

URSULINE COLLEGE

School of Graduate and Professional Studies

**Counseling and Art Therapy
Department**

Student Handbook

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**URSULINE COLLEGE
COUNSELING and ART THERAPY DEPARTMENT
STUDENT HANDBOOK**

INTRODUCTION

Welcome to the Master of Arts in Counseling and Art Therapy program at Ursuline College. The faculty and staff are committed to supporting your journey through the program, but ultimate responsibility in attaining your goals lies with you. We encourage you to communicate regularly with your professors, and to make choices that will allow for your best outcome.

We hope the following information will answer many questions you may have, but please do not hesitate to contact the department should you need further information or clarification on any procedures or aspects of the program. One of our core goals, and one of the core components of the Ursuline educational tradition, is to provide a personalized educational experience. Welcome to Ursuline College, and welcome to the Counseling and Art Therapy department. We very much look forward to working with you as you grow into professionals and future colleagues!

Mission

The Master of Arts in Counseling and Art Therapy Program provides education and training in professional mental health counseling and art therapy. Students learn to aid clients in exploring personal potentials and problems through both visual and verbal expression.

Graduates are prepared to work in a wide variety of clinical, educational and human service institutions, including hospitals, children's agencies, mental health and counseling centers, correctional and geriatric facilities, hospice care and wellness centers to name a few.

At Ursuline, the individual professional development of each student is nurtured. A wide range of placements are available for internships, and students are encouraged to develop areas of expertise in line with their strengths and interests.

Guiding principles for the program include the following:

1. To prepare holistically, educated human service professionals trained as clinicians adept in facilitating the creative process as a source of integration.
2. To utilize the richness of the liberal arts setting and the vast community resources in order to expose students to competent clinical counseling training and an in-depth study of the creative and art therapy processes.
3. To offer a state of the art curriculum that develops the specific competencies of the professions of counseling and art therapy, and focuses on both the diagnostic and therapeutic skills necessary

for the practice in accordance with the standards of the Council on Accreditation for Counseling and Related Education Programs (CACREP), the Ohio Counseling Association, and the American Art Therapy Association.

4. To incorporate into all aspects of the program a philosophy of academic education and clinical training that includes and is motivated by respect for the dignity of each person and a value of the aesthetic and the spiritual.

Program Goals and Objectives include the following:

1. Professional Ethics

- a. To know and practice Counseling Ethics (ACA) (CSWMFTB)
- b. To know and practice Art Therapy Ethics (AATA) (ATCB)

2. Assessment and Diagnosis

- a. To know and utilize Appraisal Instruments
- b. To know and utilize Art Therapy Assessments
- c. To be able to Diagnose

3. Theoretical Foundations

- a. To know and demonstrate understanding of Counseling Theory
- b. To know and demonstrate understanding of the history of Clinical Mental Health Counseling
- c. To know and demonstrate understanding of Art Therapy Theory
- d. To know and demonstrate understanding of History of Art Therapy
- e. To know and demonstrate understanding of Developmental Theories
- f. To know and demonstrate basic understanding of recipient populations/specializations

4. Counseling and Art therapy Skills and Practice

- a. To demonstrate skills in all phases of the therapeutic process (beginning, middle, end phases)
- b. To develop and implement appropriate treatment plans
- c. To know and demonstrate appropriate documentation skills
- d. To utilize effective verbal and nonverbal interventions
- e. To demonstrate skills in various therapeutic modalities (individual, group, family)
- f. To demonstrate skills effectiveness in working with a range of recipient populations/specializations
- g. To demonstrate cultural sensitivity and competence

5. Professional and Personal Growth

- a. To recognize and understand transference/countertransference issues
- b. To recognize strengths and limitations
- c. To utilize the creative process for ongoing personal and professional growth
- d. To utilize supervision effectively and appropriately

Program Level Goals

- a. To develop a unique voice and vision as a professional counselor and art therapist
- b. To be active in professional associations
- c. To demonstrate commitment to personal creative expression

Academic Program Requirements

The Master of Arts in Counseling and Art Therapy program (CAT) has three main components: classroom coursework, field placement (pre-practicum, practicum, and internship courses), and thesis. A student needs to successfully move through each component in order to receive a degree and must maintain a 3.0 grade point. As with all academic programs, students are expected to regularly attend class, promptly complete all assigned coursework, and exhibit attitudes and behaviors commensurate with becoming a helping professional. Each syllabus given should be read thoroughly so that students understand the particular demands of a specific course and instructor. The Master of Arts in Counseling and Art Therapy offers two tracks:

Counseling and Art Therapy Track - 65 credits (Appendix A)

Graduates meet the educational requirements for counseling licensure (LPC-Licensed Professional Counselor and LPCC-Licensed Professional Clinical Counselor) in Ohio, and the educational requirements for the National Certified Counselor (NCC) through the National Board of Certified Counselors. Graduates also meet the educational requirements for national registration and board certification for art therapists (ATR-BC) through the Art Therapy Credentials Board, and may meet the educational requirements for counselor and/or art therapy licensure in some states. The program is approved by the Ohio Counselor, Social Worker, Marriage & Family Therapist Board, and by the American Art Therapy Association. **Licensure laws vary from state to state**, and applicants are encouraged to check their individual state laws for licensure eligibility requirements.

Art Therapy Track - 55 credits (Appendix B)

The 55-semester hour minimum degree program meets the educational standards for national registration and certification (ATR-BC) as an art therapist through the Art Therapy Credentials Board, and may meet the educational requirements for counselor and/or art therapy licensure in some states. **Licensure laws vary from state to state**, and applicants are encouraged to check their individual state laws for licensure eligibility requirements. This program is approved by the American Art Therapy Association.

Pre-Practicum, Practicum and Internships

An integral part of the program is the field placement component with the following coursework sequence: (See also overview of Clinical and Internship Appendix C)

CAT 546 Clinical I: Counseling Techniques (Pre-Practicum)

CAT 547 Clinical II: Practicum

CAT 549: Internship I

CAT 550: Internship II

Students should consult with the Clinical Director, Diane Meros (dmeros@ursuline.edu: 440-684-6090), or Yvette Nosal (ynosal@ursuline.edu: 440-646-8399) with any questions about these courses. A criminal background check is required of students before placement

in the field, and will also be required before taking the state counselor licensure exam. Students are required to disclose any criminal charges or convictions, current or past, and failure to do so may result in dismissal from the program.

Placement Sites: The CAT department has built ongoing relationships with a very large number of institutions and agencies in the Greater Cleveland, Akron, and surrounding areas that serve the placement needs of CAT students. Students may also initiate new sites, but the Clinical Director must approve all sites in order to ascertain that they meet all of the placement and supervision requirements.

A listing of possible placements is available for students once they enroll in CAT 546, where they will begin to explore site options. Students should report any updated information regarding the site listing to the Clinical Director to aid in keeping the information current. The course instructor must approve all final placements.

Grades: Grades in the field placement courses count towards the student's grade point average. As with all courses, a syllabus will be provided which explains how the courses will be graded. Student must obtain at least a B in field placement courses. See also the brief overview of Clinical and Internship Courses in Appendix C. Field placement courses formally assess students on their academic understanding, implementation of clinical skills in a field setting, professionalism and overall ability to work and communicate effectively as part of a clinical team.

Skills Lab: Students begin to practice skills utilizing the Skills Lab facilities where they engage in role-plays during CAT 546 Clinical I-Counseling Techniques. The role-plays are taped and viewed by the student and faculty. Faculty will be assessing the student's skill development in CAT 546 and also in CAT 547 Practicum where more tapes will be completed. Readiness for Internship will be based grades in these courses as well as other prerequisite courses for internship, and input from all faculty. (Skills Lab Appendix D)

Readiness for Internship: Faculty members regularly discuss student progress in weekly departmental faculty meetings. All instructors and supervisors complete an "Evaluation of Student Performance" form should there be any concerns about a student's academic, professional, or personal development and readiness for internship, which will then be reviewed with faculty. (Evaluation of Student Performance, Appendix E)

Thesis Process

All students must complete a thesis or manuscript submission as a culminating project in order to receive the degree. The thesis course sequence is taken in the following order:

CAT 591: Orientation to Research and Writing
CAT 594: Research and Evaluation.
CAT 595: Thesis/Project
CAT 596: Thesis/Integrative Seminar

Students may take the courses over a period of several years, but each must be completed before the next can be taken. ATC 595 and ATC 596 must be done during the final year in the program as outlined on the 3-year plan of study.

Students cannot begin their research until a research proposal has been written and accepted by the faculty, and approved by the College's Human Subject's Review Committee if the thesis/project involves human subjects. This is generally done near the end of ATC 594, or right after completing this course. If the research is to be completed in the context of an agency, the proposal may also have to be approved by the Internal Review Board of that agency, a process that may take quite a length of time.

