

Goddard College



PSYCHOLOGY & COUNSELING PROGRAM:

MA in Psychology Degree

and

MA in Clinical Mental Health Counseling
Degree

Graduate Student Handbook Addendum

Effective: Spring 2018

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Table of Contents

Welcome	4
About the Psychology and Counseling Degree Program	6
MA in Psychology Degree	8
MA in Clinical Mental Health Counseling Degree	9
Psychology and Counseling Program: Common Elements	13
Enrollment Options	14
Non-Degree Studies	18
Transfer Credits	18
Working with the Faculty	19
Competencies and Student Learning Outcomes	22
The Work of the Semester	27
Course Work	30
Psychology Course Descriptions.....	32
Clinical Mental Health Counseling Course Descriptions.....	35
Vermont CMHC Licensure Course Requirements	39
Pre-Graduate Course Descriptions	40
Concentrations	43
Sexual Orientation Concentration	43
Sexual Orientation Concentration Requirements	44
Sexual Orientation Supervised Internship.....	47
Expressive Arts Therapy (EAT) Concentration	47
Expressive Arts Therapy Concentration Requirements	49
Transfer Credits in the EAT	53
Expressive Arts Therapy Concentration Supervised Internship.....	53
Internships	57
CMHC Internships	61
Psychology Internships.....	63
Common Elements of Practicum and Internships in Psychology and CHMC Degree Tracks	64
Completing the Internship	71
Culminating Products	72
Capstone Process	73
Final Products	74
Final Product Options.....	76

Final Product Submission.....	82
Graduating Student Presentation.....	83
Final Paperwork	84
Index	85

WELCOME

The Psychology and Counseling Program offers two degrees, the MA in Psychology and the MA in Clinical Mental Health Counseling. Each degree has a unique set of criteria and requirements. As of March 2018, this addendum and the documents to which it refers represent current Goddard policies and procedures *specific to each degree, MA in Psychology and the MA in Clinical Mental Health Counseling*. These supersede policy statements about the matters they discuss previously distributed by the College.

Notes on Policies

Goddard College reserves the right to revise any policy or procedure in this addendum at any time without written prior notice. This addendum is not written as a contract and is not intended to create contractual rights. Policies or protocols not addressed here or in the Graduate Student Handbook, may be referred to the appropriate administrative official(s). Refer to the College's website (www.goddard.edu) for a list of College administrators and their areas of responsibility.

By accepting admission to Goddard College and completing registration, the student acknowledges that the College has provided the student with a Student Handbook and, when appropriate, a Program-specific Addendum through electronic means; printed copies are available upon request from the Academic Services Office (AcademicServices@goddard.edu). The Graduate Handbook details information related to the terms and conditions of enrollment including the College's policies and the student's responsibilities in attending the College. As a condition of enrollment and attendance at Goddard, the student hereby agrees to comply with and abide by the terms and conditions detailed in the Handbook, Program-specific Addenda, and future revisions. Students understand they should check the College's intranet to review the current versions of the Handbook and contact their Program Chair or other College administrators for assistance with any questions.

A Note about Language

In keeping with our community values of inclusiveness, this handbook does not use gendered pronouns. Goddard also uses the language of progressive education and has its own nomenclature, as explained in the Graduate Student Handbook.

Mission Statement

Approved by the Psychology and Counseling Faculty on August 2, 2011

Our programs are devoted to progressive education, student-directed learning, and the dignity, worth, and potential of all individuals. We nurture learners in the development of their identity as professionals, counselors, and psychologists, and to embrace the roles and responsibilities that such identities claim. Issues of social justice are essential to success in our program and we prepare diverse learners to make a difference in the communities in which they live and work. We use diverse ways of learning to help our students reach professional levels of competency.

Students develop skills in practice, communication, personal development, professional development, and research. Issues of social justice and an understanding of social contexts are essential to our program.

Nondiscrimination Statement

Goddard College does not discriminate on the basis of race, religion, color, national origin, marital/civil union status, age, gender, gender identity or expression, sexual orientation, veteran/uniformed service status, disability or other legally protected classification in any of its policies or procedures (including but not limited to those related to admission, employment, the provision of educational services, and the granting of financial aid), or in its services, facilities, privileges or benefits in compliance with and to the limits of applicable state and federal laws. All Goddard sponsored programs and activities are open to all on an equal basis.

Accreditation and Approvals

Goddard College is accredited on probation by the New England Commission of Higher Education, effective October 10, 2018, because the Commission finds that the institution is in danger of losing its accreditation because it is not in compliance with the Standards for Accreditation. Of concern are accreditation standards 3 (organization and governance) and 7 (institutional resources). A statement providing further information about the probationary status is available on the website of the Commission on Institutions of Higher Education (<https://cihe.neasc.org>).

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education

3 Burlington Woods Drive, Suite 100

Burlington, MA 01803-4514

(781) 425 7785

E-Mail: info@neche.org

The MA Psychology Counseling Program is a member of the Council of Applied Master's Programs in Psychology (CAMPP).

About the Psychology and Counseling Degree Program

Students enrolled in the MA in Psychology and Counseling Degree Program must abide by the policies and protocols as detailed in this handbook addendum and the Graduate Student Handbook.

In the Psychology and Counseling Program, there are two-degree options that guide students to specific professional goals.

- *Clinical Mental Health Counseling* is chosen by students wishing to prepare themselves to apply for licensure as independent mental health counselors with licensure in the student's state. This degree requires a minimum of 60 semester credit hours for completion.
- The *Psychology* degree option is elected by students who intend to prepare themselves for work in the field of psychology. This can include continuing to a Ph.D., Psy.D., or Ed.D. program, or research or community education positions. The Psychology degree requires a minimum of 48 semester credit hours for completion. An individual with an MA in psychology can become an independent practitioner in several states.

Study in this program is considered to be full-time and requires a minimum of 29 hours of work a week. Students may choose to follow one of two enrollment options regarding workload expectations:

- *The 12 Credits Full-Time Option*: the student completes four courses per semester; each course earns three semester credits.
- *The 9 Credits Part-Time Option*: the student to completes three courses per semester; each course earns three semester credits. Tuition is reduced for the 9 Credit option, but all other rules and expectations apply.

New graduate students must elect which enrollment option will serve their best interests at the time they apply to the program. Undergraduate, "Pre-G students" (see the Enrollment Options and Conditional Acceptance sections, below) must elect an enrollment option at the time their Indication of Intent to enroll is due indicating the number of credits they intend to take as a graduate student. Once an enrollment option is chosen, a student may not switch except under extraordinary circumstances and as approved by the Program Chair.

Program and Degree Evaluations

There are three primary modes of evaluation: evaluation of students, student evaluation of faculty, and overall review of the degree programs.

As part of our commitment to progressive education, students play an important part in the evaluation process of every aspect of our program. In addition to evaluating the residencies, students evaluate their course Mentors and Academic Advisors, their own course work, and their internship work. The Academic Services Office conducts student evaluations of faculty, both in the role of course Mentor and Academic Advisor, at the conclusion of each semester. Students provide both numeric ratings and narrative evaluations. These evaluations are

provided to Psychology and Counseling Program Chair and faculty; and are archived. More informal evaluation opportunities are provided to students at each residency. Graduating students are invited to spend time with all program faculty members, at their final residency, during which their feedback about the program is directly solicited.

Students are evaluated in ongoing and systematic processes. Course work is evaluated by the mentor for each course through narrative evaluations and granting of credit as documented in the Student Information System (SIS). Academic Advisors write summary narrative evaluations at the conclusion of each semester. At that time, student learning and performance is evaluated through the review of students' work toward [Degree Competencies](#) (see section in this addendum). When students are in [Practicum and Internship](#) experiences, their site supervisors provide written evaluation of students at the culmination of each experience. Competencies combined with academic progress allow for systematic developmental assessment of each student's progress throughout the program.

Faculty, in their various roles of Academic Advisor, Course Mentor, First Reader, and Second Reader, will evaluate a student's academic work (course work, thesis project) and progress toward achieving the Degree Competencies. The site supervisor evaluates a student's internship. The faculty engages in continuous systematic evaluation of the degree indicating how the mission, objectives, and student learning outcomes are measured and met.

At the beginning of each residency, faculty members have a retreat during which key parts of this evaluation occur including program and curricular offerings. This Addendum is reviewed for needed changes on an ongoing basis and revisions are made annually with approval of the administration. The CMHC degree itself undergoes annual evaluation by the faculty and the Chief Academic Officer or designee.

Every three to five years, the program undergoes a full evaluation, which includes assessment by an External Reviewer, hired by the Chief Academic Officer or designee. Students are encouraged to give input to all program evaluations.

Faculty Review of Student Progress

The faculty reviews the progress of all students regularly and gives special attention to the skills necessary for Psychology and CMHC students to remain in the program. The faculty reserves the right to recommend removal of a student from the program for lack of sufficient progress towards satisfying competency requirements, for a failed internship, or other behaviors inconsistent with current American Psychological Association (APA), American Counseling Association (ACA), or American Mental Health Counselors Association (AMHCA) ethical codes. As deemed appropriate by the faculty, a student removed from the CMHC degree option may be offered a position in the Psychology degree.

MA IN PSYCHOLOGY DEGREE

MA Psychology Degree Goals

The primary goal of a Goddard MA in Psychology is to develop students' skills in practical applications of psychology. Such competencies are grounded in theory and research, personal experience and self-knowledge, and are influenced by current social complexities and the state of psychology. These skills can be used in a variety of practice, research, and community settings.

The MA in Psychology is designed to prepare graduates to enter into their area of Psychology with the professional skills necessary to advance their career goals, their personal development, and to make a positive impact on the communities in which they live and work. One of the program's goals is meeting students where the student is in their development as a scholar, as a psychologist, and as an advocate for social justice.

The faculty will work with students to provide them with appropriate opportunities to overcome whatever challenges they face in their development in these areas, as resources permit, and to identify those for whom the program is not appropriate as reasonably soon as possible.

The faculty and program chair will also work with students to create expectations for their work that reflect not only their passions and interests, but also the proper training that the ethical principles of the psychology profession demands of faculty members. In working together, faculty and students will create a learning experience that meets students' unique needs, within the limitations under which the field and faculty, as practitioners and teachers, exist.

Accommodations are made for students with unique needs following policies set by the College (refer to "Accommodations for Disabilities" in the Graduate Student Handbook).

MA Psychology Degree Completion

To earn the MA in Psychology degree, students must successfully fulfill the requirements for a graduate degree at Goddard College as laid out in the Graduate Student Handbook, as well as the requirements of the MA in Psychology Degree as detailed in this handbook addendum. These requirements include fulfillment of the graduate degree competencies, required course work, elective course work, an internship, and a final product.

MA in Psychology students are required to successfully earn a minimum of 48 semester hour credits to be granted the degree. The majority of the program's graduates however, complete up to 60 semester hour credits in order to complete the degree requirements. All courses are worth three semester credits and are earned wholly or not at all. There are no partial credits awarded for individual courses.

MA IN CLINICAL MENTAL HEALTH COUNSELING DEGREE

The Clinical Mental Health Counseling (CMHC) degree option is intended for students wishing to prepare for clinical work and to apply for licensing, or who wish to go on to a doctoral program and need to demonstrate the development of clinical acumen through their course work, internship experiences, and final product. The counseling internship is described more fully in the [Internship Section](#), and follows best practices in the field for supervision, direct client contact, and evaluation. This degree option requires a minimum of 60 semester credit hours.

The Clinical Mental Health Counseling student will address the program's core courses and relevant electives from a counseling perspective. As with all courses for all students, each student is required to bring individualized areas of interest to their work. These areas may be singular or varied across courses, but in the CMHC degree students are expected to focus on issues of relevance to their counseling professional and personal development. Faculty Mentors and Advisors are eager to work with students in the Clinical Option to incorporate personal areas of interest into all of their work.

CMHC Degree Goals

The primary goal of a Goddard MA in Clinical Mental Health Counseling is to develop students' skills in practical applications of counseling. Such competencies are grounded in theory and research, personal experience and self-knowledge, and are influenced by current social complexities and the state of counseling. These skills can be used in clinical, research, and community settings.

The MA in Clinical Mental Health Counseling is designed to prepare graduates to enter into their area of counseling with the professional skills necessary to advance their career goals, their personal development, and to make a positive impact on the communities in which they live and work. One of the program's goals is meeting students where the student is in their development as a scholar, as a counselor, and as an advocate for social justice.

Faculty members will work with students to provide them with appropriate opportunities to overcome whatever challenges they face in their development in these areas, as resources permit, and to identify those for whom our program is not appropriate as soon as reasonably possible.

Faculty members will also work with students to create expectations for their work that reflect not only their passions and interests, but also the proper training that public safety and the ethical principles of the profession demand of faculty members.

Becoming a counselor is a complex and emotional process. In addition to standard academic learning, counselor education involves a personal journey in which students bring their whole and authentic selves to the learning process. The CMHC degree encourages students to explore their learning and emotional journey through seeking their own personal counseling experience. The CMHC degree also encourages students to join the American Counseling

Association and their state mental health associations, in part to access the peer support and resources available, such as counselor referral networks.

In working together, faculty and students will create a learning experience that meets students' unique needs, within the limitations under which the field and faculty, as practitioners and teachers, exist.

Accommodations are made for students with unique needs following policies set by the College (refer to "Accommodations for Disabilities" in the Graduate Student Handbook). Students are encouraged to contact the Community Life staff for assistance in finding counseling in their home communities.

CMHC Degree Objectives

The degree objectives listed below are based on degree requirements and feedback over the years from students and graduates, as well as faculty experience. These objectives establish the expectation of our graduates.

Upon completing the CMHC degree, the student will:

1. Have developed their identity as, and be able to articulate the roles and functions of, a professional counselor;
2. Acknowledge and comply with the counseling professions code of ethics.
3. Demonstrate an understanding of the role that human development brings to the counseling setting;
4. Apply an understanding of group dynamics and processes in a variety of group counseling settings;
5. Demonstrate the ability to utilize diagnostic criteria to plan and implement counseling techniques and treatment approaches;
6. Demonstrate an understanding of research methods and the role that reliability and validity play in critical thinking;
7. Demonstrate an understanding of the cultural context of relationships in a pluralistic society and the impact they have on the counseling profession;
8. Demonstrate the ability to appreciate and apply appropriate technological resources to the counseling setting.
9. Have completed all seven program designated competences as outlined in the Psychology and Counseling Program Handbook Addendum;
10. Have completed all academic requirements as outlined in the Psychology and Counseling Program Handbook Addendum;
11. Have completed all academic requirements as outlined in the Psychology and Counseling Program Addendum.

CMHC Degree Completion

To earn the MA in Clinical Mental Health Counseling degree, students must successfully fulfill the requirements for a graduate degree at Goddard College as described in the Graduate Student Handbook, as well as the requirements of the MA in Clinical Mental Health Counseling Degree as detailed in this handbook addendum. These requirements include fulfillment of the graduate degree competencies, required course work, elective course work, an internship, and a final product or capstone process.

MA in Clinical Mental Health Counseling students are required to successfully earn a minimum of 60 semester hour credits to be granted the degree. All courses are worth three semester credits and are earned wholly or not at all. There are no partial credits awarded for individual courses.

Study in this program is considered to be full-time and requires a minimum of 29 hours of work a week. However, students may elect to follow one of two enrollment options regarding workload expectations:

- *The 12 Credits Full-Time Option:* the student completes four courses per semester; each course earns three semester credits.
- *The 9 Credits Part-Time Option:* the student completes three courses per semester; each course earns three semester credits. Tuition is reduced for the 9 Credit option, but all rules and expectations apply to both.

New graduate students must elect which enrollment option will serve their best interests at the time they apply to the program. Pre-G students must elect an enrollment option at the time their Indication of Intent to enroll for the semester is due and indicate the number of credits they intend to take as a graduate student. Once an enrollment option is chosen, a student may not switch except under extraordinary circumstances and as approved by the Program Chair.

Counseling Licensure/Certification

Many CMHC graduates go on to become licensed at the Master's level as therapists. Licensure is granted by the individual states in the U.S. and by Provinces in Canada, and differently in other countries; these entities determine their licensure requirements. Meeting licensure or certification requirements is solely the responsibility of the student. Faculty members will make every reasonable effort to work with students to create Study Plans and Course Contracts that give students opportunities to do work which helps them meet their professional goals. Students often create Study Plans and Course Contracts that reflect the requirements of their state licensure regulations.

States and provinces sometimes change their licensure requirements. Students should expect to remain current in their understanding of the requirements relevant to their professional goals and to inform their Advisors of any changes that occur, as their Study Plan as a Whole (SPAW) may need to be changed. Study Plans as A Whole may normally be changed only during the first graduate semester. While a student may petition their Academic Advisor to make changes

in their SPAW after their first graduate term, such alterations should be rare. No changes may be made after a student's last residency.

In each student's Student Information System (SIS) SPAW record there is a column for State Licensure ("SL Area") that can be used by the student to associate each course with the corresponding licensure requirement, as the student sees fit. **All students are encouraged to make use of this electronic tracking each semester.** The Academic Adviser and the Program are not responsible for the use of this corresponding tracking option or its accuracy.

Students are responsible for knowing all their state's requirements for licensure and the requirements for other certification agencies (e.g., IEATA, NBCC, etc.) that are of interest to them. Sometimes states change their requirements and it is the student's responsibility to stay abreast of these changes. This sometimes can be done through the individual state's Mental Health Counselor's Association. Students should be sensitive to the requirements and limits the state places on the number of internship hours that can or must be accrued pre- and post-graduation. Some states require internships be done for credit, some do not. The student must be aware of these regulations. Students are encouraged to join and participate in their state mental health counselors' organization. These voluntary organizations empower practitioners politically and professionally.

PSYCHOLOGY AND COUNSELING PROGRAM: COMMON ELEMENTS

Acceptance Criteria

To be considered for admission to the MA in Psychology degree one must have an earned Bachelor's degree from a regionally accredited college or university with a completed major in psychology. If the degree is not in psychology or was earned more than five years prior to application, an applicant may be considered for Conditional Acceptance.

Conditional Acceptance

Most of our students are accepted to begin work on the graduate level. Some applicants lack some of the prerequisites or their studies have been so long ago that it would not be reasonable to expect that they have kept current with the broad changes in psychology. Applicants in this situation may be offered conditional acceptance. In each case, the condition would be that they complete five undergraduate courses, worth 15 semester hour credits, with Psychology and Counseling faculty, in the areas needed to improve their chances of being successful working at the graduate level. The decision to offer conditional acceptance is made on a case-by-case basis by the Program Chair. Students entering under this condition are referred to as "Pre-G" students.

All students receiving conditional acceptance are undergraduate students enrolled in the MA in Psychology degree. As such, students are subject to the policies and procedures governing undergraduate students as outlined in the Undergraduate Student Handbook, in addition to the policies of the MA in Psychology and Counseling Degree as described in this addendum.

Students offered conditional acceptance are expected to participate fully in the residency following their acceptance, unless they defer matriculation, then they would participate in the residency for the semester in which they would begin their studies.

After the successful completion of their undergraduate semester, the faculty will review their performance and their Academic Advisor will make a Faculty Recommendation to the Program Chair concerning their future in the program.

Academic Probation

Academic probation provides the student an opportunity to get back on track in their program of study. Students will be placed on probation following an unsuccessful semester. Students on probation will meet, virtually and/or at the next residency, as determined by the Academic Advisor, with both the Course Mentor for the course(s) not completed and their Academic Advisor to discuss the work to be done to have a successful semester. The student is provided both verbal and written feedback as to what elements were lacking that prevented the student from passing a course or courses. This written feedback is summarized in SIS. In most cases, student work with the same Mentor for a course that was not passed. The Mentor provides feedback to the student as to what the expectations are.

Occasionally, a student is counseled by the Academic Advisor to use his or her abilities in prevention or educational role rather than a clinical role. In this case, the student may be allowed to switch to the MA in Psychology option.

