Master of Science in Counseling Student Handbook

Cairn University
200 Manor Avenue
Langhorne PA 19047

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INTRODUCTION

Welcome

Welcome to your training experience with the Master of Science in Counseling program at Cairn University. We are excited to commit the hours necessary to train you for the profession of competently caring for other people. We are confident that you have considered the cost, time, sacrifice, and significance of such an educational process.

The faculty and staff at Cairn University are committed to core values that we believe will develop competent clinical mental health counselors as well as servant-leaders of Jesus Christ who will positively influence their profession, church and world. As a student, you will be exposed to counseling theory, skills and techniques in the classroom as well as models of men and women who exemplify servant leadership.

History of the Counseling Program

Cairn University has been committed to training mental health counselors who have a Biblical worldview, for over twenty-seven years. Cairn University began offering a Master of Science in Christian Counseling (MSCC) in 1992. The goal of the MSCC program was to equip persons to competently integrate their Christian faith with the standards and practices of professional counseling and to function as faith-based counselors in every setting in which they served.

Since its inception, graduates of the MSCC program have gone on to successfully deliver counseling services as professional counselors, pastoral counselors, Christian school counselors, youth pastors, university/college counselors, and chaplains.

In 2013 the name of the graduate degree was changed from a Master of Science in Christian Counseling to simply Master of Science in Counseling. The name change was introduced to offset the frequent misperception that the curriculum and training was limited, as the degree name might imply, to faith-based practice. This has never been the case as evidenced by numbers of graduates who have obtained their license and are practicing LPC's. Regardless, the degree name change has helped in clearing up the confusion generated by including the word "Christian" in the title of the program.

Mission Statement

The curriculum and training of the MSC is designed to flow logically and strategically from the mission statement of the university. The university mission statement is: *Cairn University exists to educate students to serve Christ in the church, society, and the world as biblically minded, well-educated, and professionally competent men and women of character.* The program objectives of the MSC embody these themes. **The mission statement of the graduate counseling program is to equip women and men to be biblically-minded, professionally competent persons of character as professional counselors.**

This means that the counseling program reflects a commitment to a Christian worldview. In addition to the development of counseling students with knowledge, skills, and professional dispositions of a licensed professional counselor, the counseling faculty seek to inculcate in students the ability to view the process of counseling from a Christian faith perspective. We believe that we achieve this synthesis through specific course work and our efforts to infuse a discussion of faith-related issues in all parts of the curriculum. A Christian worldview objective is present in most syllabi.

The second goal reflected in the program mission statement entails equipping students to serve effectively in every arena that mental health counselors offer their services. To this end, the counseling curriculum and training regimens are specifically designed to provide students with the educational essentials necessary for professional licensure.

The third important component of the counseling program reflected in the mission statement is our commitment to the holistic development of the counselor-in-training. This focus is also congruent with the university's overall mission as a Christian university. From the beginning of the first course to the final grade of the internship, students are evaluated and offered essential feedback about not just their acquisition of various types of knowledge and clinical skills needed to practice competently, but just as importantly, if not more importantly, substantive feedback about their character and evidence of spiritual and professional maturity. Students who excel in the attainment of their knowledge of counseling and the counseling profession and evidence competent skills will not graduate without a concomitant development in their relationship with Jesus Christ and a demonstration of the fruit of that growth in crucial measures of personal and professional dispositions. The counseling faculty view this principle as a tacit contract with every student enrolled in the program.

Purpose of This Handbook

The policies and procedures of this handbook are designed to clarify the university's expectations of counselors-in-training. Enrollment in the MSC is your agreement that you will abide by these policies and procedures.

The MSC follows the academic policies of Cairn University as stated in the Graduate Student Handbook, except as it relates to specific policies of the counseling program. This handbook contains information, policies and procedures graduate counseling students should be familiar with as they pursue graduate study in counseling at Cairn University. This handbook is subject to change at the University's and/or the program's discretion.

New Student Orientation

The department conducts a mandatory new student orientation each year prior to the start of the fall semester (students are required to attend). Students are notified through the Office of Graduate Admissions regarding the date and time of this orientation. This orientation provides an opportunity for students to meet faculty, staff, and other counseling students; complete registration; familiarize themselves about program requirements; learn about students' ethical and professional obligations and personal growth expectations as counselors-in-training; learn about student services; and handle details such as obtaining student identification cards and parking permits.

During the orientation, faculty will highlight important information in the MSC Student Handbook , the Lab Handbook, and the Practicum and Internship Manual, and opportunities for questions regarding student expectations and the licensure process will be provided. The resources provided during this time will be available to students on the eLearning Department of Counseling Student Portal.

Facilities

Information on the University's facilities can be found in the Graduate Catalog on Cairn University's website under the category of "General Information."

Counseling Program Faculty Offices

The on-campus offices and rooms utilized by the counseling program faculty are located in the Smith Administration building, the Oasis Counseling Center, and the Manor Hall Office Complex.

Classrooms

Biblical Learning Center: Lecture-based courses typically occur in the Biblical Learning Center, and occasionally occur in the Smith Administration Building. Students can locate the room number of each course on Self-Service under "classes."

Manor Hall Office Complex: The MSC faculty make use of three conference rooms setup for remote viewing. Two of these rooms are located in the Manor Hall Office Complex and are connected to a one-way window viewing area. The

other room is located in the Oasis Center. The Oasis center conference room, like the counseling offices in the Oasis Center, is outfitted with video recording equipment.

Individual Counseling Rooms: The Oasis Center contains five individual counseling rooms that are outfitted with video recording equipment. The counseling appointments of Oasis counseling staff and interns are routinely recorded for the purpose of supervision. Supervisors provide live feed supervision using video and Bluetooth technology or through the review of the intern's taped counseling session. The video equipment and the recorded sessions are maintained on a secure server in the Oasis Center.

Policies

Cairn seeks to serve students who are pursuing a graduate counseling education from a Christian worldview in order to serve clients regardless of race, gender, color, age, religion, sexual orientation, handicap, national or ethnic origin.

Equal Opportunity

- Admissions Policy: Cairn University does not discriminate on the basis of race, gender, color, age, handicap, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs.

Disability Compliance

Cairn University complies with the Americans with Disabilities Act (1990) and Section 504 of the Rehabilitation Act (1973). Facilities of Cairn University conform to current regulations for existing buildings for the disabled. The Academic Resource Center provides academic support to students who qualify under the Americans with Disabilities Act, including resources for visual and hearing impaired students.

Contact Information

Registrar's Office
215.702.4293
registrar@cairn.edu

Financial Aid Office
215.702.4245
finaid@cairn.edu

Business Services
215.702.4201
business.services@cairn.edu

School of Liberal Arts and Sciences
215.702.4259

Faculty contact information can be found in the Counseling Program Faculty section of this handbook.

ACADEMIC POLICIES

Admissions Policies

Admission decisions for acceptance into Cairn's 60 credit Master of Science in Counseling program are based upon the (1) relevance of the applicant's career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, (4) respect for cultural differences, and (5) personal faith in the Gospel of Jesus Christ. Admission requirements and the interview process are meant to assist faculty in determining the applicant's goodness of fit with the counseling programs objectives.

General Admission Requirements

To be considered for admission to the Master of Science in Counseling at Cairn University, the applicant must meet the following requirements and submit a Completed Application:

- Hold a bachelor's degree from an accredited college, university, or seminary.
- Have an undergraduate cumulative grade point average of 2.5 or higher. Applicants with a cumulative GPA under 2.50 will be considered if their GPA from the last 48 credits taken is a 3.0 or higher.

Submission of a Completed Application is the sole responsibility of the applicant and must consist of the following:

- A completed application form with a $25.00 non-refundable application fee
- Official copies of transcripts from each undergraduate and graduate school attended
    - Each transcript must provide degree information, including date of graduation and degree earned, and the institution's accreditation status.
    - Official transcripts are those sent directly from the issuing institution to Cairn University Graduate Admissions.
- References:
    - Pastoral Reference
    - Academic Reference: If date of completion of last degree is more than five years prior to submission of the application, the applicant can submit a Professional Reference
    - In addition, references cannot not be completed by family members
- Essays:
    - Spiritual Statement: Describe your conversion to Christ, spiritual growth, and involvement in Christian ministry. (500 words)
    - Statement of Purpose: Describe your career goals and specifically your interest in pursuing a degree that prepares you to be a licensed professional counselor. (250-500 words)
    - Cultural Awareness: Describe how interacting with diverse cultures will impact you as a professional counselor with a Christian worldview. Explain what it means to communicate respectfully as a counselor when encountering varying beliefs, behaviors and backgrounds that differ from your own. (500 words)
- Academic Writing Sample: Applicants will submit an academic writing sample of no less than 700 words. For those applicants who have been out of school for more than 5 years, an optional position paper on a topic related to Christian counseling will be assigned.

International students and students seeking re-entry to the program should review case specific requirements outlined in the following section.

Overview of the Admissions Process

Once an Application has been submitted, the applicant will be sent an acknowledgment that will indicate what (if anything) is needed to complete the applicant's file. When a delay in the admissions process is experienced, it is often

because not all required information has been received. The MSC admissions counselor will notify the applicant when all required application materials are received and it is appropriate to schedule the applicant's interviews.

MSC applicants are required to complete a group interview. In addition to the group interview, a faculty member may request an individual interview with the applicant. Both interviews are designed to evaluate the applicant's character, spiritual preparedness, and the extent to which the applicant is a 'good fit' for the MSC and the program's approach to counselor education.

After an evaluation of the applicant's file and a review of the applicant's performance during the group and/or individual interview(s), MSC faculty will recommend 1) unconditional acceptance (explained below), 2) provisional acceptance (explained below) or 3) non-acceptance. The applicant will be notified of this decision in writing. In instances where an applicant is not accepted, the University Admissions Office does not provide reasons for non-acceptance, but the applicant may reapply for admission to the MSC program after one year from the date of the denial letter.