Data collection is generally done between ATC 594 & ATC 595 and must be completed before the ATC 595 course begins since this course is focused on the writing of the thesis/manuscript document. In this course students will be writing the thesis chapter by chapter, with the first chapter due within the first two weeks of class, and the complete rough draft due by the end of that semester. If a student chooses the manuscript submission option this course will enable the student to write the manuscript section by section, with the first section due within the first two weeks of class and a complete manuscript due by the end of the semester.

Finally, an important component of the thesis/manuscript submission process is the formal presentation of the research project during ATC 596, when a public presentation of theses will be scheduled. Students may request more detailed information about the thesis process by contacting the Director of the Thesis Program, Katherine Jackson.

GENERAL POLICIES AND PROCEDURES

The policies set forth in the *Graduate Catalog*, the *Ursuline College Student Handbook*, and the *Counseling and Art Therapy Student Handbook* govern graduate study at Ursuline Collage. Some of the policies will be outlined below, but students are responsible for knowing all requirements for their degree program as set forth in the Ursuline Student Handbook, the Graduate Catalog and by the individual program, and every student is deemed to assume responsibility for meeting those requirements.

Ursuline Student Handbook: <https://www.go-ursulinecollege.org/transfer/>

Graduate Catalog: http://www.ursuline.edu/documents/Graduate_Catalog_2015-16.pdf

CAT Handbook:

Grading Policies

Each instructor assigns grades according to the grading criteria stated in the syllabus for the course. Students should read these criteria and ask for any clarification needed in order to ensure that they understand how they will be graded. In the Graduate School, grades of plus and minus are part of the grading range.

A grade of incomplete (INC) will be awarded in accordance with the policy stated in the *Graduate Catalog*. Briefly summarized, this policy states that students may be awarded an incomplete only in rare circumstances when severe illness or personal situations make it impossible to complete the work, and only when the majority of work is already completed. Please check this policy and procedure, which includes submitting the Incomplete Grade Form request to the instructor.

Plagiarism and Academic Integrity

It is essential that students understand that copying from material written by others, cutting and pasting from web sites, or direct paraphrases all constitute plagiarism and are violations of the College's policies regarding academic integrity. If a student ever has a question or a concern about whether the inclusion of some material constitutes plagiarism, she should consult with the classroom instructor before the assignment is turned in for grading. Generally, when quoting or using the text written by others (or their ideas and findings) from printed or on-line sources, always cite the source to avoid plagiarism. Incidents of plagiarism are responded to following the procedure set forth in the *Graduate Catalog*. Repeated acts of plagiarism may result in expulsion from the College.

Academic Standing

Graduate students must maintain a 3.0 grade point average to remain in good academic standing. Students with a GPA lower than 3.0 will be placed on academic probation. Students on probation must raise their GPA to a 3.0 within two enrolled semesters or face dismissal. Students with a GPA lower than 3.0 are encouraged to meet with their advisor to determine how to proceed.

In addition to maintaining a 3.0 GPA, students must retake any course in which they have received a grade lower than a B-; particular requirements for retaking courses are subject to approval by the dean. When students retake a course, the prior grade will remain on students' transcripts but will not be reflected in their GPA. Courses may only be retaken once. No more than two courses may be repeated within a program. Individual programs may establish additional specific grade requirements for core courses.

Academic Appeals

If a student has questions about a faculty decision, or a concern about the grading process, the procedure described in the *Graduate Catalog* should be followed. (See Academic Appeals Appendix F)

Advising and Course Sequence

The 65 credit hour degree program is usually completed in eight semesters. Students may individualize their pacing and take up to ten years to complete the degree. Course sequencing follows the order in the 3 Year Planning Guides and includes taking required courses during the summer. An advisor must approve exceptions to this sequencing. Some courses are offered only during certain semesters, and some workshops are special topic offerings that may not repeat. Students on the 55 credit hour track will have a modified guide. (See sample 3 Year Planning Guides Appendices G & H).

Students must work closely with their advisor to chart out a course of study, and to attend to whether they have met **all of the prerequisites for the courses**. Prerequisites are indicated on the Degree Requirements tracking sheet. Students must also have transcripts sent to the graduate admission office for any completed outstanding program pre-requisites in studio art or psychology. (See Degree Requirements Appendices A & B).

Advising takes place toward the end of the fall semester for the upcoming spring semester, and later in the spring semester for the summer and fall semester registration. Newly admitted students will be registered initially through the Program Director, and will be assigned an advisor in the beginning of their first semester.

As advising time approaches, information regarding advising appointments, course schedules, etc. will be made available. Students should come prepared to their advising appointment having already reviewed the course schedule for the upcoming semester and consulted the 3 Year Planning Guide. The advisor will assist students to individualize their plan if it varies from the Guide. The *Courses Offered by Semester* information sheet will also be helpful, and every effort is made to adhere to this schedule, though occasionally courses may be added or cancelled. Once approved to register, students will complete the enrollment process on-line. (See Courses Offered by Semester Appendix I)

During the advising process, students should plan a tentative course of study for the duration of their program, as well as scheduling for the upcoming semester. Discussion may also include ideas related to thesis and internships, as these may affect how the schedule is planned.

The advising session should include the following:

- The advisor will have the student file, a copy of the latest transcript, and a registration form, and will complete a review of grades and progress
- Discussion on the student's progress and challenges in the program thus far
- Plan most effectively for a realistic course load
- The student will complete the demographic data on the registration form, and also check the transcript for any errors.
- Conditional Status students: The advisor will check the interview sheet for completion of any pre-requisites or other requirements, which are to be completed by the end of the first year in the program. An official transcript of these courses is to be sent to the Graduate Admission Office.
- A 3.0 must be maintained in order to graduate, and grades below B- are not acceptable. Any student receiving below a B in fieldwork courses (546,547,549,550) may be subject to dismissal or advised from the program.
- If a student is on a different time frame from the Three Year Plan, an individualized plan is mapped out. Please keep a copy of this form.

Catalog Course Taken Independently

Under special circumstances and for compelling reasons, students may take a regular catalog course independently. A Catalog Course Taken Independently form must be submitted to the Registrar with appropriate signatures, including the school dean and the faculty member teaching the course.

Graduation Application

Graduation applications will be completed by students when enrolled in the CAT 595 Thesis capstone course in the semester prior to the semester of graduation.

Email and Online Access: My Ursuline and Desire to Learn Accounts (D2L)

Students may sign up for an Ursuline email account as soon as they are enrolled. This can be accomplished by going to the Ursuline web site www.ursuline.edu, clicking on Campus Resources, and then Apply for Ursuline log in. Faculty and staff will communicate with students **only** through their Ursuline e-mail accounts, so students should check this account regularly for mail from the Department and the College.

With the email account, students will also have access to **MyUrsuline**, where students view transcripts, check grades, classroom assignments, register, etc. Faculty will put course content on Desire to Learn (**D2L**), the Ursuline on-line course management system, where students access syllabi, course material, etc.

Student ID, Library, Parking, Athletic Center

A student ID may be obtained at the Student Service Center in room 203 of the Mullen Building. It must be taken to the library to be validated for use in the library. Parking passes, information on email accounts and use of the Athletic Center are also obtained at the student service center, 440-646-8309. For information on the library, go to www.ursuline.edu/library or contact the reference librarian at reference@ursuline.edu 440-646-8183.

Skills Lab

The Skills Lab area is located in rooms 305, 306, 309, and 310 in the Parker Hannifin Center for Creative and Healing Arts. The rooms have videotaping equipment, which can be viewed and saved on the computers in the PH 310 Monitor room. Procedures for the Skills Lab will be covered in CAT 546 Clinical I-Counseling Techniques. (See Appendix D)

Studio Area

The studio area, room 312 in Parker Hannifin (PH) or possibly in other classrooms in Parker Hannifin may be used by students when classes are not present, but please check with the department secretary for availability.

Work Study

Students on the graduate level are eligible to apply for College Work Study funds. The award is based on need and completion of the FAFSA will determine eligibility. Students in this program work part-time on campus.

Scholarships

The Helen Dineen Scholarship is awarded on an annual basis to graduate students who exhibit a high level of academic achievement, financial need and a desire to work with children. It is limited to degree-seeking students in full-tuition programs, including Counseling and Art Therapy. To be considered, students must complete a FAFSA and Scholarship Application Form. Applications are available in the Office of Graduate and Professional Studies and completed applications must be returned to that office by the date indicated in the application letter. Counseling and Art Therapy students are also eligible for the Graham Hunter Foundation Endowed Scholarship and the Sarah Scherer Memorial Scholarship. Information can be found on the CAT webpage or from the Financial Aid Office.

http://www.ursuline.edu/Academics/Graduate_Professional/Masters_Programs/Art/scholarships.html

Endorsement Policy

Letters of recommendation for employment and/or other professional activity will be dependent upon the individual student and the characteristics and abilities related to the specific job or activity. Employment letters are generally requested from the Clinical Director who has access to clinical files and can speak to the student's fitness for the particular job. Other faculty members as well may be asked for recommendations and will make those based on student academic and professional performance. In addition the program will complete the following endorsements:

Licensed Professional Counselor (LPC-Ohio)- Upon graduation Ursuline College will endorse the educational requirements of graduating students for licensure as licensed professional counselors in the state of Ohio through the *Ohio Counselor, Social Worker and Marriage and Family Therapist Board (OCWMFT Board)*. For more information about all licensure requirements please visit the Board website at <http://cswmft.ohio.gov/Home.aspx>.