Internal Review Board

The Institutional Review Board (IRB) process offers the student feedback on all research project proposals. This not only improves the chances of successfully completing the project, it also serves the public good by allowing faculty to review the project's potential for harm to participants. The Faculty Mentor for the course project will explain to the student the IRB process as it relates to the specific project for the course. The course Mentor will decide if the project proposal needs to go through the Program IRB process and the College IRB process.

At the time of review, the faculty members designated as the Program IRB Group confer until they reach a consensus decision on what feedback to give the student. Program IRB Group feedback is given to the course Mentor to share with the student.

In addition to methodological fit and thoroughness, ethical considerations are addressed in every research proposal review. Proposals must include adequate coverage of all ethical concerns raised by the research question, sample, and methods.

The Mentor presents the feedback given by the IRB to the student who then revises the proposal. The student resubmits the proposal to the Mentor, who must approve the plans before the student may begin work on the project.

Any questions about methodology that involve participants who cannot give informed consent or where the Program IRB wants feedback from an outside source will be forwarded to the College IRB Committee. Refer to the Institutional Review Board policy in the Graduate Student Handbook.

NO CONTACT with potential participants is possible until both the First and Second Reader have given their approval of the methods and ethical considerations, and the proposal has been approved by the appropriate IRB(s), as needed.

Enrollment Options

Earning Credit

Credit is earned per course successfully completed. All courses are worth three semester hour credits. No more than twelve graduate credits or fifteen undergraduate credits may be earned in one semester. If a student successfully completes two courses, then six semester credits are awarded. A semester in which the student earns less than nine graduate credits or twelve undergraduate credits is considered unsuccessful. Graduate students who do not meet this expectation are placed on academic probation for the following semester. Undergraduate students may not be approved for admission to the graduate program.

Courses successfully completed in a semester that is ultimately determined to be unsuccessful may earn credit(s) that count toward the completion of required course work, provided the

course was appropriately evaluated by the student, Course Mentor, and the semester was evaluated by the Academic Advisor.

There is no partial credit (i.e., semester credit earned in units less than three) given for work done in courses only partially completed.

12 Credits Full-Time Option

A 12 credits semester is composed of four planned courses (some combination of regular courses and thesis work, e.g., two planned courses and six credits of thesis work). Students may not design a full-time semester study plan with less than four courses (or the equivalent combination of courses and thesis work), regardless of how few they may need to complete the program's requirements.

A student must complete a minimum of three courses for the semester to be successful and advance the student one semester toward the minimum number of credits necessary to graduate from the program. Students who have had an unsuccessful semester are placed on Academic Probation. If a student has two consecutive semesters or three total semesters in which they do not successfully complete a minimum of three courses, they will be withdrawn from the College for lack of progress (refer to the Academic Withdrawal policy in the Graduate Student Handbook).

9 Credits Part-Time Option

A 9 credit semester is composed of three courses (e.g., some combination of regular courses and thesis work). Students may not design a 9 credits semester study plan with less than three courses (or the equivalent combination of courses and thesis work); regardless of how few they may need to complete the program's requirements.

A student on the 9 credits enrollment option must complete all three courses for the semester to be successful and advance the student one semester toward the minimum number of credits necessary to graduate from the program. Students who have had an unsuccessful semester are placed on Academic Probation. If a student has two consecutive semesters or three total semesters in which they do not successfully complete a minimum of three courses, they will be withdrawn from the College for lack of progress (refer to the Academic Withdrawal policy in the Graduate Student Handbook).

3 Credit Single Internship Course Option

A 3 credits (1/4 time) option is available for students to enroll for a single course of Internship-for-Credit. Students who need to gain further internship hours throughout the semester often use this option. Students are expected to fully participate in the academic activities relevant to the course as well as the Internship Group Supervision activities required of all Psychology and Counseling students. A single course option is also available to anyone with an already accredited BA, MA, or doctorate who needs more internship hours, as continuing education non-degree-seeking enrollment.

Please Note: Students enrolled less than half time are not eligible for financial aid and students' loans are only deferred if they are enrolled at least half time. Therefore, students are advised that they may use up their deferment time and go into repayment on their loans when enrolled in this option. Students are strongly encouraged to contact their lender/servicer for additional information.

Pre-Graduate Semester

Some students are accepted into the MA in Psychology and Counseling Degree Program whose academic background in psychology is not current and/or broad enough to prepare them for graduate studies in the field of psychology. In this case, students enroll for an undergraduate (Pre-G) semester within the Psychology degree and undertake 5 courses (as delineated in this addendum) for a total of 15 undergraduate credits. At the successful completion of the semester (passing all five courses), they advance to the graduate Psychology degree without having to reapply. While accruing undergraduate credits, the Pre-Graduate Semester and coursework does not fulfill any of the graduate degree requirements of the Psychology degree. While enrolled in the Pre-G semester, students' enrollment is governed by the Undergraduate Student Handbook, as well as the MA Psychology and Counseling Degree Program Addendum.

Transferring Between Degree Options

A one-time transfer between the MA in Clinical Mental Health Counseling Degree option and the MA in Psychology Degree option is permitted and requires a recommendation by the student's Academic Advisor to the Program Chair, who reviews and approves transfer requests. Students transferring between degree options must meet the requirements of their new degree option, and doing so may extend the time it take to complete the degree (e.g., Psychology students who transfer into Clinical Mental Health Counseling will have to complete 60 semester credit hours).

Drop/Add Course Work

Revision of a student's planned course work for a semester is sometimes necessary following a residency. Until the Semester Quarter Mark, students may request the following:

- To drop a course and replace it with a new course. In these cases, the replacement course must be the same number of credits and with the same mentor.
- Under extenuating circumstances (which may require third-party documentation), a full-time student may request to drop to 9-credit enrollment. In these cases, the dropped course does not appear on the transcript. The cost of the dropped course is determined by the Goddard College Refund Schedule (contact the Student Accounts Office (studentaccounts@goddard.edu) for more information). Nine credit students cannot drop below 9-credit enrollment even with extenuating circumstances.

Requests to drop a course or drop an existing course for a new course are submitted and reviewed by the Program Chair. The deadline to drop/add a course is the first semester quarter-

mark, which is noted on the Semester Dates and Deadline sheet. Full-time students (graduate or undergraduate) can drop/add no more than six credits; nine-credit students can drop/add no more than three credits. Because of other stipulations, nine credits is the minimum allowed to remain in the program. Drop/Add is not available for Between Semester Study.

Between Semester Study

Students have the option of decreasing the amount of time it takes to complete their degree by undertaking Between Semester Study (BSS), courses designed to take place in the break between semesters. Each individual course, if successfully completed, earns three credits. Up to 12 credits (in increments of three) can be earned through Between Semester Study every two years. A Psychology and Counseling Program faculty member must supervise BSS courses. BSS courses cannot be undertaken during the semester while a student is on leave of absence, but may occur during the breaks before or after a leave of absence, with the Program Chair's approval.

The Between Semester Study period begins one week following the last day of the semester and ends one week prior to the start of the residency. No more than two courses can be undertaken in any given BSS period. The number of courses a student can undertake is a function of the number of weeks in the BSS period, as well as the number of hours per week the student can work on the study. To undertake two courses the BSS period must be at least six weeks long. One credit is roughly the equivalent of 40 hours of work. A three-credit course must encompass a minimum of three weeks, but can be completed over a longer of period, if needed.

New students can plan BSS when designing their graduate studies at Goddard during their first residency. The proposed BSS is included in the student's Study Plan as a Whole and is approved by the student's Academic Advisor.

Returning students, in consultation with their Academic Advisor, can propose to undertake BSS courses at any point in their studies. This is typically done to add course work needed for licensure or to "make up" credits lost by failing to complete a course during a regular semester. Thesis credits and Internship-for-credit courses may also be completed during breaks, but extensions are not available on BSS courses.

Setting up a Between Semester Study Course

All approvals for a Between Semester Study Course **must be in place by the last day of the semester.**

- 1) The student identifies a potential course mentor and contacts the Program Chair to verify the mentor is available and appropriate to supervise the course. The Program Chair makes the mentor assignment. Once the mentor assignment has been made, the student works with the mentor to develop a three-credit course contract. The contract must include the goals of the study, the methodology, the products, and the time frame (a minimum of three weeks is required). Students interested in six credits in a particular area must design 2 three-credit courses, with the second course increasing in depth and

scope beyond the first one (e.g., “Gestalt Therapy” followed by “Advanced Gestalt Therapy”).

- 2) The course contract is submitted to and approved by the mentor via SIS.
- 3) The Office of the Registrar will notify the Student Accounts Office who, in turn, bills the student for the course(s). Financial aid is not available for Between Semester Study. Students may borrow funds in their enrolled semester and put the funding needed towards the upcoming between semester study charges. The student is responsible for paying (or making appropriate payment arrangements) for the Between Semester Study **prior to beginning the course.**
- 4) When the course is completed, the student and mentor both submit a course evaluation via SIS.

Non-Degree Studies

Students who already hold a degree in psychology, counseling, or a related field may be admitted into the program as non-degree students for additional courses. Such students may choose to enroll for 3, 6, 9, or 12 semester credits each semester and may enroll for no more than two full-time semesters (i.e., 24 credits). Students of our program who are graduating and wish to add on one or two semesters of post-graduate, non-degree studies may apply, in a letter, to the Admissions Office. All non-degree study students must attend the full measure of the residency for each semester they are enrolled, unless excused by the Program Chair (partial residency attendance may be required). All policies of the College and the program apply to non-degree study students.

Non-degree studies appear on a student’s transcript as coursework. If the student is a graduate of a Goddard graduate program, the coursework is listed as in addition to the student’s degree work. For example, a student who completed a four-semester Psychology degree and one post-graduate studies semester will have a transcript that reflects 60 total credits earned, 48 of which are assigned to the degree and 12 of which are assigned to post-graduate studies. Post-graduate studies cannot be added to degree studies to increase the number of credits earned as part of the degree.

Please note: There is no federal financial aid available for non-degree studies.

Transfer Credits

While policies regarding the acceptance of transfer credits are ultimately governed by the College (see the Graduate Student Handbook), students may petition the Program Chair, during their first residency, to consider transferring earned graduate course credits relevant to the student’s completion of the program. The official transcripts are already in their application packet. These courses will be reviewed individually. Only courses of three credits or more will be considered for transfer. Credits earned as part of a completed degree program will not be considered for transfer, as they have already contributed to another degree. Note that course credits earned five or more years before entry into the Psychology and Counseling program

may be out of date relative to changes in the field since the course credits were completed (i.e., they may lack currency). Such course credits will be considered for transfer on a case-by-case basis. Courses taken as electives may be considered for transfer, depending on the specific content. Courses related to concentration requirements will also be reviewed by the appropriate faculty who will advise the Chair.

Working with the Faculty

Academic Advisors

Students are assigned an Academic Advisor for the duration of their program by the Program Chair prior to their first residency. By working with students on study plans, mentor selections for courses, residency seminar selections, reviewing progress made on achieving competencies, discussing internship possibilities, etc., Academic Advisors help students to keep their short-term semester, as well as their longer term personal and professional, goals in sight. Advisors help students to follow the specific needs they have set for their program through election of a Program Option. The advising relationship is a supportive one, providing students a place to sound out their ideas, bring up concerns, and ask for help when they need it.

On occasion, when the match between a student and Advisor is not a good fit, either can request a change from the Program Chair. If there is sufficient cause and an appropriate alternative match is available, then a change will be made. Students wishing to change advisors must contact both their current advisor and the faculty member they hope to work with to discuss the reasons for the change. The student must also contact the Program Chair after these conversations have taken place to request an advisor change. The faculty will discuss the proposed change. It is expected that students will not change their Academic Advisor after their third residency. If an academic Advisor resigns from the program faculty, the Program Chair will reassign the faculty member's advisees to new Academic Advisors.

While on rare occasions an appropriate professional may be hired, on an adjunct basis, to work with a student on a course, only members of the program faculty may serve as Academic Advisors.

Course Mentors

In addition to their Academic Advisors, the program faculty members also work with students as Course Mentors. The Course Mentor's job is to work closely with a student to design, execute, and evaluate a specific course. Full-time, graduate students can work with up to four different Course Mentors a semester. A student's Academic Advisor can also act as their Course Mentor. A student cannot work with the same faculty member for all four courses in any given semester unless they have designed a thesis to take place within one semester. In each semester, students will take at least one course with their Academic Advisor, unless the Advisor feels that working with other faculty would be of greater benefit to the student.

Course Mentors are assigned by the Program Chair with input from the students based on their Mentor Preference Selection Form. Because of the nature of program, faculty members are

hired not only for their strengths in a specialty area, but also for their ability to work with students in many areas of the field. As a result, more than one faculty member offers many courses.

Determining Mentor Preferences can seem daunting at first. In conversations with their Academic Advisors, students can explore what kind of relationship they want and need from a Mentor for a particular course and who might be the good match. Each faculty member has posted guidelines for working with them as Mentors. Students should refer to these information sheets as they consider working with a faculty member for the first time.

Students are encouraged to work with as many different faculty Mentors as possible over the course of their program. This maximizes the opportunity to learn from a variety of professionals with different perspectives and backgrounds. On occasion, a professional who is not on our faculty may serve as a Mentor for a course, hired as an Adjunct Faculty. Adjunct Faculty must meet the same standards as those applied to current hiring for the program faculty and be approved by the faculty. The Program Chair will make the final determination as to whether a non-faculty professional will be recommended for hire as an Adjunct. A student may not work with such an Adjunct for a majority of their courses (required and elective).

Student – Faculty Communications

As an intensive-residency program, strong emphasis is placed on the quantity and quality of communication between students and the faculty. Students are required to have computer and Internet resources for their academic work (refer to the specific requirements under “Communications from the College” in the Graduate Student Handbook). Students are required to activate and use their Goddard email accounts, as this is the primary means of communication between the College and students.

Students are required to stay in reasonable contact with their Academic Advisor and Course Mentors. The nature and frequency of “reasonable contact” will be negotiated between faculty and each individual student, semester-by-semester, to provide the student with effective support and to allow the faculty members to remain aware of the nature and quality of the student’s work. Students are encouraged to state their needs and desires for frequency of contact with course mentors into their course contracts.

The Psychology and Counseling Faculty is committed to maintaining a robust and engaging connection with advisees and mentees. To this end, in addition to email and phone conversations, online chats and bulletin boards will be available for students in advising groups and who are taking similar courses. Further, faculty members will acknowledge receipt of course work submitted within two business days. Feedback will be given on each product defined in course contracts, beyond the evaluation for the course, and this will be done within two weeks of receipt of the product(s).

Mid-Semester Review

Mid-way through the semester, both students and advisors complete a Mid-Semester Check-in form that is submitted to the Program Chair and Academic Services Office. The Mid-semester

Check-in form is an opportunity for students and advisor to address any issues that may jeopardize a student's ability to successfully complete the semester.

By the mid-semester date, full-time students should have successfully completed at least two courses. Part-time students should have successfully completed one course and be working on at least one other. Prior to the mid-point of the semester, the Office of the Registrar will ask Academic Advisor to verify that their advisees are actively engaged in the work of the semester. Students who do not participate in the work of the semester, as defined in the Graduate Student Handbook (see Withdrawal for Non-Participation), will be withdrawn from the semester and placed on Leave of Absence for the remainder of the term, and have to repeat the semester. During the repeated semester, the student is considered to be on Academic Probation.

Problem Solving

Sometimes things go wrong. Books and articles ordered may not arrive on time. A family crisis may disrupt one's schedule. These kinds of unexpected interruptions can happen to students and faculty alike. When they do happen, in ways that seriously challenge their learning, students should contact their Academic Advisor and the Course Mentors whose courses may be impacted, to gain support and renegotiate due dates as needed.

On occasion, students' lives are disrupted to the point that they may not be able to complete all the work for each course in a semester. The student should contact their Academic Advisor immediately to talk over the options available to them. Depending on when a student's semester is disrupted, the student has the option of "Dropping the Semester" or applying for an [Extenuating Circumstances Extension](#) (refer to the "Enrollment Policies" section of the Graduate Student Handbook for more information).

Endorsement Policy

The program faculty has developed an Endorsement Policy that includes, but is not limited to, the following:

- The student must contact the faculty member (in person, phone, or email) and ask if the faculty member is willing and able to provide an endorsement before submitting any materials. If the faculty member feels unable to provide a suitable recommendation, the student will be so informed and the decision explained to the student.
- The student must have had a minimum of one course with the faculty member being asked for an endorsement.
- The student must provide a cover letter explaining the employment opportunity, internship site, or other opportunity (such as applying for a doctoral program). It would be helpful for the student to submit a job description, position announcement, description of the internship opportunity, etc.
- The student must provide an updated resume or Vitae.
- The student must provide any required forms to be completed by the faculty member.

- The materials described above should be presented to the faculty member a minimum of three weeks before the endorsement letter or form is due. Considering the importance of such an endorsement, as well as faculty responsibilities, please provide as much lead-time as possible. It may take longer to provide an endorsement between semesters so plan accordingly.
- The student should provide a proper address for the delivery of the document, as well as the deadline for submission to the agency or employer.
- Requesting an endorsement carries an implicit permission for the faculty member to discuss your academic and personal performance while enrolled in the program.

Competencies and Student Learning Outcomes

Students making satisfactory progress toward the Master of Arts Degrees in Psychology and Clinical Mental Health Counseling will demonstrate through the course of their studies, the following seven competencies:

- Written Communication Skills
- Oral Presentation Communication Skills
- Research Proposals and Reports
- Personal Development: Self-Awareness
- Personal Development: Self Growth
- Professional Strengths and Development
- Psychology and Social Justice

Evaluation criteria for student learning outcomes (SLOs) and methods, timeliness, and consequences are described for each area below. While students must satisfy all competencies, the nature of the content of the work done to meet the competencies may be different for the different degree options.

In considering work done to meet competency requirements, Academic Advisors look not only for appropriate content, but also for evidence of critical thinking. **Critical thinking** is the creative analysis of diverse, often opposing information or ideas, which leads to the synthesis of a personalized argument. The Academic Advisor will discuss critical thinking and how students may incorporate it in relation to each of the competency requirements and SLOs. Course Mentors will also discuss Critical Thinking in the context of the course work done, as needed.

A student's Academic Advisor determines satisfactory completion of a competency. A student's progress (or lack thereof) toward, and eventual achievement of, individual competencies is reflected in the Academic Advisor in the advisor's end-of-semester evaluation and/or the Competencies Checklist in SIS.

Competency Progress Concerns and Withdrawal

Appropriate progress on competencies is expected of students each term, whether or not they satisfy any particular competency in the semester. Students demonstrating repeated difficulty in maintaining progress on competencies, particularly those related to personal and professional development, may be counseled by their Academic Advisor and the Program Chair about these difficulties and given specific opportunities to demonstrate their learning in the problem areas. At the determination of the Advisor or the Program Chair, Community Life staff or other appropriate staff may be asked to play a part in supporting the student in such tasks. Failure to adequately address concerns documented by the Advisor and shared with the student, written in a plan for improvement, can lead to a student being withdrawn from the program. Failure to address competency progress concerns as outlined in such a plan will be reviewed by the faculty, at the Advisor's or Program Chair's request. The faculty will make a recommendation to the Program Chair about the student's continuation in the program. In consultation with the Academic Dean, a decision will be made and the Program Chair will communicate to the student, the Academic Advisor, the Academic Dean, and the Records Office. Students wishing to appeal a decision regarding their internship can do so by following the Appeals Process as outlined in the Graduate Student Handbook.

Portfolios

All students are encouraged to create a portfolio of the work approved as satisfying each competency. Students electing to complete Capstone Processes instead of a Final Product are required to create and maintain a competency portfolio.

The work done to meet a competency may become part of a portfolio demonstrating any student's progress toward satisfying the program degree requirements. The portfolio may be reviewed by the Advisor as each competency is satisfied and at the end of each semester at the student's request. While the work added to the portfolio may come from courses completed, it is a separate product demonstrating the progress of development of the student. Its review by the Advisor each term ensures a close understanding of the student's evolving strengths and challenges. **Students choosing to complete Capstone Processes instead of a Final Product are required to create and maintain a competency portfolio.**

Students may appeal an Academic Advisor's determination that competency has not been successfully met following the Appeal Process outlined in the Graduate Student Handbook.