Re-entrant Requirements

Students who have been inactive for two or more years must submit a Graduate Application for Re-Admission. Consideration for re-admission is dependent on prior approval of the Provost's office. Re-entrant applicants must request official transcripts from each higher education institution attended since leaving Cairn University. Applicants may be required to complete an interview with the program chair before readmission is granted. Applicants accepted at this time will be governed by the curriculum that is current at the time of re-admittance to the program. Students who have been inactive for less than two years are not required to submit a Graduate Application for Re-Admission and should contact the Administrative Assistant of the School of Liberal Arts and Sciences to be assigned an advisor and discuss their readmission with their advisor before registering for courses.

International Applicants

International students interested in applying to Cairn University's Graduate Programs must meet the standard admissions requirements. In addition to these requirements, international students must complete the following:

TOEFL: Applicants for whom English is not their native language are required to demonstrate proficiency by taking the TOEFL examination. Applicants must obtain the following minimum score: Paper-based, 550; Computer-based, 213; Internet-based, 79. Applicants who do not meet minimum TOEFL requirements will not be eligible for acceptance. All scores must be no more than two years old and must be submitted directly from ETS.

TOEFL Waiver Eligibility: A TOEFL waiver may be granted for the following reasons:
  o   Applicants who have successfully completed an undergraduate or graduate degree in the United States within two years of submitting an application.
  o   Applicants who have a TOEFL score that is less than two years old and meets the minimum requirements will not be required to retake the TOEFL.
  o   Applicants who have completed alternative English proficiency exams with comparable passing scores.

International Transcript Evaluation: Applicants who submit transcripts, diplomas, certificates, etc., from non-U.S. institutions must have them evaluated by a credential evaluator such as WES or AACRAO. Applicants are responsible for all fees associated with the evaluation and must make arrangements with the credential evaluator to send and receive all documents. Evaluation must confirm that a student's undergraduate education is equivalent to an undergraduate degree from an accredited U.S. institution. Cairn University requires a document-by-document evaluation of transcripts for admission. However, students seeking transfer credit should choose a course-by-course evaluation. Official transcript evaluations must be sent directly to Cairn University's Graduate Admissions Office.

Deadlines- International students who wish to apply to Cairn University's Graduate Programs are required to submit their application by February 15 for summer admission, May 15 for fall admission, and September 15 for spring admission.

Admissions Classification

Unconditional Admission: An applicant is given unconditional admission to Cairn University when all of the criteria for application and admission have been fulfilled. Applicants are notified in writing concerning unconditional admission on a rolling basis throughout the year.

Provisional Admission: Applicants who do not meet the admission criteria of a 2.5 GPA may be granted provisional admission to the MSC. Students that exceed standards in other admission criteria but are below the standard of graduate student aptitude in GPA can be considered for provisional admission based on approval by the department Chair. This decision is determined by the evaluative rubrics used in the admission process. A person that achieves a cutoff score of 25 or above could be considered for provisional admission. A provisionally accepted student may sign up for a maximum number of credits to be determined by program requirements. Upon satisfactory completion of these credits with a grade point average of 3.00, the student will be admitted unconditionally if all other criteria for application and admission are fulfilled. Provisional admission is not automatic. Students are evaluated on an individual basis. Provisionally accepted students are given matriculating status.

Qualifying students who are within 10 credits of completing an undergraduate degree may also begin their graduate studies under provisional status. Applicants must fulfill standard admissions requirements with the exception of the official undergraduate transcript. An unofficial transcript must be submitted temporarily to verify current GPA and total credits completed. Students must submit official transcripts with graduation remarks by the end of their first semester in the graduate program.

Non Matriculant Status: Individuals who desire to take graduate courses but do not plan to work toward a graduate degree may apply for admission as a non matriculating student. Non Matriculating applicants must submit the Graduate Application for Admission and an unofficial transcript(s) from their graduate and/or undergraduate school. Applicants must have a minimum cumulative GPA of 2.50 or greater for consideration. Permission to register as a non matriculating student is conditional based on available space. Non matriculating students may not register for required core courses (601, 611, 701, 711).

Upon completion of 10 credits, the non matriculating student must complete the application process for acceptance into a degree program to continue studies. If a non matriculant student is admitted to a graduate program, the credits earned in a course as a non matriculant graduate student may be used to meet degree requirements. In no case may more than 10 credits taken before admission to a program be used toward degree requirements.

Auditor Status: An audit is the privilege to attend a course for enrichment without receiving academic credit. An auditor will be accepted upon approval of the program chair and instructor. A limited number of persons are permitted to audit if classroom space permits. No credit is granted in such cases, but attendance is recorded on a transcript. An auditor should not expect individual attention or personal evaluation from the instructor. Withdrawal from auditing a course requires the normal withdrawal process. Applicants interested in auditing courses must submit a Graduate Application for Admission and an unofficial transcript(s) from their undergraduate school. Applicants must have a minimum cumulative GPA of 2.50 or greater for consideration. The audit fee is 50% of the tuition rate for the course.

Advanced Standing: The MSC does not accept advanced standing credits.

Transfer Credit: A maximum of six (6) transfer credits appropriate to the student's degree program will be awarded for graduate-level work successfully completed at a regionally accredited postsecondary institution. A

student requesting transfer credits must supply the course syllabi of the course and any other documents requested by the student's admissions advisor or academic advisor, who will review the course content and assignments with the Department Chair. If the course credit transfer is approved by the Department Chair, the student should submit official documents needed to process the transfer to the Registrar's Office.

Unconditional Credit: Transfer credits are normally granted unconditionally for courses taken at institutions accredited by an accrediting association recognized by the Council on Higher Education Accreditation (CHEA). Previous work taken at an international school will be evaluated individually.

Provisional Credit: Provisional transfer credit may be considered for courses taken at institutions not accredited by an association recognized by CHEA. Provisional credit becomes applicable to the degree program only after the student completes ten (10) Cairn University graduate credits with a minimum cumulative grade point average of 3.00.

Preliminary Evaluation of transfer credit. When advising a prospective student, an assistant director may estimate transfer credits on a preliminary basis utilizing unofficial documents. However, such estimates will be considered binding only after timely receipt of official transcripts validating the information contained in unofficial documents and after review by University Registrar's Office personnel.

Academic Advising

When students enroll in the MSC program their admissions counselor schedules them for their first semester of coursework. Students are also assigned a faculty advisor who will be their primary point of contact for assistance with planning out course scheduling for the first two years of the program. Academic advisors also assist by providing oversight and guidance if remediation plans for the student are put into effect. During the third year of the program, all student advising is transferred to the Director of Practicum and Internships. Faculty advisors are available to their advisees for consulting and direction related to the student's academic program anytime during the semester. Students should contact their academic advisor at least once each semester to check on his/her academic progress. Students can locate their advisor by logging into Self-Service and selecting "View Schedule:" the students advisor is located at the bottom of the page. Ultimately, it is the responsibility of the student to ensure that all course and program requirements are met satisfactorily.

Academic Standing

Good Academic Standing

A student is considered to be in good academic standing when his or her cumulative grade point average is 3.0 or above.

Probation Status

Students having a cumulative grade point average below 3.0 are subject to academic dismissal. However, the Dean of the School of Liberal Arts and Sciences, in consultation the Chair of Counseling and Psychology may allow the student to continue and place the student on academic probation for the following semester. Probationary students are limited to two courses (no more than six credits) for the semester during which they are on probation. In order to be removed from probation, students must earn a grade point average higher than a 3.0 in the semester during their probation to continue in the program. Students must receive a 3.0 or higher in order to advance to the next core course in the sequence.

Lab Probation Status

In the MSC one notable exception to the general university probation policy is students are required to achieve a grade of B or higher in order to continue in the core sequence. Remediation of students who wish to continue in the program includes repeating the academic year of lab. See Lab Handbook for more information on this policy.

Academic Dismissal

Students whose cumulative grade point average is below the academic minimum at the end of a semester will be subject to academic dismissal and will be notified if dismissal action is taken. The Dean of the School of Liberal Arts and Sciences may elect to allow a student to continue and place the student on academic probation. If extenuating circumstances are present, the student may appeal an academic dismissal decision in writing to the dean of the respective school within two weeks of receipt of the dismissal letter.

Academic Integrity

 Detailed information can be found on Academic Integrity in the [Graduate Catalog](#) under "Academic Information."

Attendance Policy

Regular class attendance is essential for satisfactory academic performance, whether the class is online or on site. Certain online activities have been designated as equivalencies for face-to-face contact hours and are used to determine attendance. Students are expected to attend and participate in each class session.

Attendance Policies for all MSC courses are as follows:

3 credit core courses: (CSG 601, CSG 611, CSG 701, CSG 711)
When absences are unavoidable, permission or explanations are unnecessary. Students who miss more than two (2) class sessions will not be allowed to pass the course. Students who miss more than one class session might be subject to a grade reduction. Students who come 10 minutes after the start of class are considered late. Students who return from a break after lecture has started or who leave class early without permission of the instructor are considered late. Two (2) late arrivals or early departures is equivalent to one absence.

2 credit regular semester courses: (CSG 856, CSG 857, CSG 860, CSG 891, CSG 892)
When absences are unavoidable, permission or explanations are unnecessary. Students who miss more than two (2) class sessions will not be allowed to pass the course. Students who miss more than one class session might be subject to a grade reduction. Students who come 10 minutes after the start of class are considered late. Students who return from a break after the lecture has started or who leave class early without permission of the instructor are considered late. Two (2) late arrivals or early departures is equivalent to one absence.

Labs: (CSG 602, CSG 612, CSG 702, CSG 712)
When absences are unavoidable, permission or explanations are unnecessary. Students who miss two (2) labs will receive a 10% reduction on their lab participation grades. Students who miss more than two (2) labs will not be allowed to pass the course. Students who come 10 minutes after the start of class are considered late. Students who return from a break after the lecture has started or who leave class early without permission of the instructor are considered late. Two (2) late arrivals or early departures is equivalent to one absence.