National Counselor's Examination for Licensure and Certification (NCE)- Please note the *NCE* is also required for licensure in Ohio and requires an additional fee payable to the National Board of Certified Counselors (NBCC). You can learn more about this organization, the *NCE*, and the possibility of becoming a *Nationally Certified Counselor (NCC)*, an additional certification, at <http://www.nbcc.org>. Students will take a practice exam known as the *CPCE* during the program to prepare for the *NCE* and Ursuline College will endorse educational requirements are met so students can gain a test date. Students may take the *NCE* test as early as their last semester of the program.

Art Therapy Credentials Board (ATCB)- As an approved program, the Ursuline College transcript will serve as endorsement for the educational components for *Registered Art Therapist (ATR)* credential. To learn more about this and the additional Board Certification credential please visit <http://www.atcb.org> for more information.

Affirmative Action Statement

Ursuline College is committed to Affirmative Action for protected groups if any are underrepresented in its student body or on its faculty and staff. This commitment to affirmative action includes a commitment to engage in specific recruiting efforts for students, faculty, and staff in any underrepresented area. It also includes a commitment to regularly monitor student's admissions and employee hiring, promotion, and pay in order to identify any underutilization and to ensure that the College's equal opportunity and affirmative action policies are being implemented.

The School of Graduate & Professional Studies at Ursuline College strives to diversify its student population by recruiting at a wide range of venues such as: historically-black colleges and universities, companies and colleges in varying socioeconomic areas, veteran's events and the Veterans' Administration hospital, public and private schools, several international venues, and religiously-affiliated events and organizations.

Advisory Board and Assessment

Individuals, community agencies representatives, supervisors, and alumni involved in counseling and/or art therapy serve on the advisory board and advise the Counseling & Art Therapy program. The Board meets at least twice a year. Input from the Board is used to inform the planning process of the program and ensure the program is meeting the needs of the area mental health agencies, practices, institutions, etc. The Board will also review yearly results from the Assessment of Student Learning report components and make recommendations.

School Closing/Inclement Weather/URS Alert

In the event of extreme weather conditions or other emergency situations the decision may be made to cancel classes and/or close the college. Decisions to close the College will be communicated as follows:

ALL-DAY Closings: Including both Day and Evening sessions, usually announced by 6:00 a.m.

EVENING Closings: Usually announced by 3:00 p.m.

Sources for official announcements: Phone - 440-449-4200; Internet - www.ursuline.edu; URSAAlert, TV and Radio - Most Cleveland radio stations and all local TV stations.

URSAAlert is a mass notification system that provides alerts as text messages on cell phones. Participation is voluntary. It is powered by Omnilert Network e2Campus. Information is not shared with or sold to third parties and cell phone numbers will not be used by College offices to contact you through this notification system. You must sign up for the service in order to receive alerts.

(www.ursuline.edu/Campus_Resources/Facilities/ursalert.html)

This is a voluntary service, and you may choose to opt-in or opt-out of the service at any time. You are responsible for any text messaging charges from your wireless service provider. URSAAlert will be activated for the following situations:

- College Closings or Delays
- Campus Emergencies
- Crime Alerts
- Other Emergencies

ACADEMIC, PROFESSIONAL, AND PERSONAL DEVELOPMENT

The program faculty is engaged in monitoring student academic, professional and personal development throughout the program. This responsibility is expected by professional organizations and accrediting bodies such as the American Counseling Association, the American Art Therapy Association, and CACREP. While grades in courses and overall grade point average give a sense as to how the student is progressing academically, it is sometimes necessary for the faculty to formally address concerns about students' progress in areas related to professional or personal development.

Remediation plans may be recommended, or students can be dismissed from the program for failing to uphold the required level of professionalism and the professional dispositions necessary to be an effective and ethical counselor and art therapist. Professional and respectful behavior is expected in all facets of this program.

Evaluation

Areas of evaluation will include but are not limited to:

- Overall quality of coursework
- Ability to grasp and apply conceptual content
- Ability to communicate through written forms (papers, case studies, treatment plans, etc.)
- Formal oral presentation skills (reports, presentations, etc.)
- Class interaction and participation skills (graduate level discussion abilities).
- Demonstrates interpersonal relationship skills, including ability to express feelings effectively and appropriately
- Demonstrates ability to accept and utilize constructive feedback, and to participate in self-critique
- Reflects initiative, motivation, and appropriate commitment for working in this field.
- Demonstrates good judgment, decision making and problem solving abilities.
- Possesses reliability and organizational skills necessary for human service professional.
- Demonstrates adequate maturity and emotional stability required for becoming a human service professional: cooperation, openness to new ideas, awareness of impact on others, ability to accept personal responsibility, flexibility
- Reflects enthusiasm and conviction for the therapeutic use of art(s)
- Demonstrates engaged adherence to ethical codes

Ethics

From the time of enrollment in the program, each student is responsible to abide by the ethical and professional codes of the Ohio Counselor Board, ACA and ATCB. Failure to abide by these guidelines may result in dismissal from the program. Although these will be

reviewed in foundation courses, students are strongly encouraged to review and familiarize themselves with these guidelines:

ACA Code of Ethics- <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

AATA Ethical Principles for Art Therapists-
<http://www.arttherapy.org/upload/ethicalprinciples.pdf>

Electronic Identity, Social Networking and Ethics

As we live in an age where one's identity is not only physical but also electronic, we must approach technology and our online persona with caution. All students pursuing a career in the helping profession must understand **how** the manner they portray themselves online can be viewed by prospective/current clients, employers, internship sites, supervisors, colleagues, counseling program faculty/staff, etc. **THERE IS NO ULTIMATE ERASE BUTTON FOR THE INTERNET.**

As a general rule, students must demonstrate appropriate online professionalism the same as is if in person. This includes commentary (in the form of tweets/status updates/emails/blog posts/etc.) regarding colleagues, clients, faculty, internship sites, and so on. Not doing so may result in actions ranging from Student Conferences to dismissal from the program. Do not allow comments made on websites to interfere with your professional life!

As a precautionary measure, it is recommended students set all online social networking platforms to private (when obviously possible). Clients will search and sometimes try to "add" you as a contact. Accepting these sorts of invitations denotes a lack of understanding regarding dual or multiple relationships as noted extensively in the codes of ethics followed by Ursuline College Counseling and Art Therapy students and faculty. Please read these codes for clarity, especially Section H of the 2014 ACA Code.

Self-Growth Experiences

Students are expected to participate in all classroom-training activities, including requirements where self-disclosure or self-growth may occur. One example of this is students are required to complete a 10-hour non-graded group experience as part of the requirements of CAT 507 Group course.

Other experiential exercises or reflective journals utilized in coursework are evaluated on academic standards not dependent on the student's level of self-disclosure. Faculty and students are cautioned that although these learning experiences may at times be therapeutic, they do not constitute personal counseling or therapy. Other self-growth experience strongly encouraged but not required are the Mentoring Program and the Service Learning program, which are described below.

Personal Counseling

It is highly recommended all students pursue their own individual counseling, as the journey from student to professional can be demanding and stressful. It is also very beneficial to experience “sitting in the chair” in order to truly understand some of the tenets of becoming a professional helper. If it becomes apparent a student’s personal concerns are affecting their professional competency, the student may be required to seek professional help to address those concerns.

For students who are interested in attending career or personal counseling opportunities exist through Counseling & Career Services, Mullen Rm. 130, (440) 646-8322. More information can be found at: http://www.ursuline.edu/Student_Life/OCCS/index.html. The Counseling & Art Therapy program also can provide a list of providers in the greater Cleveland area if desired.

Mentoring Program

The mentoring program is for students who are interested in finding a mentor to help them navigate their way to a successful completion of the program, and in their career after the graduation. The passionate and experienced CAT mentors, mostly from program alumni or some upper level students, will provide effective mentorship.

To join the Mentoring Program, please complete the application, which will be emailed to you within the first week of the semester. Upon receipt of your completed application, Dr. DoHee Kim-Appel will create a suggested match based on your goals, objectives and geographic location, and will introduce you to each other. If you have further questions, please contact her at dkimappel@ursuline.edu (See Mentoring Application Appendix J).

Service Learning Program

The Service Learning Program at Ursuline College in the Counseling and Art Therapy program, was created in 2012 to help students increase awareness of global issues, seek justice and action, sow loving kindness, and explore the world outside of the privilege of living in the United States. These experiences are geared towards preparing students to be more culturally sensitive and competent professionals. Further descriptions of past and upcoming service learning trips are included in Appendix K.