The competency requirements must be satisfied before the student can be approved to graduate. No competency will be considered for completion in the first semester of graduate study.

Written Communication Skills SLOs

Students will demonstrate the ability to use the APA style and format in their written work. Students will demonstrate clear and concise writing. Students will demonstrate a graduate level use of grammar, spelling, and organization in their written work. Students will demonstrate

these skills, in at least one written course product before they can be approved to begin work on their thesis or Capstone process.

While the faculty is happy to offer feedback on students' written work for content and style, it is assumed that students working at the graduate level will make every effort to produce writing at or near a professional level. Students who demonstrate a persistent need for improvements in their written work may be required to enlist the assistance of an editor (someone who reviews the student's work and gives feedback on formatting and other non-content issues) or a writing coach (someone who works with the student to improve writing skills relevant to content and style). Acquiring such assistance will be the responsibility of the student, whether through College resources or independent professionals, who may require payment for their work. Students employing such professionals should be sure to make the editor or writing coach aware of the policies on Academic Honesty.

The student should decide when to submit a written product to their Academic Advisor for consideration, within the above guidelines, of inclusion in their portfolio.

Oral Presentation Communication Skills SLOs

Students will demonstrate sensitivity to what is relevant in presenting material relevant to their learning. Students will demonstrate the ability to present in a concise and organized manner and with sensitivity to their specific audience. Students will demonstrate the ability to appropriately receive and respond to feedback in productive ways. This area of proficiency may be satisfied by successful completion of an Internship, participation in an Advanced Clinical Seminar offered at a Residency, or presenting a workshop at residency. *This competency may not be satisfied by a Final Product presentation.*

The student should notify their Academic Advisor when and how they intend to meet this competency. If the presentation occurs at a residency, the Academic Advisor will observe the oral presentation in person, if possible. If the presentation takes place off-campus, or on campus and at a time the Academic Advisor is unavailable, the student and Advisor will determine how the Advisor will evaluate the performance (e.g., audio or video tape). If an audio or video file cannot be submitted to the Academic Advisor, then the student provides a detailed written summary of the presentation to be included in their portfolio.

Research Proposals and Reports SLOs

Students will demonstrate the ability to create research proposals and reports using current professional standards, including a literature review. This requirement may be met by successful completion of the Research Methods course and evaluation by the student's Advisor. Course work from other courses may be used in the Academic Advisor's evaluation of this competency. These requirements must be satisfied before the student can be approved to begin work on the thesis. Online training options for certification in ethics of human research may be required (NIH, etc.) and approved by the Advisor.

A work product from the course should be submitted to the students' Academic Advisor for consideration of inclusion in the portfolio.

Personal Development: Self-Awareness SLOs

Students will demonstrate an awareness of the personal issues relevant to their strengths and weaknesses in their chosen field (counseling, organizational development, etc.). This competency can be met through written work, residency seminars, or documented communication with faculty. Cultural Competency skills are relevant to self-awareness.

This competency is awarded after the student has successfully completed the internship and is in the final semester of the program. A detailed written product describing the students' personal development should be submitted to their Advisor for consideration of inclusion in their portfolio.

For students choosing the Capstone process, this competency occurs through final semester Capstone courses with their Advisor.

Personal Development: Growth SLOs

Students will demonstrate the ability to increase their awareness of personal issues and to appropriately integrate their strengths and weaknesses into their work for the program. Cultural Competency skills are relevant to personal growth. Evidence of this ability may include written work, participation in relevant residency seminars, Internship Supervisor's evaluations, and other activities documented and approved by the faculty. A detailed written product describing the students' personal development should be submitted to their Academic Advisor for consideration of inclusion in their portfolio.

This competency is awarded after the student has successfully completed the internship and is in the final semester of the program. For students choosing the Capstone process, this competency occurs through final semester Capstone courses with their Academic Advisor.

Professional Strengths and Development SLOs

Students will demonstrate an awareness of their professional strengths and weaknesses. This can be accomplished in a series of discussions with the Academic Advisor or another faculty member. It can also be documented in discussions with their internship site supervisor. Students must demonstrate the skills necessary to stay abreast of advances in the field. This should be documented in course work and can be documented by the student attending professional workshops or seminars not associated with the program. Cultural Competency skills are relevant to professional strengths and development.

A student must participate in the required two (2) supervision group meetings per month/ 8 meetings per semester with the Internship Coordinator while accruing internship hours in order to fulfill the requirements of the Professional Competency.

This competency also includes professional ethics related to academic scholarship and practical work in the field. Students must demonstrate an understanding of the ethics of the field and an ability to apply those ethics in scholarly and practical applications.

Students are encouraged to become student members of a professional counseling association of their choice, (e.g., The American Psychological Association [APA], the American Counseling

Association [ACA], or the American Mental Health Counselors Association [AMHCA] and/or become active in their national or state Mental Health Counselors Association. Students are advised to understand the role professional associations play in developing and maintaining professional standards. Students are encouraged to participate in these organizations to understand the scope of mental health counseling and psychology, their role in the profession, the importance of collegial relationships, the role of the profession, the importance of collective action in influencing how mental health care and research is respected and funded, and to connect with others with the same or similar professional career goals.

Progress in these areas can be documented in course work and can also be documented by the student attending professional workshops or seminars not associated with the program. A detailed written product describing the students' professional development should be submitted to their Academic Advisor for consideration of inclusion in their portfolio.

This competency is awarded after the student has successfully completed the internship and is in the final semester of the program. For students choosing the Capstone process, this competency occurs through final semester Capstone courses with their Academic Advisor..

Counseling, Psychology, and Social Justice SLOs

Students will demonstrate an understanding of the history of social justice advocacy in psychology and counseling and their relation to it. Students will participate in some activity related to issues of social justice in counseling. Students will demonstrate an understanding of the ways social science research relates to issues of social justice.

Students will be proficient in the identification of various dimensions of identity, both visible/invisible and privileged/oppressed, as related to individual and group differences, including, but not limited to, ability/disability, age, class, culture, race/ethnicity, gender/sexual orientation, race/ethnicity, and gender identity, class, religion/us beliefs/spirituality, age, and ability/disability. The student will apply this proficiency and supporting theoretical literature to self-knowledge, understanding others, and will demonstrate applications in academic work and clinical or community work. The student may meet the requirements for this competency through writing, oral presentation, or arts products, through regular course work or internship course work.

While the criteria described above may meet the needs of most students, some may need additional work to demonstrate progress toward satisfying the competencies. The faculty will review students failing to demonstrate adequate progress and more specific, time-limited criteria may be created to assist such students in taking concrete steps to developing the skills necessary to advance towards the degree.

A detailed written product describing the students' progress in this area should be submitted to their Advisor for consideration of inclusion in their portfolio.

The Work of the Semester

During the semester, students study from home to complete the work described in each of their Course Contracts. Students use College resources, such as the on-line databases, as well as local resources, like university libraries, professional educational opportunities, and other local resources negotiated with Course Mentors and Academic Advisors.

Some students find they are best served by working on two or more courses at a time. This provides opportunities for “cross fertilization” of ideas from the different areas of the field being studied and enriches the learning experience. Others find that working on courses individually in ordered succession is most effective. Usually students explore these options in their first semester. Whichever approach is taken to organizing the semester’s work, full-time students should have successfully completed two courses by the mid-semester date. Part-time students should have successfully completed one course and be working on at least one other. If a student is finding it difficult to organize their time as independent learners, help is available through Student Services.

Students negotiate specific course product due dates with their course mentors within these guidelines. Per the Graduate Student Handbook, a student may not submit a full semester of work all at once at the end of the semester.

Student Written Work

To successfully complete this program, students will do a substantial amount of writing. As part of training students to be professionals in their fields, the faculty will use the most recent edition of the American Psychology Association’s Publication Manual to evaluate students’ formal writing. Students are expected to become familiar with the writing guidelines, citation style, etc. contained within the manual and to have a copy handy for easy reference.

Course and Semester Evaluations

Students

At the end of the semester, students complete end-of-semester course and semester evaluations. Course evaluations describe, in detail, the work for each course. Semester evaluations describe learning challenges and successes experienced during the term and should reflect upon the personal and professional development that took place during the semester.

These evaluations are submitted to the advisor and the Office of the Registrar via the Student Information System (SIS) by the last day of the semester.

Faculty

At the end of each course, Course Mentors evaluate the student’s work based on the objectives laid out in the Course Contract and determine whether the work was successfully completed and of a quality such that it would earn a letter grade of B or better, if grades were given.

Within two weeks of the completion of a course, Course Mentors submit an evaluative statement to the student, the Academic Advisor, and the Registrar via SIS for inclusion in the student's permanent record. These statements are meant to be very brief, unless there is a need for more information, as most of the dialogue between the student and Course Mentor has already taken place prior to the time of the final course evaluation. Mentor statements do not become part of the student's transcript, only Transcript Statements appear on the final transcript.

Course work is evaluated as either successfully or unsuccessfully completed; there are no incompletes. Courses that are evaluated as unsuccessfully completed (due to either insufficient amount and/or quality of work) must be repeated in their entirety.

Students may appeal a Course Mentor's evaluation following the Appeal Process outlined in the Graduate Student Handbook.

At the end of the semester the Academic Advisor may write a semester evaluation for each advisee which summarizes the semester and which may list areas of concern or significant growth. If submitted, the advisor's evaluation is also submitted via SIS for inclusion in the student's permanent record.

The Academic Advisor also updates the student's Competencies Checklist on SIS.

Extensions (Extended Time Accommodation and Extenuating Circumstances)

All extensions are predicated on either having an accommodation for extended time or having extenuating circumstances that the PD finds sufficient to warrant the extension (which may require documentation).

NB: There is no charge for an Extended Time Accommodation (sometimes known as 'non-billable extension') and there is a charge for an extenuating circumstances extension (current fees are posted on the [Tuition and Fees](#) web page.) **Payment of the extension fee is due prior to the start date of the extension.**

The timing of the extension depends on the student's particular enrollment option. Extensions take place in one of two timeframes:

- **Between Semesters** – The extension takes place in the break between the incomplete semester and the upcoming semester. Upon successful completion of the semester, the student is eligible to enroll in the following semester.
- **Beginning of Semester** – The extension takes place at the beginning of the semester following the incomplete semester. Upon successful completion of the extension, the student is on leave for the remainder of the semester.

Graduate Program, Full-Time:

1. Full-Time (12 credits) students who complete 9 credits at a satisfactory level may request a between-semesters extension.

2. Full-time students who complete 6 credits at a satisfactory level may request an into-the-next-semester extension followed by leave for the rest of the term.
3. All requests for extensions must be supported not only by satisfactory work during the courses completed but also by appropriate participation with faculty during the term.

Graduate Program, Part-Time:

1. Part-time students taking 9 credits who complete 6 credits at a satisfactory level may request a between-semesters extension.
2. Part-time students who complete 3 credits at a satisfactory level may request an into-the-next-semester extension followed by leave for the rest of the term.
3. All requests for extensions must be supported not only by satisfactory work during the courses completed but also by appropriate participation with faculty during the term.

Please note that students taking extensions may not enroll concurrently for summer/winter session Between Semester Study credits.

Enrollment Status	# of Credits TO BE COMPLETED to be eligible for extension:	Extension Timing
MA Full-time (12 credit semester)	9	Between Semesters
MA Full-time (12 credit semester)	6	Beginning of Semester
MA Part-time (9 credit semester)	6	Between Semesters
MA Part-time (9 credit semester)	3	Beginning of Semester
Internship for Credit Course (3 credits) as the only course for the term	Mentor approval	Between Semesters

Students taking a 3-credit internship-for-credit course as their only course for the term and who are making satisfactory progress may, with their course mentor’s approval, receive a between-semesters extension.

Students taking extensions **may not** enroll concurrently for summer/winter session (BSS) credits.

NB: By the mid-semester date, full-time students should have successfully completed at least two courses. Part-time students should have successfully completed one course and be working on at least one other. Prior to the mid-point of the semester, the Office of the Registrar will ask Academic Advisor to verify that their advisees are actively engaged in the work of the semester.

All courses are worth three semester credits and are earned wholly or not at all. There are no partial credits awarded for individual 3-credit courses. If the extension is unsuccessful, the

semester is recorded as unsuccessful. The student does not advance one semester toward the minimum number required to complete the program course work. The individual program requirements that were successfully completed may still be counted toward overall degree completion.

Refer to the Extenuating Circumstances Extension or Extended Time Accommodation sections in the Graduate Student Handbooks for further information.

Course Work

Students making satisfactory progress toward the Master of Arts Degree in Psychology will, in the course of their studies, complete eight required courses and an internship for credit, elective courses, and either capstone process courses or a final product. The number of elective courses is determined by the number of semesters a student must be enrolled (48 or 60 credits) and whether they are working to fulfill requirements for a concentration.

Students making satisfactory progress toward the Master of Arts degree through the Clinical Mental Health Counseling track will, in the course of their studies, complete 10 required courses and an internship (either non-credit or for-credit), electives, and either capstone process courses or a final product. The composition of courses is determined by the student's choice of final products, a thesis or the Capstone Process. The minimum total of credits needed to graduate is 60.

A semester study plan includes planned courses appropriate to the student's enrollment status (full-time or part-time). Students, in conversation with their Academic Advisor, identify the specific courses they will undertake during the semester and develop their study plan appropriately.

Course Stages

Required courses are grouped into three course stages (CS) that reflect a developmental progression over the length of a student's program. Stage 1 courses (CS1) typically come first, followed by stage 2 (CS2), etc. The more fundamental a course's contribution to an understanding of the field, the earlier it should be taken in order to increase awareness of its influence in all of the subsequent areas of study. Electives should not be taken until after the first semester, unless negotiated otherwise with the Academic Advisor.

Psychology Required Courses:

- Ethics and Professional Orientation, PSY 510 (CS 1)
- Human Lifespan Development, PSY 600 (CS 2)
- Social and Cultural Foundations, PSY 610 (CS 2)
- Cognition and Learning, PSY 621 (CS 2)
- Biological Bases of Behavior, PSY 630 (CS 2)
- Psychopathology, PSY 700 (CS 3)

- Assessment and Evaluation, PSY720 (CS 3)
- Research Methods, PSY 730 (CS 3)
- Supervised Internship for Credit, PSY 810, PSY 811, PSY 812 (CS 3)

Clinical Mental Health Counseling Required Courses

- Ethics and Professional Orientation, CMH510 (CS 1)
- Human Lifespan Development, CMH 600 (CS 2)
- Social and Cultural Foundations, CMH 610 (CS 2)
- Group Work, CMH 620 (CS 2)
- Biological Bases of Behavior, CMH 630 (CS 2)
- Psychopathology, CMH 700 (CS 3)
- Counseling Theory and Helping Relationships, CMH 711 (CS 3)
- Assessment and Evaluation, CMH 720 (CS 3)
- Research Methods, CMH 730 (CS 3)
- Career Development, CMH 741 (CS 3)

Course Contracts

Because each course a student takes is developed by the faculty mentor and the student, with the student's professional goals in mind, the course syllabus includes materials reflecting standard expectations of learning in the field, as well as additional material specific to the student's goals. Each syllabus is individualized in these ways to go beyond what one might expect to find in a course designed for a traditional classroom and shared by many students. It is expected that students will naturally be more invested in studies that they have helped to plan and to complete work that they have negotiated to do in service to their own goals.

At the residency, students work with their assigned Course Mentors to develop a syllabus/contract for each course to be undertaken that semester. The Course Contract includes a description of the learning objectives for the course, the activities the student will engage in to demonstrate competency in the defined study area of the course, product descriptions, a resource list, and a product due date. The Course Contract will always include:

- (a) Content area;
- (b) Knowledge and skills learning outcomes (SLOs);
- (c) Methods of learning;
- (d) Required learning resources, including non-text resources to be used; and
- (e) Communications needs and evaluation criteria.

Course contracts are submitted via SIS to the Office of the Registrar as part of the semester study plan.

Student-initiated Elective Courses

For Student-initiated Elective Courses, course titles and descriptions are to be created as part of the course contract process and should appear on the course contract. The Course Mentor should use the same title and description in the course evaluation.

Collaborative Courses

Collaborative courses are available for those students desiring the experience of sharing a classroom environment guided by a common syllabus where students share the same assignments and can read and comment on each other's submissions. These courses are spread over the semester with frequent assignments including embedded video presentations (e.g. group sessions, counseling sessions). All collaborative courses are internet-based on the GoddardNet (GNet) web platform.

Psychology Course Descriptions

The following course descriptions are meant to define the foundational *minimum* each student will acquire in the required study areas. In addition to this foundation, each student will bring to each course issues of their own interests and passions.

In the process of negotiating each course syllabus with the faculty mentor, students can (optionally) add a course subtitle to the standard course title and can also (optionally) add additional language to the standard course description as long as the faculty mentor and the Academic Advisor agree that the titles and descriptions are accurate and honest representations of the work planned or completed. **No changes to course titles or descriptions are permitted after the course is completed.**

Each course syllabus or contract will include individualized SLOs in addition to those appropriate to the course in general.

All courses, if successfully completed, earn three credits.

Ethics and Professional Orientation, PSY 510 (CS 1)

This course examines legal and ethical issues related to research and other applications of psychology, including the privileged relationship between counselors and clients. Learners are required to gain competency in the traditions of ethical inquiry in psychology and its applications, particularly in regard to the protection of human subjects in research. Learners will become acquainted with professional codes of the American Psychological Association (APA) and the American Counseling Association (ACA). Learners will know the difference between mandatory ethics and aspirational ethics, which will ultimately assist them to operate out of the highest level of professional functioning, as psychologists and citizens.

NOTE: Students may not transfer a course from another institution to replace this course.

As part of the requirements for this course, students will successfully complete the Basic Counseling Skills Seminar offered at their first residency. If a student fails the Basic Counseling Skills Seminar, then the student cannot begin work on the Ethics course; another course with the assigned mentor will be substituted for that semester. The Basic Counseling Skills Seminar must be repeated at the following residency and successfully completed before Ethics course work can begin.

Students will not receive partial credit for this course if the Basic Counseling Skills Seminar is successfully completed and the Ethics course work is failed. Once successfully completed, the Basic Counseling Skills Seminar need not be repeated if the Ethics course work needs to be repeated.

If a student fails the Basic Counseling Skills Seminar, the Program Chair will appoint a committee composed of program faculty members and the seminar facilitators to review the student's progress in the seminar. If a student fails the Basic Counseling Skills Seminar twice, then the student will be withdrawn from the program.

Human Lifespan Development, PSY 600 (CS 2)

Learners survey theories of human development with a historical and critical perspective. In addition, the learner also has the opportunity to focus on particular theories of choice.

Social and Cultural Foundations, PSY 610 (CS 2)

Learners examine social forces as they influence individual, family, and group dynamics. Studies focus on a range of social norms and institutions, and the ramifications these have for psychological functioning (e.g., economic opportunity, impact of racial stereotypes, heterosexist norms, idealized body types, etc.).

Cognition and Learning, PSY 621 (CS2)

Learners gain knowledge of current concepts, theories, and research on information processing in humans, including: perception, attention, memory, decision-making, skill proficiency development, and language acquisition.

Biological Bases of Behavior, PSY 630 (CS 2)

Learners examine a broad overview of the biology of behavior. Neurophysiology, neurochemistry, and hormonal influences are explored as contributors to a wide range of behaviors, including learning and memory, emotions, and specific disorders. Special attention is focused on those medical issues that can mimic psychological disorders while treatment implications are examined.

Psychopathology, PSY 700 (CS 3)

Learners gain a basic understanding of mental disorders and the multi-axial approach to evaluation and assessment. In learning the classification of mental disorders, the learner gains an understanding of diagnoses in terms of treatment and management decisions in varied settings. Learners understand the meanings of diagnostic validity and are able to define clearly the diagnostic terms used in psychopathology.

Assessment and Evaluation, PSY 720 (CS 4)

Learners gain knowledge of theories and measures of intellectual, personality, academic, and organizational functioning. Learners obtain a basic understanding of the evaluation processes and the measures used to assess the abilities of adults and children. Learners understand the concepts of validity and reliability, as they relate to measures used.