3 credit hybrid courses: (THE 621, CSG 631, CSG 632)
When absences are unavoidable, permission or explanations are unnecessary. Students who miss more than four (4) hours of class (equal to one Saturday class) will not be allowed to pass the course. Students who miss more than two (2) hours of class may be subject to a full letter grade reduction except for extenuating circumstances accepted by the instructor. Students who come 10 minutes after the start of class are considered late. Students who return from a break after the lecture has started or who leave class early without permission of the instructor are considered late. Two (2) late arrivals or early departures is equivalent to one absence.

2 credit hybrid courses: (CSG 621, CSG 622, CSG 722, CSG 821)

When absences are unavoidable, permission or explanations are unnecessary. Students who miss more than four (4) hours of class (equal to one Saturday class) will not be allowed to pass the course. Students who miss more than two (2) hours of class may be subject to a full letter grade reduction except for extenuating circumstances accepted by the instructor. Students who come 10 minutes after the start of class are considered late. Students who return from a break after the lecture has started or who leave class early without permission of the instructor are considered late. Two (2) late arrivals or early departures is equivalent to one absence.

Three-day seminars: (CSG 822, CSG 831, CSG 832, CSG 834, CSG 835, CSG 851, CSG 852, CSG 853, CSG 855)
When absences are unavoidable, permission or explanations are unnecessary. Students who miss more than four (4) hours of class will not be allowed to pass the course. Students who come 10 minutes after the start of class are considered late. Students who return from a break after the lecture has started or who leave class early without permission of the instructor are considered late. Two (2) late arrivals or early departures is equivalent to a two (2) hours of absence.

Academic Grievances

Cairn University has a specific process set in place for academic appeals in all graduate programs. Information regarding the academic appeal process can be found in the Graduate Catalog under "Academic Grievances."

If a conflict occurs between a student and faculty member, the two parties should make every effort at resolution. If the conflict cannot be resolved, the student may make a written appeal to the dean of the school in which the faculty member serves. In case of a disagreement related to a specific course, the appeal should be made to the dean of the school in which the course is offered. The appeal process may proceed to the provost, who will make the final determination in such conflicts. In this process, an appeal to the next level must be submitted within two weeks of the written outcome of the previous level of appeal. All appeals must be in writing and include a brief statement of the problem and previous steps to resolve it. All administrative decisions will be sent to the student in writing.

Financial Information

Detailed information regarding payment of tuition, student accounts, tuition payment plans, tuition reimbursement, credit balances, financial aid, grants, discounts and tuition adjustment can be found in the Graduate Student Handbook on the Accreditation & Disclosures Information webpage in the "Reports & Disclosures" box, and on the "Graduate Tuition Costs & Financial Aid" section of the website. Students can also find a copy of the Graduate Student Handbook on the Student Resource Hub under "Student Services & Information."

Grading Policy

The grading scale for CSG courses is posted in each syllabus. Individual course assignment grades are recorded in the grade book of the *e*Learning website for that course. Final course grades are posted on the university self-service website that is maintained by the Registrar's office. The grading scale for all CSG courses is based on a 3 point grading system.

Grading Scale:

100-95 A	88-86 B	79-77 C	70-68 D
94-92 A-	85-83 B-	76-74 C-	67-65 D-
91-89 B+	82-80 C+	73-71 D+	64-0 F

MASTERS OF SCIENCE IN COUNSELING PROGRAM OVERVIEW

Mission of the Program

The curriculum and training of the MSC is designed to flow logically and strategically from the mission statement of the university. The university mission statement is: *Cairn University exists to educate students to serve Christ in the church, society, and the world as biblically minded, well-educated, and professionally competent men and women of character.* The program objectives of the MSC embody these themes. **The mission statement of the graduate counseling program is to equip women and men to be biblically-minded, professionally competent persons of character as professional counselors.** Cairn's MSC program provides an emphasis in clinical mental health counseling as it pursues this mission.

Program Distinctives

The counseling program is built on the principle that effective counselor education occurs when students are personally enriched and challenged in a training environment that is structured, realistic, practical, supportive and safe. The faculty and staff are intentional in the way we focus on the personal and professional character of counselors-in-training, not just the acquisition of knowledge and skills. Towards that end, much of the skills training that occurs takes place in small cohorts that take the form of a supportive community of fellow-learners. In this context students, guided by faculty, develop and practice counseling skills and facilitate the growth of personal character, spiritual maturity, and professional conduct in each other.

The counseling faculty believe that the most effective teachers participate in scholarship and are actively engaged in the profession as mental health clinicians. We operate from the principle that as professional counselors personal and professional development is an ongoing process.

We also believe that besides teaching students how to function as counselors that students need a 'leg up' as they take the next step in their professional journey. Faculty and staff assist students in their pursuit of licensure and professional practice.

Finally, infused in every aspect of the counselor training process is our belief that Christian counseling is a personal calling and that the work that Christian counselors do takes place as counselors are equipped and empowered as followers of Jesus Christ.

Core Values of Program

Because the Bible, God's written word, provides a reliable framework for understanding the complexity of human beings, the counseling curriculum at Cairn centers on developing a student's ability to understand people and their problems through the lens of a distinctly Christian worldview. By Christian worldview we mean an approach to counseling that makes the outworking of the gospel of Jesus Christ the centerpiece of the process of transformation.

As part of this Christian worldview, we view human beings as persons created in the image of God who were meant to know God; and that knowing God in the manner God desires to be known is the foundation of understanding of who they are as persons in relationships and in the world.

A Christian worldview also teaches that this capacity to know God has been largely lost because of the dominant role that sin plays in our lives as the ultimate source of suffering and brokenness in the world. Sin is at work in every human being corrupting human desires, distorting and dysregulating our ability to experience emotions authentically, and subverting the true purpose of life. *In addition*, part of the current dilemma of sinfully broken people results from living out false narratives that distort our ability to discern truth. Christian counseling involves offering people a Biblical narrative about the source of suffering and psychopathology and also offering hope through the redemptive work of Christ.

Because of our commitment to a Christian worldview, we deem the following to be of great importance:

Relationships in Mental Health Counseling. *Created in the image of God, people were created for relationships, first with God and then with each oth*er. The relational environments in which people exist play an important role in either contributing to their difficulties or promoting their health and growth. Helping people find and build honest and loving communities of relationships is an essential part of counseling people and promoting their wellbeing.

Professional Dispositions in Mental Health Counseling. For counseling to be effective its ultimate goal should not be to just solve people's problems or relieve their emotional pain, but to also help them acquire and display the character of Jesus Christ in the midst of whatever problems or pain they are experiencing. *This character should also be modeled by the counselor*.

Multicultural competence in Mental Health Counseling. Christian counselors are committed to viewing persons as image bearers who uniquely reflect the Creator God in a specific cultural context. Effective counselors value diversity and demonstrate cultural awareness, sensitivity, and competence in practice.

Program Objectives: Knowledge, Skills, and Professional Dispositions

The mission statement of the graduate counseling program is to equip women and men to be biblically-minded, professionally competent persons of character as professional counselors. We summarize these three goals as the pursuit of knowledge, skills, and mature character. Each individual course in the counseling curriculum is designed to develop one or more of these qualities in our counseling graduate students.

Knowledge

Counselors must acquire a broad understanding of persons and the context in which they live. We set about achieving this goal by first considering knowledge about persons and their problems from a distinctively Christian worldview. Second, while we summarize these categories in general terms of knowledge, skills, and maturity; the content of counseling courses mirrors the eight common core curriculum areas identified by CACREP as the essential foundation of counselor education.

Our goal as counselor educators is to assist students in achieving the following knowledge goals:

1. Knowledge of Christian psychology
2. Knowledge of the counseling profession
3. Knowledge of counseling theory
4. Knowledge of the standards of ethical and professional practice
5. Knowledge of empirical research and theory including life span development and developmental psychopathology, personality theory, theories of learning, neuropsychology and psychopharmacology
6. Knowledge of models of psychopathology and treatment models of mental illness.
7. Knowledge of marriage and family processes and the practice of couple and family counseling
8. Knowledge of group processes and the practice and procedures of various forms of support and treatment groups
9. Knowledge of counseling in a diverse, pluralistic, multi-cultural society
10. Knowledge of practices and methodology in empirical research applied to the practice of counseling.
11. Knowledge of career assessment and counseling

Knowledge of Christian Psychology. Christian psychology as a principal knowledge goal refers to a theoretical orientation for examining models of counseling. Beginning with the assumption that knowledge or the means of knowing things consists of competing and incommensurable worldviews or epistemologies, Christian psychology evaluates all knowledge, but particularly knowledge about people and their problems from a biblical-theological

perspective. Students in the program acquire an understanding of Christian worldview thinking, and an ability to think critically about the role of presuppositions in developing counseling models and conducting empirical research.

We also view Christian psychology as a separate type of counseling model. The goal of a Christian counseling model is to create a robust view of human functioning that is framed by a distinctively biblical starting point. Beginning with the idea that knowledge is something that humans create, not simply find, the goal of a Christian counseling model is the creation of a coherent view of human functioning that is grounded in the belief that God has much to say about what people are like, why they behave in certain ways; how their inner and outer world can go awry and how change within and without takes place.

In other words, our goal is not only to teach students how to critically sift through and apply many of the theoretical constructs, methods, and findings of mental health research, but to create theoretical models of human behavior grounded in a robust view of persons from a biblical-theological vantage point. Our goal is to equip students with mastery of current models and research in counseling to help any and all persons who seek their help.

Skills

Effective performance as a professional counselor requires acquiring a certain degree of mastery or competence of a wide array of methodologies counselors use in professional practice. The second major objective of the program is to equip counselors-in-training with these essential skills. We focus on the development of the following skills:

1. Interpersonal relationship counseling skills
2. Self-assessment skills
3. Case conceptualization skills
4. Academic research and writing skills
5. Psychological assessment skills
6. Professional practice skills
7. Group counseling skills

Skills are developed in a variety of ways in a variety of venues or contexts. The counseling program is committed to a hands-on, practiced based competency model of training. Much of this training occurs through year-long small group cohorts that we refer to as training labs. Students participate in weekly three-hour training labs for the first two years of the program. Students must demonstrate mastery of the skills associated with the corresponding lecture before they can proceed to the next lecture-lab training module. This small group instructional environment is designed to provide students with a safe context to develop their skills first as they counsel their peers, then as role players, and finally as persons in the community who are committed to assisting students in skill development.

