Internship hours are not included in this 3000-hour requirement, as they are considered education hours contributing to the applicant's specific Master's degree).

The Pennsylvania State Board of Social Worker, Marriage and Family Therapist and Professional Counselors sets all requirements for the Licensed Professional Counselor (LPC). Requirements are subject to change at the discretion of the State Board and it is the student's responsibility to be familiar with the rules and regulations set forth by the Board and to meet these requirements. Eastern University is not responsible for granting licensure, or ensuring that students have met these requirements. Please consult the Board directly for details on licensure requirements: <http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageandFamilyTherapistsandProfessionalCounselors/Pages/default.aspx#.VZve27UYF2A>

NOTE: Students seeking licensure in other states should consult the specific Board directly for details on licensure requirements.

Board Certified Behavior Analyst (BCBA) and Licensed Behavior Specialist (LBS) Requirements:

Counseling Psychology's Applied Behavior Analysis curriculum is designed to meet the educational requirements of **Board Certified Behavior Analyst (BCBA)** and the Pennsylvania **Licensed Behavior Specialist (LBS-PA)**. **The Behavior Analyst Certification Board, Inc.®** has verified the curriculum as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify, but they will not need to provide coursework documentation because Counseling Psychology's course sequence has been verified by the Board. Students who completed the concentration are encouraged to apply to become a BCBA and LBS once they obtain their supervised clinical hours in the field.

In addition to coursework, these credentials require supervised experience and/or an examination. Please see chart below for (brief) comparison summary of these, but consult the specific websites directly for details.

Board Certified Behavior Analyst (BCBA): <http://www.bacb.com/index.php?page=53>

Pennsylvania Licensed Behavior Specialist (LBS-PA):

<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Medicine/Pages/Application-Forms.aspx>

<https://www.duq.edu/assets/Documents/education/Admin/SAS/External/BSC/BSCApplication.pdf>

<https://dbhids.org/wp-content/uploads/2017/08/BCBA-OMHSAS-update.pdf>

NOTE: Students seeking licensure in other states should consult the specific Board directly for details on licensure requirements. International students: please be aware that the Behavior Analyst Certification Board will no longer offer the BCBA-D, BCBA and BCaBA credentials outside the United States and Canada, as of January 1, 2023. If you

are still interested in obtaining a professional credential for practicing behavior analysis in your country, you can consider the IBA credential offered by the International Behavior Analysis Organization (<https://theibao.com/>).

	Board Certified Behavior Analyst	PA Licensed Behavior Specialist
Education	<p>A *Master’s Degree including the following courses at EU:</p> <p>CNSL 506: Ethics and Professional Development CPSY 564: Personnel and Supervision Management CPSY 565: Verbal Behavior Assessment CPSY 566: Principles of Applied Behavior Analysis CPSY 567: Autism Spectrum Disorders & Basic Applied Behavior Analysis CPSY 568: Behavior Measurement & Treatment Evaluation CPSY 569: Behavior Therapy in Community Setting CPSY 570: Consultation & Positive Behavior Strategies</p>	<p>A *Master’s Degree including the following courses at EU:</p> <p>CNSL 506: Ethics and Professional Development CPSY 566: Principles of Applied Behavior Analysis CPSY 567: Autism Spectrum Disorders & Basic Applied Behavior Analysis CPSY 568: Behavior Measurement & Treatment Evaluation CPSY 569: Behavior Therapy in Community Setting CPSY 570: Consultation & Positive Behavior Strategies</p>
Supervised Clinical Experience	<p>1,500 Hours Concentrated Supervised Fieldwork OR 2,000 Hours Supervised Fieldwork by a qualified BCBA (can begin when you take the 1st ABA course listed above):</p> <ol style="list-style-type: none"> Must be supervised by a person with the BCBA credential for at least 1 year & has completed 8 hours supervision training with a training curriculum/source pre-approved by the BACB Must be at least 15 working hours and no more than 30 working hours each week, pending on the type of supervised fieldwork Pending on the type of supervised fieldwork, meet with your supervisor 4-6 times in each monthly supervisory period with 5-10% fieldwork hours spent in supervision No more than 40% of working hours in direct implementation of the behavior plan. Other responsibilities should include conducting functional behavior analysis, organizing and graphing data, staff and caregiver ABA training, developing behavior plan, etc. The start-date and end-date of the 1500 or 2000 supervised experience hours cannot be more than 5 years apart Supervision may be conducted in small groups for no more than 50% of the total supervised hours in each monthly supervisory period <p>Note: (1) If you begin the 1,500 or 2000 supervised experience hours after your Master’s degree graduation and work in clinical settings that behavioral therapeutic approach is used (e.g., behavioral marital therapy, substance abuse intervention, behavioral medicine), then it is possible for you to overlap 1,500/2000 hours</p>	<p>At least 1,000 in-person clinical experience with individuals under 21 years old with challenging behaviors or ASD</p> <p>At least 1 year experience of conducting functional behavior assessment of individuals under 21 years old, including the development and implementation of behavior plans</p> <p>Note: All these experiences can be accumulated before you obtain the Master’s degree</p>

	<p>for BCBA with the 3,000 hours for the LPC-PA. But make sure the supervisor for these 1,500/2000 hours has both the BCBA and LPC-PA or other licensure credentials accepted by the PA Licensing Board (e.g., LSW/LCSW-PA)</p> <p>(2) Please refer to the BACB's 2022 Supervised Fieldwork Standards for detailed information: https://www.bacb.com/experience-standards-monthly-system/</p>	
Examination	Pass the BCBA Exam	NA

*NOTE: to post-master's students wishing to take the ABA course sequence: The Master's degree can be in any discipline. Degrees may also be accepted from degree programs in which the candidate completed a ABAI verified course sequence.

****NOTE: For students who plan to apply for the BCBA credential after 1/1/2027, they must take the CPSY 572 Organizational Behavior Management (available in Fall 2024) which will replace CPSY 564 and CPSY 565)**