Research Methods, PSY 730 (CS 3)

Learners gain knowledge of basic research concepts, including the natures of, and differences between, quantitative and qualitative methods. Learners create research proposals and reports using current professional standards, including a literature review. Learners review ethical principles relevant to research in the social sciences.

Student-Initiated Elective Courses, PSY 800 (CS 3)

To complete their programs, students will work with their Academic Advisor and Course Mentors to create elective courses that serve their personal interests and professional goals. Course descriptions are to be created as part of the course contract process and should appear on the course contract.

Supervised Internship for Credit, PSY 810, PSY 811, PSY 812 (CS3)

This course adds an academic context to the supervised internship experience. Students work at least 10 hours per week in supervised clinical service, per standard internship requirements. In addition to the other requirements of the internship site and the internship policies of the Psychology Program, the student's Course Mentor will evaluate products created, which reflect learning in the context of the internship. Such products will be negotiated and described in the course contract and may include essays and anonymous case studies, as appropriate.

Learners engage in an internship that is a distinctly defined, supervised experience in which the learner refines and enhances basic psychological knowledge and skills, and integrates and authenticates knowledge and skills appropriate to being a professional psychologist. The internship course is concurrent with a student's internship experience determined by the policies and procedures of the program. This course does not replace the required on-site internship supervision. Coursework enhances the learner's practicum experience including writing, reading, reflecting, and discussing the practicum experience. There is a focus on psychology skills through direct client work. Learners study topics applicable to the experience and setting, which may include research, assessment, diagnosis, treatment modalities, special populations, psychotherapy theory, supervision, consultation, advocacy, and personal and professional growth.

In order to complete this course, both the internship and the academic component have to be in place and active within two weeks of the start of the term, otherwise the student should change to another course.

Clinical Mental Health Counseling Course Descriptions

The following course descriptions are meant to define the foundational *minimum* each student will acquire in the required study areas. In addition to this foundation, each student will bring to each course issues of their own interests and passions.

In the process of negotiating each course syllabus with the faculty mentor, students can (optionally) add a course subtitle to the standard course title and can also (optionally) add additional language to the standard course description as long as the faculty mentor and the Academic Advisor agree that the titles and descriptions are accurate and honest representations of the work planned or completed. **No changes to course titles or descriptions are permitted after the course is completed.**

All courses, if successfully completed, earn three credits.

Vermont-based students pursuing CMHC licensure through the State of Vermont have additional course requirements as noted below in [Vermont Only CMHC Licensure Course Requirements](#).

Ethics and Professional Orientation, CMH 510 (CS 1)

Learners analyze the professional and ethical practice of clinical mental health counseling with a focus on ethical standards of professional organizations and credentialing bodies. Students must read and discuss the currently approved code of ethics of the American Counseling Association. This involves the counseling profession's roles, functions, and relationships with other providers as well as responses during emergencies and disasters. Multiple aspects of the counseling profession are explored including history and philosophy, professional organizations (membership benefits, activities, services to members, and current issues), professional credentialing (certification, licensure, accreditation, and public policy), supervision processes, and the counselors' role in advocating for the profession. Learners understand self-care strategies appropriate to the counselor role. Advocacy processes needed to address institutional and social barriers that impede access, equity, and successes for clients are evaluated.

NOTE: Students may not transfer a course from another institution to replace this course. As part of the requirements for this course, students will successfully complete the Basic Counseling Skills Seminar offered at their first residency. If a student fails the Basic Counseling Skills Seminar, then the student cannot begin work on the Ethics course; another course with the assigned mentor will be substituted for that semester. The Basic Counseling Skills Seminar must be repeated at the following residency and successfully completed before Ethics course work can begin.

Students will not receive partial credit for this course if the Basic Counseling Skills Seminar is successfully completed and the Ethics course work is failed. Once successfully completed, the Basic Counseling Skills Seminar need not be repeated if the Ethics course work needs to be repeated.

If a student fails the Basic Counseling Skills Seminar, the Program Chair will appoint a committee composed of program faculty members and the seminar facilitators to review the student's progress in the seminar. If a student fails the Basic Counseling Skills Seminar twice, then the student will be withdrawn from the program.

Human Lifespan Development, CMH 600 (CS 2)

Learners understand the nature and needs of persons at all developmental levels and in multicultural contexts. The theories of development include individual and family, learning, personality, optimal development, wellness, and current understanding about neurobiological behavior. Resilience is studied through theories and models of individual, cultural, couple, family, and community perspectives as well as exceptional abilities and differentiated interventions. Learners understand human behavior including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. The effects of crises, disasters, and other trauma-causing events as well as theories and etiology of addictions and addictive behaviors, including strategies of prevention, intervention, and treatment are considered.

Social and Cultural Foundations, CMH 610 (CS 2)

Learners develop an understanding of the cultural context of relationships, issues, and trends in a multicultural society. Studies involve theories of multicultural counseling, identity development, and social justice. This includes individual, couple, and family, group, and community strategies for working with and advocating for diverse communities, both nationally and internationally. Learners' understanding of self and culturally diverse clients is fostered through exploring attitudes, beliefs, understandings, and acculturative experiences. Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy, and conflict resolution as well as the promotion of optimal wellness and growth while eliminating biases, prejudices, and processes of oppression and discrimination are explored.

Group Work, CMH 620 (CS 2)

Learners understand group purpose, development, dynamics, methods, and skills in a multicultural society through the theoretical and experiential. Topics include principles of group dynamics, process components, developmental stages, roles, and behaviors as well as the therapeutic factors based on group leadership and facilitation styles. The methods and theories of group counseling are studied including appropriate selection criteria, evaluating effectiveness, and distinguishing characteristics and commonalities. Learners participate in experiential small group activities for a minimum of 10 clock hours at the residency for the semester in which they are enrolled in the course.

Biological Bases of Behavior, CMH 630 (CS 2)

Learners examine a broad overview of the biology of behavior. Neurophysiology, neurochemistry, and hormonal influences are explored as contributors to a wide range of behaviors, including learning and memory, emotions, and specific disorders. Special attention is focused on those medical issues that can mimic psychological disorders while treatment

implications are examined. In particular the neurophysiology of trauma will be explored as it pertains to work in the counseling setting.

Psychopathology, CMH 700 (CS 3)

Learners gain a basic understanding of mental disorders using the current ICD (10) and the DSM-V. Learners study differences between diagnoses and developmentally appropriate reactions to trauma-causing events and other external factors including societal or medical impacts. The course shall also include the development of treatment plans and the use of related services, and the role of assessment, intake interviews, and reports

Counseling Theory and Helping Relationships, CMH 711 (CS 3)

Learners understand the counseling process in a multicultural society within an orientation toward wellness and prevention as desired counseling goals. Topics include counselor characteristics and behaviors that influence the helping process, essential interview and counseling skills, a framework for understanding consultation, and a systems perspective of family and related interventions. Learners will explore counseling consistent with current research and practice that provides models for conceptualizing client presentation and selecting appropriate interventions while developing a personal model of counseling. Crisis intervention, suicide prevention, and psychological first aid strategies will be reviewed.

Assessment and Evaluation, CMH 720 (CS 4)

Learners gain knowledge of individual and group approaches to assessment and evaluation in a multicultural society. This includes basic concepts of standardized and non-standardized testing and assessment techniques such as norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observation. Learners understand statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations as well as reliability and validity. Learners ground their studies in the historical perspectives of the nature and meaning of assessment and the social and cultural factors related to assessment and evaluation of individuals, groups, and specific populations. Learners gain knowledge of ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

Research Methods, CMH 730 (CS 3)

Learners gain knowledge of research methods, statistical analysis, needs assessment, and program evaluation. Learners gain understanding of the role of research in the counseling profession as well as research used to inform evidence-based practice. Multiple research methodologies are studied such as qualitative, quantitative, case study, action research, outcome-based as well as statistical methods for such methodologies and program evaluation. Learners obtain an understanding of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications. Learners gain knowledge of ethical and culturally relevant strategies for interpreting and reporting the results of research and program evaluation studies.

Career Development, CMH 741 (CS 3)

Learners understand career development and related life factors such as career counseling processes, techniques, and resources including those applicable to specific populations in a global economy and multicultural issues. Topics include career development theories, decision-making models, labor market information, and career information systems considered within the interrelationships of work, family, and other life roles. Program planning, organization, implementation, administration, and evaluation are explored. Students will do an overview of career counseling covering the major theorists in this area of the field including Parsons, Holland, Bandura, Super, and Kuder among others. Learners study career and educational planning, placement, follow-up, and evaluation as well as understand relevant assessment instruments and techniques.

Supervised Practicum for Credit Elective, CMH 750, CMH 751, CMH 752 (CS 3)

Learners engage in a practicum that is a distinctly defined, supervised clinical experience in which they develop basic counseling skills and integrate professional knowledge. This course provides an introduction to a mental health counseling setting and is separate from an internship. The Supervised Practicum for Credit course is concurrent with a student' practicum experience as determined by the policies and procedures of the program. Work products that reflect learning in the context of a practicum will be negotiated with the course Mentor. This course does not replace the required on-site supervised practicum. Coursework enhances the learner's practicum experience including writing, reading, reflecting, and discussing the practicum experience. There is a focus on direct service with actual clients that contributes to the development of counseling skills. **NB: Not all states require this for credit. Check your state requirements.**

Student-Initiated Elective Courses, CMH 800 (CS 3)

To complete their programs, students will work with their Academic Advisor and Course Mentors to create elective courses that serve their personal interests and professional goals. Course descriptions are to be created as part of the course contract process and should appear on the course contract.

Supervised Internship for Credit, CMH 810, CMH 811, CMH 812 (CS 3)

This course adds an academic context to the supervised internship experience. Students work at least 10 hours per week in supervised clinical service, per standard internship requirements. In addition to the other requirements of the internship site and the internship policies of the Counseling Program, the student's Course Mentor will evaluate products created, which reflect learning in the context of the internship, and determine sufficient progress in the accrual of hours worked. Such products will be negotiated and described in the course contract and may include essays and anonymous case studies, as appropriate. **Failure to complete an appropriate total number of internship work hours, for whatever reasons, will result in the student not passing the course. The course may be repeated, combining hours from each, until the course is passed. The course may be repeated, combining hours from each, until the total number of internship hours and credits for internship work required has been met.**

Learners engage in an internship that is a distinctly defined, supervised clinical experience in which the learner refines and enhances basic counseling knowledge and skills, and integrates and authenticates knowledge and skills appropriate to being a professional counselor. The internship course is concurrent with a student's internship experience determined by the policies and procedures of the program. This course does not replace the required internship on-site supervision a student will be getting. Academic coursework enhances the learner's on-site experience. Coursework will include writing, reading, reflecting, and discussing the on-site experience. There is a focus on counseling skills through direct client work. Learners study counseling topics applicable to the practicum, which may include assessment, diagnosis, treatment modalities, special populations, counseling theory, supervision, consultation, advocacy, and personal and professional growth. **NB: Not all states require this for credit. Check your state requirements.**

Vermont CMHC Licensure Course Requirements

Students pursuing CMHC licensure through the State of Vermont must complete two courses required by the state: *Counseling Skills* and *Treatment Modalities*, plus two courses from the Vermont elective list provided below. Students should review the state rules for licensure each term to remain current with their expectations.

In addition, students must request an Attachment E from the Vermont Secretary of State's [Office of Professional Regulation](#). The Program Chair must review the student's transcript, sign Attachment E, and submit it to the Records Office for inclusion in the student's file.

Counseling Courses required for Vermont Students:

Counseling Skills

Studies that provide an understanding of the counseling processes, development of student self-awareness and the skills necessary for developing a positive therapeutic relationship. Ideally this course should be taken in conjunction with the learner's internship.

Treatment Modalities

Studies that provide an understanding of specific treatment approaches selected by the student and faculty mentor, such as Cognitive Behavioral Therapy, Feminist Therapy, Narrative Therapy, Transpersonal Therapy, etc. Learners will focus on one or more modalities. Emphasis will be placed upon the application of theories to practice, including case conceptualization and corresponding therapeutic interventions. (Course title will reflect specific approach, e.g., "Treatment Modalities: Gestalt Therapy.")

Elective Courses for Vermont Students:

The following course descriptions define specific elective courses from which each student may choose. Vermont-based students pursuing CMHC licensure must select at least two elective courses. Additional electives are also encouraged, which students can create together with their advisors and mentors. Students must check with the state rules to remain current of possible changes to this list.

Human Sexuality

Studies that provide an understanding of human sexual function and dysfunction, the relationship between sexuality, self-esteem, sex and gender roles and life choices over the life cycle and counseling treatment approaches and techniques.

Addictive Disorders

This course provides an understanding of the stages, processes and effects of addiction including the physiology, social and psychological processes of chemical dependence and the professional's role in prevention, intervention and treatment.

Marriage and Family Therapy

This course provides an understanding of the structure and dynamics of the family and methods of marital and family interventions in counseling. The course will also survey the range of couple counseling modalities. It will also include feminist and multi-cultural aspects of family and couple counseling, ethics and treatment planning relevant to couples and families.

Crisis Intervention

This course is an introduction to the models and techniques of time-limited counseling and crisis intervention. Students learn the principals involved in helping clients in crisis to bring temporary resolution to their concerns and practice the micro-skills involved in goal-oriented crisis counseling. Specific crisis intervention practices include suicide prevention, outreach approaches and disaster interventions.

Pre-Graduate Course Descriptions

The following course descriptions are meant to define the foundational *minimum* each student will acquire in the required study areas. In addition to this foundation, each student will bring to each course issues of their own interests and passions.

Professional Orientation and Development, 300

This course is done with the Pre-G student's advisor. It is an overview of both the semester and the profession they are entering. Students typically work on this course throughout their pre-G semester, so they can check in several times with their advisor.

It is designed to meet the students' current goals and, at the same time, offer a glimpse into different aspects of the profession. For example, a student might read and reflect on first person accounts of being a therapist or might read about different controversies in the field. A student who is drawn to the profession based on their own experiences as a client or in a twelve-step program might read more widely in relation to their personal experiences. Alternatively, they might reflect further on their reading and thinking in their other pre-G courses.

History and Systems of Psychology, 310

This course explores the history of psychology as a discipline, and the impact that these traditions have on contemporary psychology. Learners examine the historical progression of ideas central to psychology, the philosophical and empirical roots of those ideas, and the confluence of those ideas into the various systems we have today. Learners examine the lives and works of the men and women whose work created psychology's foundation.

Ethics, 320

This course examines ethical issues related to the practice of psychology and of mental health counseling and are exposed to the ethical codes of the American Counseling Association and those of the American Psychological Association. Learners gain familiarity with historical movements in ethics and current trends in ethics in social science research.

Human Development, 330

This course focuses on the concept of the stage theory of human development, its early theorists and those who built on these ideas. Specific lenses include: psychosocial, psychosexual, personality, cognitive, behavioral developmental trajectories. Research findings and cultural contexts related to definitions of optimal family and individual development are central to this course.

Social Bases of Behavior, 340

Learners study a broad overview of social forces as they relate to human behavior. The overview includes examining a range of social norms and institutions, and the ramifications these have for psychological functioning. Variations in social forces across various cultures are explored.

Cognition and Learning, 350

Learners study basic models of cognition and the research on which they are based. Learning theory and research are surveyed with emphasis on applications in education, social justice, and community evolution.

Biological Bases of Behavior, 360

Learners examine a broad overview of the biological bases of psychological phenomena and behavior. They will learn how the contributions of basic sciences (neuroanatomy, neurophysiology, neurochemistry, and neuropharmacology) lead to an understanding of behavior and behavioral disorders. Important psychiatric disorders are explored, primarily from the viewpoint of their biological aspects. Recent discoveries in how experiences shape the structure and organization of the nervous system will be introduced.

Theories of Personality, 370

Learners survey selected theories of personality. Attention is paid to the way in which personalities have been classified (personality types) and defined (personality traits). Learners also familiarize themselves with theoretical approaches to understanding personality

development. This course provides a foundation for subsequent study of psychopathology, human development and psychotherapy.

Abnormal Psychology, 410

Learners explore concepts of normality and optimal psychological functioning. Learners examine biological, social, familial, and environmental causes for abnormal human behavior. Issues of nature versus nurture are explored.

Research Methodology, 420

Learners gain a basic knowledge of research concepts, focusing on the natures of and differences between quantitative and qualitative methods. Learners examine how these systematic procedures have been applied in the social sciences, with an emphasis on ethical and practical considerations.

CONCENTRATIONS

Sexual Orientation Concentration

Students can choose a Concentration in Sexual Orientation (SO) as a part of their MA in Psychology or Clinical Mental Health Counseling. In recognition of society's need for counselors and mental health professionals who have a specialized knowledge of the issues of sexual orientation, Goddard College developed this special concentration. The Sexual Orientation Concentration also infuses the entire program's curriculum and community through support for all students in their learning and cultural competence. Interested students are welcome to contact the Concentration Coordinator to explore their interest. Entering students are asked to indicate their interest in the SO Concentration before their first residency, either during the application process or after being accepted to the program.

The Sexual Orientation Concentration is a supplement to the overall degree requirements in the Psychology and Counseling Program. Students complete the requirements for either the MA in Psychology or Clinical Mental Health Counseling degree and fulfill the SO Concentration requirements simultaneously through particular curricular focus. Participation in the SO Concentration does not necessarily affect the amount of time needed to complete the program. The Sexual Orientation Concentration is a part of the graduate program and Pre-G courses cannot be used to fulfill requirements, although Pre-G students are welcome to bring this focus to their work. Graduate courses approved for transfer credits to the Program may be used to fulfill some SO Concentration course requirements at the discretion of the Concentration Coordinator.

New students who are interested in the SO Concentration are assigned to SO academic Advisors. Continuing graduate students are welcome to join the SO Concentration and are asked to contact the SO Concentration Coordinator. Depending on the focus of already completed courses and the number of credits earned, students choosing the SO Concentration may or may not need extra semesters; this may mean switching Advisors. Students initially interested in the SO Concentration may change their mind and are not required to complete the requirements.

Sexual Orientation Concentration Purpose

The purpose of the Concentration in Sexual Orientation is to better prepare students to work clinically with, study, and research issues of sexual orientation. The concentration addresses the expanding need for specialized education in the principles and concepts related to all sexual orientations and identities and offers training in the counseling skills related to such issues.

The Sexual Orientation Concentration is guided by and adheres to professional resolutions, competencies, and guidelines of the American Counseling Association and the American Psychological Association. These include:

- Competencies for Counseling Gay, Lesbian, Bisexual and Transgendered (LGBT) Clients, by the Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling, a division of ACA;
- Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients, by the Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues, a division of APA;
- Guidelines for Psychological Practice with Transgender and Gender Nonconforming People from APA; and (d) Competencies for Counseling with Transgender Clients from ACA.

Invitation to Innovation

Although the current movement to understand sexual orientation has been influenced by gay and lesbian studies, gender studies, and feminism, the Goddard concentration has been designed to encompass the broadest scope of sexuality. Sexual orientation is viewed through the lenses of race, class, culture, ability, age, and gender. Heterosexuality and bisexuality, as well as the perspectives of people who identify as Trans, intersexed, celibate or asexual, androgynous, and queer are integral parts of the concentration's respectful inclusiveness. Attention to the issues relevant to the sexual orientation of all people, including the influences of oppressive social, religious and legal traditions, help students in the concentration to study and work on the cutting edges of these emerging intellectual fields.

The Sexual Orientation Concentration also serves as a method for indicating that the Goddard Psychology & Counseling Program is a safe learning environment for students of all orientations and identities who are interested in lesbian, gay, bisexual, transgender, gender, sexual orientation, and sexuality studies. Students are always welcome to participate in any aspect of the Concentration even if they ultimately decide not to fulfill the requirements. Each student's concentration work will be organized around core perspectives that inform our understanding of sexual orientation.