Professional Dispositions

The presence of certain professional and personal dispositions - professional character, and personal maturity are essential for successful professional practice. In fact, we view the development of these attributes as so necessary that students who do not demonstrate satisfactory progress in professional character are required to repeat their last lab until they demonstrate sufficient development in all areas of personal and professional maturity evaluated by the MSC faculty.

Training and mentoring in professional disposition are incorporated into the counseling curriculum as a whole and is a primary focus of each lab training experience.

Professional dispositions are assessed using multiple measures and reviewed by the MSC faculty at mid-semester and the completion of the term. Students who demonstrate deficits meet with the MSC faculty and collaborate in the development of a remediation plan that guides their continued participation in the counseling program.

Students are evaluated for:

- Professional Conduct (PC)
- Professional Growth (PG)
- Multicultural awareness and sensitivity (MA)
- Professional Dispositions (PD)
- Psychological Maturity (PM)
- Interpersonal maturity (IM)
- Spiritual Maturity (SM)

Program Description

Students in the MSC Degree Program take 60 credit hours in core areas that focus on basic counseling theory, a biblical-theological view of persons and their problems, fundamental skills in counseling and psychological assessment, as well as training in marriage and family counseling and group counseling. As discussed previously, all students participate in intensive training groups (labs) that provide a guided learning environment designed to develop essential skills and the personal and professional character needed to counsel effectively.

Core Curriculum - Credits: 50

- CSG 601 - Counseling Theory and Helping Relationships (3 Credits)
- CSG 602 - Helping Relationships Lab (3 Credits)
- CSG 611 - Psychopathology: Assessment, Diagnosis and Treatment of Individuals (3 Credits)
- CSG 612 - Individual Assessment and Counseling Lab (3 Credits)
- CSG 621 - Social and Cultural Foundations of Counseling (2 Credits)
- CSG 622 - Professional Orientation and Ethical Practice (2 Credits)
- CSG 631 - Theological Foundations of Counseling I (3 Credits)
- CSG 632 - Theological Foundations of Counseling II (3 Credits)
- CSG 701 - Marriage and Family Counseling (3 Credits)
- CSG 702 - Marriage and Family Counseling Lab (3 Credits)
- CSG 711 - Group Counseling: Dynamics, Theories, and Practice (3 Credits)
- CSG 712 - Small Groups Lab (3 Credits)
- CSG 722 - Seminar on Trauma and Grief Counseling (2 Credits)
- CSG 821 - Human Growth and Development (2 Credits)
- CSG 851 - Career Development Counseling (2 Credits)
- CSG 856 - Research Methods and Program Evaluation (2 Credits)
- CSG 857 - Assessment and Appraisal: Testing and Diagnostic Procedures (2 Credits)
- CSG 860 - Professional Development Practicum (2 Credits)
- CSG 891 - Professional Internship I (2 Credits)
- CSG 892 - Professional Internship II (2 Credits)

Electives - Credits: 4 Students choose two courses from the Professional Counseling electives

Professional Counseling Electives

- CSG 822 - Substance Abuse Disorders (2 Credits)
- CSG 852 - Assessing and Treating Sexual Problems (2 Credits)
- CSG 853 - Advanced Psychopathology (2 Credits)
- CSG 855 - Counseling, Physiology and Psychopharmacology (2 Credits)
- CSG 721 - Seminar on Forgiveness and Conflict Management Counseling (2 Credits)
- CSG 831 - Counseling Adolescents (2 Credits)
- CSG 832 - Domestic Violence and Abuse (2 Credits)
- CSG 834 - Parent/Child Problems in Family Counseling (2 Credits)

- CSG 835 - Advanced Marriage and Family Counseling (2 Credits)

Bible/Theology Courses - Credits: 6

- THE 601 - Overview of Christian Theology (3 Credits)
- THE 621 - Models of Theology and Psychology (3 Credits)

Course Descriptions

For a detailed list of courses and course descriptions, click here.

Methods of Instruction

Students in the MSC program receive various modalities of instruction including: face to face instruction, group discussion, online instruction and forums, student presentations, case studies, and role plays.

Institutional Accreditation

- Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104; Telephone: 267-284-5000; www.msche.org

Counseling Program Faculty

Professor
Jeffrey S. Black, Ph.D. Licensed Psychologist, Department Chair Counseling and Psychology
B.A. University of Delaware; M.A.R. Westminster Theological Seminary; M.A., Ph.D. Temple University
jblack@cairn.edu 215-702-4347

Ruth Kuchinsky-Smith, Ph.D. Certified School Psychologist
B.S., The Kings College; M.C.A.T. Hahnemann University; M.Ed., Ph.D. Temple University
Rkuckinsky-smith@cairn.edu 215-702-4514

Associate Professor
Matthew J. Miller, Psy.D. Licensed Psychologist
B.A. Franklin & Marshall College; M.A. LaSalle University; Psy.D. Immaculata University
mmiller@cairn.edu 215-702-4262

Bryan Maier, Psy.D. Licensed Professional Counselor
B.A. Cedarville College; M.A. in Biblical Counseling, Grace Theological Seminary; M.Div. Grace Theological Seminary; M.A. in Clinical Psychology, Wheaton College Graduate School; Psy.D. in Clinical Psychology, Wheaton College Graduate School
bmaier@cairn.edu

Instructor
Ashlyn Jones, M.S., Licensed Professional Counselor; Coordinator of Counseling Services
B.S. in Secondary Education & Bible, M.S. in Counseling, Cairn University
ajones@cairn.edu 215-702-4304

Adjunct Faculty
Juliet Campbell-Farrell, Ph.D
William W. Clark, Ph.D., Psychologist
Brandon Bressler, MS, LAC
Jonathan Master, Ph.D
Nikema Missouri, MS

Elizabeth Moutoux, MS, LPC
Deb O'Brien, MS, LPC
Hannah Porcella, MA, LPC
David J. Wiedis, J.D., MS

Endorsement Policy

The [American Counseling Association's Code of Ethics](#) states that *"supervisors endorse supervisees for certification, licensure, employment, or completion of an academic of training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement* (ACA, 2014*, p. 14, Standard F.6.d.).* As gatekeepers for the counseling profession, Cairn MSC faculty adhere to this ethical standard for student practicum/internship placement and student employment references. Cairn MSC faculty are highly supportive of their students involvement in the field and want to assist students in selecting practicum/internships and careers in counseling that are a good fit. Faculty employ personal discretion when deciding whether or not to write student(s) a letter of recommendation for placement, employment, or to verify professional credentials.

STUDENT EXPECTATIONS, ASSESSMENT & EVALUATION

Student Expectations

Professionalism

As the Counseling profession is a professional endeavor, counselors-in-training will be expected to conduct themselves with a high degree of professional comportment. Students can expect instructors to assist them in meeting professional benchmarks with their communication, interaction, and self-management.

Ethics

- Students are expected to conduct themselves in a manner consistent with the professional code of ethics reflected in the American Counseling Association Code of Ethics (2014) and the professional code of conduct
- Ethical standards for the ACA is available on the [Department of Counseling Student Portal](#)

Educational standards

Academic integrity: Students are responsible to be familiar with standards of academic integrity and complete academic tasks in a manner consistent with guidelines set by the university and the counseling profession.

Academic responsibility & performance standards

- Students are responsible to be aware of all program and course requirements.
- Students are responsible to attend all scheduled classroom instruction and complete all online course assignments as indicated by the course syllabus. Students who have scheduling conflicts resulting from personal, social, or family obligations should be aware that resulting absences or lateness may result in a failing grade or withdrawal from the course. PLEASE CHECK YOUR CALENDARS BEFORE REGISTERING FOR COURSES.
- Students who require assistance with class information, assignments, or notes because of absence or lateness should seek assistance from fellow students, not classroom instructors.
- Distribution of course materials through internet technology occurs based on the determination of the course instructor.

Academic etiquette

- **Professional dress**: Students are encouraged to understand that counseling is a profession that requires developing a therapeutic relationship built on the foundation of the competency of the counselor. This competency is often communicated in how a professional presents or dresses. Although classroom learning can be casual, it is not acceptable for students to be inappropriately dressed.
- **Timeliness**: Students should be aware of times and locations of their classes. Chronic lateness at the beginning of class instruction, leaving class except for scheduled breaks, or returning late from breaks is considered unprofessional conduct. See attendance policy for more information.
- **Technology etiquette**:
    - Cell phone etiquette: Cell phones are expected to be turned off and removed from sight. Leaving class to take a phone call is considered unprofessional behavior. Students should refrain from the use of cell phones except during class breaks or in the case of emergencies.
    - Internet etiquette: Students who bring laptops or tablets computers to class should refrain from the use of on-line technology except for classroom instruction purposes. Students who use media during classroom instruction are engaging in unprofessional behavior.
- **Email correspondence***:

- When corresponding with professors, please be sensitive to the nature of the volume of emails a professor gets on a regular basis. Please keep emails concise and direct. If the student has a complicated issue needing attention, the student should schedule an appointment on campus with the professor.
- Professors will usually correspond with the class, clarifying assignments or updating them with the latest information related to class, through eLearning or email.
- Please do not send professors updates for email address changes as they can't change the email options as listed in eLearning. Instructions for diverting CAIRN UNIVERSITY to your personal email can be obtained through Technology Services.
- Caution should be demonstrated when communicating via email. Tone of voice, grammar, expectations etc. can be misinterpreted easily. It is anticipated that student trainees will refer to the professor with the respect their profession dictates.