Academic Support and Disability Services

Ursuline Resources for Success in Academics (URSA) office in Mullen 306 provides general support to students as well as refers them to other services the college offers. Housed in URSA, the Office of Academic Support and Disability Services (ASDS) provides and coordinates professional tutorial assistance in several core academic subjects free of charge to all interested students. ASDS provides reasonable accommodations to qualified students with documented physical, psychological, or learning disabilities in accordance with Section 504 of the Rehabilitation Act of 1973.

Students seeking a reasonable accommodation for a disability are responsible for initiating the process by completing an Accommodation Request Form, which can be obtained from ASDS and must be returned to ASDS. ASDS can answer questions related to the form or assist the student in properly completing the form. ASDS also reserves the right to require students to provide additional information or medical documentation from an appropriate health care provider in support of a request for a reasonable accommodation.

Please see the Ursuline College Student Handbook for additional information (http://www.ursuline.edu/docs/handbook/handbook%20current_2013%2014.pdf) or contact the URSA office in Mullen 312 at 440-449-2049.

Writing Skills

In order to successfully complete coursework and a written thesis (which may range from 40 to 100 or more pages in length) and/or manuscript submission (ranging from 15-25 pages in length) students must possess the ability to write grammatically and mechanically correct sentences, as well as logically organize a complex document. Grades received in undergraduate courses that required significant writing give students some idea about the difficulty in writing a lengthy document.

If students know they are marginally prepared to undertake such a significant writing task, they should consider enrolling in an advanced undergraduate course in expository or research-oriented writing. In addition, Academic Support Services, as part of URSA noted above, (Mullen 312, 440-646-8123) is available to assist students in developing their writing skills. It is important to note this is not an editing or proofreading service, and serves the educational function of teaching students how to improve their writing. Students will be introduced to the writing and research process in CAT 591- Intro to Research & Literature.

Professional Memberships and Activities

Memberships in the American Counseling Association (ACA) and the American Art Therapy Association (AATA) are expected, and students are to join in the beginning of the first semester. These associations offer many benefits, though students should note that the annual membership dues are not covered by tuition/fees at Ursuline College.

Students are also expected to join the state organizations, the Ohio Counselor Association (OCA), and the Buckeye Art Therapy Association (BATA). The annual dues from these organizations are also an additional expense outside of tuition. All of these professional organizations provide many benefits that will foster the growth from student to professional, and are most often the gateway to employment since the regular communication from these organizations includes job postings. Information about each of these required association memberships is included in the Appendix L, along with other engaging associations to further one's counseling and art therapy career.

Students are also encouraged to participate in other professional activities such as co-presenting with faculty at conferences, attending conferences and local professional workshops, presenting at the annual Ursuline College Research Symposium, attending CAT Thesis Presentation Day, and attending OCA Legislative Day in Columbus. Announcements regarding these activities are sent via email, announced in classes, or posted in the department. See further information on Professional Appendix L

Counselor Preparation Comprehensive Examination (CPCE), National Counselor Exam (NCE), and Art Therapy Credentials Board Certification Exam

CPCE: All Counseling and Art Therapy students are expected to take the Counselor Preparation Comprehensive Examination (CPCE) in the last semester prior to graduation while enrolled in CAT 596 Thesis Integrative Seminar. The CPCE serves as preparation for the National Counselor Exam (NCE) since the CPCE is based on the same eight core knowledge areas as the NCE. Study guides are available at <http://www.nbcc.org/Exam/StudyGuides>. The CPCE exam is offered on the Ursuline campus.

NCE: Students will register for the NCE while in their last semester. For information on the NCE go to: <http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification/> Information on study guides and NCE preparation workshops in the area will be given in CAT 596. Students can access information on the National Board for Certified Counselors (NBCC) website, Materials by Howard Rosenthal (*Encyclopedia of Counseling* and *Vital Information and Review Questions for the NCE, CPCE and State Counseling Exams*) are suggested as well as *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination* by Erford, Hays, Crockett, and Miller.

ATR-BC: The Art Therapy Credentials Board (ATCB) offers the Art Therapy Board Certification Exam and information is available at: <http://www.atcb.org/Examinations>. Graduates must first become registered art therapists (ATR) after completing a minimum of 1,000 post-education, direct client contact hours using art therapy. (Administrative task time cannot be included). Post-education experience must start after the date the master's or higher degree was conferred and all educational requirements and pre-requisites were completed and documented. *Supervision Requirement:* A minimum of 100 hours of supervision. At least 50 hours must be provided by a current ATCB credential holder (ATR, ATR-BC or ATCS).

RETENTION, REMEDIATION AND DISMISSAL

Retention and Remediation

Students in the Counseling and Art Therapy program are evaluated for academic, professional and personal fitness in relation to the program criteria. Students are responsible for knowing the contents of the Ursuline Graduate Catalog, the Ursuline Student Handbook and the Counseling and Art Therapy Department Student Handbook. (See Appendix M Responsibility Agreement)

In order to remain a student in good standing, a grade point average of 3.0 must be maintained. Students whose grade point average falls below a 3.0 are placed on academic probation. See the *Graduate Catalog* for the policy regarding academic probation.

Students who fall below a 3.0 or who earn two grades lower than a B- are subject to dismissal from the program even if the course has been repeated and the grade changed. Courses may only be repeated one time. A meeting will take place with the student and faculty members to discuss a remediation plan if needed.

The State of Ohio Counselor licensing board requires a grade of B- or better for the course to be counted towards licensure. This means that any course in which a student receives a grade lower than B- cannot be counted towards state licensure as a counselor and must be repeated. The Counseling and Art Therapy requires that for all fieldwork courses (546, 547, 549, & 550) students must receive a grade of B or better in order to continue in the program. Students are evaluated by both onsite and classroom supervisors to assure appropriate growth in the application of professional skills.

In line with the program mission to nurture the individual professional development of each student, the CAT department strives to provide students with access to resources that will support success. Students must attend at least one advising session in the fall and one in the spring semester, and faculty advisors are available for additional appointments.

Weekly department faculty meetings allow for discussion on students' progress and identification of those in need of remediation. The Evaluation of Student Performance form (Appendix E) is used to bring to the attention of the department students who may be in need of support or remediation and may be completed by faculty, adjunct instructors, classroom supervisors, and site supervisors.

The Graduate Admission staff are SEVIS-certified (to work with international students) and Safe Zone-trained (creating effective environments for LGBTQ students) in order to aid in retention efforts. The Office of Inclusion, Equity and Multicultural Affairs offers academic and social support while fostering intergroup relations including the AIMS peer mentoring program (Academic Inspiration for Multicultural Success) and social justice/multicultural awareness programs. In addition, Ursuline Resources for Success in Academics (URSA) and the Office of Counseling and Career Services coordinate services

to support students through a wide variety of programs and advocacy along spectrums of ability, academic and personal needs.

Dismissal

The College and the Counseling and Art Therapy program reserve the right to dismiss any student for failure to meet the Academic Standards of the College or Program (Academic Dismissal) and/or for any violation of Institutional Rules of Conduct (Disciplinary Dismissal). Except as otherwise required by law, the College also reserves the right to dismiss a student with a disability or medical condition if the student poses a direct threat to her/himself or others, or if the student cannot perform the essential requirements of the program, even with reasonable accommodations.

Students are also required to meet the expectations outlined in this handbook, in course syllabi, and in the ACA and AATA codes of Ethics as referenced in pages 15-16 of this handbook. Because of the intensely personal nature of becoming a helping professional, the American Counseling Association, the American Art Therapy Association, and accreditation bodies require that programs assess whether students have the personal qualities needed to “do no harm” and to offer effective service to clients. This requires that students remain open to feedback and willing to implement suggestions made by class instructors and supervisors. Dismissal may also result from failure to meet goals developed in remediation plans as outlined below in the student conference procedures.

Student Conference Procedure

In order to appropriately monitor and provide students with clear feedback and remediation support, the department has created the Student Conference procedure. The Student Conference is intended to guide students in the development of the needed academic skills and professional dispositions for success, to provide tools for remediation as needed, and in some cases, to facilitate dismissal or advisement out of the program.

Due to the nature of the profession, which involves intensive personal contact and requires sound judgment, students are expected to remain open to feedback about how they are affecting others. Sometimes this feedback can be uncomfortable, but it is always given in the spirit of helpfulness. As can be seen from the steps described below, the process includes the student in each step. (See Appendix M, Student Conference Form)

Step 1: When a faculty member or supervisor determines that it is in the best interest of the student, or has a concern about student progress, a student conference may be initiated. A conference may also be initiated as a result of the Evaluation of Student Performance form submitted by a faculty, adjunct, or supervisor. The conference will be attended by the faculty member/supervisor requesting the conference, the student, and possibly the advisor, program director or clinical director depending on the issue.