Sexual Orientation Concentration Requirements

The primary requirements for the concentration are the focus of courses (core and elective), the focus of the Final Project (Thesis or Capstone), and the population and content of the Internship. The student along with the Advisor tracks the fulfillment of these requirements. Students are expected to meet at least once with the Sexual Orientation Concentration Coordinator at each residency (whether or not the Coordinator is the student's Faculty Advisor) to discuss the student's progress in fulfilling the concentration requirements. This is usually done through attending the Sexual Orientation Concentration meeting that occurs at each residency. All SO Concentration designated faculty also attend this meeting. SO students who have an Advisor

other than the Sexual Orientation Concentration Coordinator may be requested to take a course each semester with the Coordinator.

Sexual Orientation Course Requirements

In total, nine courses are required to have a focus relevant to the Concentration. Students indicate that the course is intended for the SO Concentration when developing course contracts with Mentors. Mentors indicate in SIS, at the time credit is granted, whether a course fulfills Concentration requirements. Students may choose to have more than nine courses with an applicable focus.

Sexual Orientation Core Courses

The core courses promote a wide range of explorations designed to provide a fundamental understanding of sexual orientation from various perspectives of the human experience. These courses become the foundation from which students build their own individualized studies within the concentration, tailored to explore the questions, issues, and populations of primary interest to them. These core courses are not intended to be in addition to the core courses in the CMHC degree requirement. They are expected to be integrated into required CMHC core courses and electives. The Concentration Coordinator as well as Faculty Advisors and Mentors can assist students in planning for such combinations. The following four core courses are required:

Constructs of Sexual Orientation.

Encompasses the historic, philosophic, psychological, and political foundations and ramifications of concepts such as gender, sex, and love. Courses that include a focus on The History of Sexual Orientations; Development and Expression of Sexualities and Orientation; and The Philosophies of Sexual Orientations are examples of what would fulfill this requirement.

Etiologies of Sexual Orientations.

Encompasses the biological, developmental, and social influences on sexual orientations across the lifespan. Courses that include a focus on Development of Sexual Orientation; Youth and Sexual Identities; and Psychological Understandings of Sexual Expression are examples of what would fulfill this requirement.

Cultural Contexts of Sexual Orientations.

Encompasses the impact of cultural opportunities and pressures on the development and expression of sexual orientations. Courses that include a focus on Culture and Sexual Orientation; Same Sex Relationships and Ethnicity; and Religion and Sexual Orientation are examples of what would fulfill this requirement.

Applied Issues in Sexual Orientation.

Encompasses the sexual orientation issues relevant to counseling, practice, research, and consulting. Courses that include a focus on Polyamory and Relationship Counseling; Counseling Treatments of Sexual Trauma; and Career Issues for Transgendered Persons are examples of what would fulfill this requirement.

Example Sexual Orientation Concentration Related Area Courses

Five additional courses that include a primary focus on topics related to the goals and purpose of the Concentration are also required. Students may design their own related courses specific to the focus of their study within the concentration. This requirement may be fulfilled through the focus given to standard CMHC core course, an elective course, or a Capstone course. The following are possible courses or foci for courses include but are not limited to:

- Aging and Sexual Orientation
- Androgyny and Sex Roles
- Appropriate Therapies for LGBT Persons
- Biological Bases of Sexual Development
- Bisexualities
- Career Counseling with Gender and Sexual Orientation
- Celibacy and Sexual Orientation
- Coming-out and Families
- Concepts of Gender and Personality
- Counseling and the Trans-Identified Person
- Counseling LGBT Families
- Developmental Studies of Intersexed People
- Ethics and Gender Identity
- Ethics and LGBT Guidelines and Competencies
- Feminist Therapy
- Gay Male Identities
- Gender Identity and Gender-Based Diagnoses
- Group Counseling for LGBT People
- Heterosexuality in an Alternative Context
- Intersex Perspectives on Sexual Orientation
- Lesbian Identities
- LGBT Marriage Counseling
- LGBT People of Color in Counseling
- Monogamy, Polyamory, and Relationship Structures
- Queer Theories/Queer Politics
- Sex and Sexualities Therapies
- Sex Workers and Sex Industry
- Sexual Orientation in a Multicultural Society
- Sexual Safety and Violence Prevention in Community Counseling
- Spirituality and Sexualities
- Transgender Development and Counseling
- Understanding Sexual Orientation for Allies

Sexual Orientation Supervised Internship

Sexual Orientation Concentration students meet the same practicum and internship requirements for all Program students. In addition, the internship work is required to have a substantial component that is relevant to the purpose and goals of the Sexual Orientation Concentration. Students work in internships where the population and content of the work are appropriate to the Concentration. The Concentration Coordinator as well as the Internship Coordinator can be consulted as a student explores possible internships. The student works with the internship supervisor to integrate Sexual Orientation Concentration learning goals. The student, supervisor, Internship Coordinator, and Concentration Coordinator, as appropriate, include information documenting that the internship fulfills Concentration requirements, for example through a student's self-evaluation in SIS or a supervisors summary evaluation.

Sexual Orientation Final Product

Sexual Orientation Concentration students will complete either a Thesis or Capstone project that meets the same requirements as all Program students. In addition, the thesis or capstone work will have a substantial component that is relevant to the purposes and goals of the Sexual Orientation Concentration and are expected to be a culmination of the student's focus through their previous work. Sexual Orientation Concentration students work with designated faculty on these final projects; as their Advisor/Mentor for Capstone courses or as First Reader for thesis. Students will discuss with Faculty Advisors, and First and Second Readers (as applicable), at the onset of the work, in what manner they plan to fulfill the SO requirements. At the time faculty approve credit for this work, they will indicate if the work fulfilled Sexual Orientation Concentration requirements through SIS.

Expressive Arts Therapy (EAT) Concentration

Students may choose the Concentration in Expressive Arts Therapy (EAT) as a part of their MA in Psychology or Clinical Mental Health Counseling Program. The concentration requirements are necessary for awarding a degree with this concentration, however, success or failure in meeting the expectations for the Concentration in Expressive Arts Therapy does not affect the possibility of completing a masters' degree. Students initially enrolled in the Concentration and then decide to drop it are eligible to complete the MA in Psychology or the Clinical Mental Health Counseling degree.

Although the EAT Concentration is a formal and intentional path in the Psychology and Counseling program, all students are welcome to participate by integrating Expressive Arts Therapy content into their individualized courses and participating in the Art Opening and Exhibition during Residency. These students may request a letter of acknowledgement of these activities in their graduating semester.

Participation in the Expressive Arts Therapy Concentration is part of the graduate program. Undergraduate students are not eligible to earn credits in this concentration until they have

completed their BA course requirements and are enrolled in either the MA in Psychology or Clinical Mental Health Counseling degree options. Graduate courses approved for transfer credits to the program may be used to fulfill some of the EAT Concentration course requirements with the recommendation of the Concentration Coordinator and Program Chair.

According to the International Expressive Arts Therapy Association (IEATA), *“The Expressive Arts combine the visual arts, movement, drama, music, writing, and other creative processes to foster deep personal growth and community development. IEATA encourages an evolving multimodal approach within psychology, organizational development, community arts, and education. By integrating the arts processes and allowing one to flow into another, we gain access to our inner resources for healing, clarity, illumination, and creativity.”*

At Goddard, the Expressive Arts are complementary with Psychology and Clinical Mental Health Counseling practices. The Expressive Arts have a long history of being a vehicle for engaging communities in change; informed by principles of social justice, liberation psychology, and the honoring of the individuality of each person. These purposes are consistent with the long-held values and objectives of Goddard College.

Most of the learning experiences in Expressive Arts Therapy are integrated into individually designed courses within the masters' program in Psychology (PSY) or Clinical Mental Health Counseling (CMHC). Students meet the requirements for the Expressive Arts Therapy Concentration concurrently as they complete the requirements for the MA in Psychology or the Clinical Mental Health Counseling degree. Students enrolled in the EAT Concentration may need an additional semester to complete the degree requirements for the PSY or CMHC program.

Students who do not want to complete all the EAT Concentration requirements may decide to incorporate and record their studies in Expressive Arts Therapy theory and processes into their coursework for the MA in Psychology or the Clinical Mental Health Counseling degree

Purpose

The EAT Concentration is designed to introduce students to the integration of the Expressive Arts into the practice of counseling and therapy. The arts have held a central place in healing and community life throughout the ages among all humankind.

The foci of the EAT Concentration are:

- contributing to each student’s development of themselves in the process of conducting the work of counseling/therapy, referred to as the development of the SELF of the counselor/therapist
- developing a diverse range of practices in Expressive Arts Therapy that they can weave into their professional work as counselors/therapists
- contributing to a shift in psychology towards engaging in Expressive Arts Therapy towards creating changes in communities that may nourish and grow a more just and kind world. This particular focus is a return to the original ground out of which these Expressive Arts emerged.

Students are expected to grow their skills in applying Expressive Arts for transformative change in the individual and larger systemic landscapes. In addition to these foundational purposes, the Concentration in Expressive Arts Therapy is also intended to contribute to a student's preparation in working towards becoming registered as an Expressive Arts Therapist (REAT) or as a Registered Expressive Arts Consultant Educator (REACE) through the International Expressive Arts Therapy Association. Preparation for acceptance into these outside organizations is the responsibility of each graduate.

Unique Aspects of the Expressive Arts Therapy Concentration

The Expressive Arts Therapy Concentration is informed by Goddard College's foundational beliefs and principles, especially the value of an individualized approach to education for adult learners. An individualized approach fosters the development of an ability to question the status quo, the ability to experiment and imagine unexpected outcomes and the ability to take meaningful action in the world. Dewey's perspective that self-directed interactive education can help build democratic societies also acknowledges the importance of social justice and the engagement in work toward the goal of social change. These foundational beliefs guide us in our Expressive Arts Therapy practices with individuals and communities and help us to be mindful of honoring the dignity of each individual. Our approach to Expressive Arts Therapy practices are intended to ameliorate the effects of oppression in our own communities, as well in larger systems as around the world.

Expressive Arts Therapy Concentration Content

Students completing the Expressive Arts Therapy Concentration at Goddard College integrate Expressive Arts Therapy content into the coursework that is required for the Master's degree in Psychology or Clinical Mental Health Counseling and take two required electives. An internship course for credit in which a student demonstrates Expressive Arts Therapy content in work with clients is also a component of the concentration. The final project is also required to focus on some domain within the field of Expressive Arts Therapy.

Students who decide to apply coursework to the EAT Concentration must inform their mentors. Mentors confirm EAT coursework in the Student Information System (SIS) evaluation form as the students complete their courses.

Students may opt into or out of the EAT Concentration at their discretion. Students are advised to keep an accurate record of their EAT Concentration coursework in the EAT Portfolio that **all concentration applicants** are required to submit when they apply for graduation.

Expressive Arts Therapy Concentration Requirements

The primary Requirements for the EAT Concentration are:

- Two required electives (Theory and Foundations of Expressive Arts Therapies and Multi and Intermodal Expressive Arts Practices in Therapy)
- Sharing Expressive Arts products at a minimum of two student art exhibits during two residencies

- Integration of Expressive Arts Therapeutic practices into their practicum/internship experiences under the supervision of an IEATA approved therapist or educator (REAT or REACE)
- Integration of an EAT focus into their final product (Thesis or Capstone);
- Integration of an EAT focus into at least three courses within their program
- Submission of a formal application at graduation that includes the EAT Portfolio.

Students interested in becoming Registered Expressive Arts Therapists are advised to review the IEATA website www.ieata.org for information about content and material that they may want to integrate into their individually designed coursework in the Psychology and Counseling program.

Expressive Arts Therapy Coursework Requirements

These courses are required as part of the EAT Concentration, though may be taken as electives in the Psychology/Mental Health Counseling program that the student is enrolled in.

Theory and Foundations of Expressive Arts Therapies:

Students will explore how the expressive arts have in the present and historically been embedded into practices to grow healing within the individual, the family, and larger systems within cultures. Ritual, art making, dance, and other practices may be studied as they relate to discovering a globally informed diversity of beliefs around healing and growing well-being.

Multi and Intermodal Expressive Arts Practices in Therapy:

This course will introduce students to the practice of engaging in multimodal and intermodal processes in applying expressive arts in therapies. With emphasis on how diverse media can be applied thoughtfully and how each medium may inform the progression to another, which allows for a more complete processing of emotional material...moving from a light visitation into deepening into processing to softening and transformation of what has been engaged with. Students will produce a product where they engage in this process fully, with a narrative describing this process.

Expressive Arts Therapy Electives: 600/700 sections

The following are examples of Individualized Psychology and Counseling Courses that can be infused with an EAT Concentration focus. Students in the EAT Concentration are required to integrate an EAT focus into at least three courses from the following list and/or from the list of possible electives in the [800 series](#) of courses.

CHM 620 Group Work:

For the EAT Concentration content about how expressive arts practices can be integrated into Group Work will be infused into the course with other course requirements.

PSY 600/CMH 600 Human Lifespan Development:

For the EAT Concentration students will explore how developmental changes are enhanced and expressed through the expressive arts and play in particular. The role that engaging in expressive arts and play can have in growing resilience and well-being over the life span will be integrated into the course.

PSY 630/ CMH 630 Biological Bases of Behavior:

For the EAT Concentration students will learn about how expressive arts and play contribute to growing the integrative fibers of the brain, enhancing the well-being of the brain, the mind, and relationships. Students will also learn about the effects of trauma on the brain and neurophysiology, accompanied by an exploration of how expressive arts can be considered a brain-wise practice in psychotherapy.

PSY 770/CMH 720 Assessment and Evaluation:

For the EAT Concentration students will learn about expressive arts therapy assessment practices that can be utilized in treatment for children, adolescents, adults, families, and groups. Examples might include the Kinetic Family Drawing, the Animal Genogram, and the House, Tree, Person.

PSY 730/CMH 730 Research Methods:

For the EAT Concentration students will explore research methodologies that are specific to studying the outcomes of expressive arts, art, and play therapies specifically qualitative research methods and the APA case study methodology that is quantitative. A research proposal for the purposes of studying one of these practices will be developed for the final product.

Expressive Arts Therapy Electives: 800 section

Students may add any of the following electives into their program within the 800 section of courses within the PSY/CMHC Programs.

Dreamwork in Expressive Arts Therapies:

This course will introduce students to the practice of engaging in expressive arts in dream work individually, with families, and in groups. Students will be encouraged to work with their own dreams learning in the course and from their dreams.

Expressive Arts as a Spiritual Path:

Historically expressive arts held a central place in the lives of human beings, for the purposes of facilitating transitions in life, healing wounds, and making meaning out of circumstances that eluded simple understanding. This course will engage students in an exploration of these traditions and how they can be integrated into practices in therapy today.

Craft making /Bookmaking in Expressive Arts Therapy:

This course will engage students in exploring one or two crafts that they find appealing and that can be integrated into expressive arts in therapy process. Their product for the course will involve at least one of the crafts with a link to some aspect of developing self.

Mindfulness Based Counseling Practices:

This course will engage students in an exploration of the practices that involve mindfulness meditation in counseling. Although research around this practice will be discussed, the focus will be on the students' active involvement in either growing or deepening their own practice.

Movement & Dance in Expressive Arts Practices:

This course will engage students in an exploration of movement and dance as an expressive arts practice in therapy. Some of the original practitioners such as Daria Halprin and Mary Starks Whitehouse will be discussed, though the student's primary attention will be focused on them engaging in practices consistent with this expressive art as it is practiced in therapy.

Expressive Arts Therapies as a Brain-Wise Practice:

This course will introduce students to the emerging evidence in neuroscience that expressive arts practices in therapies infuse treatment with potency that talk therapy alone cannot provide.

Sandtray Work in Expressive Arts Practices:

This course will introduce students to the historical underpinnings of using sandtray in treatment (Margaret Lowenfeld and Dora Kalff) along with more recently developed approaches (Sandtray-Worldplay, Humanistic Sandtray, and Mindfulness Based Sandtray therapy). Students will be encouraged to produce a series of sand trays (3 to 6 and working with an experienced sandtray therapist) for completion of this course.

Narrative Therapy Applied through Expressive Arts Practices:

This course will introduce students to the applications of techniques used in narrative therapy that align quite nicely with expressive arts practices. A measure of 'playful approaches for serious problems' will be embedded into this course.

Poetry Based Expressive Arts Practice in Therapy:

This course will introduce students to the engagement of poetry in personal development, healing, and treatment for a wide range of problems in living. Poetry can be viewed as writing that pulls from the heart thus integrating the hemispheres of the brain.

Theatre-work and Expressive Arts Therapies:

This course will engage students in the practice of theatre, enactments, psychodrama and/or other dramatic arts in the practice of expressive arts in therapy. While reading may include that of Jacob Moreno and other founders of this practice, the focus of the course

will be on the students engaging in and producing a product that involves one of these landscapes of expressing theatre within expressive arts therapy. Attention will be paid to how performance and public art involving drama has been used for initiating social consciousness and change throughout history.

Gestalt Therapy Practices:

This course will introduce students to the practice of Gestalt therapy that falls within the landscape of expressive arts and experientially based practices in therapy.

Photography in Expressive Arts Practices:

Photography as an expressive arts practice in therapy will be explored in this course. Students will be encouraged to engage in photography for the purposes of self-development and exploration in this course.

Play Therapy: Non-Directive Practices

This course will introduce students to the fundamentals of non--directive practices in play therapy, drawing principally from the work of Virginia Axline, Clark Moustakis, and Bernie and Louise Guerney. Play, as a practice in therapy, can be understood as falling under the umbrella of expressive arts. Students will be required to produce a video tape of their conducting a child centered play therapy session as a product for this course.

Play Therapy: Theories and Practices

This course will introduce students to the theories and practices that are foundational in understanding and conducting play therapy. These will include client centered theory, analytic theory, cognitive behavioral theory, Adlerian theory, Narrative theory, and Mindfulness-Based Family Play Therapy.

Social Justice Action through the Expressive Arts Therapy:

This course will introduce students to the practice of engaging in expressive arts for the purposes of growing social justice, and peaceful and conscious living in social community. The use of expressive arts for healing the wounds of social and natural trauma will also be introduced. Recent and historical developments, discoveries, and practices embedded in understanding how expressive arts can inform healing the wounds of social and natural trauma will also be introduced.

Transfer Credits in the EAT

Student who wish to transfer credits into the EAT Concentration will petition the EAT Concentration Coordinator. The Coordinator will evaluate whether or not the credits can be transferred in and make a recommendation to the Program Chair. The two required courses for the EAT Concentration may, under exceptional circumstance, be transferred in, again with recommendation by the EAT Concentration Coordinator.

Expressive Arts Therapy Concentration Supervised Internship

Students completing the Concentration in Expressive Arts Therapy are required to meet the same practicum and internship requirements needed for all program students. In addition, students are required to integrate expressive arts practices into a minimum of 200 direct service clinical hours and to accrue either 50 hours of group supervision; 25 hours of individual supervision; or a combination of the two with a Registered Expressive Arts Therapist (REAT) or a Registered Expressive Arts Consultant Educator (REACE), or a supervisor who has been approved by the EAT faculty. Supervision must be concurrent, occurring while the student is actively engaged in supervised EAT infused direct service Clinical Practicum/Internship work. Specifically, students are required to adhere to the following:

Supervised Practicum/Internship for Credit

- Students must complete a minimum of 200 EAT infused direct service hours of clinical work as a component of participation in the Expressive Arts Therapy Concentration. Direct Service Hours are those where the student is working as the primary therapist or co-therapist sharing responsibility equally with another clinician. These hours will be logged in separately than their regular practicum/internship hours and will be submitted to the EAT Concentration Coordinator at the completion of their master's program with their EAT Concentration application materials. EAT students are to request this form from the EAT Faculty.
- The entire 200 hours that are specific to the EAT Concentration are all required to be direct treatment hours, with students applying multimodal/intermodal Expressive Arts practices in their clinical treatment hours. EAT Concentration students are required to accrue either 50 hours of group supervision; 25 hours of individual supervision; or a combination of the two with an REAT, an REACE, or a supervisor with extensive Expressive Arts or Creative Arts experiences who also has been approved by the EAT faculty.. Supervision must be concurrent, occurring while the student is actively engaged in supervised direct service Clinical Internship work. The site providing the practicum/internship experience for the student *may or may not provide* the EAT Concentration supervision. The site is **not required** to provide the EAT supervision, but they may provide someone, should the site have qualified staff available. Weekly supervision from a Goddard EAT Faculty is an option. Students who receive weekly supervision from a Goddard EAT faculty member during a given semester must register for course credit mentored by that faculty member. Depending on their circumstances, students may also seek the required supervision outside of the site and the Goddard faculty.
- If the site has a qualified staff member willing to supervise the student for EAT clinical work, or the student is seeking outside supervision, the individual seeking to supervise the student is required to send a resume to one of the EAT Faculty listed in this handbook addendum. The process for approving the supervisor must be completed before the student begins to accrue hours toward their EAT Concentration. Students completing the EAT Concentration are required to produce an Expressive Arts Therapies Case Study demonstrating examples of their work with

clients that is informed by Multimodal/Intermodal Expressive Arts theory and principles, and reflects their personal growing Philosophy of Expressive Arts Therapy.