Cultural Competence

Faculty place a priority on cultural competence as demonstrated beginning with screening applicants, student peer interactions and online learning etiquette. Students are expected to be sensitive to every cultural perspective and embrace diversity in their various multicultural interactions in the program. Students must evidence a commitment to grow in awareness and understanding of how they can embrace and respect cultural differences with a goal of increased cultural competency.

Professional Writing – APA Format

Graduate coursework in the counseling field utilizes the American Psychological Association (APA) format for all writing assignments unless otherwise instructed by a professor. Students who did not utilize APA format for their undergraduate coursework should consider purchasing the most updated version of the APA Manual which is entitled *Publication Manual of the American Psychological Association*.

Lab Handbook

Students will be enrolled in four lab courses, one each fall and spring semester, during the first two years in the counseling program. Lab courses are designed to promote professional competence and personal growth as students participate in 'hands-on' training in the development of their counseling skills, the application of counseling models learned in core lecture courses, and growth in professional dispositions essential for professional practice.

A separate handbook outlining the processes and procedures of lab and professional disposition requirements for students, is distributed at the beginning of the student's program. Students are required to review the Lab Handbook and sign the consent agreement before they can participate in core courses and lab.

Professional Development and Student Involvement

To aid in their development as professional counselors, students are required to obtain membership in a minimum of one professional organization during their first core class (CSG 601) of the counseling program and are expected to maintain membership in professional organizations while enrolled in the MSC program. Benefits of engaging in professional organizations include but are not limited to: advocacy for the profession, professional development opportunities, access to publications, education, networking/colleagueship, and career building opportunities. Students are encouraged to attend professional counseling organization meetings and/or conferences with other students and/or faculty. A list of professional organizations [ACA, AMHCA, PACA, NJCA, GPACA, AACC, CAPS] with links detailed descriptions may be accessed on the Department of Counseling Student Portal on eLearning under the "New Student Orientation" section.

Student Assessment & Evaluation

Each semester incorporates targeted assessments, skills review and feedback; all of which are designed to foster both strong academic performance and growth in the professional dispositions appropriate for the field of counseling. Assessments, skills review and feedback continue during the second year and culminate in student application for acceptance to the practicum and internships.

The ACA code of ethics (2014) outlines considerations for the training of students in the field of counseling. There are certain expectations of counselor educators and supervisors who are participating in the development of counselors.

> *F.6.b: Gatekeeping and Remediation: Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings … when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions. (ACA, 2014, p. 13)*

> *F.7.a: Counselor Educators: Counselor educators who are responsible for developing, implementing and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal and regulatory aspects of the profession; are skilled in applying that knowledge and make students and supervisees aware of their responsibilities. Whether in traditional, hybrid, and/or online formats, counselor educators conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior. (ACA, 2014, p. 14)*

> *F.9.a: Evaluation of Students: Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods and timing of evaluation for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program. (ACA, 2014, p. 15)*

The following standards and procedures seek to support these ethical codes to ensure best practices of the MSC program when it comes to evaluation, remediation, retention, and dismissal of students who are not displaying counseling competencies.

Assessment of Essential Domains of Knowledge

The knowledge necessary to function effectively as a professional counselor covers a wide swath of theological, philosophical, psychological, and scientific knowledge domains. Effective counselors must be at once *generalists*, possessing an appreciation of life lived in a complex, diverse and pluralistic society and *specialists* with the ability to grasp and apply a wide array of theological and psychological concepts.

In order to evaluate a student's comprehension of these essential domains of counselor knowledge, faculty employ a wide array of assessment strategies that correspond with individual course objectives spelled out in each MSC syllabus. Each course syllabus identifies specific knowledge goals for the course that, taken together, represent our view of a comprehensive body of important knowledge for effective counseling practice. Students are assigned various tasks and complete formative and summative assessments during the semester designed to utilize a wide range of cognitive skills and learning styles.

Overall knowledge competence is evaluated on an ongoing basis as part of the MSC annual program assessment. Students must achieve a GPA of 3.0 or better to graduate from the counseling program. Students must achieve a 3.5 GPA or better to participate in the professional practice portion of the MSC. Students who earn less than a 3.5 GPA must have an exemption waiver approved by the faculty to participate in a professional practicum and internship.

Essential Domains of Counselor Knowledge:
1. Knowledge of Christian psychology
2. Knowledge of the counseling profession
3. Knowledge of counseling theory
4. Knowledge of the standards of ethical and professional practice
5. Knowledge of empirical research and theory in counseling and academic psychology including life span development and developmental psychopathology, personality theory, theories of learning, neuropsychology and psychopharmacology
6. Knowledge of models of psychopathology and treatment models of psychological disorders
7. Knowledge of marriage and family processes and the practice of couple and family counseling
8. Knowledge of group processes and the practice and procedures of various forms of support and treatment groups
9. Knowledge of counseling in a diverse, pluralistic, multi-cultural society
10. Knowledge of practices and methodology in empirical research applied to the practice of counseling.
11. Knowledge of career assessment and counseling

Assessment of Counseling Skills Competencies

Counselors-in-training must master a specific set of core competencies. These core competencies are listed below. Student development and demonstration of counseling skills competencies is assessed in an ongoing fashion from both their peers and counseling faculty during each semester (Appendix A). Students also receive and review a summative evaluation of their counseling skills with faculty at the end of each semester. This process continues until the student completes the counseling program.

Methods of student counseling skills assessment include: role plays (live and recorded), reflection papers, research papers, case study reports, case conceptualization reports, administration of assessment measures, assessment measures reports, ethics case studies, group therapy program design, and group counseling facilitation. Students receive both written and oral evaluative feedback from their peers, core faculty, and adjunct faculty.

Core Skill Competencies:
1. Interpersonal relational counseling skills
2. Self-assessment skills
3. Case conceptualization skills
4. Academic research and writing skills
5. Psychological assessment skills
6. Professional practice skills
7. Group counseling skills

Assessment of Professional Attributes

The School of Liberal Arts and Sciences and the Masters of Science in Counseling program is responsible for preparing candidates who have the required knowledge, skills, and professional attributes to become effective counselors. These attributes are congruent with the ACA Code of Ethics and the Department's commitment to a Christian worldview.

Faculty will evaluate each student's demonstration using the Professional Dispositions Assessments (Appendix B) of these professional attributes and provide her/him with feedback about their progress. Professional attributes include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors and written work. These attributes are assessed directly and indirectly, based on a candidate's observable behavior in counselor education settings and responses during interactions with counseling faculty. These attributes are assessed four times using various assessment instruments and a review of the results with the student.

Students are evaluated for development of the following characteristics (See Professional Dispositions Assessment Appendix B):

Professional Conduct (PC)
1. Student demonstrates an understanding of ethical and legal standards for professional counseling
2. Student demonstrates respect, honesty, integrity, confidentiality in their care for others.
3. Student maintains appropriate boundaries with supervisors, faculty, peers, and clients.
4. Student evidences the importance of self-care

Professional Growth (PG)
1. Student actively engages in activities, learning, development, and reflective practices that will improve counseling competency.
2. Student demonstrates commitment to and active engagement in the development of professional competencies by participating in professional conferences and symposiums.

Multicultural awareness and sensitivity (MA)
1. Student recognizes and respects the dignity, worth, and the rights of all people.
2. Student demonstrates behaviors and attitudes that indicate a sensitivity to age, gender, sexual orientation, language, ability/disability, culture, religions, race, ethnicity, and nationality.
3. Student evidences an ability and willingness to self-reflect honestly and objectively about their own belief systems, values, needs, biases, and limitations on their interactions with clients, including barriers to promoting social justice and diversity.

Professional Dispositions (PD)
1. Wisdom: student displays perspective taking, curiosity, and prudence in evaluating and responding to the beliefs and attitudes of others.
2. Integrity: student exhibits honesty and willingly takes personal responsibility for decisions and actions.
3. Perseverance: student consistently puts forth maximum and sustained effort in achieving personal and professional goals, particularly when confronted by obstacles.
4. Creativity: student evidences creativity, ingenuity, and originality in problem solving.
5. Aptitude for collaboration: student manifests an ability and willingness to cooperate and collaborate with peers, professors, supervisors, and other professionals respectfully and effectively.
6. Teachability and humility: student indicates a willingness to receive and integrate feedback from faculty, supervisors, and peers.
    a. Student makes necessary changes to his/her counseling skills and professional character based on feedback from faculty, supervisors, and peers.
    b. Student expresses a positive view of constructive critique by inviting and accepting feedback from others and incorporates feedback into their own views and behaviors
    c. Student displays an appropriate comfortability with making errors while developing counseling competencies, and do not attach personal value to success or failure.

7. Open-mindedness: student values complexity, exemplifies tolerance for ambiguity, and evidences flexibility and adaptability in response to changing circumstances, unexpected events, and new situations.

Psychological Maturity (PM)
1. Self-control: student exhibits emotional stability and self-control in stressful circumstances.
2. Stress management: student shows the capacity to manage situational, psychological, and physiological stress.
3. Forgiveness and forbearance: student evidences patient nonjudgmental interactions with others and a willingness to remain present and engaged with persons, even when the process becomes difficult or uncomfortable.
4. Compassion: student makes plain other-centeredness and kindness equally to persons similar and dissimilar to him/herself.
5. Intrapersonal intelligence: students demonstrate an awareness of and ability to accurately evaluate feelings, motives and thoughts, and develop effective responses to these internal states that promote personal growth.

Interpersonal maturity (IM)
1. Communication: student values and displays effective interpersonal and intrapersonal communication.
2. Relational Risk-taking: student manifests a willingness to take vulnerable actions that are designed to positively impact individuals or members of a group.
3. Emotional intelligence: student shows the ability to accurately perceive and compassionately respond to the emotions, motives, behaviors, and thoughts of others.