Areas of concern will be identified, as well as objectives with specific steps for remediation and deadlines for follow up actions. A faculty member and/or advisor will be designated as the follow up contact for the student. The conference will be documented on the Student Conference Form. The completed form will be placed in the student file, and a copy given to the student and the program director. (See Appendix M, Student Conference Form)

Step 2: The student is responsible for reporting to the designated person any follow up actions identified in the conference within the specified time. The designated person will ascertain with the student whether or not the objectives have been met, document this process and outcome on the Student Conference form, and place the documentation in the student's file. If they have not been met, the process will proceed to step 3.

Step 3: An additional meeting will take place, and the student, the faculty member/supervisor involved, advisor, additional department faculty as deemed necessary, and the Program Director will attend. The student must bring to the meeting a written explanation of why the agreed upon goals had not been met and an action plan to resolve the concerns.

Step 4: Following the discussion, the faculty will make a decision whether to accept the student's plan as is, to accept it with written modifications, or to find it unacceptable. If the decision is to accept, a clear timeline will be established, and a monitoring plan established. This will be documented on the Student Conference form and placed in the student's file.

Step 5: If the student's plan is rejected, the student may not be allowed to enroll for any additional courses, and may be advised out of the program and/or recommended to pursue another area of study. Depending on the specific circumstances, the student may be permitted to apply to re-enter the program after a designated time period. This will be documented on the Student Conference form and placed in the student's file.

Students applying for re-entry into the program must show that the prior concerns have been resolved and submit an Application for Re-Admission.

**Appendix A:
Master of Arts in Counseling and Art Therapy
Degree Requirements 65 Credits**

Graduates meet requirements for counselor licensure eligibility (LPC/LPCC) and for art therapy credentials ATR/ATR-BC

For students starting: Fall 2015

Student: _____

Start Date: _____

<u>Required Courses: 62 hours required Core</u> *indicates pre-requisites		Hrs.	Hrs.	Grade	Sem/Yr.
CAT 500	Professional, Ethical, and Legal Issues	3			
CAT 501	History and Theory of Art Therapy	3			
CAT 503	Treatment of Children and Adolescents *500,501	3			
CAT 504	Human Growth and Development	3			
CAT 505	Counseling Theories	3			
CAT 507	Group Process *500,501, 505,591,509,548,546	3			
CAT 508	Family Systems *547, 503	3			
CAT 509	Psychopathology, Personality, & Abnormal Behavior*501, 505,591	3			
CAT 520	Projective Assessments *500,501, 503,504,505,509, 546,548,591	3			
CAT 523	Cultural and Social Diversity	3			
CAT 544	Art Therapy Studio I *567, usually taken in 3 rd year	1			
CAT 546	Clinical I-Counseling Tech. *500,501,505,591(509,548 concurrently)	3			
CAT 547	Clinical II-Practicum *546,504,509,548,500	3			
CAT 548	Appraisal *500,501,505,591	3			
CAT 549	Internship I *547, 507,520,567,594 (503 & 603 concurrently)	2			
CAT 550	Internship II *549,603	2			
CAT 567	Techniques and Use of Media *500,501,505,591,509,548,546	2			
CAT 591	Orientation to Research and Writing (taken first semester)	1			
CAT 594	Research and Evaluation *591,546,520 (520 may be concurrently)	3			
CAT 595	Thesis/Project *594,549	1			
CAT 596	Thesis/Integrative Seminar *595	2			
CAT 601	Life Style and Career Development	3			
CAT 603	Diagnoses *520, 547 can be taken concurrently	3			
CAT 648	Case Studies*520,547, 603	2			
CAT 650	Psychotropic Medications *509	1			
<u>Elective Courses: 3 credits of electives are required</u>					
CAT 506W	Creative Counseling Modalities	1,2			
CAT 525W	Special Settings and Populations	1,2			
CAT 526W	Educational Settings	1,2			
CAT 527W	Addictions and Treatment	1,2			
CAT 528W	Geriatrics	1,2			
CAT 531W	Spirituality, Wholeness and the Arts	1,2			
CAT 545W	Art Therapy Studio II	1,2			
CAT 510-515 W	Workshops-Special Topics	1,2			
CAT 585	Independent Study	1,2,3			
CAT 649	Advanced Clinic	1,2			
8-4-15	Total Hours	65			

**Appendix B:
Master of Arts in Art Therapy
Degree Requirements 55 Credits**

Graduates meet eligibility requirements for art therapy credentials ATR/ATR-BC

For students starting: Fall 2015

Student: _____

Start Date: _____

<u>Required Courses: 53 hours required Core</u> *indicates pre-requisites		Hrs.	Hrs.	Grade	Sem/Yr.
CAT 500	Professional, Ethical, and Legal Issues	3			
CAT 501	History and Theory of Art Therapy	3			
CAT 503	Treatment of Children and Adolescents *500,501	3			
CAT 504	Human Growth and Development	3			
CAT 505	Counseling Theories	3			
CAT 507	Group Process *500,501, 505,591,502,509,546	3			
CAT 508	Family Systems *547, 503	3			
CAT 509	Psychopathology, Personality, & Abnormal Behavior*501, 505,591	3			
CAT 520	Projective Assessments *500,501, 503,504,505,509, 546,591	3			
CAT 523	Cultural and Social Diversity	3			
CAT 544	Art Therapy Studio I *567, usually taken in final semester	1			
CAT 546	Clinical I-Counseling Tech. *500,501,505,591(509 concurrently)	3			
CAT 547	Clinical II-Practicum *546,504,509,500	3			
CAT 548	Appraisal *500,501,505, 591	3			
CAT 549	Internship I *547, 507,520,567,594 (503 & 603 concurrently)	2			
CAT 550	Internship II *549	2			
CAT 567	Techniques and Use of Media *500,501,505,591,509,546	2			
CAT 591	Orientation to Research and Writing (taken first semester)	1			
CAT 594	Research and Evaluation *591,546,520 (520 may be concurrently)	3			
CAT 595	Thesis/Project *594,549	1			
CAT 596	Thesis/Integrative Seminar *595	2			
<u>Elective Courses: 2 credits of electives are required</u>					
CAT 506W	Creative Counseling Modalities	1,2			
CAT 525W	Special Settings and Populations	1,2			
CAT 526W	Educational Settings	1,2			
CAT 527W	Addictions and Treatment	1,2			
CAT 528W	Geriatrics	1,2			
CAT 531W	Spirituality, Wholeness and the Arts	1,2			
CAT 545W	Art Therapy Studio II	1,2			
CAT 510-515 W	Workshops-Special Topics	1,2			
CAT 585	Independent Study	1,2,3			
CAT 649	Advanced Clinic	1,2			
9-3-15	Total Hours	55			

Appendix C: Clinical and Internship Overview

CAT 546 - Clinical I: Counseling Techniques

- Visits to at least four clinical sites (list will be provided)
- 40 hours of clinical placement, half of which must be direct client contact
- Readings, written assignments, visual journal and case study PowerPoint Presentation
- Group supervision weekly from an ATR/LPCC-S supervisor providing developmental supervision
- Individual and/or triadic supervision at the rate of one hour for every ten hours of client contact from a master's level site supervisor with a minimum of two years clinical experience
- Appropriate documentation of sessions and treatment plans
- Micro-skills training in the Skills Lab that includes role play, video and reflection paper

CAT 547 - Clinical Orientation II: Practicum

- Weekly class attendance
- Visits to at least two clinical sites
- 100 hours of clinical placement with an appropriate master's level site supervisor with a minimum of two years clinical experience.
- Half of all hours must be working directly with clients in individual, group or family format.
- Readings, written assignments, visual journal, case study paper and verbal presentation
- Weekly group supervision from an ATR/LPCC-S supervisor providing developmental supervision.
- Individual and/or triadic supervision on-site at the rate of one hour for ten hours of client contact from an appropriate master's level supervisor with a minimum of two years clinical experience.
- Appropriate documentation of sessions and treatment plans
- Additional micro-skills training in the Skills Lab

CAT 549/549B - Internship I & II

- 350 hours of placement for each internship, 175 of which must be working directly with clients in individual, group or family format. (Total of 750 hours)
- Group supervision in class from an ATR providing developmental supervision at the rate of one and a half hours of supervision for every ten hours of client contact, the focus of which is art therapy in relation to an overall treatment plan. ATR groups will not exceed eight students.
- Individual and/or triadic supervision on-site from an appropriate master's level professional with a minimum of two years clinical experience at the rate of one hour of supervision for every ten hours of client contact.

- Group supervision in class from a LPCC-S providing developmental supervision at the rate of one hour of supervision for every ten hours of client contact, the focus of which is diagnosis and treatment of mental and emotional disorders. LPCC-S groups will not exceed more than six.
- A case presentation of a client or client group (LPCC-S group)
- An art intervention and experiential (ATR group)
- Readings appropriate to the population and setting
- Appropriate documentation of sessions and treatment plans
- Site visits from all supervisors
- Additional micro-skills training and advanced skill training in the Skills Lab
- Internship hours are generally completed over two semesters. The second semester continuation becomes a “B” section. A grade is issued for each internship at the end of completion of 350 hours.

Appendix D:
Counseling and Art Therapy Department
Skills Lab

Skills Lab Objectives

The Skills Lab experience is designed to provide basic training in attending/helping skills for master's level counseling students enrolled in CAT 546 Clinical I and CAT 547 Clinical II courses as well as CAT 549 and CAT 550, Internship I and II. The skills lab is also intended to provide additional assistance to students experiencing difficulties in implementing attending/helping skills. Staff will supervise and assist students in experiential activities such as role-playing and small group exercises in order to help students achieve mastery in helping skills.

The counseling skills lab includes adequate spacing, digital video recording equipment, and software that make it possible to code and catalog each counseling intervention. Making and analyzing these digital recordings will efficiently improve students' helping skills and assist in their preparation for working with their clients in their practicum and internship sites.

Students will learn to

1. Use exploration stage skills such as open questioning and reflection of feeling.
2. Use insight stage skills, such as interpretation and self-disclosure.
3. Use action stage skills such as information sharing and direct guidance.
4. Develop an appreciation for ethics in counseling and art therapy (ACA and AATA code).
5. Develop an awareness of diversity (e.g., racial/ethnic, gender, sexual, ability) issues in art therapy and counseling.
6. Develop an awareness of individual emerging strengths as art therapists and counselors.
7. Develop an awareness of how basic counseling skills are used in art therapy and counseling.
8. Demonstrate an understanding of the therapeutic process from beginning, mid-phase, and termination and be able to apply the appropriate skills and strategies for each stage.

Skills Lab Expectations and Requirements

Students are expected to do each of the following:

1. Attend and participate in lab as deemed necessary by practicum and internship professors.
2. Carry professional liability insurance.
3. Participate in all supervisory sessions.
4. Demonstrate professional and ethical conduct in all aspects of the lab.

Practicum and Internship Lab Requirements

Clinical I: 10 hours are required.

Clinical II: 5 hours are required.

Internship I & II: 10 hours total are expected over the course of both Internship I & II (5 per each internship). More hours may be required at the discretion of the internship instructor.

The skills labs will be integrated into these courses and assignments may be modified as per the discretion of the course instructors and/or skills lab coordinator(s) in order to best meet the developmental needs of students.

**Appendix E:
EVALUATION OF STUDENT PERFORMANCE**

Student: _____ Faculty: _____ Date: _____

Rate Student Performance to date:	<u>Low</u>					<u>High</u>
	1	2	3	4	5	
_____ 1. Overall quality of coursework						
_____ 2. Ability to grasp and apply conceptual content						
_____ 3. Ability to communicate through written form (papers, case studies, treatment plans)						
_____ 4. Formal oral presentation skills (reports, presentations, etc.)						
_____ 5. Class interaction and participation skills (graduate level discussion abilities)						
_____ 6. Demonstrates interpersonal relationship skills including ability to express feelings effectively and appropriately						
_____ 7. Demonstrates ability to accept and utilize constructive feedback and to participate in self-critique.						
_____ 8. Ability to comprehend and focus on needs of specific populations						
_____ 9. Demonstrates ability to separate personal needs/beliefs and client needs						
_____ 10. Reflects initiative, motivation, and appropriate commitment for working in this field						
_____ 11. Demonstrates good judgment, decision making and problem solving abilities						
_____ 12. Possesses reliability and organizational skills necessary for a human service professional						
_____ 13. Demonstrates adequate maturity and emotional stability required for a human service professional: cooperation, openness to new ideas, awareness of impact on others, ability to accept personal responsibility, flexibility						
_____ 14. Reflects enthusiasm and conviction for the therapeutic use of art(s)						
_____ 15. Demonstrates engaged adherence to ethical codes						

Please make comments regarding student's academic and professional performance as well as strengths and concerns you have noted:

*Faculty and supervisors: This form is used to document any concerns regarding a student's performance.

Appendix F: Academic Appeal Process

http://www.ursuline.edu/documents/Graduate_Catalog_2015-16.pdf

An instructor's evaluation of student performance in an academic area is ordinarily final. Any student who objects to a final course evaluation or other faculty decision should consult first with the instructor within one month following receipt of the decision or the posting of the final grade on the student's transcript to determine if an error was made in computing or recording the grade or if other circumstances warrant a change. An instructor's assessment of the quality of student work will not be overturned absent evidence of bias, discrimination or injustice.

If after consultation with the instructor the student remains dissatisfied, she/he should present the grievance to the program director who will make an appropriate recommendation. This step must be taken within two weeks after the student receives notice of the instructor's decision.

If the student remains dissatisfied after receiving the program director's recommendation, the student has one week to file a grievance with the dean of Graduate and Professional Studies. Appeals to the dean must include a written statement of the grounds for the appeal, the specific relief sought, copies of all relevant documents including the syllabus and the graded assignment(s) and any other relevant information. The statement and documentation must be submitted at least one week prior to any scheduled meeting between the student and the dean. The dean will consult with the student, the faculty member and any other person who has relevant information before rendering a decision, normally within two weeks of meeting with the student.

Any student who remains convinced of an injustice after receiving the dean's decision may present a formal statement to the Academic Standing and Appeals Board. Forms may be obtained in the Academic Affairs Office. This form must be presented within one week after the student receives notice of the dean's decision. The appeals process may extend beyond eight weeks following the issuance of grades only in exceptional circumstances and with the permission of the Vice President for Academic Affairs and the dean of Graduate and Professional Studies.

The Academic Standing and Appeals Board, consisting of faculty and student members, will review the student's appeal and determine if the appeal should be upheld or denied. The decision of the Appeals Board is final and not subject to further review.

APPEALING GRADES FOR CLINICAL EXPERIENCES- Students who are appealing failing grades in their clinical experiences (including but not limited to nursing clinicals and field experiences in the Counseling & Art Therapy and Education programs) may not continue in their clinical settings until the grade appeal has been heard or is withdrawn by the student. If as a result of the appeal a failing grade is changed to a passing grade, the student will be permitted to continue his/her

clinical coursework when the course is next offered. This policy does not preclude individual programs from formulating their own internal policies and procedures for student grade appeals.

APPEALING PROGRAM DISMISSALS- Following the procedures listed above in “Academic Appeals,” students may appeal dismissals from programs of the College. The first step of the appeal will be to the program director, next to the dean of Graduate and Professional Studies, then to the Appeals Board, as listed above. The decision of the Appeals Board relative to program dismissals will be final and not subject to appeal.

**Appendix G:
Counseling and Art Therapy: 3 Year Planning Guide for Students Starting in the Fall Semester 2015***

Courses in Fall	Courses in Spring	Courses in Summer
Semester 1-Fall 2015 CAT 500 Prof., Ethical & Legal Issues (3) CAT 501 History & Theory (3) CAT 505 Counseling Theory (3) CAT 591 Orient. to Research & Writing (1)	Semester 2-Spring 2016 CAT 509 Psychopathology (3) CAT 546 Clinical I-Counseling Tech. (3) CAT 548 Appraisal (3)	Semester 3-Summer 2016 CAT 503 Child & Adolescent (3) CAT 504 Human Growth & Dev. (3) CAT 567 Techniques & Media (2)
Semester 4-Fall 2016 CAT 507 Group Process (3) CAT 508 Family (3) CAT 520 Assessment (3)	Semester 5-Spring 2017 CAT 594 Research & Evaluation (3) CAT 547 Clinical II-Practicum (3) CAT 603 Diagnoses (3)	Semester 6-Summer 2017 CAT 523 Cultural & Social Issues (3) CAT 549 Internship I (2) CAT 601 Lifestyle and Career (3)
Semester 7-Fall 2017 CAT 549B Internship cont./550 begun CAT 595 Thesis/Project (1) CAT 648 Case Studies (2) CAT 650 Psychotropic Meds (1)	Semester 8-Spring 2018 CAT 550 Internship (2) CAT 596 Integrative Seminar (2) CAT 544 Studio I (1)	* This plan needs 3 elective credits for the 65-hour degree

8-4-15

- Note: 1. The program should be followed in the above order. Please be aware of credit loads in relation to financial aid.
 2. Students complete one 350-hour internship over approximately 1½ semesters. There is no credit hour charge for carrying over to the following semester, only a \$400 fee that is used to pay supervisor fees. Credit for billing purposes is given when initially signing up for 549. Credit is given on the transcript when student completes the internship. Students can do NO MORE than 30 hours per week in internships.

**Appendix H:
Counseling and Art Therapy: 3 Year Planning Guide for Students Starting in the Spring Semester 2016.**

Courses in Fall	Courses in Spring	Courses in Summer
	Semester 1-Spring 2016 CAT 500 Prof., Ethical & Legal Issues (3) CAT 501 History & Theory (3) CAT 505 Counseling Theory (3) CAT 591 Orient.to Research & Writing(1)	Semester 2- Summer 2016 CAT 504 Human Growth & Dev. (3) CAT 546 Clinical I-Counseling Tech (3) CAT 567 Techniques & Media (2)
Semester 3-Fall 2016 CAT 509 Psychopathology (3) CAT 548 Appraisal (3) CAT 503 Child and Adolescent (3)	Semester 4-Spring 2017 CAT 507 Group Process (3) CAT 508 Family Systems (3) CAT 520 Assessment (3)	Semester 5-Summer 2017 CAT 523 Cultural & Social Issues (3) CAT 547 Clinical II-Practicum (3) CAT 650 Psychotropic Medications (1)
Semester 6-Fall 2017 CAT 594 Research & Evaluation (3) CAT 603 Diagnoses (3) CAT 549 Internship I begun (2)	Semester 7- Spring 2018 CAT 601 Lifestyle & Career (3) CAT 648 Case Studies (2) CAT 549B Internship I Cont.	Semester 8- Summer 2018 CAT 595 Thesis/Project (1) CAT 550 Internship II (2)
Semester 9-Fall 2018 CAT 544 Studio I (1) CAT 596 Thesis/Integrative Seminar (2) CAT 550B Internship II cont.		

1-4-16

Note: 1. The program should be followed in the above order. Please be aware of credit loads in relation to financial aid.
 2. Students complete one 350-hour internship over approximately 1½ semesters. There is no credit hour charge for carrying over to the following semester, only a \$400 fee that is used to pay supervisor fees. Credit for billing purposes is given when initially signing up for 549. Credit is given on the transcript when student completes the internship. Students can do NO MORE than 30 hours per week in internships.

**Appendix I:
Master of Arts in Counseling & Art Therapy
Courses Offered by Semester**

Fall	Spring	Summer
CAT 500 Prof/Eth/Legal Issues	CAT 500 Prof/Eth/Legal Issues	CAT 503 Child/Adolescent
CAT 501 History/Theory AT	CAT 501 History/Theory AT	CAT 504 Hum. Growth/Dev.
CAT 503 Child/Adolescent	CAT 505 Counseling Theory	CAT 523 Cultural/Social Div.
CAT 505 Counseling Theory	CAT 507 Group	CAT 546 Clinical I
CAT 507 Group	CAT 508 Family	CAT 547 Clinical II-Practicum
CAT 508 Family	CAT 509 Psychopath.	CAT 567 Media/Tech.
CAT 509 Psychopath.	CAT 520 Assessment	CAT 595 Thesis/Project
CAT 520 Assessment	CAT 544 AT Studio I	CAT 601 Life Style/Career Dev.
CAT 544 AT Studio I	CAT 546 Clinical I	CAT 650 Psych. Medications.
CAT 546 Clinical Orient. I	CAT 547 Clinical II-Practicum	
CAT 547 Clinical II-Practicum	CAT 548 Appraisal	
CAT 548 Appraisal	CAT 591 Intro Research	
CAT 591 Intro Research	CAT 594 Research & Evaluation	
CAT 594 Research & Evaluation	CAT 595 Thesis/Project	
CAT 595 Thesis/Project	CAT 596 Thesis/Integrate Sem.	
CAT 596 Thesis/Integrate Sem.	CAT 601 Life Style/Career Dev.	
CAT 603 Diagnoses	CAT 603 Diagnosis	
CAT 648 Case Studies	CAT 648 Case Studies	
CAT 650 Psych. Medications.		*648 Case Studies may be offered if needed
CAT 549 Intern. I	CAT 549 Intern. I	CAT 549 Intern. I
CAT 550 Intern. II	CAT 550 Intern. II	CAT 550 Intern. II

**Appendix J:
Counseling and Art Therapy (CAT) Mentoring Program Application**

Please complete this form and e-mail it as an attachment to Dr. DoHee Kim-Appel
dkimappel@ursuline.edu

I am interested in becoming a: Mentor Mentee

Date: _____ Name: _____

Complete Mailing Address: _____

Telephone: _____ Email: _____

Gender: _____ Age: _____ Ethnicity: _____

Spiritual Affiliation: _____

Current License Level: No License/Trainee PC PCC PCC-S ATR ATR-BC

Current ACA Membership Level: Student Professional Retired Lifetime Associate

Current OCA Membership Level: Student Professional Retired Lifetime Associate

Current AATA Membership Level: Student Professional Retired Lifetime Associate

Current BATA Membership Level: Student Professional Retired Lifetime Associate

Highest Degree Earned: Bachelors Masters Doctoral

What are your clinical interests? _____

What are your professional interests? _____

Mentees ONLY

1. How long would you like to be matched with a mentor? (Please check one)

One year Two Years Three Years

2. How often would you like to have contact with your mentor? (Please check one)

Once a week Once or twice a month Once every two months

Once every three/four months Once or twice a year No preference

3. What kind of contact would you like to have with your mentor? (Select all that apply)

Email Telephone Chat/Skype In person No preference

What expectations do you have of your assigned mentor? How do you hope to benefit from participation in the CAT Mentoring Program?

Mentors ONLY

1. Number of individuals would you be willing to mentor: One Two Three
2. Developmental Stage: Masters Student Doctoral Student Licensed Professional
3. How long would you like to be matched with a mentee? (Please check one)
One year Two Years Three Years
4. How often would you be able to have contact with your mentee? (Please check one)
Once a week Once or twice a month Once every two months
Once every three/four months Once or twice a year No preference
5. What kind of contact would you like to have with your mentee? (Select all that apply)
Email Telephone Chat/Skype In person No preference

What expectations do you have of your assigned mentee? How do you hope to benefit from participation in the CAT Mentoring Program? _____

Appendix K: CAT Service Learning Program

The Service Learning Program at Ursuline College in the Counseling and Art Therapy program was created in 2012 to help students increase awareness of global issues, seek justice and action, sow loving kindness, and explore the world outside of the privilege of living in the United States. These experiences are geared towards preparing students to be more culturally sensitive and competent professionals. The following is a list of our various service learning experiences undertaken thus far:

El Salvador, Spring 2013

In April 2013, 12 graduate students, 1 alumnus and 2 faculty members went to El Salvador to work under the guidance of Sr. Rose (an Ursuline sister who was ministering in El Salvador) to provide care in the town of Chiltiupan with the children and families in the Santa Domingo Parish and community. The Ursuline College group provided attention, as well as art therapy and counseling to 150 school aged children with various needs and painted 5 large murals to decorate the Santa Domingo School. In addition, the Ursuline College group brought and donated from fundraising efforts, \$1300 of school and art materials to the Santa Domingo School, money for uniforms, and gave each child a small gift.

Ecuador, Spring 2014

In March 2014, the students embarked on the second service learning trip to Quito, Ecuador, this time with 19 students, 1 alumnus, and 1 professor/faculty. United Planet, a nonprofit volunteer group, partnered with Ursuline to provide a school, orphanage and day care opportunity that needed some care. The Ursuline College group provided counseling and expressive arts therapies to over 200 school aged children who were poverty stricken, some from abusive homes and in dire situations. The service learning group also had the privilege of helping approximately 20 street children of Quito, Ecuador at a local street kid's orphanage.

Lastly, the students supported a day care owner, named Rosa, who was taking care of 18 children under the age of 5 who had nowhere else to go during the day while their parents worked long hours. From fundraising efforts, the Ursuline College group donated \$500 of school and art materials and presents for the children. After returning home, students raised and sent \$1000 to help rebuild the day care that had been in abominable condition (dirt floor, no running water), and purchased soccer jerseys and balls for the street kids orphanage and shelter.

Africa, Fall 2014/Spring 2015

In December 2014-January 2015, 10 Graduate students, 3 alumni, and 2 professors, embarked on a 14 day service learning trip over winter break to Cape Town, South Africa (3 days) and Bulawayo, Zimbabwe (10 days). After a brief and eye opening trip to Cape Town, where the group visited Robben Island where Nelson Mandela had been imprisoned for over 25 years, the students learned of the apartheid wars, and the terrible distrust and racial divides that cost so many their lives. The service learning group then traveled 6 hours by airplane into Bulawayo, Zimbabwe, to meet up with an alumnus Rebekah Chilcotte who was working at the "Youth with a Mission" base and "Peniel Center Orphanage" to begin service work with AIDS/HIV orphans, as well as other traumatized children who were abandoned or left by parents.

The Ursuline College group provided expressive arts therapies and counseling in 2 different church camps, 1 with 95 poor, orphaned or neglected children, and the other with about 150

children most of which had active AIDS or HIV. In addition the group lived with the 18 children at the orphanage, sharing meals, living spaces, and camaraderie.

The service learning group fundraised prior to the trip and were able to bring \$1500 of school and art materials to the orphanage. In addition, \$350 was raised to donate to the feeding program for starving children (this money will feed about 250 children for several months). After returning from the trip, the students were able to raise more funds to send 2 cell phones and a camera via a missionary to Bulawayo, and wire transferred another \$300 to help with school fees.

South Dakota, June 2015

In June 2015, the Ursuline College group travelled with 18 students, 3 professors, 4 alumni and 1 community member to Eagle Butte, South Dakota to work within the Cheyenne River Lakota Sioux Native American Reservation. The group worked on the reservation in the Cheyenne River Youth Project, a nonprofit organization that provides care, meals, and services to more than 250 children. While there, the students worked with 100 children in an afternoon expressive arts program that was created.

In the expressive arts program, children enjoyed recreation, counseling and art therapy, theater, as well as one to one time with the students. The children on the reservation were very poor, came from difficult home situations, and had various learning and emotional problems. The group was able to fundraise \$500 dollars in art and school supplies, as well as bring gifts for all the children. After returning from this trip, the Ursuline College group was able to stay in touch with leaders of the Cheyenne Youth Project and will conduct an annual trip each year to be of more help to this community.

Summary

Over the last 4 years, faculty, alumni, and students have travelled to El Salvador, Ecuador, Zimbabwe, and South Dakota. In the short span of 4 years, 60 graduate/undergraduate students, 4 faculty, and 9 alumni have attended a service learning trip. The Ursuline College Service Learning Program group have lovingly and passionately worked with approximately 700 children from 3 different countries, and Lakota Sioux in South Dakota.

By fundraising, art and flea market sales, and donations, the group has raised just over \$6000 that has been donated to help these specific community groups. A program such as this successfully meets the values, voice and vision of Ursuline College and makes great and exemplar contributions in furthering the mission and strengths of the college by service in action and seeking social justice.

Upcoming trips include:

South Dakota Summer 2016- Return to Cheyenne River Lakota Sioux Native American Reservation.

Nepal May 2016- Providing counseling and art therapy services to school children and women prisoners.

Hungary March 2017- Supporting impoverished Roma Gypsy children living on the outskirts of Ozd, a Hungarian border town.

Peru August 2018- Helping women and children who have been victims of domestic violence.

Appendix L: Professional Associations Information

American Counseling Association (ACA) (Required in CAT 500)

ACA defines itself as a partnership of associations, regional organizations, state chapters and divisions representing counselors who enhance human development. It is a national professional counseling organization that provides leadership, professional identity, legislative direction/advocacy, continuing education and an annual national conference, professional liability insurance, legal and ethical guidance, opportunities for professional development, the monthly periodical *Counseling Today*, the quarterly peer-reviewed *Journal of Counseling & Development*, in addition to other perks for its members.

Ursuline faculty and students often give professional presentations at the annual national ACA conference.

ACA divisions represent particular areas of counseling including: addictions/offenders, adult/aging, assessment/research, career development, children/adolescents, college counseling, counselor education/supervision, creativity, employment issues, group counseling, humanistic counseling, LGBTQ issues, marriage/couples/family counseling, mental health counseling, military/government concerns, multicultural development, rehabilitation counseling, social justice issues, and spirituality/ethical concerns. All offer peer-reviewed journals and newsletter publications, advocacy, leadership and professional development opportunities. Ursuline faculty and students are members, contributors and leaders in these important divisions.

ACA offers reduced annual dues for students enrolled at least half time in a college or university counseling program. Find membership and other information online at www.counseling.org or by calling toll-free (800) 347-6647.

American Art Therapy Association (AATA) (Required in CAT 501)

AATA is “an organization of professionals dedicated to the belief that making art is healing and life enhancing. Its mission is to serve its members and the general public by providing standards of professional competence, and developing and promoting knowledge in, and of, the field of art therapy”. AATA works alongside its 40 chapters in 34 states to enhance networking opportunities for art therapists, conducting community events, providing continuing education opportunities, supporting legislative efforts at state/federal levels, and promoting community-wide communications services for its members and clients of art therapy.

AATA holds an annual national conference, and Ursuline faculty are often involved in presentations and other leadership roles. AATA’s peer-reviewed publication, *Art Therapy: Journal of the American Art Therapy Association*, contributes current research to the field of art therapy.

Student members of AATA qualify for reduced annual dues. Information regarding membership is accessed via AATA’s online platform at <http://arttherapy.org/aata-membershipinfo/> or by phone (888) 290-0878.

Ohio Counseling Association (OCA) (Required in CAT 500)

OCA is the Ohio branch of ACA. This professional organization provides news of continuing education and professional development opportunities, analysis of Ohio legislative and licensure issues, an annual state conference providing continuing education opportunities (where Ursuline

faculty and students often give professional presentations), the peer-reviewed electronic publication *Journal of Counselor Practice*, the quarterly newsletter publication *Guidelines* and other information pertinent to the practice of counseling in the state of Ohio to its members.

OCA offers regional organizations such as North-Central (NCOCA) for continuing education and advocacy efforts (of which faculty members and students are members and leaders in so *please join this region when signing up for OCA*) AND relevant state chapters of ACA divisions including those advocating and providing professional development in the areas of: career development (OCDA), college counseling (OCCA), counselor education (OACES), group counseling (OASGW), LGBTQ issues (ALGBTICO), mental health counseling (OMHCA), multicultural development (OAMCD), school counseling (OSCA) and spiritual/ethical/religious values (OASERVIC). Ursuline faculty and students are members, contributors, founders and leaders in OCA and many of its regions and divisions.

Student members of OCA qualify for reduced annual dues. Information regarding membership is easily accessed via OCA's online platform at www.ohiocounseling.org or by phone (330) 259-7330.

Buckeye Art Therapy Association (BATA) (Required in CAT 501)

BATA is one of the oldest and most active state affiliates of AATA. BATA is committed to the progressive development of therapeutic use of art, advancement of research in the field, improvement of standards of practice, development of criteria for training art therapists and to provide a means to exchange information and experiences in art therapy. Through BATA members have access to continuing education, the quarterly newsletter *The Palette*, legislative and advocacy efforts, an annual symposium providing education and training, and networking with art therapists. Ursuline faculty and students are intrinsically involved in BATA by: presenting at BATA's symposium, holding leadership positions, publishing articles in *The Palette*, and providing trainings to members.

Student members qualify for reduced dues through BATA. Information regarding membership is available at <http://www.buckeyearththerapy.org/Membership> or inquiries can be sent to membership@buckeyearththerapy.org.

**Appendix M:
COUNSELING and ART THERAPY DEPARTMENT**

Responsibility Agreement for Handbooks and Course Syllabi

I have read and understood the contents of the following, which can be accessed on the Ursuline website:

- Counseling and Art Therapy Department Student Handbook
- Ursuline College Student Handbook, including the Academic Integrity Policy and Appeals and the Graduate Catalog.
- Ursuline College Graduate Catalog

I am aware that violations of any policy identified in the handbooks will result in disciplinary action as outlined in these documents and I take responsibility for reviewing these handbooks.

I also am aware that I am responsible to review each course syllabi in its entirety each semester I am a student at Ursuline College and of the Counseling and Art Therapy Department.

Printed Name: _____

Signed: _____

Date: _____

**Counseling and Art Therapy Department
Student Conference**

Student: _____ Phone: _____ Date: _____

Faculty/Supervisors Present: _____

I. Areas of Concern: Please circle areas and provide explanation/description of area of concern.

- | | |
|---|--|
| <p>A. Language & Thinking Skills</p> <ol style="list-style-type: none">1. Oral Expression2. Written Expression3. Active Participation in classes4. Critical Thinking/Analysis5. Completing Assignments according to Syllabus or Instructor's Requirements6. Other | <p>D. Professional Relationships</p> <ol style="list-style-type: none">1. Effectiveness in Interpersonal Relationships2. Willingness to Engage Supervisory Process3. Managing Conflict Effectively4. Willingness to Accept Feedback Non-Defensively5. Cooperativeness with Others6. Ability to Deal with Conflict7. Other |
| <p>B. Professional Responsibilities/Ethics</p> <ol style="list-style-type: none">1. Meeting Obligations2. Maintaining Client Confidentiality3. Maintaining Client Records4. Establishing Professional Boundaries5. Attention to Legal and Ethical Issues | <p>E. Professional Competency</p> <ol style="list-style-type: none">1. Knowledge2. Skills3. Clinical Experience4. Other |
| <p>C. Personal Growth & Development</p> <ol style="list-style-type: none">1. Openness to Self-Examination2. Commitment to Self-Growth3. Willingness to Engage Professional Assistance when Problem Emerges4. Mature Judgment5. Emotional Stability6. Awareness of Own Impact on Others7. Other | <p>F. Graduate/Professional Behavior & Attitudes</p> <ol style="list-style-type: none">1. Punctuality2. Appropriate Appearance3. Notifies faculty/supervisor of absences, etc. in a timely manner4. Openness to New Ideas5. Flexibility6. Ability to Accept Personal Responsibility7. Ability to Express Feelings Effectively & Appropriately8. Initiative and Motivation9. Capacity to Handle Stress |

II. Explanation/Description of Concern:

III. Conference Notes/Description of the conference:

IV. Action plans/Objectives identified with completion and follow updates:

Student Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

Faculty/Supervisor Signatures: _____