From the IEATA's website is a guiding statement for applicants who are seeking REACE and REAT Registration:

'Our field is defining itself through our many voices. The statement of philosophy provides an opportunity for you to crystallize your ideas and describe your practice. Please include thoughts about major influences of the arts in your life, images, and concepts that inform your work and your approach or style of practice.' In addition, 'The case study documents provide an example of your work and underlying philosophy with a particular individual or group within a multimodal expressive arts approach.'

The case study is expected to be 7 - 15 pages in length, written in APA format, and will be reviewed by the EAT Coordinator. The case study should include the following:

1. A commentary on the essential principles and practices that are central in expressive arts therapies;
2. A statement of theoretical orientation in the practice of expressive arts therapies;
3. Personal expressive arts responses (that are to involve multimodal/intermodal practices) to experiences with one or two clients (no clients identified by name);
4. Expressive arts work that respond to the self of the therapist development within the practicum/internships experiences along with narrative that clarifies these areas of personal encounter; and
5. A digital PDF copy of the the Case Study will be submitted at the conclusion of the Practicum/internship.

Examples of EAT Infused Direct Hours

- Sandtray Work with Couples
- Puppetry Sessions with Families
- Dreamwork with Groups
- Family Sculpting
- Genogram Maps with Individuals or Families
- Inner Dialogues and Authentic Movement with Individuals or Groups
- Photography infused work with Adolescents
- Multimodal/Intermodal Work
- Drama Infused Therapy with Adolescents

Final Product

Students who are completing the Concentration in Expressive Arts Therapy are required to submit either a Thesis or Capstone product that meets the requirements of all program students. In addition, the thesis or capstone work must have a substantial component that is relevant to the purposes and goals of the concentration.

The Final Product requirements for the Concentration in Expressive Arts Therapy involves students integrating an EAT focus into their final project. Approval for the topic/project will be made by the EAT Concentration Coordinator.

Expressive Arts Therapy Portfolio

Students who are seeking a Concentration in Expressive Arts Therapy are required to submit an application to the EAT Concentration Coordinator in the semester they are scheduled to graduate. Students are also required to submit a portfolio demonstrating their fulfillment of the EAT Concentration requirements, along with completing a portfolio template identifying competencies by the IEATA as being required for registration as an REAT or REACE.

Letter of Acknowledgement

Students interested in receiving a letter of acknowledgment for their integration of EAT materials into their coursework, but who are not seeking an EAT Concentration, may request this letter the semester that they are to graduate noting what these activities have been. These students are encouraged to prepare the EAT Concentration portfolio and submit to the EAT Concentration Coordinator. However, this is not a requirement.

INTERNSHIPS

Purpose

The practicum and internship are intended to build on the academic studies. The student's choice of placement should be seen in the larger context of the overall learning goals of the program. On the one hand, the practicum and internship site can focus on a population that the student hopes to work with in the future, for example adolescents. On the other hand, the practicum and internship can offer the student a variety of populations, populations that are not the student's ultimate professional goal. Both types of sites are opportunities for learning and growth. In evaluating a site, students should keep in mind that a narrow or a broader focus each has benefits and limitations.

The primary concern of the program faculty regarding the nature of the practicum and internship experience is that it be one of training and learning for the student. This means that the site should afford opportunities for some of the types of experiences listed below, and that attention be given by the site to the learning progress of the student.

Processes

Students beginning their MA level Practicums/Internships must be at least at level G-2. A student must successfully complete the Basic Counseling Skills course during Residency and a Master's level Ethics course prior to beginning the graduate level Practicum. Only practicum/internship hours earned during the graduate portion of the program may be counted toward graduation requirements for the MA degree at Goddard or the licensure requirements of a student's home state.

Practicums and then internships can only begin after the student has successfully completed the first graduate semester of the program. The demands of a first semester graduate student in Goddard's independent study approach are considerable. In rare cases, students with significant prior professional experience can request a waiver to this policy. Such a request, following consultation with the Academic Advisor, should be addressed to the Program Chair and the Internship Coordinator.

One of the benefits of the Goddard Model that directly relates to P&C Internships is the development of a professional network in the student's locale. **Students find their own practicums and internships, with support of the Internship Coordinator and their Advisor.** Sometimes students return to local professionals they may have interviewed about their work, as part of a course, or to professionals they have had other community contact with before.

Program Supervision

Students who are participating in Practicum or Internship during a given semester and during the Between-Semesters time are normally required to attend two virtual or phone supervision groups per month. The Internship Supervisor will provide information about how to sign up and login during the Residency Internship Meeting and when a student begins the Practicum or

Internship. If, because of calendar issues or unforeseen circumstances, there is to be an alteration in the schedule of the supervision meetings, the Coordinator will make an announcement as soon as possible.

The eight group supervision sessions per semester requirement must be met during all semesters a student is involved in practicum and internship work in order for a student to meet the Professional Competency required for graduation.

Students who do not meet the two group sessions requirement in a given month will be considered out of compliance with the requirement. Each state wants to know that the school, as well as the site supervisor, has overseen your internship. This will enable the Internship Coordinator to sign your licensure documents.

A student may make up one missed meeting during a semester. If a student cannot attend a meeting, they must cancel 24 hours in advance so that another student may take their place if needed. Also, if there is more than one unexcused absence in a semester the Internship Coordinator and the Chair will decide on the necessary remediation. A student may make up missed sessions during the same calendar month. Students **may not** make up multiple sessions missed in a given month during the subsequent months of the semester.

Students whose state requirements include more than two supervision groups per month as part of the academic program may sign up for additional groups after meeting the departmental two group requirement if space is available.

If a student must receive Individual Supervision as part of the academic program in order to meet their state's requirements or other external requirements (e.g., EAT, etc.), the student must do this work as part of a course for credit.

Program Internship requirements may not be met wholly or in part by transfer credits.

The total number of group sessions attended in the semester and the number of required sessions for that semester will be documented in the Correspondence section of SIS in the student's official record.

Non-degree seeking students enrolled in Internship for Credit courses are required to participate in the Internship Supervision Group.

All Internship or Practicum documents must be submitted to the Internship Coordinator for review before a student begins any work at the Internship or Practicum site. A student may not begin counting clinical hours accrued until all of the paperwork has been submitted and approved by the Internship Coordinator. Students should allow up to two weeks for a review of their initial documents. Any required revisions to the documents must be made, submitted to the Internship Coordinator and approved before the student begins any work at the Practicum or Internship site.

Practices to Make Your Internship More Successful

- Prepare a professional resume and cover letter that may be mailed, emailed, or uploaded to a prospective site.

- Technology skills sufficient to locate download forms and documents from the Psychology and Counseling website; fill in forms and obtain signatures; scan documents and create PDF's, attach and email PDF's.
- Use a spreadsheet to self-schedule supervision group sessions. Use a personal calendar and attend individual supervision sessions at your site and departmental supervision groups in compliance with the departmental requirement.
- Maintain a detailed log of clinical work with clients.
- Read and understand your own state's rules and requirements for the license you will be seeking, and check for changes and updates on the official state licensure site every two months while participating in clinical internship work.
- Check your Goddard email daily (Monday-Friday) for information and updates.
- Communicate with the Internship Coordinator immediately if there is a problem or urgent concern at the internship site.

P&C MA Practicum Process Chart

Steps	Non-Credit	For-Credit
Students create a timeline for the practicum based on which semester(s) the experience may take place. This should be reviewed and approved by the Advisor.	Students whose state requires a practicum, but not for credit should follow the rest of these processes to their state's satisfaction and follow the policies in the Program Addendum. Students who are not seeking licensure should follow the policies in the MA Addendum.	Students whose state requires a practicum for credit should plan enough time in their program to complete the internship hours required by their states after the practicum is concluded. Students should follow the rest of these processes to their state's satisfaction.
Set Goals for your experience. Discuss with your Advisor what the practicum experience should do for you and your learning. If your state requires a practicum as preparation for licensing, obtain the relevant regulations for such a practicum, and share them with your Advisor and course mentor.	Define learning outcomes that reflect achievement of your learning goals.	Discuss with the faculty member you wish to mentor your practicum course the learning goals, activities, other learning resources, and the learning outcome measures to be included in the course contract.
Identify the kinds of settings that would support your learning goals, by speaking	Non-credit practicums may be identified with the Advisor	For-credit practicums should be planned with the Course

Steps	Non-Credit	For-Credit
with your Advisor and Internship Coordinator.	and Coordinator.	Mentor too.
Survey your locale to generate a list of the agencies and organizations that might accommodate your practicum needs.	Same for credit and non-credit. Reaching out to peers who are in a practicum or internship in your state can help.	Same for credit and non-credit. Ask your Advisor and the Chair to help any Program Alumni in your state who might help.
In the semester preceding your practicum, contact all of the organizations on your list to learn which would accept a practicum student in the coming term. Identify the site's requirements for practicum participation. Identify the person who would appropriately serve as the site supervisor and request a copy of their resume.	Same for credit and non-credit. Students must meet both state Requirements and Program Requirements in their Academic and Clinical Work. Many state requirements are very similar to our own, but not all. Students provide sites with the information the site requests. The Internship Coordinator talks to prospective site supervisors if they request clarification or more information. There are no department prepared materials. Students receive suggestions and examples about how to begin the process at the Practicum and Internship Meeting at Residency.	
In the preceding term, request the practicum course and mentor who has agreed to work with you. Follow normal processes for creating a course contract.	N.A.	Respond early to the announcement for course requests in the coming term to improve your chances of getting the mentor you want for your practicum course.
More than two weeks before you would like to contact the site and supervisor to complete the agreement, send the proposed supervisor's resume to the Internship Coordinator for review.	Same for credit and non-credit.	Same for credit and non-credit.
Upon approval of a suitable site and supervisor by the Coordinator, execute the Practicum Agreement. Allow time for review and approval of successfully completed	Same for credit and non-credit. All forms are available online and are completed and sent electronically to the Coordinator for review. Sometimes revisions and corrections are required. You may not begin participation at the site until all forms are	

Steps	Non-Credit	For-Credit
forms.	approved by the Coordinator.	
Upon approval of the agreement, you may begin the practicum.	A log of your hours should be created and maintained by the site.	A log of your hours should be created and maintained by the site.
In each full month of practicum participation you should participate in the departmental practicum and internship group supervision meetings. The schedule for these will be shared with you when your agreement is approved.	Same for credit and non-credit. Students are allowed one unexcused absence per semester making it up in the next semester or sooner. Students are asked to cancel with at least 24 hours advanced notice so that another student who needs to participate can take their place. All of this is documented in the Addendum.	
Once your hours goals are met, both direct and indirect hours required are completed (if that distinction is relevant to your experience), your site supervisor may complete the Supervisor's Evaluation, including the totals for direct, indirect, and supervision hours.	Same for credit and non-credit.	Same for credit and non-credit.

The internships for the Psychology and the CMHC degree tracks have different specific requirements described below.

CMHC Internships

The professional practice experience in clinical mental health counseling is comprised of a 100 hour Practicum, of which 40 hours must be direct service and a 600 hour Internship of which 240 hours must be direct service. All students enrolled in the Clinical Mental Health Counseling Track must meet this requirement.

Practicums/Internships can be designed as credit earning or non-credit earning. In either case, the hour requirements are similar as is the requirement for twice per month participation in internship supervision groups. Usually, but not necessarily, the choice to get credit for an internship has to do with the student's particular state of residence and the state's licensure requirements, and/or the requirements of an academic concentration. If students are uncertain about which to choose they should talk to their Academic Advisor and/or the Internship Coordinator.

Students are responsible for knowing all their state's requirements for licensure and the requirements for other certification agencies (e.g., NBCC) that are of interest to them. Sometimes states change their requirements and it is the student's responsibility to stay abreast of these changes. This sometimes can be done through the individual state's Mental Health Counselor's Association. Students should be sensitive to the requirements and limits the state places on the number of internship hours that can or must be accrued pre- and post-graduation. Some states require that internships be done for credit, some do not. The student must be aware of these regulations. Reviewing the state's official webpage every 1-2 months regarding licensing requirements and rule changes is a recommended practice.

Practicums/Internships *are not tied* to the program's academic calendar and can be planned to take place during and/or between semesters. However, Internships cannot be undertaken while a student is on a leave of absence or during a residency.

The Internship Coordinator must approve all practicums/internships before the student begins. This approval occurs when the Internship Coordinator receives, reads and approves the Practicum/Internship Agreement and informs the student and site supervisor. Please allow up to two weeks for the review of these documents. Understand also that revisions may be necessary. All required contracts and agreements may be downloaded from the Psychology and Counseling Student Resources page (<https://sites.google.com/a/goddard.edu/psychology-counseling/student-resources>).

All internship hours, requirements, and evaluations must be completed and submitted to the Internship Coordinator four weeks prior to the student's Commencement Residency. If revisions are required, the completed documents must be submitted by two weeks before the graduation date. Students who are unable to meet the four weeks prior to Commencement deadline may request a two week extension by contacting the Internship Coordinator prior to the deadline.

Distinction between the Activities of the Practicum and the Internship

The Practicum requirement applies to both the CMHC and Psychology degree tracks. However, a Psychology student can choose to do a practicum as well as an internship. The Practicum is the first 100 hours of the student's internship including at least 40 hours of Direct Service work. In the practicum there is a specific focus on the student acclimating to the site environment, and understanding the policies and procedures of the setting. This usually includes an introduction to staff, record keeping, and assessment tools. Supervision may be more intensive during this time; shadowing and sitting-in on counseling sessions conducted by staff often occurs.

The Practicum student and their site supervisor decide what is appropriate based on the client population, types of services, the student's interests, and experience. The 40 hours of direct service requirement can be met with the student co-leading groups or taking the lead in work with individual clients. The site supervisor and the student decide this together, in consultation with the Internship Coordinator if needed.

The Practicum student is expected to participate regularly in the academic program's supervision groups along with students further along in the internship process. The site

supervisor and Internship Coordinator consult on the student's progress midway through the practicum by email, unless special circumstances require telephone contact.

The practicum process begins with the student contacting the Internship Coordinator to discuss the proposed site and the Site Supervisor's credentials. Once it has been determined that the site and supervisor are appropriate, the site supervisor and appropriate administrators complete the Affiliation Agreement, the Practicum Agreement, the Supervisor Information form, and attach a copy of the supervisor's resume and submit them to the Internship Coordinator for review. At the completion of the Practicum, the student and site supervisor complete a joint Practicum Evaluation. The student also completes a Self-Evaluation. The student sends the supervisor's evaluation, the self-evaluation, and the student's log of hours on the programs official form signed on the last page by the student and the supervisor including the total number of Direct, Indirect, and Supervision hours to the Internship Coordinator. If there are areas of concern, the Internship Coordinator discusses these with both the site supervisor and the student. Where problems have arisen, for example, a student frequently inserting their biases into counseling sessions, the student and the Internship Coordinator make a detailed plan for amelioration and improvement. The plan is shared with either the new or the ongoing site supervisor.

Sample Practicum Agreement and Evaluation forms can be found on the PSY program website (<https://sites.google.com/a/goddard.edu/psychology-counseling/student-resources/internship>).

Psychology Internships

A successfully completed internship of a minimum of 200 clinical direct service hours is a graduation requirement for all students enrolled in the MA in Psychology degree as well as for the Sexual Orientation Concentration. The internship is required, even if the student does not anticipate pursuing licensure. (Note: For students who decide not to focus on counseling, the 200 hours of internship can be in their focus area. For instance: Students deciding to focus on community mental health can do an education project in that area. Students deciding on a research focus have found internships in that area). Internships can be designed as non-credit earning or credit earning (up to 12 semester credit hours; refer to the Supervised Practicum or Internship Elective in the Course Descriptions section of this addendum). Usually, but not necessarily, the choice to get credit for an internship has to do with the student's particular state of residence and the state's licensure requirements. Internships are not tied to the program's academic calendar and can be planned to take place during and/or between semesters. Students participating in Psychology Internships are required to attend the twice monthly Departmental Supervision groups the same as CMHC students. Psychology Internship students complete the required Practicum documents the same as CMHC students and submit the Practicum Evaluation, the Practicum Self Evaluation and the Practicum log after the first 100 hours of clinical internship work of which at least 40 hours are direct service. The Internship Coordinator must approve all internships. Students on Leave Of Absence cannot engage in Clinical Internship work.

The internship experience is meant to build on the academic experience, whether the internship is for credit or not. Hence, the student's experience should be seen in the larger context of the overall learning goals of the program. Learning from all courses, especially issues of ethics,

cultural competency, and best standards and practices should be brought to bear in each experiential setting. In evaluating an internship experience, students and others should keep these over-arching learning contexts and goals in mind.

Common Elements of Practicum and Internships in Psychology and CHMC Degree Tracks

All practicum and internships should include:

1. The application of theory to practice: opportunity for the development of counseling skills in an applied setting.
2. To increase the understanding of the relationship between counseling and other services available in the field (e.g., social work, psychiatry, case management, job training, psychologists, physical therapy, etc. For this reason, an internship in a private practice is strongly discouraged. However, should a student want to do an internship in a private practice, the faculty will decide the suitability of the choice on individual basis.
3. To provide opportunities for developing knowledge of and experience with, a variety of counseling techniques including listening skills, responding skills, intake interviewing, processes of assessment, and appraisal and treatment planning and plans.

Range of Internship Activities

- Shadowing, sitting-in on or co-leading group or individual counseling sessions
- Intake interviewing
- Crisis Intervention, crisis counseling
- Home visiting
- Individual and/or group counseling sessions
- Staff meetings
- Case conferences
- Attending workshops, in-service training or conferences
- Expressive therapies
- Case management
- Inter-agency networking
- Other activities as required by the site or as developed by the student. Some students have started new services at their internship site, under supervision, based on their prior expertise or under the guidance of their site supervisor.

Students can use the internship experience to demonstrate fulfillment of Program Competencies in the following ways:

- Using their experiences a source material in an Internship Course for Credit
- A reflective journal

- Integrative papers/case presentations
- How the internship experience relates to competency demonstration should be discussed and planned for with the Academic Advisor.

Malpractice Insurance

All students doing an internship need to have individual student malpractice insurance, regardless of whether or not the site has its own malpractice insurance. This usually costs a modest amount, especially through one of the professional associations that offer student malpractice insurance, such as the American Counseling Association or the American Mental Health Counselors Association. Students who need help researching malpractice insurance sources should contact the Internship Coordinator.

Criminal Statement

The College's liability insurance requires students entering a practicum or internship to disclose to the Internship Coordinator any convictions for misdemeanors or felonies, as well as any malpractice lawsuits brought against them, regardless of the outcome of the suit. Conviction of a misdemeanor or felony does not necessarily mean that one cannot take part in a practicum or internship. However, non-disclosure may mean an immediate dismissal from the program. The Internship Coordinator will explain the process in the internship meeting or in a private meeting made at the request of the student.

How to Find a Practicum/Internship

Goddard students, because they are adults who have had integrated complex lives before returning to school, offer a valuable service to any site which accepts them as an intern. This is important to remember as you begin the sometimes anxiety-producing task of locating an internship. The following is a list of activities that will help you in this task. They are listed in no particular order because different activities work for different students depending on your goals and your geographic locations. However, number one and two below are mandatory for all students. Some students locate an internship quickly, some take longer.

1. All students looking for an internship must attend the 90 minute Internship Orientation meeting with the Internship Coordinator and returning interns that occurs during each residency.
2. Purchase and read *The Internship, Practicum, and Field Placement Handbook* by Brian N. Baird. Published by Rutledge 2015. The library may also be able to loan copies to students upon request.
3. Write up a modern resume geared to what you are looking for. For help with resumes see Baird, talk to other students, or discuss with your Academic Advisor.
4. Write a real letter (i.e., one you mail) to your local Community Mental Health Center presenting yourself and inquire about internships. Some students also include a copy of a Goddard College brochure, or a copy of the guidelines below about site supervisors.

You will also find a sample letter from the Internship Coordinator at the end of the practicum/internship section of this addendum. Follow up with a telephone call a week later. Don't be afraid to tell the prospective site about the training you have been receiving in your academic program, i.e. related to the Expressive Arts Therapy and Sexual Orientation Concentration, Residency Workshops, or continuing education programs separate from your coursework.

5. Write a real (i.e. one you mail) letter to your local battered women's shelter or other social service agency, presenting yourself and inquire about internships. Follow up with a telephone call about a week later.
6. Tell everyone you know that you are looking for an internship and what type you are seeking. Ask them if they know anyone, you can talk to. Ask them if you can use their name when you telephone this person. You will be surprised how many people know someone who may be able to help you.
7. Write a real (i.e. one you mail) letter to your public school, private school or other agency that works with youth, presenting yourself and inquire about internships. Some students also include a copy of a Goddard College brochure, or a copy of the guidelines below about site supervisors. You will also find a sample letter from the Internship Coordinator and the end of the practicum/internship section of this addendum. Follow up with a telephone call about a week later
8. If you are anxious or stymied, call or email the Internship Coordinator and request some time to talk. You can do this at a residency as well.

In the past students have done Practicum/Internships at:

- Community Mental Health Centers
- Public Schools
- Private Schools
- Inpatient Psychiatric facilities
- Outpatient psychiatric facilities for those with severe and persistent major mental illness
- Inpatient drug and alcohol dependence facilities
- Outpatient drug and alcohol dependence agencies
- Youth service agencies
- Intensive Outpatient programs
- Crisis services
- Traumatic Brain Injury clinic
- Hospice
- Home health agencies
- Battered women's shelters
- Battered women's services agencies
- Foster care services
- Geriatric services
- Nursing homes
- Prisons
- Half-way houses
- Group homes
- Corrections
- Some students have completed internships at more than one site.

Expectations of the Site Supervisor

- Site supervisors, in conjunction with the student, will create and maintain an accurate log of the student's activities, including site supervision (individual and group), per requirements of the program.
- Site supervisors must hold an earned master's degree or above in counseling, social work, psychiatry, or psychology. Other degrees (for example, M.Div.) will be considered on case-by-case basis depending on the amount of academic courses in counseling that were a part of the degree.
- Site supervisors must have at least two years supervisory experience. In situations where the site supervisor meets the Goddard College criteria but does not meet the particular state's criteria (for example, the state may want a particular license), the student may locate an outside supervisor as well who meets these criteria. In that case, the student has two supervisors and completes one agreement and one final evaluation with each supervisor.
- Site supervisors for all clinical student interns must meet the state's requirements such as supervisors' education, licensure, and other credentials.
- During the Practicum, the site Supervisor must read, answer and return the brief email evaluation form which the Internship Coordinator sends out during the practicum.
- A site supervisor may not be a student's current or former therapist, friend, or colleague.
- Meet with student on a regularly scheduled basis, one hour per ten hours of direct service work with clients and 30 minutes per week if working 20 hours or less per week at the site or one hour per week if working 20-35 hours per week. Students are not expected to work more than 35 hours per week at their Practicum/Internship site.. Supervision can include in-house video or audio tapes of sessions or the use of one-way mirrors.
- Provide the student with activities and opportunities relevant and appropriate to the student's goals and skills.
- Provide the training and supervision needed for the student to follow the policies and procedures of the site and adequate facilities for the student to carry out responsibilities.
- Assist the student in periodic self-evaluation.
- Discuss student's performance in response to the Internship Coordinator's email request.
- Contact the Internship Coordinator if any difficulties arise during the internship.
- Complete an initial Internship Evaluation with the student and at the end of the internship completed a written evaluation of the student's performance based on face-to-face discussion with the student's strengths and needs for improvement. Both the student and the site supervisor should sign the evaluation. If a student disagrees with any part of the evaluation, the student should write an accompanying statement. Sign the student's detailed internship log.

Expectations of Goddard Internship Coordinator

- Communicate clearly to the student and the site supervisor the expectations of the college regarding internships.
- Review and approve all Internship Agreements, with input from the program faculty. Review and approve all final evaluations of student internships. Allow up to two weeks for the review of these documents. Final evaluations for work completed during the semester will be reviewed during the Between Semesters time.
- Orient the site supervisor to the Goddard College MA in Counseling Program.
- Facilitate one internship orientation session at each residency.
- Initiate two emails, contacts with the internship site supervisor, in which the student's progress will be discussed. Provide facilitation should problems arise for the intern on site.
- Be available throughout the year by telephone or email for discussing problems with the internship if these arise.
- Be available at residency and throughout the year to answer the student's or the site supervisor's questions as these arise.
- Assess the student's need for guidance, through the group supervision, and be available for more intensive help if that is needed. When groups are run by other faculty, they will make such assessments and offer guidance.
- During the Practicum period, send out an email request for feedback to the to the site supervisor and be sure it is returned.
- Run internship supervision groups in a video conference platform (i.e., Zoom) and organize other faculty who conduct groups as needed. Inform, in writing, the student's Academic Advisor of the student's on-going progress, as needed.
- In collaboration with the academic advisor and mentor for credit if applicable, advise student regarding the internship experience.

Expectations of the Mentor for Internship-for-Credit Course

- A student's Internship-for-Credit Course Mentor will review the student's plan for an internship at the residency. The Academic course will be designed around the student's needs and the population served at the site.
- The Internship-for-Credit Course Mentor will discuss any problems in the conception of the internship that relate to the academic component of the course with the student and with the Internship Coordinator. It is then the student's responsibility to address these problems and discuss them further with the Internship Coordinator.

Expectations of the Student Intern

1. Locate an appropriate site and supervisor, inform the Internship Coordinator of this, and prepare the requested documents. All Practicum and Internship documents are available on the program website.
2. Ensure that the site supervisor's credentials are appropriate for the program internship requirements and the licensing requirements of the intern's state (individual states may have different and specific requirements about a supervisor's qualifications).
3. Sometimes the site a student prefers to work at cannot provide appropriate onsite supervision, so the student may hire an appropriate supervisor, with the agreement of the Program and the Site.
4. Document all supervisors' qualifications and submit required documents and forms.
5. Submit appropriately completed Practicum/Internship Agreement forms.
6. Students participating in Practicum or Internship must document their clinical work in an Internship Log. Documentation must include the dates on which they participated in direct or indirect clinical work and the number of hours of indirect and direct client work on each date. Students will also record the dates and length of supervision sessions with their on-site supervisors in the Internship Log. The required [log form](#) is available for download on the [Psychology and Counseling](#) webpage.
7. All logs are to be created and maintained by the Site Supervisor in conjunction with the student. Logs are to be shared with the Internship Coordinator whenever requested and when completed and signed by the Site Supervisor and the student.
8. In the event of a conflict about hours logged, the Coordinator will gather information from the site supervisor or other appropriate site personnel, and in consultation with the student's Advisor determine the best course of action.
9. Gain as varied an experience as possible during the internship. This means that if a student is already very familiar with one area, we strongly encourage spending part of the internship in another part of the field.
10. Act and dress professionally on site. Obey all legal and ethical requirements of the counseling profession, the agency, and state within which you are interning. If in doubt about any activity consult the site supervisor, the Internship Coordinator, and/or your Academic Advisor
11. Contact the Internship Coordinator promptly if problems arise on site that you cannot resolve yourself. Request feedback or assistance from the Internship Coordinator as needed.
12. When the Practicum is completed, student and site supervisor complete the Practicum Evaluation and the student creates a PDF for each document. The file name should accurately reflect the contents of the document, i.e. "Practicum Evaluation", and emails it to the Internship Coordinator.

13. The student also completes the Practicum Self-Evaluation and an evaluation of the internship supervisor and submits these forms as well. If any problems have arisen during the Practicum, the Internship Coordinator and the student make a plan to address these going forward. Always keep a copy of any/all forms.
14. At the end of the Internship the student and site supervisor complete the Internship Evaluation form and the student completes the Internship Self Evaluation. It is the student's responsibility to see that all these forms are submitted to the Internship Coordinator. Always keep copies of any forms and follow up with the Internship Coordinator as needed.
15. It is the student's responsibility to have a copy of their own state's licensing requirements and to meet these. Know the state's regulations and requirements, as these may differ from those of the College. Students can and should ask for help with this from their Academic Advisor and/or the Internship Coordinator.
16. **Required:** Ensure that you are appropriately insured for malpractice either through the internship site or through privately obtained student malpractice insurance.
17. If a student's state Supervision Requirement exceeds the program's departmental requirement of two hours of group supervision per month, the student will need to enroll in a Practicum or Internship course for credit. The student will work with a faculty member to develop a course contract including individual supervision that will help the student meet their State requirement.

Direct and Indirect Hours

Direct hours are those spent working with a client or clients, alone or with another therapist/supervisor. Oversight of and the counting of these hours and activities are the responsibility of the site supervisor.

Indirect hours are everything else that is done in and for the agency where there is oversight by either the site supervisor or another administrator (e.g., observing an intake conducted by an intake counselor or doing stats on group attendance rosters for the admin). Group supervision time is counted as indirect hours, separately from individual supervision hours. Individual supervision is conducted per the addendum, the site supervisor, the agency, and the state requirements, and are counted for supervision/direct hours ratio requirements.

Hours of practicum/internship are counted by rounding to whole numbers.

Requirement for Interns who are NOT doing a for credit Internship

Students must attend internship group meetings twice a month via video conferencing or other modes of communication as agreed upon with the Internship Coordinator.

Work Site as Internship Site

Students already employed in a counseling setting and wishing to do an internship in the same setting, must fulfill the following criteria:

- Students must do clinical work different from their usual work in that setting.
- The internship experience and internship supervision must be separate and distinct from business-as-usual at the job.
- Students must be treated as learners for the internship portion of the clinical work.
- Someone other than their usual job performance supervisor(s) must supervise students.

If Problems Occur During the Internship

Let the Internship Coordinator know when you actually begin work at your internship site. If any problems arise at the site for which you feel you need feedback or advice, let the Internship Director know immediately by email, or telephone.

The internship is a learning experience for you. Be sure you are treated as a student when you are in your internship. Sometimes sites have overloaded students with clients or under-supplied supervision hours. Be sure to speak up if this happens to you. If you are having trouble speaking up, discuss the problem with the Internship Coordinator.

Completing the Internship

At the end of the internship, the student and the site supervisor each assess the internship experience and each completes an Internship Evaluation Form.

All Internship Evaluation Forms are available on the Psychology and Counseling Program webpage through shared Google Drive folders available to all students.

Student Internship Self-Evaluation

Immediately following the conclusion of the internship, the student writes and submits a Student Internship Evaluation Form. As with the study planning/semester evaluation process, students should refer back to their Internship Agreement and their initial goals for the internship experience, as well as their overarching professional goals. With this context in mind, students evaluate the internship for how well they met those goals, as well as what they learned about their clients, their work as a psychotherapist, and the field of psychology. Included in the evaluation is a narrative description of the internship and the student's responsibilities.

The Student Internship Evaluation, signed and dated by the student, is due to the Internship Coordinator, with copies to the Internship Site Supervisor and Academic Advisor, no later than two weeks following the conclusion of the internship.

Site Supervisor Internship Evaluation

At the conclusion of the internship, the Site Supervisor also writes an evaluation. This process is initiated by the student arranging a face-to-face meeting with the supervisor to discuss the student's internship work and complete the form. Students should leave their internship site

with a copy of the supervisor's completed Internship Supervisor Evaluation form properly submitted and a copy for their records.

The Site Supervisor's evaluation should reference the total number of hours of direct and indirect services, as well as supervision total hours from the logs the Site Supervisor keeps and submits. The Site Supervisor Evaluation and the signed logs become part of the official academic record and are sent with the transcript when verifications are requested.

The evaluation is a dialogic process. A thorough review of the student's performance, as reflected in the supervisor's evaluation, is an important learning process. The Site Supervisor's Evaluation is due to the Internship Coordinator one week after the conclusion of the internship. It is the student's responsibility to see that this occurs. The student forwards the evaluation signed by the supervisor and the student, dated original is forwarded to the Internship Coordinator. Make sure you keep a copy for your own records. The Internship Coordinator will review and sign the evaluation.

Appealing an Internship Evaluation

Internships that are determined by the site supervisor not to be unsuccessful must be redone in its entirety to fulfill the internship requirement. If the student receives credit for the internship and does not agree with the site supervisor's evaluation, the student, in consultation with the Internship Coordinator, can write a rebuttal to any criticisms in the evaluation. The student's rebuttal is included in their transcript. Students may appeal a decision regarding their internship by following the Appeals Process as outlined in the Graduate Student Handbook.

Unsuccessful Internships and Possible Academic Withdrawal

Internships provide an opportunity for learning and service in a clinical setting. Thus, there exists the possibility of learning a great deal and helping others, but there also exists the possibility that a student can do harm. In the event that a student's behavior in their internship is so egregious that the internship is prematurely terminated by the site, then the program faculty will review the situation and decide whether the possibility exists for the student to learn from the experience and continue in the program (under specific written and mutually agreed upon guidelines written by the Program Chair, the Academic Advisor and the student) or if withdrawal from the program is appropriate. In such instances, the student and the site supervisor will be asked to write independent summaries of the events leading to the internship termination and the faculty will make the determination concerning the student's status in the Goddard program. Students wishing to appeal a decision regarding their internship can do so by following the Appeals Process as outlined in the Graduate Student Handbook.

Culminating Products

Final Products and the Capstone Process

We want students to experience a deep exploration within their field, one driven by their passions, that requires them to reflect on the process of their learning and growth over the

course of their entire program. In addition to successfully completing the required course work and an internship, all students complete a culminating project. Students have two options:

- **Thesis:** a culmination of a student's studies that documents both their ability to do work within the field and communicate it in an appropriate format and style. Students are assigned a First Reader and Second Reader to work with them on designing and undertaking a thesis. The thesis is twelve credits.
- **Capstone Process:** taking place in a student's final semester, students work with their Academic Advisor on two designated courses that embed the three Personal and Professional Development competencies.

Capstone Process

The Capstone Process is the alternative to the Final Product. Through the Capstone process, students will acquire a deep and well-explored understanding of their own growth across the journey of their program. The student in consultation with their Academic Advisor will decide the appropriateness of this option for themselves.

Students who elect not to complete a thesis are required to participate in a capstone process that emphasizes reflection on their learning and growth experiences throughout their participation in the program. Capstone students will complete 6 credits of course work (two courses) rather than 12 thesis credits.

The specific requirements for the capstone process are:

- Two elective Capstone courses (three credits each) will be completed with the students' Academic Advisor during their final semester. The created courses will specifically emphasize reflection on the process of the students' graduate work, in addition to the usual course. For example, the title of one course might be "Psychological Perspectives on Human Sexuality" and the work products will reflect that discipline, but an additional work product will focus on either Personal Development or Professional Development as reflected in the competencies.
- One Capstone course will document the students' sense of their personal development (the self-growth and self-awareness competencies) while a student in the program. The second course will document the students' sense of their professional development (the professional development competency). The Capstone projects are intended to span the trajectory of a students' progress in these areas across all semesters. The content should reflect upon the changes that have occurred in these areas since entering the program until, and including, the final semester.
- Development of a portfolio demonstrating the students' work that satisfies the required program Competencies (see [Competencies Section](#)). The portfolio will be reviewed by the Advisor as each competency is satisfied and at the end of each semester, as needed. While the work added to the portfolio may come from courses completed, it is a separate product demonstrating the progress of development of the student. The review by the

Advisor each term ensures a close understanding of the students evolving strengths and challenges.

- Successful completion of a Graduating Student Presentation at the student's graduation residency that focuses on their learning and growth experiences in the program. *The Graduating Student Presentation cannot be used to meet the required Oral Presentation Communication Skills competency.*

Final Products

There are 12 academic credits devoted to the final product option, the equivalent of one semester. Students choosing a final product have the option of completing it over the course of more than one semester (devoting the equivalent of one or more courses to it each semester) or, for full-time students, in the span of a single semester (no other course work is planned for the semester). Both approaches are standard within the program. Students discuss with their Academic Advisors which approach will best serve their educational and professional goals. The decision is documented in the Study Plan as a Whole and individual semesters are planned accordingly.

Students may plan to begin their Final Product in a full semester and complete the second half as Between Semester Study (obtaining the necessary approvals; refer to the section on Between Semester Study), if the Between Semester Study period is long enough to accommodate two courses (a minimum of six weeks). Students using this option understand that if the Final Product is not completed during the break, then they must enroll for the full semester following the break. Final Product courses (3 credits each) may be repeated, if failed, but under no circumstances may more than 12 credits be earned for the Final Product.

Final Product First Reader

Students, in consultation with their Academic Advisors, will select a program faculty member (this can include the student's Academic Advisor or an adjunct faculty member) to ask to serve as their First Reader. Assignments are not automatic. Discuss both a first and second choice with the Academic Advisor, since the first choice may feel they do not have sufficient expertise in the study area and/or not have space in their existing student commitments to take on the thesis work.

First Readers are expected to have substantial expertise in areas of the field relevant to the focus of the Final Product. In rare cases, if there is not a sufficient match for First Reader, the Program Chair may choose to hire a professional of appropriate experience and education from outside the faculty to serve as First Reader.

First Readers work with the student on a regular basis to plan the Final Product. It is the First Reader to whom the student should initially turn with questions and concerns. However, the goals, methods, and planning of the project shall be completed by the student in consultation with First and the Second Readers. The First Reader serves the student in much the same way a Course Mentor does and enters the Final Product Evaluation into the SIS.

Final Product Second Reader

Students, in consultation with their Academic Advisors, will select a program faculty member (this can include the student's Academic Advisor or an adjunct faculty member) to ask to serve as their Second Reader. Assignments are not automatic. Discuss both a first and second choice with the Academic Advisor, since the first choice may not be available.

Second Readers are expected to have expertise in areas of the field relevant to the focus of the final product. In rare cases, if there is not a sufficient match for Second Reader, the Program Chair may choose to hire a professional of appropriate experience and education from outside the faculty to serve as Second Reader.

The work of the Second Reader is similar to that of the First Reader. The student is expected to communicate with both Readers and send all work to both, unless other arrangements have been made by the three persons. The Second Reader and the First Reader will work closely together throughout the semester to resolve any differences of opinion about the student's work and progress, and to communicate their shared understanding to the student.

At the end of the semester, the Second Reader writes a Second Reader's Report. This is a descriptive evaluation of the portfolio that supplements the advisor's Faculty Transcript Statement. The Second Readers Report is located on the Student Information System (SIS). The Second Reader's Report is part of the required final paperwork. The Second Reader also signs and dates the title/signature page of the final product.

Final Product Proposals

Proposals for final products other than Capstones should be submitted to the first and second readers during the semester before the work on the product is to begin. In that preceding term, the student should approach prospective first and second readers to establish their willingness to serve and to begin creating goals for the project. Students should submit to the first and second readers who have agreed to serve a Final Product Proposal as described below.

All Final Product Proposals must include a detailed description of the question or central issue that will focus the project and the methods the student proposes to use to complete the project. Proposals must include consideration of ethical issues for the student and any participants to be involved. **No contact with potential participants is possible until both the First and Second Reader has given their approval of the methods and ethical considerations, and the proposal has been approved by the Institutional Review Board (IRB), as needed.**

Students have several options for types of Final Products they can undertake. Each option contains required elements that should be addressed in the Thesis Proposal. Students should consult with their First Readers and Second Readers in preparing their Final Product Proposals.

All Proposals must include the following elements:

1. A detailed description of the question or central issue that will focus the project.
2. A detailed description of the methods the student proposes to use to complete the project.

3. Consideration of ethical issues for the student and any participants to be involved.
4. An outline indicating the structure of the written product.
5. A timeline or calendar indicating dates by when major steps will be taken towards completing the project. This calendar should be part of the contract entered into SIS.

Final Product Proposals are due, for review by the program faculty, at the residency for the semester in which a student will begin working on the thesis.

Final Product Options

While Final Products may take several forms, they will be referred to as “Theses” in the following policies.

Students in the Psychology and the Clinical Mental Health Counseling degrees have five options to choose from in completing their thesis requirement. The options are as follows:

1. Research Project (qualitative, quantitative, or mixed methods)
2. Community Action Project
3. Creative Thesis Project
4. Integrative Study Project
5. Clinical Case Study

All students must have their Final Product Proposals approved before any work can begin on their thesis. The requirements for the various Final Products are described below.

Regardless of the type of Final Product selected, the project should be one of personal and professional interest to the student. This is critically important for two reasons. A high level of interest in the topic will serve the student when the work of the project gets tough. All Final Products get difficult at some point; it's the nature of doing something new and creative, which challenges one's learning, experience, and skills. But that is one of the most important reasons a Final Product is required, to allow students to demonstrate the best of their learning and their professional skills. The second reason for a deep personal and professional investment is to increase the likelihood that the student will work to further knowledge in the field. A great deal is expected of our students, to practice critical thinking skills, to learn and use a variety of research skills, to push the limits of current knowledge, and to question the status quo, all in an effort to better the world. The Final Product is not just a product, but also a process of bringing all of these activities together into a culminating project of which the student will long be proud.

Manuscript Format Option

Students completing a Final Product may choose to fashion the academic writing (as opposed to the creative writing piece, for example) required in the form of a manuscript for a professional, peer-reviewed journal article. While there is no requirement that the manuscript be submitted for publication or eventually published, the exercise of writing in that style, for an editorial

audience, can be a wonderful experience. Students wishing to use the manuscript format for their Final Product write-up should discuss this option with their first and second readers early in the proposal process. The first and second readers must agree to the manuscript format.

All Final Products are expected to be written using the current standards of the APA Publication Manual. The Manuscript Option may be combined with other Final Product Options.

Research Project Option

The Research Project begins with a focused question. The nature of the question determines the methodology to be used to explore the issues relevant to the question. Students choosing to complete a Research Project work with their First and Second Readers to define a question for inquiry that is focused enough to be realistic for the time and resources available to the student, and one that is meaningful to the student and the field. Next, a literature review is begun and at the same time the student and advisors begin negotiating the appropriate methodology. Once the method is selected, ethical considerations are made in preparation for the work to begin.

The Research Project will contain:

- Introduction
- Literature review
- Methodology (described in detail)
- Results
- Discussion of the results
- Reference list (appropriately cited)
- Appendices (as needed)

The Research Project provides students an opportunity to experience the process of social science inquiry, regardless of the methods used, and to demonstrate their skills relevant to this tradition.

Community Action Project Option

The Community Action Project (CAP) allows the student to implement a psychological intervention in a community. The intervention may be created by the student (e.g., developing a series of workshops for parents of pregnant teens where none has existed before) or it may already exist (e.g., using a CDC model for educating the elderly about HIV risks). In either case, the student will demonstrate an appropriate level of understanding about the psychological bases for the intervention (e.g., a literature review) and address all ethical issues identified in work with the First and Second Readers before any contact with potential participants begins. The method of introducing the intervention to the community will be considered as part of that ethics review.

The student's thesis proposal will include appropriate evaluation techniques, as negotiated with the First and Second Readers. Presentations of the results of the evaluation and a discussion of their meanings for the community, the field, and the student are expected to include community and participant presentations. Such presentations will be documented in ways agreed to by the First and Second Readers.

The Community Action Project will contain:

- Introduction
- Literature review
- Methodology (including evaluation methods)
- Results
- Discussion of the results
- Reference list (appropriately cited)
- Appendices (as needed)

Creative Thesis Project Option

The Creative Thesis Project reflects the Goddard spirit of innovation and offers a creative option. This option is much like the research thesis except that instead of research, the student develops and carries out a substantial creative project relevant to psychology and psychological processes, presents it, and documents the presentation. The creative project may be in the areas of composed music, visual arts, performance art, or videotape presentation and will include a stated awareness of social justice and perhaps an action element, depending on the interests of the student and the audience to which the creative project will be presented.

By its very nature, the Creative Thesis Project is not appropriate to all students. Students considering this option must have prior professional or near professional experience in the creative arts field that they are basing their project in; it is not advisable to "learn on the job".

The Creative Project will not concern a specific research question. Rather, in tandem with the Advisor and Second Reader, the student will conceptualize and evolve the project. The Methods section (done in advance and approved by the First and Second Reader) will concern the specific nature of the project, the plans for presentation, and documentation. It will also include a review of the relevant literature in psychology or in the creative field chosen. Ethics and informed consent will also be addressed in this section. A creative project will generally take one to two semesters to complete. It will be essential that the project be realistic and focused to be completed within the allotted time. There is a written report that goes in the Goddard library in addition to the creative product(s). It will contain an introduction, a literature review, methods or practices section, a description (and, as appropriate, a recording) of the actual creative project itself, a summary, a discussion, references, and appendices. It should contain any supporting documentation necessary.

Creative Thesis Project Examples:

Creative works *must* pertain to psychology and psychological processes.

- A project in which the therapist and client each make an art piece and use it to dialogue. This reveals a creative way of evolving and reflecting the therapeutic relationship.
- A composed piece of music to family member/s or about a specific issue such as loss.
- Paintings in the spirit of Adler's Individualized Psychology (as an example). Form, as well as content, should reflect the theory.
- A videotaped slide presentation based on Murray Bowen's genogram. (This is a psychological family history.)
- A performance art piece expressing the experience in question (e.g., of being a recovering addict).

Students considering this option are strongly encouraged to visit the Pratt Library to review previous Creative Thesis Projects accepted.

The Creative Thesis Project will contain:

- Introduction
- Literature review
- Methodology/Procedures
- Description and documentation of the project
- Summary/Discussion
- Reference list (appropriately cited)
- Appendices (as needed)

Integrative Study Project (ISP) Option

The ISP is designed to provide an opportunity for Master's level students to integrate findings from professional research into addressing a specific psychological issue. The student, along with their First Reader and Second Reader, identifies a topic of inquiry within psychology, conducts a scholarly review of the relevant literature, and provides a critical synthesis of the findings that is designed to address the identified issue. Students are expected to address a psychological issue for which there is a substantial body of knowledge, which is grounded in theory, and is addressed, in current, relevant research.

The ISP is expected to be a sophisticated piece of written scholarship that demonstrates the ability to frame and address a psychological issue by a thorough and exacting review of published literature. The final ISP document should demonstrate all of the following:

1. A mastery of the theoretical, clinical, and empirical literature relevant to the topic.
2. Critical thinking skills in assessing the reliability of sources and information, uncovering assumptions, finding alternative hypotheses, and discovering potential weaknesses in the relevant literature.
3. Relevant methodological and statistical knowledge.
4. The ability to integrate and synthesize research findings across studies.
5. The ability to appropriately utilize the APA writing and style manual.

The ISP may not be a listing of relevant research and its findings (i.e., an annotated bibliography) but, rather, an integration and synthesis of the body of knowledge about the identified topic. There should be appropriate summaries statements, methodological criticisms, reflections about the populations studied, statements reflecting the awareness of any strengths and weaknesses in the conclusions drawn by a particular study, and a synthesis that demonstrates the ability to "tie it all together" into meaningful, and useful, conclusions. The product should be a critical evaluation, not a summary of findings.

Integrative Study Project - Sample Outline

Topic: Developmental Issues of Early Adolescent Girls

I. Introduction

II. Literature Review

- a. An appropriate review of the history of this topic in the field.
- b. Major Contemporary Paradigm Shift 1990/ Carol Gilligan et al.
 - i. Reading and writing about all of the work of this group, discussion of premises, methodology and conclusions.
 - ii. Reading of critics of this work and discussion of varying positions that the critics take.
 - iii. Own reading of this work and critique.
- c. Other major researchers in this field and their work.
 - i. Reading and discussion of these (e.g., discussion of premise, methodology, and conclusions).
 - ii. Own reading of this work and critique.
- d. Current work which attempts to set up a different paradigm completely.

III. Synthesis

IV. Discussion and Questions for further research

V. References

VI. Appendices

Clinical Case Study Option

The Clinical Case Study is an examination of the student's therapeutic work with a client or group. This is an opportunity for the student to integrate many aspects of the overall course of study and apply that knowledge to the therapeutic process. In this final product option, the process of the therapy is integrated with relevant psychological literature to create an in-depth understanding of the therapeutic action and psychological change. The primary focus of the thesis should be on the description of the clinical process and case conceptualization, articulating the clinical thinking that has guided the interventions used.

There are important ethical considerations involved in adopting this kind of project. Students interested in this option should begin discussing their intent during the semester before the proposal is due, so that these issues (including anonymity and the client's right to privacy) are thoroughly addressed.

A Clinical Case Study should involve the following elements:

1. Relevant identifying information, such as age, gender, sexual orientation, cultural and ethnic self-identification, work and health status, legal status with regard to presence in therapy, and a psychological history.
2. Information about the working diagnosis, the client's stated complaint(s), and the frequency and number of session completed are also relevant.
3. A thorough description of the client's presenting problem and psychological functioning.
4. An extensive literature review that covers topics relevant to the therapy.
5. A description of the course of therapy that includes specific examples of the therapeutic process.
6. The impact of cultural, gender, socio-economic, sexual orientation, learning ability, physical health, and personal and family history issues on therapy.
7. An exploration of interpersonal dynamics (such as a discussion of transference and counter-transference, being just one model for understanding these dynamics).
8. An exploration of the therapist's perception of how and why therapeutic change occurred.
9. A discussion of the effectiveness of therapy, what did and did not work?
10. How this case changed, educated, and affected the student and the student's clinical work.

The outline for a Clinical Case Study should include:

1. Introduction
2. Ethical Concerns Mediation
3. Presentation of the case (1 and 2, above)
4. Literature Review (3, above)

5. Treatment Process (4, 5, and 6, above)
6. Treatment Outcomes (7, 8, and 9, above)
7. References
8. Appendices

Final Product Submission

Final products at Goddard College are submitted in digital form for approval by your advisor and second reader, for storage by the College, and for access through the College's library services. Your digital final product consists of:

- The full, official title of the product
- An abstract and keywords
- The final product, uploaded as a PDF file
- The bibliography or works cited section of the final product, uploaded as a PDF file
- Any additional material included in the final product, uploaded as files

You can submit your final product after your advisor and second reader have confirmed that it is complete and ready for approval.

Digital final products are submitted through the Student Information System (SIS):
<https://sis.goddard.edu>.

Final Product Approval for Graduation

Work on the final product is expected to be completed by deadlines agreed to in the course contract. As with any course, submission of work within a period of less than two weeks before the end of the term precludes the possibility of revisions within that semester. By the last day of the semester, the First Reader and Second Reader will determine if the final product requires more work or should be approved for graduation. This will be a consensual decision on their part, and the First Reader will inform students of their deliberations. If final product is not approved, clear instructions will be given as to what new work and/or revisions are needed, as well as the reasons why these are required.

If there is a conflict in the opinions of the First Reader and Second Reader, the Program Chair, in consultation with appropriate experts if necessary, will determine if the Final Product is acceptable.

The First Reader and Second Reader cannot grant an informal extension or continue to work after the semester ends. If the final product needs additional work in order to be approved for graduation, students will need to take a Final Product Extension or an additional semester depending on the work remaining. Students completing their thesis utilizing the Between Semester Study (BSS) option are not enrolled full-time and therefore are not eligible for an extension.

Consult the Graduate Student Handbook for information on Final Product Extensions and all pertinent details about the graduation process.

Graduating Student Presentation

All culminating students present their work to the Goddard community at their Commencement residency. These 15-minute presentations may take whatever form best communicates the spirit of the student's work. The presentation is an exciting opportunity to share with peers, faculty, staff, friends, and family the essence of the work, and in turn, to contribute something to the community.

Because so many students incorporate multimedia elements into their presentations, all presenters are encouraged to consult with Help Desk and LITS staff members on the compatibility and uses of College equipment before their presentations, to avoid technical complications. This may be done before arriving on campus or scheduled with staff when arriving on campus, but doing both is encouraged.

In rare cases, exceptions may be made at the discretion of the Program Chair, in consultation with the student's Academic Advisor, for an alternate venue for the student to present the Final Product. In such cases, the student will be required to submit to the Academic Advisor a record of the alternate presentation before the student may graduate.

Graduating student presentations may **not** be used to meet the Oral Presentation Competency.

FINAL PAPERWORK

In addition to the Final Product, the Final Paperwork is due to the Office of the Registrar during the Commencement Residency by the date and time specified in the residency schedule. Each of the required elements listed below must be on file with the Registrar's Office, including the faculty components, in order to receive the diploma at graduation. Students must also meet the other requirements of the Graduation Policy as laid out in the Graduate Student Handbook. The necessary forms to complete the final paperwork are located on SIS.

- Student course evaluations from all successfully completed courses
- Student semester evaluations from all successful semesters
- Mentor course evaluations from all enrolled courses
- Second reader reports from all thesis courses
- Internship supervisor evaluations (if applicable)

Advisor semester evaluations are optional on the part of the advisor.

Transcripts are an accurate and honest reflection of a student's courses and their semester hour credits. The final transcript includes:

- (a) A cover sheet that includes student enrollment history, degree earned and date, academic concentration (if applicable), thesis title, semester-by-semester course and credit synopsis
- (b) semester evaluations that include a list of courses, their descriptions, their credits, the mentor's transcript statement from each enrolled course, and the advisors transcript statement for the semester as a whole
- (c) Internship supervisor evaluations (if applicable)

Additional transcript policies are covered in the Graduate Student Handbook.

Reminder: In each student's SIS SPAW record there is a column for State Licensure ("SL Area") that can be used by the student to associate each course with the corresponding licensure requirement, as the student sees fit. All students are encouraged to make use of this electronic tracking each semester. The Academic Advisor and the Program are not responsible for the use of this corresponding tracking option or its accuracy, students are so responsible.

INDEX

Academic Advisor	19, 68	Supervised Internship for Credit	38
Academic Probation	13, 15	Supervised Practicum	38
Acceptance Criteria.....	13	Course Descriptions (Pre-G)	
Accommodation	<i>See</i> Extensions	Abnormal Psychology	42
Accreditation	5	Biological Bases of Behavior	41
ADA	<i>See</i> Extensions	Cognition and Learning	41
Between Semester Study	17	Ethics	41
Setting up	17	History and Systems of Psychotherapy	41
Capstone Process.....	73	Human Development	41
Clinical Case Study Final Product	81	Professional Orientation and Development	40
Clinical Mental Health Counseling Degree	9	Research Methodology	42
CMHC Degree		Social Bases of Behavior	41
Completion.....	11	Theories of Personality	41
Goals.....	9	Course Descriptions (PSY)	
Objectives	10	Assessment and Evaluation	34
Collaborative Courses	32	Biological Bases of Behavior	33
Communications	20	Cognition and Learning	33
Community Action Project Final Product	77	Electives Student Initiated	34
Competencies.....	22	Ethics and Professional Orientation	32
Counseling and Social Justice.....	26	Human Development	33
Oral Presentation Communication Skills	24	Psychopathology	33
Personal Development/Growth	25	Research Methods	34
Personal Development/Self Awareness	25	Social Bases of Behavior	33
Portfolios	23	Supervised Internship for Credit	34
Professional Strengths and Development	25	Course Descriptions (VT)	
Progress	23	Addictive Disorders	40
Research Proposals and Reports	24	Counseling Skills	39
Written Communication Skills.....	23	Crisis Intervention.....	40
Concentration	43	Human Sexuality	40
Expressive Arts Therapy	47	Marriage and Family Therapy.....	40
Sexual Orientation.....	43	Treatment Modalities.....	39
Conditional Acceptance	13	Course Mentors	19
Course Contracts	31	Course Stages.....	30
Course Descriptions (CMH)		Course Work	7, 27, 30
Assessment and Evaluation.....	37	Between Semester Study	17
Biological Bases of Behavior	36	Collaborative Courses.....	32
Career Development.....	38	Contracts	31
Counseling Theory/Helping Relationships	37	Drop/Add Period.....	16
Electives Student Initiated	38	Courses	
Ethics and Professional Orientation	35	CMH.....	35
Group Work	36	Pre-G.....	40
Human Development	36	Psychology (PSY).....	32
Psychopathology	37	VT CMH.....	39
Research Methods	37	Creative Thesis Project	78
Social Bases of Behavior	36	Credit Tracks	

12 Credits.....	15	Coordinator	68
3 Credits.....	15	Evaluation, Appealing.....	72
9 Credits.....	15	Evaluation, Student.....	71
Degree Evaluation.....	6	Evaluation, Supervisor	71
Degree Options		Felony Statement	65
Clinical Mental Health Counseling	6	Journal Guidelines.....	70
Psychology	6	Malpractice Insurance.....	65
Drop/Add Period	16	Problems	71
Earning Credit	14	PSY.....	63
Elective Courses	9, 19, 30	Range of Activities	64
Student-Initiated	34	Site Supervisor	67
VT CMH	39	Student Intern	68
Electives.....	30	Unsuccessful Internships	72
Endorsement Policy.....	21	Work Site	70
Enrollment Options	14	Licensure/Certification	11
Ethics.....	32, 35	VT CMH Course Requirements	39
Expressive Arts Therapy	47	Malpractice Insurance	65
Courses	50	Manuscript Format Option.....	76
Electives.....	50, 51	Mid-Semester Review	20
Practicum/Internship.....	53	Mission Statement	4
Requirements.....	49	Non-Degree Studies.....	18
Transfer Credits.....	53	Nondiscrimination Statement	5
Extensions	28	Policies	
Extended Time Accommodation	28	About.....	4
Extenuating Circumstances	28	Post-Graduate Studies ... <i>See</i> Non-Degree Studies	
Faculty Review of Student Progress.....	7	Practicum	
Felony Statement.....	65	CMH.....	62
Final Paperwork	84	Practicum/Internship	65
Final Product.....	72, 73, 74	Pre-Graduate Semester.....	16
Advisor	74	Problem-Solving.....	21
Approval	82	Program Approvals	5
Digital Submission.....	82	Program Competencies	7
Graduating Presentation.....	83	Psychology	8
Options	76	Psychology Degree	
Proposals	75	Completion.....	8
Second Reader	75	Goals.....	8
Final Product Options		Required Courses	
Clinical Case Study	81	CMH.....	31
Community Action Project	77	PSY.....	30
Creative Thesis Project	78	VT CMH.....	39
Integrative Study Project.....	79	Requirements	
Research Project.....	77	Certifications	12, 62
Integrative Study Project Final Product.....	79	Licensure.....	12, 62
Internal Review Board (IRB)	14	Research Project Final Product.....	77
Internships	57	Second Reader	75
Academic Advisor	68	Second Reader's Report.....	75
CMH.....	61	Semester Evaluations.....	27
Completion.....	71	Sexual Orientation Concentration	43

Courses	45	Expressive Arts	47
Final Product.....	47	Thesis	73
Innovation	44	Transfer Credit.....	18
Purpose	43	Transferring Between Degree Options	16
Requirements	44	Vermont CMH Licensure Course Requirements	
Supervised Internship	47	39
Site Supervisor	67	Work of the Semester.....	27
Student-initiated Elective Courses	32	Working with Faculty	19
Therapy		Written Work	27