Spiritual Maturity (SM)
   a. Students evidences a consistent compliance with the graduate student standards of conduct.
   b. Student displays a pattern of relational intimacy congruent with a biblical view of community.
   c. Student expresses an understanding of God's purpose in their approach to professional counseling.
   d. Student reveals an ongoing commitment to love and care for others and a willingness by their active participation in their community.
   e. Students illustrates an ongoing commitment to social justice.
   f. Student evidences a transformational, relational, and experiential understanding of gospel-centered living and personal relationship with God.
   g. Student shows an established pattern of spiritual discipline that sustains them in their personal and professional life.

Please note that Students are expected to disclose any unethical or unlawful activity from the time application was submitted to the program until the end of the program.

Professional Knowledge, Skills Competency, and Character Assessment Timeline
These professional attributes/expectations will be discussed by faculty and program coordinators at:
1. New Student Orientation
2. Mid Semester Evaluations- First Year
3. Final Evaluations- First Year
4. Mid Semester Evaluations- Second Year
5. Final Evaluations- Second Year
6. Practicum and Internship Evaluations (see Clinical Training section of handbook)
7. Upon completion of the program the MSC candidate will affirm commitment to continuing to develop these attributes in professional practice.

New Student Orientation

Faculty review categories of professional attributes or dispositions at the new student orientation and also at the beginning of the first year Fall semester in both CSG 601 (Counseling Theory and Helping Relationships) and CSG 602 (Counseling Theory Lab). Each knowledge, skill, and professional attribute is described to new students during orientation, and students are directed to review this information in the MSC Handbook. During Orientation, students are also informed that they will be evaluated on assignments and given a number grade congruent with the following nominal classifications: (100-95 exceeds expectations) (94-86 meets expectations) (85-77 does not meet expectations).

Mentoring Remediation

Students who demonstrate pervasive deficiencies in any core program objective at any point in time up to and including the completion of the second year may be referred for mentoring. Mentoring services may be an informal suggestion by faculty or part of a formal remediation process.

Mid Semester and Final Evaluations (First and Second Year)

Students will complete a variety of formative and summative self-assessments throughout their participation in the graduate counseling program. Counseling faculty will also engage in formative and summative assessments of the student indicating the development of the student's advancement in knowledge, growth in skills competencies and personal and professional character maturation. Students will receive ongoing feedback from faculty members on areas of knowledge, skill and professional dispositions development. If a student fails to progress satisfactorily based on academic performance as measured by Professional Dispositions Assessment and the Professional Skills Assessment, then a formal plan of remediation will be developed, reviewed, and agreed upon by the counseling faculty and the student. Individual faculty members will present formative assessment data to the faculty remediation committee.

Documents for Assessment and Evaluation
A. Professional Dispositions Assessments (see Appendix A)
B. Professional Skills Assessments (See Appendix B)

Procedures for Formal Remediation

Step One: Faculty will review documentation (see Appendices A & B), outlining student's area(s) of deficiency and prescribe a written plan of intervention.

Step Two: Student's advisor will meet with the student, review the plan and discuss targeted areas of the student's growth as a professional counselor. This might include:
A. Academic probation if GPA is below 3.0
B. Referral to Academic Resource Center to address academic/scholarly deficiencies
C. Referral for student mentorship related to skill, academic, or professional dispositions development
D. Referral to mental health services

Step Three: Remediation plan will be formally discussed, agreed to, and signed by faculty advisor, student, and department chair (Appendix C).

Step Four: Remediation plan will include two formal evaluations. Based on the evaluations, if there is evidence that the student has not completed the remediation plan successfully, the student may (1) choose to withdraw from the program or (2) be dismissed from the program in accordance with the institution's due process procedures.

CLINICAL TRAINING

Practicums and Internships

Prior to registering for Practicum and Internship students must have obtained an approved site. If they are engaging with a site that has not been previously used an application for Site Approval must be filled out.

If at the time the student applies to complete a Practicum/Internship and the student is actively participating in a formal remediation plan the student must submit a request for special approval that is reviewed and approved provisionally or unconditionally by the faculty remediation committee.

Requirements Needed to Apply for the Practicum and Internship Courses

1. Completion of Core Counseling Courses (CSG 601, 602, 611, 612, 701, 702, 711, 712) and a total of 48 credits by the spring semester before the summer of the practicum
2. GPA of 3.5
3. Recommendation from Counseling Faculty
4. Three Potential Site Options
5. Meeting with the Director of Practicum & Internships

Students must apply for the practicum and internships during the Fall semester of their second year of the program. The deadline for application submission is December 1st. Students will receive a letter informing them of their acceptance status dependent upon fulfilling the aforementioned requirements. If the Practicum and Internship requirements have not been met, students must submit a "Request for Special Approval" to the Director of Practicum & Internships for faculty review. Faculty will review each request during a faculty meeting at which time faculty will take into consideration the student's skill assessments, professional disposition evaluations, GPA, and total course credits remaining in the program.

Detailed information regarding the practicum and internship application requirements and procedures can be found in the Practicum and Internship Manual which is located on the Department of Counseling Student Portal on eLearning and on Cairn's Counseling Practicum & Internship Resources webpage under "Important Forms and Documents."

Practicums, Internships, and State Licensure

Pennsylvania: State licensure for Pennsylvania requires both a practicum and an internship.

New Jersey: State licensure for New Jersey does *not* require a practicum and internship. However, CACREP accreditation and Cairn University's MSC program requires a practicum and internship. In New Jersey, students may be able to count up to 1,500 of their hours from the practicum and internship toward the 4,500 required supervised LAC hours. Students should contact the state board for confirmation regarding the use of practicum and internship hours.

Other States: If a student is interested in pursuing licensure in another state beside Pennsylvania or New Jersey, he/she should contact the appropriate licensing board of that state for specific curriculum and/or internship requirements or guidelines. Each student should:
1. Investigate the educational criteria for the state(s) of interest, and be alert to the coursework that is expected.
2. Discuss state coursework requirements with his/her advisor and adjust academic plan accordingly.
3. Dialogue with the respective state board regarding current academic plan and coursework requirements for that state. It is recommended that students keep a paper trail of information received from the state board.
4. Meet with the Director of Practicum and Internships to discuss practicum and internship requirements for the state(s) of interest.

The practicum is offered during the summer semester after the second year of a student's training. Students must complete the practicum before they can begin their internship.

Additional information regarding licensure is available on our website entitled "Becoming a Licensed Counselor." This site includes state licensure links for every state to assist students in the process of determining what they will need to be licensed in various states.

Practicum and Internship Manual & Handbook

Two manuals for the practicum and internship are located on Cairn University's Counseling Practicum and Internship Resources webpage under "Important Forms and Documents": (1) Practicum and Internship Manual, and (2) Site Supervisor Handbook. Students are required to read the "Practicum and Internship Manual" before meeting with the Director of Practicums and Internships as a part of the application process. Students are also encouraged to familiarize themselves with the Site Supervisor Handbook so that they are equipped and prepared to educate any potential supervisors regarding the roles and responsibilities of the site and supervisor during initial interactions and interviews.

Practicum and Internship Resources

During the practicum and internship, students will have a personal file maintained by the Director of Practicums and Internships and must submit the required paperwork in a timely manner. Students must obtain and submit malpractice insurance, appropriate approval forms, and placement contracts for their site, as well as assessments and evaluations. All required paperwork can be found on the eLearning Department of Counseling Student Portal and the Counseling Practicum and Internship Resources webpage under "Important Forms and Documents."

GENERAL INFORMATION

Academic Calendar

Cairn's general Academic Calendar can be accessed through the [Registrar's webpage](#) or by accessing this [link](#). The academic calendar contains a five year projection of information regarding when classes begin and end, deadlines for registration, and holiday breaks.

Standard Academic Curriculum

Curriculum for the counseling program can also be found on the [Registrar's webpage](#) by selecting the appropriate date range under "Curriculum Sheets". Scroll down to select MS in Counseling for the curriculum for your class. Students can also use this document to track courses that are offered, as well as which courses they have and have not completed.

Academic Curriculum Sheet

Academic curriculum sheets are available for students to assist them in registering for the appropriate courses each semester. Curriculum sheets can be found on [Cairn University's Registar Office Website](#) under "Catalogs & [Curriculum Sheets](#)." Please note that some students decide to complete their coursework over a time frame that extends past three years. These students will need to communicate this to their admissions counselor and advisor in order to create a personalized plan that allows them to graduate in the time frame that works for them.

Graduate Assistantships

Graduate assistantships are available to Cairn University graduate students and may be inquired about upon acceptance to the MSC program. Cairn's Counseling Program has a graduate assistantship in the Oasis Counseling Center on campus where the graduate assistant (GA) will have an opportunity to work in a counseling setting in an administrative and secretarial capacity. There are other graduate assistantships available in the university for graduate students. While these graduate assistantships may not directly relate to the student's course of study, it is expected that he/she will find value in the work experience.

Graduate assistantships may be for a minimum of one semester and for a maximum period of semesters required for the GA to complete his/her degree program, enrolled on a full-time basis. GAs work 20 hours per week and must maintain full-time status in a Cairn Graduate program. If a GA fails to pursue his/her degree at a full-time pace GA eligibility may be lost. GAs receive a monthly stipend to offset living expenses and their tuition for graduate courses is covered by the University. Based on the availability of additional work and funds in the department to which the GA is assigned, a GA *may* be paid for up to 8 hours/week beyond the 20 hour/week required by the graduate assistantship. Extra hours and extra pay is provided solely at the discretion of the University and varies from one graduate assistantship to the next.

Employment Opportunities

Cairn hires students in various capacities on campus. As such, students may access the [university employment webpage](#) to see if any job opportunities that interest them are available. Information regarding the application process and requirements can also be found on the university employment webpage.

STUDENT RESOURCES

Masland Library

Information regarding Cairn University's library can be found in the Graduate Handbook beginning on page 46.

Technology Resources

Information regarding Cairn University's technology resources can be found in the Graduate Handbook beginning on page 42.

Academic Resource Center

The Academic Resource Center (ARC) helps students determine their personal and academic needs and create an individualized Student Success Plan to aid their academic success at Cairn University. More information can be found in the Graduate Handbook in the *Academic Information* section.

Counseling Services

Cairn University provides free counseling services to students, staff and faculty through counseling center on campus – Oasis Counseling Center. More information can be found on the Oasis Counseling Center in the Graduate Handbook beginning on page 50. The Oasis Counseling Center also offers individuals a list of referral resources to many counseling professionals in the area that can be accessed on the Oasis Counseling Center webpage.

Career Services

Counseling students are encouraged to visit the Career Center early during their time at Cairn to learn about networking, resume building, interviewing, and job searching. The Career Center has many resources to aid students in the process of finding, applying, and interviewing for jobs in a professional way. The Director of the Career Center and the Director of Practicums and Internships for the counseling program typically coordinate to schedule a networking and resume building workshop for graduate counseling students each fall. This workshop equips students who are creating resumes for internships and/or jobs to create a resume that will increase their chances of obtaining an interview.

Registrar's Office

The Registrar's Office services a wide variety of student and alumni academic needs. On the registrar webpage you will find course catalogs, rosters, transcript request forms, and other important documents and forms. For additional information or assistance, you are welcome to contact the Registrar's office.

How to Register for Courses:

Students typically register for courses online through Self-Service, but can also register for courses by visiting the Registrar's office and filling out a paper form. Deadlines for adding, dropping, or withdrawing from courses can be found on the registrar's webpage. Advisor signatures may be needed for adding or withdrawing from courses if the student is not proactive about taking action to adjust their course schedule in a timely manner. If this is the case, students will need to visit the Registrar's office to obtain any necessary paperwork, complete the paperwork, and deliver it to their advisor to be signed. The Registrar's office sends students emails to inform them when they are able to register on Self-Service for courses, as well as when the online registration is no longer available.

How to Apply for Graduation

When students are in their final semester of graduate counseling coursework, it is their responsibility to apply to be approved for graduation. The application for graduation can be found on Cairn's Commencement webpage by accessing

the "Graduate Commencement Guide." The Graduate Commencement Guide also includes information regarding requirements for commencement, a commencement schedule, and information regarding the graduate banquet.

POST-GRADUATION

Employment

While some students obtain paying internships that keep them on at the conclusion of the internship and others are hired by their internship site during the internship, many also begin the process of looking and applying for professional counseling positions during the last semester of their internship. Graduates of Cairn's counseling program have obtained employment at various mental health facilities, counseling centers, church-based counseling services, private practice locations, national and international non-profit organizations, and a variety of other settings.

If students would like assistance with the employment process they can contact the Director of Career Services. Students can also use Career Explorer on Cairn's Career Center webpage to connect with employers. On Career Explorer, students can search job listings and access resources such as resume building and letter writing tools, employer profiles, and a multimedia library of helpful tips and career information. Students can also touch base with the Director of Practicums and Internships to see if any current or former internship sites have contacted with requests for employees.

NCE Examination & Licensure

For information regarding NCE examination and licensure, students can visit Cairn's Becoming a Licensed Counselor webpage. Under the section on "Licensure Requirements" there are links that provide students with information regarding licensure in Pennsylvania and New Jersey, as well as application and examination information. For information regarding licensure in other states, students can continue to scroll for a list of all 50 states with links to information regarding their licensure requirements and process.

APPENDIX

Appendix A: Assessment of Counseling Skills Competencies

CSG 601 & 602: Helping Relationship Skills Assessment & Evaluation

Student:	Date of Evaluation:
Instructor:	Course:

1 - Below Standards	2 - Approaching Standards	3 - Meets Standards	4 - Exceeds Standards

Counseling Skill		Mid-Semester	End of Semester
Attending	Appropriate eye contact, facial expressions, body language (position, posture, gestures, physical distance); varies based on culture		
Silence	Demonstrates ease and comfort with appropriate silences; allows client time to respond without jumping in		
Verbal Tracking	Effectively utilizes door openers, minimal encouragers, repetition of key words; invites and encourages open conversation		
Closed Questions	Uses appropriately to clarify, gain data or to highlight a point (ie., Are you happy?); avoids overuse		
Open Questions	Consistently asks open-ended questions and rephrases closed questions to open as needed; avoids overuse		
Paraphrasing	Paraphrases at appropriate moments to demonstrate accurate understanding and empathy; avoids parroting		
Reflecting Content	Able to accurately identify and connect with the content and/or facts of what the client said [eg. the situation(s), what happened]		
Reflecting Feeling	Draws out emotional connections; labels appropriately; avoids mislabeling		

Reflecting Meaning	Identifies themes accurately (underlying values, beliefs, motivations, purpose, vision); makes connections; avoids over-interpreting		
Summarizing	Provides succinct summary of key details		
Empathy	Able to place self in client's shoes while remaining objective; demonstrates sensitivity and understanding without judgment		
Reflection of Discrepancies	Able to reflect apparent discrepancies in the client's story		
Immediacy	Able to use the immediate situation or the "here and now" in the context of the helping relationship when appropriate		
Ethical Considerations	Maintains confidentiality and follows university protocols for practice counseling		
Cultural Awareness	Demonstrates a growing awareness of personal cultural beliefs, values and practices and the cultural beliefs, values and practices of others		

CSG 611 & 612: Psychopathology: Assessment, Diagnosis & Treatment of Individuals Student Assessment & Evaluation

Student:	Date of Evaluation:
Instructor:	Grade:

1 - Below Standards	2 - Approaching Standards	3 - Meets Standards	4 - Exceeds Standards

Counseling Skills	Mid-Semester	End of Semester
Attending, Silence & Verbal Tracking		
Closed & Open Questions		
Paraphrasing, Reflecting Content & Summarizing		
Reflecting Feeling & Meaning		
Empathy and Therapeutic Rapport		
Reflection of Discrepancies & Immediacy		
Second Semester Skills: Case Conceptualization & Individual Model of Counseling (CSG 611 & CSG 612)		
Intake Assessment — Able to obtain the current story while listening to the bigger picture		
Able to interact with key intake assessment categories and take a history		
Unpacks the presenting problem in a way that a substantive problem list can be developed		
Maintains the therapeutic relationship through continued empathy when gathering data		
Goal Setting — Able to work toward goals collaboratively with client		
Able to develop appropriate specific, measurable, achievable, realistic goals		

	Utilizes narrowing, reframing, resequencing and/or chaining when appropriate in the pursuit of goals		
Utilization of the Matrix: Cognition	Accurate identification of client's automatic thoughts, intermediate beliefs & core beliefs		
	Intentional interaction with and pursuit of client's automatic thoughts, intermediate beliefs & core beliefs		
	Able to make connections between automatic thoughts and core beliefs through the use of chaining		
	Accurate identification of "fallen" and "redeemed" cognition		
Utilization of the Matrix: Emotion & Behavior Dyad	Identification of and interaction with client's emotional states and behavioral choices		
	Able to identify how behavioral choices produce emotional responses, and how emotional responses result in behavioral choices		
	Identification of physiological states that impact the emotion/behavior dyad and cognitive states		
Utilization of the Matrix: Motives & Longings	Able to identify and interact with client's motivational states and longings.		
	Able to make connections between client's motivational states and longings with the other areas of the matrix (behavior, cognition, emotion).		
Conceptualization of the Client's Presenting Problem	Applies biblical-theological perspectives and theoretical orientations in the organization and interpretation of client data		
	Able to develop hypotheses about the nature of the presenting problem and hypothetical interventions for the problem		
Ethical Considerations	Maintains confidentiality and follows university protocols for practice counseling		
Cultural Awareness & Sensitivity	Demonstrates a growing awareness of personal cultural beliefs, values and practices and the cultural beliefs, values and practices of others		

	Interacts with practice counselees from a place of respect for their beliefs, values and practices				

CSG 701 & 702: Marriage and Family Skills Assessment & Evaluation

Student:		Date of Evaluation:	
Instructor:		Course:	
1 - Below Standards	2 - Approaching Standards	3 - Meets Standards	4 - Exceeds Standards

Counseling Skill		Mid-Semester	End of Semester
Empathy	Understanding responses to each individual while showing empathy toward the marriage.		
Mutuality	Appropriately moving attention/focus from one spouse to the other.		
Balanced Confrontation	Appropriately confronting each individual and confronting issues within the marriage.		
Joining	Effectively joined with each member; gathered/connected regarding how they each see the problem		
Enactment	Clearly provided instructions to couple to discuss problem; allowed adequate time; identified presenting problem; reframed problem to a difference in relating style.		
Reframing	Effectively guided each member to reflect on their own "part"; helped the couple identify how they could relate differently; formulated an intervention		
Re-enactment	Effectively guided couple in new way of relating; Redirected the couple, and if necessary, re-evaluated the process of the re-enactment; Processed the new way of relating.		
Identification of the couple's "dance"	Demonstrated ability to identify and explain relational "dance" to the couple		

CSG 711 & 712: Group Skills Assessment & Evaluation

Student:		Date of Evaluation:	
Instructor:		Course:	
1 - Below Standards	2 - Approaching Standards	3 - Meets Standards	4 - Exceeds Standards

Counseling Skill		Mid-Semester	End of Semester
Empathy	Understanding responses to each individual in the group as well as to the current stage of the group.		
Active Listening	Appropriate sensitivity to the language, tone, and non-verbal gestures of group member messages.		
Linking	Appropriately able to help group members recognize their similarities.		
Blocking	Keeping unfocused group members from disrupting the group by redirecting them or preventing them from monopolizing the conversation.		
Summarizing	Leader helps group members become aware of what has occurred and how the group and its members have changed		
Flexibility	Ability to alter plan of protocol based on current needs of the group.		
Here and Now Focus	Ability to direct and redirect group to focus on "here and now" experiences and interactions		
Protecting	Safe-guarding group members from unnecessary attacks by others in the group		
Delegating	Assigning a task(s) to the group or one or more of its members in order to share the responsibility of group development with the group members.		
Creativity	Shows divergent thinking and behaving in choice of approach and intervention		

	Master of Science in Counseling Program
	CSG 860 Professional Development Practicum
	CSG 891/892 Professional Internship

Cairn UNIVERSITY

Supervisory Audio/Video/Live Assessment

Name of Student: _____   Date of Assessment: _____

Name of Supervisor: _____

Assess the proficiency and accuracy of the skills, goals and interventions being used by the counselor in the video:

1 – Below Standards	2 – Approaching Standards	3 – Meets Standards	4 – Exceeds Standards

Basic Counseling Skills		Rating	Comments:
Attending Skills	Maintaining Eye Contact Using Body Language Engaging in Verbal Tracking		
Reflecting & Questions	Paraphrasing Reflecting Content Summarizing Questions		
Interchangeable Empathy	Reflecting Feeling Reflecting Meaning		
Treatment plan		Rating	Comments:
Goals	Followed through with homework assignments Engaged client in pursuit of goals		

Counseling Interventions	Timely and appropriate Relate to treatment plan Effective implementation Sensitive to socio-cultural factors specific to client		

Comments Pertaining to Student's Assessment & Conceptualization of Client Case:

	Master of Science in Counseling Program
Cairn UNIVERSITY	CSG 891/892 Professional Internship

Supervisory & Self-Assessment of Intern

Name of Intern: _____ Internship Site:_____

Internship Site Supervisor:_____ Date: _____

Instructions: The evaluation process is a crucial element in the student intern's overall training experience. As such, we request that both supervisor and intern complete this form carefully utilizing the rating scale below, and review it together soon after its completion. The intern should complete his/her self-evaluation first, followed by the supervisor. Please circle any items of significant deficit.

1 - Below Standards	2 - Approaching Standards	3 - Meets Standards	4 - Exceeds Standards

Professional Character and Work Skills

· Intern engages in professional, open, comfortable, clear and collaborative communication with all involved in the helping process
· Intern demonstrates knowledge of and compliance with agency policy, procedures and regulations
· Intern locates/attempts professional growth activities in areas of need at his/her own initiative
· Intern manages time effectively and completes all documentation punctually and conscientiously
· Intern presents a professional demeanor in behavior and appearance

Student Rating		Supervisor Rating		Comments:

Counseling Session and Counseling Process

· Intern manages time (eg. Begins and ends sessions on time, is prompt and prepared)
· Intern effectively explains the counseling process and objectives of counseling to the Ce, making appropriate reference to his/her status as a counselor-in-training and supervisors involvement
· Intern is prepared for counseling session: has reviewed case file before the session; has done appropriate research of Ce's presenting problems or concerns, has followed through with the agency administrative or the Ce's support system or other care providers prior to session
· Intern observes, recognizes, assesses, and accurately documents Ce progress
· Intern is aware of community or referral resources available to Ce and maintains contact with the Ce, referral sources, and significant others

Student Rating		Supervisor Rating		Comments:

Ethics

· Intern can articulate and apply the ACA Code of Ethics
· Intern maintains appropriate boundaries with clients
· Intern accurate identifies potential ethical dilemmas and seeks supervisory consultation

Student Rating		Supervisor Rating		Comments:

Use of Supervision

· Intern recognizes own competencies & deficiencies and actively works toward greater competency in all areas with supervisor's assistance
· Intern is prepared for supervision sessions and is actively engaged in the process
· After supervision intern adjusts performance based on feedback
· In supervision the intern is more curious than anxious when discussing his/her difficulties with a Ce situation
· When receiving correction from supervisor the intern non-defensively accepts
· Intern takes initiative to resolve any misunderstandings or conflict with supervisor
· Intern takes initiative to seek professional counseling when personal issues affect professional performance

Student Rating		Supervisor Rating		Comments:

Counseling Skills and Abilities

				Comments:
· Intern demonstrates appropriate use of basic counseling skills (SOLER; reflection of feeling, meaning, content; theory guided questions; summarizing & paraphrasing; pacing; etc.) · Intern demonstrates consistent ability to join and empathize with clients · Intern clearly identifies client presenting problems and facilitates realistic goal setting · Intern able to identify maladaptive symptomatology and develop conceptualizations and treatment plans consistent with the use of diagnosis · Intern can utilize multiple theoretical orientations as a means of explaining the cognitive, behavioral, emotional and motivational changes that need to take place in determining the effectiveness of a treatment plan · Intern can explain, administer and interpret appropriate assessment instruments as necessary · Intern demonstrates an awareness of socio-cultural factors in the development and maintenance of the Ce's problem and the role of culture in conceptualization and treatment planning · Intern demonstrates awareness of his/her impact on clients and utilizes this for the benefit of the therapeutic relationship and the client's progress toward goals · Intern employs judgment and timing in the use of different techniques and accurately evaluates their effects					
Student Rating		Supervisor Rating			

Please Discuss the Following Questions:

What do you identify as the student's predominant strengths and weaknesses?

What recommendations would you make to enhance this student's development?

Student's Signature: _____   Date: _____

Site Supervisor's Signature:_____   Date: _____

Note: The student's signature indicates that he/she has read the evaluation and has discussed it with his/her site supervisor. It does not necessarily indicate that he/she is in agreement with it. Significant disagreement on the part of the student regarding this assessment should be noted in writing and forwarded as an addendum to this form.

Appendix B: Professional Dispositions Assessment

Professional Dispositions in Lab (PdiL)

This assessment of the student's level of professional dispositions and mature character applies specifically to patterns exhibited during participation in Lab.

Student:		Date of Evaluation:	
Instructor:		Course:	
1---Below Standards	2---Approaching Standards	3---Meets Standards	4---Exceeds Standards

PROFESSIONAL DISPOSITIONS CATEGORY		Mid-semester	End of Semester
Perspective Taking	Actively examines own beliefs and values, and helps others examine their beliefs and values with appropriate respect.		
Critical Thinking	Demonstrates an ability to evaluate the quality of the rational arguments and empirical evidence supporting conclusions of their own thinking and the thinking of others.		
Tolerance of Ambiguity	Demonstrates an ability to explore complex circumstances without requiring immediate solutions or resolution.		
Prudence: Emotional Stability & Self-Control	Demonstrates an awareness of the context, appropriateness, timeliness and consequences of his/her actions before taking action. Student demonstrates emotional stability (maintenance of emotional equilibrium under stressful circumstances) and self-control (impulse control, appropriate sharing of emotions, appropriate interactions) in interactions with peers, faculty, supervisors, etc.		
Worldview Integration	Evidences an understanding of biblical integration in his/her personal and professional life reflected in an ability to explain this process for him/herself, as well as the demonstration of new emotive, behavioral and cognitive patterns.		
Authenticity	Demonstrates continuity between his/her words and actions and internal experience.		

Perseverance	Consistently puts forth maximum effort in achieving personal and professional goals when confronted by obstacles to goals.		
Responsibility Taking	Takes personal responsibility for his/her words and actions without rationalizing, denying or blame shifting. Student responds to problems by viewing them as opportunities to change self and potentially change others.		
Humility: Openness to Feedback	Demonstrates a positive view of constructive critique by inviting and accepting feedback from others and incorporates this feedback into his/her own views and behaviors. Student demonstrates an appropriate comfort level with making errors when practicing skills and does not attach personal value to success or failure.		
Professional Conduct & Ethics	Is consistently prepared and pursues opportunities to expand his/her knowledge and understanding of counseling. Student behaves in a professional manner towards supervisors, peers, faculty, etc., including the maintenance of appropriate boundaries. Student collaborates with others well, engaging in timely and appropriate communication. Student demonstrates ethical conduct as defined by the ACA.		
Compassion	Demonstrates kindness and gentle concern for others through his/her words and actions.		
Relational Risk-taking	Takes vulnerable action that is designed to positively impact group members.		
Commitment to Community	Demonstrates a pattern of sustained focus on others in order to attend to their concerns/interests. Demonstrates a pattern of wholehearted participation in the group process and makes consistent effort to connect with group members.		
Forgiveness & Forbearance	Demonstrates patient nonjudgmental interactions with others and a willingness to remain present and engaged with persons even when the process becomes difficult or uncomfortable.		
Intrapersonal Intelligence	Demonstrates an awareness of and ability to assess, regulate, and transform emotions, thoughts, behaviors and desires in specific goal directed fashion.		
Interpersonal Intelligence	Demonstrates the ability to accurately understand emotional information, behaviors thoughts and motives of others.		

	Demonstrates an accurate understanding of the impact of his/her emotions, behaviors and verbalized thoughts on others and integrates this understanding into new responses.		
Cultural Intelligence	Demonstrates multi-cultural awareness and responsivity when interacting with others. Student demonstrates an appreciation and respect of cultural differences (race, ethnicity, spirituality, disability, SES, etc.)		

Appendix C: Formal Remediation Plan

	Cairn University Graduate Programs **Master of Science in Counseling Program** CSG <u>XXX Title of Laboratory Course</u>

Formal Remediation Plan For <u>Student Name</u>

The School of Liberal Arts and Sciences and the Masters of Science in Counseling program is responsible for preparing candidates who have the required knowledge, skills and professional attributes (often identified as maturity and character in the MSC program) to become effective counselors. These attributes are congruent with the ACA Code of Ethics and the Department's commitment to a Christian worldview. When a faculty member identifies any type of deficiency in a student's ability to demonstrate required areas of competency, a formal remediation plan may be created in the interest of assisting the success of the student. This formal remediation plan is designed to assist your development as a professional counselor through the development of specific goals designed to improve your competency in the area identified. In order to pass a student on to subsequent semesters of lab, certain benchmarks must be met as the following semester of lab hinges upon a student's development of specific competencies in the previous semester. Please retain a copy of this formal remediation plan for your records.

1. Description of Deficiency(ies) based on faculty review of documentation:

2. Remediation Plan:

3. Copies of contract made and given to: student, lab supervisor, advisor & program chair.

_____   _____   _____
Student Signature   Advisor Signature   Department Chair Signature

_____   _____   _____
Date   Date   Date

4. Re-evaluation (date: _____). Summarize progress made: