



DELAWARE VALLEY UNIVERSITY

Master of Arts in Counseling Psychology Graduate Student Handbook

AY 2025-2026

Preface

This document describes the current policies and procedures that are unique to the Master of Arts in Counseling Psychology Program at Delaware Valley University. The purposes of the Handbook are (a) to assist students in planning their studies; (b) to provide students with the general educational policies, expectations, and standards of the program; and (c) to assist faculty and the clinical coordinator in student advising so that the policies are applied systematically and fairly. The Master of Arts in Counseling Psychology Handbook is an evolving document that is revised and updated periodically; however, its policies are applicable to all current students in the Graduate Counseling Psychology (GCP) Program. It is important to note that curricular expectations outlined in the Handbook in the year in which the student was admitted, are to be followed. Students will be informed of any program-related changes made subsequent to their matriculation.

This handbook is intended to guide students as they complete the academic and clinical and counseling requirements of the Master of Arts in Counseling Psychology program at Delaware Valley University. This handbook includes policy information that supplements University and School of Graduate and Professional Studies policies, and in some cases, provides more specific and stringent requirements. For more information regarding University and School of Graduate and Professional Studies academic policies, procedures, and regulations, please refer to the [Graduate Academic Policies, Procedures, and Regulations](#) webpage.

**Master of Arts in Counseling Psychology
Graduate Student Handbook
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Notice to Students

This handbook is intended to guide students as they complete the academic and clinical requirements of the Master of Arts in Counseling Psychology program at Delaware Valley University. This handbook includes policy information that supplements University and School of Graduate and Professional Studies policies, and in some cases, provides more specific and stringent requirements. For more information regarding University and School of Graduate and Professional Studies academic policies, procedures, and regulations, please refer to the [Graduate Academic Policies, Procedures, and Regulations](#) webpage.

Additionally, this Handbook is not intended to supersede the 2014 ACA Code of Ethics (<https://www.counseling.org/resources/ethics>), or the jurisprudence rules of the Pennsylvania Bureau of Professional and Occupational Affairs (<https://www.pa.gov/en/agencies/dos/department-and-offices/bpoa/boards-commissions/social-workers-marriage-family-therapists-professional-counselors.html>). Students are expected to have read these documents prior to beginning coursework.

Delaware Valley University and the Graduate Counseling Psychology Program of Delaware Valley University reserve the right to delete, add, or change policies, procedures, and courses in this Student Handbook and in the Degree Plan for any reason and cannot guarantee enrollment in specific courses or sections.

Students are encouraged to place an emphasis on their personal and professional development, especially while enrolled in the program. In keeping with this statement, students are encouraged to seek personal therapy, fully engage in experiential learning activities embedded in the curriculum and to be self-reflective about course content.

The faculty of the Master of Arts in Counseling Psychology Program adhere to the *Ethics Code* of the American Counseling Association and respect the rights of our students. Students must be aware that there are many personal and professional reasons that may prohibit them from earning the Master of Arts Degree in Counseling Psychology or from becoming licensed at the state level. Consequently, while some program tracks are specifically designed to prepare students to apply for licensure as a Licensed Professional Counselor in Pennsylvania, Delaware Valley University and the program faculty cannot guarantee graduation from the program or licensure as a Licensed Professional Counselor.

Student Attestation

With my signature, I attest to the fact that I have read the entire *Master of Arts in Counseling Psychology Graduate Student Handbook* for the Graduate Counseling Psychology Program at Delaware Valley University. I understand that this is a full-time cohort model program, and I am expected to maintain full-time participation and enrollment (9 credits during fall & spring of years 1 & 2; 6 credits during summers 1 & 2; and an additional 6 credits during fall & spring of year three). I hereby provide informed consent to be audio and video recorded in the counseling lab, via Zoom, and/or for other courses that require audio or video recordings as part of the clinical training experiences. I also attest to the fact that I understand the policies, procedures, and students' rights and privileges that are detailed in this document and on the Graduate Academic Policies, Procedures, and Regulations webpage. I assume responsibility for adherence to these policies and to the *2014 ACA Code of Ethics*.

Name: _____

Signature: _____

Date: _____

Please return this form to:

Mr. Christopher Walter, M.A., LPC (Christopher.walter@delval.edu) Program Director, Graduate Counseling Psychology, 302 Lasker Hall, Delaware Valley University, Doylestown, PA 18901, by the end of the first full week of classes in August.

INTRODUCTION

Welcome to the Graduate Counseling Psychology (GCP) program at Delaware Valley University. We're excited to have you as part of the program!

This Handbook as well as other materials provided to you during your time in the program contain the information needed to support students' successful completion of the GCP program. Please read and become familiar with the information provided.

All students have been provided with a Delaware Valley University email address. You are expected to check your university account regularly as this will serve as the official method of communication for graduate counseling psychology program related concerns.

PROGRAM MISSION STATEMENT

The Master of Arts in Counseling Psychology program at Delaware Valley University prepares culturally responsive mental health practitioners. Inspired by systems theory and a social justice lens, the program emphasizes practical application of theory, a strong link between policy and science, a commitment to social advocacy, and an understanding of how personal, developmental, social, cultural, political and economic factors influence human development.

Program Goals, Objectives, and Competencies

The primary purpose of the Master of Arts in Counseling Psychology program at Delaware Valley University is to prepare master's level generalists for the practice of counseling. A unique feature of the program is its emphasis on training counselors to recognize, understand, and act upon the oppressive social structures that often play a role in the experience of distress among those unequally advantaged within society. This emphasis is in keeping with the long-held value of social justice within the discipline of Counseling Psychology, and in fact is an attempt to move the field forward by actualizing this value within a training program. Program goals and related objectives and competencies are detailed below.

Program Goals

- Blend knowledge and experiences to prepare the student to fulfill a role in society as an informed, ethical, culturally responsive professional
- Develop in each graduate student the skills, knowledge and commitment to function effectively in their career and profession

Program Objectives

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in counseling psychology and an understanding of research methods
- Explain normative developmental influences and pathways, along with how they interact with other systems to impact human development

- Adeptly interact with diverse individuals in occupational and community settings who differ across dimensions including but not limited to culture, race, sexual orientation, gender, age, socioeconomic status, religion, gender identity, education and ability status
- Analyze inequitable social, political, and economic conditions that impede the development of individuals, families and communities

Program Competencies:

2024 MPCAC Standards
(Masters in Psychology and Counseling Accreditation Council:
<https://mpcacaccreditation.org/>)

Standard B.5.a-j

a. Ethical and professional standards

- i. *Ethical/Legal Standards, Policy, and Practice:* Demonstrates knowledge and application of ethical concepts, and awareness of legal issues regarding professional activities with individuals, groups, and organizations
 1. Demonstrates knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations.
 2. Recognizes situations that challenge adherence to professional values and demonstrates the application of an ethical decision-making model by applying it to ethical dilemmas.
 3. Demonstrates integration of ethical values in professional conduct.
- ii. *Professional Values and Attitudes:* Exhibits behavior and comportsment that reflect the professional values and attitudes of counseling and psychology.
 1. Demonstrates understanding of counseling and psychological practice as an applied behavioral science.
 2. Demonstrates knowledge and awareness of professional identities relevant to counseling and psychology.
 3. Maintains professionally appropriate communication and conduct across different settings.
 4. Demonstrates personal accountability and accepts responsibility for own actions.
- iii. *Understanding and use of supervision during applied experiences*
 1. Demonstrates understanding of the role and practice of supervision.
 2. Demonstrates knowledge of the critical role of reflective practice.
 3. Demonstrates knowledge of the impact of self-care on professional practice.
 4. Responds appropriately to supervision.

b. Evidence-based theories and practice of counseling and psychotherapy

- i. *Knowledge:*
 1. Demonstrates knowledge of individual and group theories of counseling and psychotherapy.
 2. Demonstrates knowledge of theories regarding the impact of trauma on individuals, groups and communities.

- ii. *Skills*
 1. *Relationships:* Relates effectively with individuals, groups, and communities.
 - a. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals from within and across disciplines.
 - b. Negotiates differences and handles conflict satisfactorily.
 - c. Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately.
 - d. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language.

 2. *Conceptualization and Intervention:* Applies evidence-based intervention and prevention strategies designed to alleviate suffering and to promote health and well-being of individuals, groups, communities, and/or systems.
 - a. Formulates and conceptualizes cases.
 - b. Plans and implements interventions utilizing at least one consistent theoretical orientation.
 - c. Displays skills in developing therapeutic alliance.
 - d. Displays skills in crisis intervention.
 - e. Evaluates intervention progress and modifies intervention or prevention strategies on the basis of evaluation of clients' or groups' progress and/or client feedback.

c. Multiculturalism and diversity

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

- i. *Knowledge and Self-Awareness:*
 1. Demonstrates knowledge and awareness of self, as shaped by individual and group diverse identities.
 2. Demonstrates knowledge and awareness of others, as shaped by individual and group diverse identities.

3. Demonstrates knowledge of the intersection between self and others as shaped by individual and group diverse identities.
- ii. *Skills:*
 1. Applies knowledge of self as a cultural being in assessment, treatment, consultation, and all other professional interactions.
 2. Applies knowledge of others as cultural beings in assessment, treatment, consultation, and all other professional interactions.
 3. Applies knowledge of the intersection of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions.
 4. Is able to work effectively with diverse individuals in assessment, treatment, and consultation.

d. Theories of psychopathology and relevant classification systems

- i. *Knowledge:*
 1. Demonstrates knowledge of theories of psychopathology, including but not limited to biological and sociocultural theories.
 2. Demonstrates knowledge of classification systems of behavior and limitations of those systems.
- ii. *Skills:* Applies concepts of normal/abnormal behavior to case formulation, diagnosis, and treatment planning in the context of stages of human development and diversity.

e. Methods of evaluation of individuals

- i. *Knowledge:*
 1. Demonstrates knowledge of content, reliability and validity, and purposes of assessment measures.
 2. Demonstrates awareness of strengths and limitations (including diversity-related limitations) of administration, scoring, and interpretation of assessment measures.
- ii. *Skills:*
 1. Selects and utilizes appropriate methods of evaluation.
 2. Engages in effective clinical interviewing.
 3. Engages in effective progress monitoring.

f. Research methods

- i. *Knowledge:*
 1. Demonstrates knowledge of scientific methods used by counselors and psychology practitioners in their clinical work.
 2. Demonstrates knowledge of use of scientific methods to add to the knowledge base of counseling and psychology.
 3. Demonstrates knowledge of the application of scientific methods to evaluate practices and interventions.
 4. Demonstrates knowledge of program evaluation methods.
- ii. *Skills:* Critiques published research effectively.

g. Career development and/or the role of work in peoples' lives

- i. Demonstrates knowledge of the role of work in peoples' lives.
- ii. Demonstrates understanding of the development of work and career choices across the lifespan.

h. Biological basis of behavior

Demonstrates knowledge and understanding of the relationship between biological factors and human functioning.

i. Developmental basis of behavior

Demonstrates knowledge and understanding of human development, wellness, and learned bases of behavior across the lifespan.

j. Systems basis of behavior

- i. Demonstrates knowledge of individuals in the context of their environment and how the environment (e.g., geographical, ideological, demographic, familial, institutional) affects functioning.
- ii. Demonstrates understanding of the use of systems changes (whether prevention or intervention) to enhance the functioning of individuals, families, groups, organizations, and/or institutions.

Standard C.1-2

Counseling/Clinical Instruction

1. Counseling/Clinical Skills Training:

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Program provides significant experiential practice in skills development courses with faculty feedback. Class size and modality allow for sufficient interaction with the instructor for the level of skill training.

ii. Field Placement

1. The program includes significant supervised experiences, a *minimum* of 600 hours across at least two semesters.
 - At least 240 of the supervised experiences are direct contact hours.
 - Supervisors are appropriately credentialed (commensurate with program goals and relevant state requirements).
 - Faculty field placement instructor-to-student ratio allow for sufficient oversight and therefore is generally about 1:8.
2. Practicum and internship settings are foremost committed to training, and students' duties are learning focused to allow for development of expected competencies and clinical skills. The program:
 - Has a process for identifying, approving, monitoring, and managing field placement sites as well as policies for managing any difficulties that occur with sites, supervisors, or students.
 - Has written agreements with sites which outline responsibilities and expectations of the institution, site, supervisor, and student.

- Adequately orients supervisors and students to expectations and requirements.
3. Supervision includes 1 hour minimum per 20 hours of field placement. This may include dyadic or triadic supervision but does not include group supervision.
 4. Evaluation of students completing field placement regularly includes
 - Direct observation and/or review of audio/video recordings, with feedback
 - Supervisor’s formal written feedback, provided to the students and the program.
 5. All clinical instruction modalities (e.g., tele-supervision and distance practicum/internship instruction) where client information is shared (i.e., case presentations and audio/video sessions) shall comply with all state and federal laws and regulations relating to confidentiality.

PROGRAM OVERVIEW

In order to achieve various career goals, students will pursue a 60-credit counseling degree. This satisfies the academic requirements for the following: graduation from DeVal’s GCP program, application for licensure as a Professional Counselor in Pennsylvania (https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/049/chapter49/s49_2.html&d=reduce) and requirements for accreditation through the *Master’s in Counseling and Psychology Accreditation Council* (MPCAC; <https://mpcacaccreditation.org/>), through which the GCP program is accredited.

Required Courses: Completed by all GCP students over the 3-year curriculum.

Course #	Required Courses	Credits
GCP 6010	Career Counseling	3
GCP 6020	Advanced Life Span Development	3
GCP 6030	Research Methods in Counseling	3
GCP 6040	Professional & Ethical Issues in Counseling	3
GCP 6050	Concepts of Psychopathology & Wellness	3
GCP 6060	Advanced Theories of Counseling & Intervention	3
GCP 6070	Group Counseling	3
GCP 6080	Advanced Counseling Techniques	3
GCP 6090	Advanced Multicultural Counseling	3
GCP 6095	Assessment in Counseling	3
GCP 7010	Practicum	3
GCP 7020	Internship with Seminar I	3
GCP 7021	Internship with Seminar II	3
GCP 7049	Family Development Processes	3
GCP 7051	Advanced Couples & Family Counseling	3
GCP 7055	Foundations of Addictions	3
GCP 7057	Trauma Counseling: Awareness, Assessment and Treatment	3
	Total	51

Specialization Tracks:

Upon entering the GCP program, all Students choose an area of specialization by the end of their first academic year in either (1) **Social Justice Community Counseling** or (2) **Child & Adolescent Counseling**. Each specialization track consists of 3 focused courses; each course is 3 credits, for a total of 9 credits in each specialization track. Courses specific to each specialization track are embedded in the 3-year GCP course curriculum. Thus, each student graduates with 60 total credits regardless of their specialization.

1. **Social Justice Community Counseling (SJCC; 60 credits total)**

Delaware Valley University's Social Justice Community Counseling (SJCC) concentration provides a foundation of core counseling theory and practice in addition to courses that focus on social justice issues, advocacy for marginalized groups, the consequences of oppression and competent multicultural counseling practices. Designed for individuals interested in working with adults and families in diverse community settings, the focus is on developing socially conscious counselors with an interest in facilitating an equitable and fair society for everyone. Specialization courses include Advocacy and Social Justice Counseling, Psychology of Gender, and Sexualities.

Total: 60 credits (satisfies course and credit requirements to apply for licensure in Pennsylvania)

Required Courses (SJCC; 51 credits)

Course #	Course Title	Credits
GCP 6010	Career Counseling	3
GCP 6020	Advanced Life Span Development	3
GCP 6030	Research Methods in Counseling	3
GCP 6040	Professional & Ethical Issues in Counseling	3
GCP 6050	Concepts of Psychopathology & Wellness	3
GCP 6060	Advanced Theories of Counseling & Intervention	3
GCP 6070	Group Counseling	3
GCP 6080	Advanced Counseling Techniques	3
GCP 6090	Advanced Multicultural Counseling	3
GCP 6095	Assessment in Counseling	3
GCP 7010	Practicum	3
GCP 7020	Internship with Seminar I	3
GCP 7021	Internship with Seminar II	3
GCP 7049	Family Development Processes	3
GCP 7051	Advanced Couples & Family Counseling	3
GCP 7055	Foundations of Addictions	3
GCP 7057	Trauma Counseling: Awareness, Assessment and Treatment	3
	Total	51

Specialization Courses (SJCC; 9 credits)

GCP 7050	Psychology of Gender	3
GCP 7052	Sexualities	3
GCP 7053	Advocacy and Social Justice Counseling	3
	Total	9

2. **Child and Adolescent Counseling (C&A; 60 credits total)**

Delaware Valley University’s Child and Adolescent (C&A) Counseling concentration provides a foundation of core counseling theory and practice in addition to courses that focus on developmental processes and effective interventions when working with children and adolescents. This concentration is designed for individuals interested in working with children, adolescents and families. Specialization courses include Child and Adolescent Counseling, Advanced Child and Adolescent Psychopathology and Wellness, and Introduction to Autism Spectrum Disorders.

Total: 60 credits (satisfies course and credit requirements to apply for licensure in Pennsylvania)

Required Courses (C&A; 51 credits)

Course #	Course Title	Credits
GCP 6010	Career Counseling	3
GCP 6020	Advanced Life Span Development	3
GCP 6030	Research Methods in Counseling	3
GCP 6040	Professional & Ethical Issues in Counseling	3
GCP 6050	Concepts of Psychopathology & Wellness	3
GCP 6060	Advanced Theories of Counseling & Intervention	3
GCP 6070	Group Counseling	3
GCP 6080	Advanced Counseling Techniques	3
GCP 6090	Advanced Multicultural Counseling	3
GCP 6095	Assessment in Counseling	3
GCP 7010	Practicum	3
GCP 7020	Internship with Seminar I	3
GCP 7021	Internship with Seminar II	3
GCP 7049	Family Development Processes	3
GCP 7051	Advanced Couples & Family Counseling	3
GCP 7055	Foundations of Addictions	3
GCP 7057	Trauma Counseling: Awareness, Assessment and Treatment	3
	Total	51

Specialization Courses (C&A; 9 credits)

GCP 7040	Child and Adolescent Counseling	3
GCP 7041	Advanced Childhood Psychopathology & Wellness	3
GCP 7056	Introduction to Autism Spectrum Disorders	3
	Total	9

LICENSURE & ACCREDITATION

Delaware Valley University's Master of Arts in Counseling Psychology program is designed for students interested in seeking licensure as a Licensed Professional Counselor (LPC) in Pennsylvania: <http://www.pacode.com/secure/data/049/chapter49/s49.13.html>

To be licensed as a Licensed Professional Counselor (LPC) in Pennsylvania, students must (1) complete 60 credit hours in a planned master's program (2) pass the National Counselor Exam (or other related standardized test as outlined by the Pennsylvania State Board: <https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/049/chapter49/s49.11.html&d=reduce>), and (3) accrue a minimum of 3,000 hours of supervised work experience post-graduation over no less than 2 calendar years. The minimum 3,000 supervised hours do not include hours accrued during Practicum and Internship and are accrued in an employment position after degree conferral. Additional requirements for the LPC can be found [here](#) and [here](#).

**Please note: Students maintain responsibility for obtaining current information and updates regarding licensure and any certifications.*

Delaware Valley University is accredited by the Middle States Commission on Higher Education ([MSCHE](#)). The Master of Arts in Counseling Psychology program has been approved by the [Pennsylvania Department of Education](#) and is accredited by the Masters in Psychology and Counseling Accreditation Council ([MPCAC](#))

PROFESSIONAL LICENSURE DISCLOSURES

Each state and territory have different professional licensure and certification requirements. Delaware Valley University works to confirm if programs meet the educational requirements for professional licensure or certification outside the Commonwealth of Pennsylvania. Other non-educational requirements for licensure may also exist and may differ by state. These non-educational requirements may include professional examinations, background checks, minimum years of work experience, evidence of moral character, letters of recommendation, and other requirements.

Current and prospective students who are considering an academic program that requires them to pursue professional licensure to work in the field are strongly advised to check the licensure information provided by the University and to contact the appropriate licensing board in the state or territory in which they plan to work to obtain additional information and guidance prior to

enrolling in the program. Current and prospective students should also reach out to the program contact at Delaware Valley University with questions.

Licensing board information and program contact information are provided for each state and territory and for each program: <https://delval.edu/about/professional-licensure-disclosures>

Changes in Requirements for Licensure by States and Territories

Delaware Valley University makes a good faith effort to keep the licensure information on our website as up to date as possible. Annually in June, licensure information will be reviewed and updated as needed. However, states may change their licensure requirements. A program may originally meet the educational requirements in a state or territory, but changes by the licensing boards in those states or territories could impact the program's ability to meet new educational requirements. Please note it may take some time to determine if a program still meets educational requirements for licensure in another state.

***Please note:** Current and prospective students who plan to work and pursue licensure outside of Pennsylvania are strongly encouraged to regularly check the educational requirements with their state licensure board to confirm current licensure requirements.*

Relocation While Enrolled in a Program Leading to Licensure

Relocating during a program from one state or territory to another could impact whether current students can continue in the program, meet eligibility requirements for licensure in the new state, and/or receive financial aid funding. Prior to relocating, current students should contact their program director to review authorization and licensure requirements and to understand the impact on their educational and career goals.

***Please note:** Current students must complete the appropriate relocation form to update the University records. Please contact the Registrar (<https://delval.edu/registrar>) for assistance or questions related to this requirement.*

PRACTICUM AND INTERNSHIP (FIELD PLACEMENT) AND CAPSTONE REQUIREMENTS

Practicum

Students will engage in a (minimum) 100-hour practicum field placement over the course of the spring semester of their 2nd academic year to gain initial clinical experience in an agency setting. Of the 100 total hours, at least 40 hours must be in direct clinical contact. The weekly practicum seminar *GCP 7010: Practicum* is a 3-credit seminar course that meets weekly and concurrently with the Practicum placement experience to support students' development of ethical and culturally responsive counseling skills to prepare for the more intensive Internship. The goals are to increase awareness of the clinical & ethical framework and skills needed to function in a professional role, to gain experience with the daily operations of a counseling organization, and to develop an appreciation of culturally responsive counseling and clinical practices. Students are

required to carry malpractice insurance for the duration of the clinical placement (see below). In order to be eligible to enroll in *GCP 7010: Practicum* and a practicum placement, the following requirements must be met:

- *GCP 6040 Professional & Ethical Issues in Counseling* must be successfully completed during the first semester.
- Students will be responsible for meeting with the Clinical Coordinator to review the Practicum and Internship (collectively termed “field placement”) search and application process. Students then work with the Clinical Coordinator each semester to identify and apply directly to appropriate sites for a field placement position. All field placements and field placement supervisors must be approved by the Clinical Coordinator. More information can be found in the *GCP Practicum and Internship Manual*.
- Current and adequate Student Liability Insurance (SLI) is required by all students in the GCP program prior to and for the duration of the Practicum and Internship experience. It is the student's responsibility to secure adequate SLI coverage prior to the start of Practicum and to renew it (without any gaps in coverage). SLI can be purchased from one of several companies (please see the *GCP Practicum and Internship Manual* for more detail and consult with the GCP Clinical Coordinator as needed).
- Field placement sites often require one or more of the following clearances: PA Criminal Background check, PA Child Abuse clearance check and FBI Background Clearance. Some agencies require additional checks or clearances; make sure you discuss these procedures when setting up your field placement site. More information can be found in the *GCP Practicum and Internship Manual*.

Please note: Successful completion of Practicum means a passing grade (B- or above) AND adequate or above ratings (3 or above on a 5-point scale) by the GCP 7010: Practicum faculty and the field placement supervisor on all applicable components of the practicum evaluations and full completion of the required Practicum hours. If it is not successfully completed, remediation will be necessary.

Internship

Students are required to engage in a (minimum) 600-hour Internship field placement over a minimum of two full semesters (one full academic year: August-May of the 3rd and final year). At least 300 of these 600 hours must be in the direct delivery of counseling services to clients (“Direct Hours”). Students will enroll in *GCP 7020: Internship with Seminar I* in the fall of year three and *GCP 7021: Internship with Seminar II* during the spring of year three. This weekly Internship seminar is designed to provide support, collegiality, consultation, and theoretical information for students in their ongoing development as culturally responsive counseling practitioners. The goals are to continue to develop awareness of the clinical, counseling, and ethical skills needed to function in a professional role, to gain additional experiences with the daily operations of a counseling organization, and to develop an appreciation of culturally responsive clinical and counseling practices. Students will demonstrate oral and written case conceptualization skills.

- Successful completion of the Practicum placement experience and *GCP 7010: Practicum* are required to enroll in GCP 7020 and GCP 7021, and to participate in the Internship placement experience.
- If a student will participate in the Internship at a different site from their Practicum, they are required to meet with the GCP Clinical Coordinator to identify possible Internship sites and develop a search and outreach plan. All placements must be approved by the GCP Clinical Coordinator.
- Current and adequate Student Liability Insurance (SLI) is required by all students for the duration of the Practicum and Internship experience. It is the student's responsibility to secure adequate SLI coverage prior to the start of Practicum and to renew it (without any gaps in coverage). SLI can be purchased from one of several companies (please see the *GCP Practicum and Internship Manual* for more detail and consult with the GCP Clinical Coordinator as needed).
- Field placement sites often require one or more of the following clearances: PA Criminal Background check, PA Child Abuse clearance check and FBI Background Clearance. Some agencies require additional checks or clearances; make sure you discuss these procedures when setting up your field placement site. More information can be found in the *GCP Practicum and Internship Manual*.

*Successful completion of *GCP 7020: Internship w/Seminar I* and *GCP 7021: Internship w/Seminar II* requires adequate or above adequate ratings by faculty and supervisors on all applicable components of the internship evaluation and full completion of the minimum required hours. If it is not successfully completed, remediation may be necessary.

Summer Bridge Program

Many GCP students are required to continue their participation in field placement over the summer between Practicum (Spring semester of the 2nd year) and Internship (Fall semester of the 3rd year) because clients at the field placement site require ongoing therapeutic support during their time in treatment regardless of the field placement student's academic schedule. This process is termed "continuity of care". Continuity of care ensures clients have access to ethical, professional, clinically appropriate services throughout their time in counseling. Many of our affiliated sites require field placement students to adhere to this practice over the summer, as requiring clients to transition therapists or terminate services when students break for summer can result in a significant negative impact on clients' treatment.

To best support our students during this summer experience and in accordance with ethical and legal practices, the GCP program implemented the ***Summer Bridge Program*** that allows for appropriate ethical and clinical oversight and support during the summer for those students required to remain at their sites between Practicum and Internship.

In brief, the ***Summer Bridge Program*** requires these students to meet with the GCP clinical coordinator or other appropriate faculty/staff at regular intervals over the summer to discuss progress, needs, obstacles, peer consultation, didactic and/or experiential learning, and field placement check-ins designed to offer clinical support (in addition to that at their field placement

site) to students over the summer. Please see *the GCP Practicum and Internship Manual* for more information on the **Summer Bridge Program**.

Capstone Project

GCP 7020: Internship w/Seminar I and *GCP 7021: Internship w/Seminar II* serve as capstone courses wherein students will complete, in phases, a final project and comprehensive portfolio that showcases their clinical, professional and personal development over the course of the program. The Capstone experience and other required coursework (case presentations, consultation, etc.) in the Internship Seminars (GCP 7020 and GCP 7021) are designed to support the students' integration of theory and practice over the 3-year GCP program.

More information about and guidance for completion of the Capstone Project will be shared during your time in the program.

Counselor Preparation Comprehensive Exam (CPCE)

Students in the GCP program are expected to take the Counselor Preparation Comprehensive Exam ([CPCE](#)) during the summer of their 2nd year in the program. *The GCP program covers the cost of the CPCE exam for each student (but not any related costs)*. The Program Director and Clinical Coordinator assist students in registering for the exam. Currently, students have the option to take the CPCE at their place of residence or at a local testing center. The results of this exam are utilized by the GCP program to assess student competency in their academic training. The CPCE does not contribute to students' GPA, nor impact their standing in the GCP program in any way. Students are encouraged to utilize the results of their CPCE exam to develop a plan of study for the National Counselor Exam (NCE). Students who require accommodations for this exam must contact [Accessibility Services](#) in order to submit official documentation when registering for the CPCE.

Professional Organizations

- **American Counseling Association (ACA)**

ACA (<https://www.counseling.org/>) is the national organization dedicated to the training of and advocacy for master's level counselors. It has numerous divisions that you may choose to join as well (many are free or have nominal fees for students). Please note that if you already have a clinical license and are seeking student liability insurance through ACA, you must state this fact clearly on your application and the insurance underwriters will determine whether you need to purchase student or professional liability insurance. You may join ACA and enroll in its sponsored liability insurance program at any point during the year, or during your time in the GCP program and beyond. Both your membership and insurance policy will be valid for 1 year from the day of enrollment.

You may become a student member of ACA and enroll in the ACA sponsored liability insurance by visiting the ACA website or by phone:

ACA Website: www.counseling.org
ACA Membership: 1-800-347-6647 (ext.222 for member services)
HPSO Insurance: 1-800-347-6647 (ext. 284 for student liability insurance) or
www.hpsso.com

- **Pennsylvania Counseling Association (PCA)**

The PCA (http://www.pacounseling.org/aws/PACA/pt/sp/home_page) is the state-level branch organization of ACA in Pennsylvania. PCA "...promotes and supports the competent, ethical, and culturally inclusive practice of professional counseling in Pennsylvania and protects and advocates for all counselors and the clients we serve."

Students are strongly encouraged to join professional organizations such as ACA and PCA, as well as other local or regional organizations with which you will become familiar during your time in the program as part of their socialization into the counseling field. Membership in such organizations includes benefits such as discounts on conference attendance and opportunities to present research, online resources, networking, liability insurance, etc.

GCP ADMISSIONS REQUIREMENTS

The GCP program takes a holistic approach to reviewing applicants. Admission to the counseling psychology master's degree program requires the following:

1. Completion of a graduate school application.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better. Degrees in psychology, counseling, or related fields are preferable; however, those with degrees in other fields are also welcome to apply. Applicants with a final, cumulative undergraduate GPA under 3.0 may still be considered for admission to the GCP program as the review process utilizes a holistic approach.
3. One official transcript from each university or professional school attended. Transfer credits included on a transcript must include grades earned.
4. Completion of at least four undergraduate psychology courses, including an introductory Psychology course, with grades of "B" or better in each course, strongly aligns with our program philosophy.
 - a. An applicant who does not meet this requirement will still be considered if the applicant has a work history in or adjacent to the field of counseling that could be considered equivalent in rigor, knowledge, application of concept, and length of experience as one or more undergraduate courses in psychology or counseling.
 - b. Please note that an applicant with relevant work experience may still be required to complete one or more undergraduate psychology courses as part of their admission requirements.
5. A 500-word personal statement that addresses:
 - a. Personal and professional goals
 - b. A brief narrative explaining why you are specifically interested in counseling psychology and competent multicultural practices.

- c. Why you are choosing Delaware Valley University’s Master of Arts in Counseling Psychology degree program.
 - d. What you hope to contribute to the program and the field of counseling
 - e. A brief summary of your strengths and areas for growth.
6. At least 2 professional letters of recommendation from professors, work supervisors or, if applicable, clinical supervisors.
 7. A resume or curriculum vitae.
 8. An on-campus, in person interview with GCP staff and faculty. If an in-person interview is not possible, interviews can be conducted via a secure virtual platform.
 9. Selection of specialization track: (1) Child & Adolescent counseling or (2) Social Justice Community Counseling (please note this can be changed up until the end of the first spring semester).

Conditional/Provisional Admission

In some circumstances, promising students who meet most but not all the required admissions criteria are admitted into a cohort on a conditional/provisional basis. Conditional/provisional admittance criteria are specified in the acceptance letter and could include steps such as completing prerequisite coursework prior to matriculation, demonstrating academic success over a specified period (e.g., semester) or meeting additional requirements. Failure to earn a 3.0 GPA during the first semester while on provisional admission or academic probation could result in program dismissal.

Advanced Placement and Transfer Credit

The GCP program does not admit students with advanced placement nor are transfer credits accepted. The GCP program’s curriculum was carefully designed and is regularly reviewed to ensure it remains current with advances in counseling knowledge, demonstrates student achievement of all program learning outcomes and competencies, and fulfills all standards set forth by MPCAC, the Psychology department, and Delaware Valley University. In addition, the curriculum is horizontally and vertically integrated and is designed for progression in level of understanding, skill development, and translation of theory into practice. As such, it is important that all students complete all courses in the GCP program’s defined curriculum in the sequence in which they are offered.

ADVISING, MENTORING AND PROFESSIONAL DEVELOPMENT

Advising (sometimes termed ‘advisement’) and professional development are cornerstones of the Master of Arts in Counseling Psychology program at DelVal. The program director is assigned as advisor to all incoming students; during the first semester, further review allows for a more refined advisor-advisee assignment which includes core faculty and the clinical coordinator.

Students and their advisors are required to have at least one formal advising meeting each fall and spring semester before course registration opens. During advising, the student’s progress, needs, areas of growth, remediation plans, coursework, professional development, etc., are explored and discussed, and feedback is elicited and shared. Additionally, advising serves to

foster students' professional development through encouragement of membership in professional organizations, networking, and other professional opportunities. Additional meetings happen according to need or desire. Students requesting or requiring advisement during summer can meet with the program director as contractual parameters limit faculty involvement during that time.

Beginning the first semester and each subsequent fall and spring semester thereafter, students are required to meet (in person or via a secure virtual platform) with the clinical coordinator for field placement planning, outreach, check-ins, professional development discussions, etc. These meetings are initiated by the clinical coordinator. Subsequent meetings can be requested by the clinical coordinator or the student.

Each August, new students are required to attend a New Student Orientation, scheduled from 5:30 – 8:30 pm on the Thursday before the official start of classes for fall semester. Because the program is structured as a full-time cohort model, students enroll in most courses as a cohort (exceptions include clinical skill courses and specialization track courses). Students will take 9 credits (3 courses) during the fall and spring semesters and 6 credits (2 courses) over the first 6 weeks of summer (Summer 1 term). Students will complete a 100-hour Practicum during the spring semester of their second year and a 600-hour Internship during the fall and spring semesters of their third and final year. Please note that students only take 6 credits (2 courses) during each semester of the third year when participating in Internship.

STUDENT FEEDBACK GUIDELINES

The GCP program recognizes that feedback is an essential tool of growth. Therefore, not only do we offer students formal and informal feedback about their progress in the program multiple times while matriculated, but we also ask students to provide feedback to GCP program administrators and faculty about their experience with all of the aspects of the program (outside of, and in addition to, course evaluations, which are administered/regulated by the VPAA's office).

More specifically, students receive formal written feedback:

1. Each semester:
 - Individual Student Evaluation (via instructor after each course)
 - Clinical Skill Evaluation (via instructor after each clinical course)
 - Grades
2. End of first year:
 - Application to Candidacy
3. Practicum (Spring of 2nd year):
 - Practicum Evaluation
4. Internship (Fall and Spring of 3rd year):
 - 6-Week Internship Evaluation
 - Fall Internship Evaluation
 - Spring Internship Evaluation (comprehensive)
5. 2nd Summer:
 - CPCE results

6. Spring of 3rd year:
 - Capstone Project

Additionally, faculty are encouraged to offer informal feedback to students when appropriate and students are encouraged to both solicit feedback from and offer feedback to GCP program faculty and staff.

Our policy of welcoming students' feedback (both formally and informally) is intentional and strategic in several ways. Through the very process of providing us with feedback, students will:

1. Learn advocacy skills
2. Practice professionalism
3. Develop self-awareness
4. Gain confidence
5. Take ownership of, and play an active role in, their learning process
6. Become effective team players

We consider all of these to be essential counseling skills. In turn, students' feedback allows us to gain insight into the ways in which the structure of our program impacts our students and into the effectiveness of our pedagogical strategies. Just as we have high expectations of our students, we have high expectations of ourselves. We aspire to grow alongside our students and to provide them with the best possible training.

At the same time, we know that **perfection is both not possible and not the aim.** The professional world that students are entering is not a perfect world, but one that students will have to learn to navigate, grow in, and impact in positive ways. Further, just as we recognize that students come into the program with diverse counseling styles, personal characteristics, and levels of experience, faculty and administrators also have diverse teaching styles, personal characteristics, and professional experiences. Just as students' counseling styles and personal characteristics will ultimately be most effective for given clients/settings, faculty and administrators' styles and personal characteristics will be better suited to some students than others. Collectively, we can effectively serve a variety of clients and students.

Whenever possible, **students are expected to address their concerns directly with the relevant/interested parties first.** Outside of the program's formal advising meetings, students should direct their feedback to:

- The course Faculty, for any concerns pertaining to a specific course
- The Program Director of the program, for any concerns pertaining to the structure of the program, faculty, or the Clinical Coordinator
- The Dean of Graduate and Professional Studies, for any concerns pertaining to the Program Director

As we firmly believe that every student, every administrator, and every faculty in the program is dedicated to, and well intentioned in, their learning/administering/teaching process, **we hope that the feedback process to and from students will reflect this assumption.** In this light,

students should consider the following principles of effective feedback when addressing faculty and administrators:

- **BEFORE providing feedback**

- Remember that not all matters can be resolved quickly, either for logistical reasons or because they require a structural/stylistic change that might take time to achieve (system change is often not fast even when necessary; stay the course and be patient)
- Identify what is an actual course/program concern vs. a stylistic preference (i.e., are there skills you might be able to develop by working outside of your comfort zone with a particular faculty or within a particular structure? Are there ways in which your own background/preferences make the concern more acute?)
- Focus your feedback on what will enhance your learning process rather than on a grade (in most classes, grades are not negotiable)
- Think about specific ways in which you might be able to support the resolution of the problem, as well as specific ways in which the faculty/administrator may be able to address the concern
- Schedule enough time with the faculty/administrator to allow the two of you to begin to address the concern **AS SOON AS POSSIBLE** after a concern arises
- Seek support/advice from peers or your program advisor/faculty mentor as you assess and consider all of the above (when you seek peer support/advice, try to avoid building upon each other's anxiety but rather focus on building self-awareness and on problem solving; graduate school can be a stressful process, and it is important to sort through the various sources of stress mindfully)

- **DURING the feedback process**

- Make sure to direct the feedback to the appropriate party (see directions above)
- Speak professionally and respectfully (be mindful not simply of what you say but also of how you say it)
- Adopt a calm and neutral tone
- Use "I" statements
- Describe your experience and **DO NOT** speak for other students in the class/program
- Start with positive feedback before you express areas of concern (i.e., think about how **you** would be able to hear and appreciate the feedback most readily if you were in the faculty/administrator's shoes; as it is true for many people, knowing the areas in which we are effective helps us find ways to address what doesn't work)
- Offer concrete solutions whenever possible
- **Use your counseling skills ☺!**

Again, **the Program Director, all faculty mentors,** and (if necessary) the **Dean are available to students** should they wish to receive **coaching** on how to best approach the relevant/interested party. Students should also learn to support and coach each other in the process of developing advocacy skills. **Let's learn from each other and build a supportive community!**

GCP PROGRAM POLICIES

As noted previously, this handbook is intended to guide students as they complete the academic and clinical/counseling requirements of the GCP program at Delaware Valley University. This handbook includes policy information that supplements University and School of Graduate and Professional Studies policies, and in some cases, provides more specific and stringent requirements. For more information regarding the academic policies, procedures, and regulations of the University and the School of Graduate and Professional Studies, please go [here](#).

Student Evaluation and Retention Policy

The faculty recognizes that a diversity of counseling styles and personal characteristics are effective in counseling relationships. The faculty also recognizes that a number of interpersonal and intrapersonal skills and counseling skills are essential to the development of good counseling relationships. The purpose of evaluation is to determine students' strengths and needs, and to identify any deficiencies in skill areas that interfere with the development of counseling skills or the development of counseling relationships.

Student evaluations take place throughout the year. Evaluation forms are completed by faculty for each course (Individual Student Evaluation Form), clinical skill development is assessed for all skills-based classes (Clinical Skill Evaluation Form), and by on-site supervisors during the Practicum and Internship experiences. All students are evaluated at the end of each semester in which they are enrolled. All students must apply for Degree Candidacy after the completion of two semesters (18 credits) of graduate work.

Please note: *Any grade below B- in a GCP program course does not count for credit towards degree/program completion. Earning a grade below C in a course may be grounds for dismissal. See also:*

https://catalog.delval.edu/content.php?catoid=17&navoid=500#Academic_Progress_Policy

A student will be placed on academic probation if academic, skill, or other deficits arise. The Program Director will share the remediation plan with the student in writing. If a student is unable to successfully remediate, they may be dismissed from the program.

Admission to Degree Candidacy

All students must apply for admission to candidacy upon completion of two full time semesters (18 credits) of graduate work to move forward in the program. Applications are submitted in May of the first year. Degree Candidacy is an opportunity for students to review their academic plans with their advisors and review their progress in the program. Students must maintain a 3.0 or better GPA. The GCP Committee reviews the Application to Degree Candidacy and makes an outcome decision. The GCP Committee consists of the Program Director, Clinical Coordinator, and full-time graduate faculty. The outcome of the committee's review is communicated to the student in writing via email.

Evaluations are based on three criteria:

- **Academic Progress**
 - Academic progress is judged by tests, papers, logs and journals, other written material, oral reports, and in-class contributions.
- **Development of Counseling Skills**
 - Counseling skills are observed in classes using practice sessions, presentations and other contributions, in Internship seminar, and in Practicum and Internship performance.
- **Professional/Personal Skills**
 - Professional/personal skills are based on the evaluative criteria included on the evaluation forms for courses. These skills are evaluated during observations of professional interactions in class, at Practicum and Internship sites, and in other professional interactions with students, faculty and staff.

Practicum evaluations are reviewed by the Clinical Coordinator and Practicum instructor, Internship evaluations are reviewed by the Clinical Coordinator and the Internship instructor, and faculty evaluations are reviewed by the Program Director. All evaluations are shared regularly with students during the advising meetings and with the Graduate Counseling Psychology Committee, when deemed necessary. The Program Director reviews all student feedback forms at the end of each semester.

Should significant deficiencies or other concerning issues surface between advising meetings, the faculty member will either (1) review the issue with the Program Director and schedule a meeting with the student as soon as possible; (2) review the issue with the Graduate Counseling Psychology Committee and schedule a meeting with the student as soon as possible or (2) request that the student meet with the Graduate Counseling Psychology Committee as soon as possible.

The following are possible outcomes of the evaluations:

1. The student is making satisfactory progress. Strengths and needs are identified.
2. **The student shows some skill deficits and recommendations are made to remediate the problems.** For example, it might be recommended that a student obtain a volunteer position for additional experience, obtain personal counseling, take a specific course section, or complete additional requirements.
3. **The student shows significant skill deficits that interfere with counseling relationships or academic achievement.** However, the student may be able to develop an appropriate level of competency with concerted effort. A remediation plan will be developed. The student may be placed on academic probation. Candidacy may be deferred until the competencies are developed, or candidacy may be given with conditions that must be completed in a specified amount of time. For example, the conditions listed in #2 above might be **requirements** for continuation in the program.
4. **It is judged that the student will not be able to develop the necessary skills in the time allowed by the graduate program.** The student may be advised to withdraw from the program.

If conditions are established for the student to continue in the program - during either the meeting with the Program Director or the Graduate Counseling Psychology Committee, the student will receive a letter outlining these conditions. The letter will also include a section for the student to consent to the conditions by signing. Should the student wish to appeal the Graduate Counseling Psychology Committee decision, they may do so by not signing the letter and communicating their reservations in writing to the Graduate Counseling Psychology Committee within one week. The appeal must contain specific information about extenuating circumstances that may not have been previously available to the Graduate Counseling Psychology Committee. The committee will consider the appeal and make their final determination as soon as possible after the receipt of the appeal. This final decision will be communicated to the student in writing. At that point, if the student believes that unfair actions have taken place, the student may submit an appeal to the Dean of Graduate and Professional Studies.

In addition to the evaluation process outlined above, it is the program's expectation that faculty will work with students towards maintaining progress in their program on an ongoing basis. During the semester, between evaluation periods, serious concerns may emerge that raise questions regarding the suitability of a student for the counseling profession. In those situations, the program faculty (in compliance with the ethical standards of the profession) abides by the following retention plan for students enrolled in the program.

If, in the professional judgment of a faculty member, a student is not meeting required academic criteria or if behavior is deemed inappropriate and professionally unbecoming, based on criteria set forth in the student's performance evaluation forms and/or in the 2014 American Counseling Association Code of Ethics and/or university policy, the following steps are taken to provide the student the right of due process:

1. The faculty member who has become aware of the problem meets with the student, provides corrective feedback, and offers suggestions for possible changes in the student's behavior.
2. If deemed important and appropriate, the faculty member also writes a follow up memo to the Program Director and the student's advisor concerning the meeting with the student.
3. If deemed important and appropriate, the Program Director subsequently meets with the student and/or calls a meeting of the Graduate Counseling Psychology Committee to investigate all aspects of the situation and to make recommendations. The same evaluation process and outcomes described above apply here.

Dismissal

Students are expected to abide by the regulations set forth by Delaware Valley University and the written policies and procedures of their respective departments and the graduate school. The University reserves the right to dismiss a student at any time for unsatisfactory academic performance or for conduct detrimental to the University or to the welfare of other students. Departments also reserve the right to dismiss a student if it is determined that a student's conduct

is unprofessional or is not consistent with the code of ethics of their intended profession.

A student may be dismissed from a program for the following reasons:

1. A grade below “B-” in a didactic course.
2. Earning any two grades of “C” (C+, C, C-) or lower throughout the time in the program.
3. Failure to maintain a 3.0 cumulative GPA
4. Failure to achieve candidacy
5. Failure to adhere to a remediation plan
6. Conduct detrimental to the University or to the welfare of other students.
7. Conduct that violates the code of academic and/or professional ethics.

Any grade below B- in a graduate course does not count for credit towards degree/program completion. Any graduate course may be repeated one time.

HIATUS AND/OR WITHDRAWAL FROM THE UNIVERSITY

Please see the SGPS policy page: [Graduate Academic Policies, Procedures, and Regulations - Delaware Valley University - Modern Campus Catalog™ \(delval.edu\)](#)

Academic Integrity Policy

Delaware Valley University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth and the university's core educational mission is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect. Given this policy, all materials/assignments submitted by students must be the product of original and individual work with full credit given to others (using appropriately formatted citations) for their ideas and words (including quotation marks for all direct quotations). All writing assignments in this course will be submitted to Turnitin via the Assignments folder in Canvas. Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively—skills essential to all academic work. Please visit the following webpage for more information regarding the [Academic Integrity Policy](#)

Consequences of academic integrity violations are as follows:

Upon the first event of verified cheating of any sort in a graduate program, whether intentional or unintentional, the student will receive a zero for the assignment. Upon the second event of verified cheating by the same student at any time in the program, the student will be dismissed from the program. **Note:** the second event does not have to occur in the same course as the first but in any course in the program. The Program Director will be informed by the instructor of all events of cheating and will keep a record of all cheating events. The Program Director will inform the student in writing following the first event that they will be dismissed from the program should another verified cheating event occur. Upon the second event by the same student, that student will be informed in writing by the program director of their dismissal from the program.

Academic Grievance

Students have the right to present a grievance related to academic performance free from interference, coercion, discrimination, or reprisal. The Academic Grievance form must be completed and signed according to the steps in the academic grievance process detailed in the Catalog. Please visit the following webpage for more information about [presenting an academic grievance](#).

Attendance Policy

Attendance and participation in all classes are required. Medical emergencies and other legitimate issues necessitating absence may be unavoidable and will be taken into consideration. However, work conflicts, personal vacations, and personal or family business are not considered excusable absences. Students are expected to plan such activities with mindfulness of the academic calendar (generally published a year in advance) and of class syllabi. Excessive absences (i.e., more than two) may be cause for failure or dismissal from a course or the program.

Withdrawal Policy

Students are permitted to withdraw from courses for a designated period of time in accordance with the Academic Calendar specific to the student's graduate program. Students who want to withdraw from a course must submit a "Withdrawal from Course" form to the Registrar's Office. (Withdrawal from a course may not be completed through Student Planning.) After the withdrawal period, students will receive a letter grade for the course. Please visit the following webpage for more information about [withdrawing from courses](#).

Disability Accommodations Policy and Procedures

The Office of Accessibility Services (OAS) at Delaware Valley University (the "University") is committed to supporting an inclusive, equitable, and accessible environment. This comprehensive policy addresses OAS' support of students with disabilities; how requests for reasonable accommodations and/or auxiliary aides are to be submitted and reviewed; and compliance with applicable laws, including but not limited to Section 504 of the Rehabilitation Act of 1973 (the "Rehabilitation Act") and Title III of the Americans with Disabilities Act of 1990 (the "ADA"), and associated regulations, as applicable.

At the University, one of our core values as an educational community is to respect all people. It is important that any community member can access and participate in their chosen academic and extracurricular pursuits regardless of their status as an individual with a disability. This policy is intended to help ensure that value informs OAS' work in reviewing requests for accommodation and putting them into action. Please visit the following webpage for the [Disability Accommodations Policy and Procedures](#).

Student Code of Conduct

The GCP program expects that enrolled students will comport themselves in a manner consistent with those policies and values put forth by the university, by the GCP program, the field of counseling in general, the 2014 ACA Code of Ethics, and other relevant entities when performing duties and responsibilities related to their academic program, including field placement. For more detailed information on expected conduct, please see the SGPS Policies,

Procedures, and Regulations [SharePoint catalog webpage](#) and the [student life policy webpage](#) for current students

Student Support Services

Delaware Valley University offers many services designed to support student success. These services include:

- [Accessibility Services](#)
- [Center for Student Professional Development](#)
- [Counseling Services](#)
- [The Joseph Krauskopf Memorial Library](#)
- [Tutoring Center](#)
- [Writing Center](#)

If you are experiencing food insecurity, Delaware Valley University provides resources and support. [Caesar's Cupboard](#) is a free service for students who self-identify as needing the items stocked in the Cupboard. These include necessary personal care items and some basic non-perishable food options. Students will not have to demonstrate or prove their need.

Core Faculty and Staff

Chris Walter, M.A., LPC
Program Director
Clinical Coordinator
Adjunct Professor

Chris Walter is the Program Director of the GCP program. He is a master's level trained licensed professional counselor (LPC) in Pennsylvania. He brings 35+ years of experience in the field of counseling to his roles in the GCP program. Mr. Walter has worked in various levels of care in the mental health field, offering individual work, group work, and specialized assessments to adolescents and adults, as well as with both mandated and voluntary clients. In his private practice, Mr. Walter focuses on sexuality, gender, trauma, spirituality and spiritual emergence, and psychedelic integration. Additionally, he facilitates Holotropic Breathwork and has trained others in this modality.

Since 2013, Mr. Walter has been the full-time GCP Clinical Coordinator, overseeing all aspects of students' clinical development during their field placement with an emphasis on students' career trajectories, placement fit, autonomy, and other needs and desires unique to the student. Mr. Walter has taught the following courses in the GCP program:

- GCP 7010: Practicum
- GCP 7020 Internship I & GCP 7021: Internship II
- GCP 6070: Group Counseling
- GCP 7052: Sexualities
- GCP 7050: Psychology of Gender

Mr. Walter has been on the board of MPCAC (<https://mpcacaccreditation.org/>) since 2014 and is currently the Secretary.

Education:

- B.S. in Psychology, Penn State University
- M.A. in Counseling, Beaver College (Arcadia University; MPCAC accredited)
- Certifications:
 - Holotropic/Transpersonal Breathwork
 - Certified Clinical Trauma Professional

Matthew Mutchler, LMFT, Ph.D.
Associate Professor of Counseling Psychology
Chair, Psychology Department
<https://delval.edu/az-directory/dr-matthew-mutchler>

Matthew Mutchler is a Licensed Marriage and Family Therapist (LMFT) and holds Master's and Doctoral degrees in Human Development and Family Studies with specializations in Couple and Family Therapy. While working on his Ph.D. at the University of Connecticut, Dr. Mutchler discovered a passion for teaching. He taught undergraduate courses on family dynamics, and

after completing his degree, taught clinical courses in the university's Marriage and Family Therapy Program. After leaving Connecticut, he spent several years teaching undergraduate Human Development and Family Studies courses at Penn State University's Scranton campus. He is excited to bring his passion for teaching and clinical practice to the Counseling Psychology programs at Delaware Valley University.

In his teaching, Dr. Mutchler strives to relate course material to students' past experiences, current lives, and future goals. He emphasizes vibrant class discussions and experiential learning. His research focuses on counselor development and self-efficacy, ethical dilemmas, and developing methods to work conjointly with divorced or separated parents. Dr. Mutchler has presented his work at many national and international conferences, including the American Psychological Association, the International Society of Interpersonal Acceptance and Rejection, and the National Council on Family Relations.

In addition to being an Assistant Professor of Counseling Psychology at Delaware Valley University, Dr. Mutchler maintains a small private practice as part of the Center for Psychology and Counseling in Doylestown. Outside of his professional life, Dr. Mutchler can be found volunteering for his sons' baseball teams, karate studio, and at the Philadelphia Folk Festival.

Education:

- B.S. in Psychology, Carnegie Mellon University
- M.S. in Human Development and Family Studies, specialization in Marriage and Family Therapy (COAMFTE accredited), University of Rhode Island
- Ph.D. in Human Development and Family Studies, specialization in Couple and Family Therapy (COAMFTE accredited), University of Connecticut

Brianna Morgis, LMFT, Ph.D.

Assistant Professor of Counseling Psychology

<https://delval.edu/dr-brianna-morgis>

Dr. Morgis emphasizes connection and positive relationships in all her work. Clinically, as a Marriage & Family Therapist, she helps individuals, couples, and families correct negative patterns of interaction.

Her educational background is rooted in systems, emphasizing the reciprocal influence of people and their environments. She earned a master's degree in Couple and Family Therapy from Thomas Jefferson University and her PhD from Drexel in Couple and Family Therapy. As an undergraduate student, she earned her BS from Penn State University with a major in human development and family studies & a minor in sociology.

Education

- BS from Penn State University with a major in human development and family studies & a minor in sociology
- Master's degree from Thomas Jefferson University in Couple and Family Therapy
- PhD from Drexel in Couple and Family Therapy

APPENDIX A:

GRADUATE COUNSELING PSYCHOLOGY 3-YEAR COURSE SCHEDULE

Course #	COURSES	Credits	Prerequisites
Required Courses			
Social Justice Courses			
Child & Adolescent Courses			
Semester #1 Fall			
GCP 6030	Research Methods in Counseling	3	
GCP 6040	Professional & Ethical Issues in Counseling	3	
GCP 6060	Theories of Counseling & Intervention	3	
Semester #2 Spring			
GCP 6050	Concepts of Psychopathology & Wellness	3	
GCP 6080	Advanced Counseling Techniques	3	GCP 6060 Theories
GCP 6090	Advanced Multicultural Counseling	3	
Semester #3 Summer			
GCP 6010	Career Counseling	3	
GCP 7053	Elective: Advocacy & Social Justice Counseling	3	
GCP 7040	Elective: Child & Adolescent Counseling	3	
Semester #4 Fall			
GCP 6070	Group Counseling	3	
GCP 6095	Assessment in Counseling	3	
GCP 7055	Foundations of Addictions	3	
Semester #5 Spring			
GCP 7010	Practicum	3	GCP 6040 Ethics
GCP 6020	Advanced Life Span Development	3	
GCP 7050	Elective: Psychology of Gender	3	
GCP 7041	Elective: Advanced Childhood Pathology	3	
Semester #6 Summer			
GCP 7052	Elective: Sexualities	3	
GCP 7056	Elective: Introduction to Autism Spectrum	3	
GCP 7049	Family Development Processes	3	
Semester #7 Fall			
GCP 7020	Internship with Seminar I	3	GCP 7010 Practicum
GCP 7051	Advanced Couples and Family Counseling	3	
Semester #8 Spring			
GCP 7021	Internship with Seminar II	3	GCP 7020 Internship I
GCP 7057	Trauma Counseling	3	

*Course schedule subject to change based on enrollment and other variables

Appendix B:

Graduate Counseling Psychology (GCP) Program Course Descriptions

GCP 6010: Career Counseling (3 credits)

This course addresses theories of career choice across the life span, along with cultural and social justice influences that impact experience of work. Career development theories, approaches to career decision-making, personality, assessment, and career exploration techniques are addressed. Theoretical explorations include trait and type approaches, work adjustment, and Myers-Briggs approaches. Culturally competent career counseling across the lifespan is addressed.

GCP 6020: Advanced Life Span Development (3 credits)

This course will address the major processes of human development from conception to death. Discussion will focus on critical examination of traditional and contemporary theories of human development focusing on physical, cognitive, social and emotional development across the human life span. Culturally competent implications for counseling will be addressed.

GCP 6030: Research Methods in Counseling (3 credits)

This course examines counseling research methods used to study human behavior and counseling processes. Research designs including experimental, correlation and survey methods are examined. Course topics include the design of psychological research, and data collection, basic data analysis, data interpretation and preparing an American Psychological Association research report. Students will be introduced to the elemental functions of statistical analysis software.

GCP 6040: Professional & Ethical Issues in Counseling (3 credits)

This course addresses ethical and professional issues in counseling including the history of counseling psychology, the roles and functions of professional counselors and the processes involved in ethical decision making. Other topics to be discussed include privileged communication, confidentiality, rights of the client and agency, civil commitment, and licensure. Legal, moral and ethical issues in professional counseling, including employing culturally competent interventions, will be examined.

GCP 6050: Concepts of Psychopathology & Wellness (3 credits)

This course will provide an introduction to human mental distress and abnormal behavior with a particular emphasis on cultural and sociopolitical contexts. Symptoms, causes, treatment, assessment, classification and diagnosis of various psychological disorders will be addressed from a strengths-oriented perspective. The biological, psychological, social and sociocultural factors involved in the development of various psychological disorders will be examined. Research related to the etiology of psychological disorders and the efficacy of current treatments, including current trends in psychopharmacology, will be presented. Students will learn how mental health problems are categorized and develop applied skills in diagnostic interviewing.

GCP 6060: Advanced Theories of Counseling & Intervention (3 credits)

This course addresses the theoretical approaches used in counseling, therapy and intervention. A goal of the course is to allow students with an interest in human services to better understand the options open to both counselors and clients when engaging in counseling and therapeutic processes. Students are encouraged to think about how the various approaches might fit with their personal style and beliefs about counseling. This course provides a foundation of knowledge about the major theories by addressing ethical issues in counseling, counseling terminology, the major contributors, and the culturally appropriate use of theories and interventions in the context of human development.

GCP 6070: Group Counseling (3 credits)

The experiential course addresses various approaches to group counseling and therapy. Students will learn about the theories and practices of group therapy, stages of group development and the therapeutic factors that are effective when utilizing this counseling modality. In addition, students will participate as a group member in an applied classroom group that fosters experiential learning.

GCP 6080: Advanced Counseling Techniques (3 credits)

This experiential lab-based course addresses basic and advanced skills used in counseling and helping relationships. The focus is on developing the core skills necessary to facilitate effective helping relationships while being mindful of culturally appropriate interventions. Students will apply and practice a variety of counseling skills and techniques including active listening, reflection skills, immediacy, verbal and non-verbal attending behavior, encouraging, summarizing and paraphrasing. Training is done through the use of video feedback and in-class practice demonstrations involving personal disclosure, role-play, and group and instructor feedback.

- **Prerequisite:** *GCP 6060: Advanced Theories of Counseling & Intervention*

GCP 6090: Advanced Multicultural Counseling (3 credits)

This multicultural counseling course will introduce students to a variety of psychological concepts about intersecting identities and culture and how they affect interactions with others. This course focuses on understanding and working with diverse populations across dimensions including but not limited to ethnicity, race, gender, sexual orientation, socioeconomic status, gender identity, ability status, age, and religion with a particular emphasis on ethnicity. Current theoretical and research literature regarding multiculturally competent counseling practices will be addressed. Students will identify and explore their own unique ethnic and cultural worldviews and see how it affects their counseling approaches. Students are simultaneously encouraged to reflect upon one's own sense of self, beliefs, assumptions, behaviors and social power in an effort to increase multicultural awareness and competence.

GCP 6095: Assessment in Counseling (3 credits)

This theoretical and applied course addresses the major principles, approaches, and theoretical perspectives utilized in counseling measurement and assessment. This course involves discussion of the theory and application of counseling measures of intellectual functioning, achievement, aptitude, interests, attitudes and personality. Culturally competent approaches to counseling assessment are addressed. Students will have the opportunity to gain first-hand experience administering and taking various assessment instruments. Multiple assessment contexts are addressed including individual, group, educational counseling and guidance.

GCP 7010: Practicum (3 credits)

This course helps students to develop necessary basic culturally competent counseling skills to prepare for an internship in a variety of counseling settings. Students will engage in a 100-hour practicum placement in order to gain initial clinical experience in an agency setting. Of the 100 hours, 40 hours must be in direct clinical contact. The weekly practicum seminar is designed to provide support and supervision for students in their ongoing development as counseling practitioners. The goal is to increase awareness of the clinical & ethical skills needed to function in a professional role, gain experience with the daily operations of a counseling organization and develop an appreciation of multiculturally competent clinical practices. Students are required to carry malpractice insurance for the duration of the clinical placement.

- ***Prerequisite: GCP 6040: Professional & Ethical Issues in Counseling***

GCP 7020: Internship with Seminar I (3 credits)

Students are required to engage in 600 clinical internship hours over the course of one year, 300 of which have to be in direct client contact. The weekly internship seminar is designed to provide support and supervision for students in their ongoing development as counseling practitioners. The goal is to continue to develop awareness of the clinical & ethical skills needed to function in a professional role, gain additional experiences with the daily operations of a counseling organization and develop an appreciation of multiculturally competent clinical practices. Students will demonstrate oral and written case conceptualization skills. Students are required to carry malpractice insurance for the duration of the clinical placement.

- ***Prerequisite: GCP 7010: Practicum***

GCP 7021: Internship with Seminar II (3 credits)

Students are required to engage in 600 clinical internship hours over the course of one year, 300 of which have to be in direct client contact. The weekly internship seminar is designed to provide support and supervision for students in their ongoing development as counseling practitioners. The goal is to further awareness of the clinical & ethical skills needed to function in a professional role, gain additional experiences with the daily operations of a counseling organization and develop an appreciation of multiculturally competent clinical practices. Students will demonstrate oral and written case conceptualization skills. Internship with Seminar II serves as a capstone course where students will complete a final project that showcases their clinical, professional and personal development over the course of the program. Students are required to carry malpractice insurance for the duration of the clinical placement.

- ***Prerequisite: GCP 7020: Internship with Seminar I***

GCP 7040: Child and Adolescent Counseling (3 credits)

This course discusses aspects of children and adolescent development that relate to the counseling experience. Topics to be addressed include: relationships children and adolescents establish with important adults (e.g., parents, teachers, coaches), developmental processes specific to youth; multicultural influences on youth; and intervention models available. Students also will analyze different theoretical approaches to child and adolescent counseling.

GCP 7041: Advanced Childhood Psychopathology & Wellness (3 credits)

This course explores the biological, psychological and social/cultural factors in the etiology, course and treatment of childhood disorders. Students will gain familiarity using the most current version of the Diagnostic and Statistical Manual. Special attention will be devoted to understanding societal definitions of normal/abnormal and applying a developmental perspective.

GCP 7049: Family Development Processes (3 credits)

This course is designed to provide students with an understanding of family development processes – the patterns and dynamics of interaction within families. We will examine the challenges that families confront as they move through the family life cycle. We will focus both on developments that have historically been considered “normative” and “non-normative.” Counseling applications will be woven throughout the course.

GCP 7050: Psychology of Gender (3 credits)

Students will develop an awareness of the social and cultural basis of gender roles. Diverse gender identities will be examined and the implications for counseling with individuals, couples, families, and groups will be examined. This course will address the scientific literature related to gender in various cultural settings and encourage students to critically evaluate current research findings regarding the psychology of gender. Course topics include the history of gender research, gender role attitudes, theories of gender development across the lifespan, gender socialization and current issues in mental health.

GCP 7051: Advanced Couples & Family Counseling (3 credits)

This course addresses the theoretical approaches used in couples and family counseling. A goal of the course is to allow students with an interest in human services to better understand the options open to both counselors and clients when engaging in the therapeutic process from systems-oriented perspectives. Topics include family development and interventions associated with major family therapy models. Students are encouraged to think about how the various approaches might fit with their personal style and beliefs about counseling when working with families from diverse backgrounds. The course will provide a solid foundation of knowledge about the major family systems theories.

GCP 7052: Sexualities (3 credits)

This course addresses the research about the physiological, psychological, and sociocultural variables associated with sexual behavior, sexual disorders, sexual function and dysfunction, sex roles, sexual identity, gender identity, trauma and abuse, and aging. Topics addressed include the biopsychosocial assessment of sexual dysfunctions, current theoretical models, treatment strategies and ethical considerations when working with sexuality issues in counseling.

GCP 7053: Advocacy & Social Justice Counseling (3 credits)

This course addresses working with individuals, couples and families from a systemic lens with particular emphasis on institutionalized social injustice and the steps necessary to promote community change. This course emphasizes theoretical approaches to social advocacy and an understanding of how social, cultural, political and economic factors influence human development, mental health and psychological wellbeing. Social justice counseling focuses on counselors as change agents and outlines strategies to advocate for clients at the meso- and macro-level to challenge social inequities.

GCP 7055: Foundations of Addictions (3 credits)

This course addresses the research on the complex etiologies, behavioral manifestations and treatment of various addictions including but not limited to substances, eating, internet, shopping, gambling and sex. Utilizing a biopsychosocial perspective, students will explore the research on trauma, family dynamics, environment, and biological predisposition as it relates to addictive behaviors. Identification, diagnosis and various treatment models will be addressed.

GCP 7056: Introduction to Autism Spectrum Disorders (3 credits)

This course provides an overview of the current clinical research about autism spectrum disorders in children and adolescents. The transition to adulthood will be discussed as well. Identification, diagnosis, assessment, treatment and various interventions methods will be addressed. Students will apply information to classroom and family cases.

GCP 7057: Trauma Counseling: Awareness, Assessment and Treatment

This graduate level class provides a comprehensive exploration of trauma counseling including the history and current theories in the field, the nature of trauma (including but not limited to sexual abuse, combat, and natural disasters), how trauma affects individuals and systems, grief reactions and traumatic stress. The course explores professionals' response to trauma, vicarious traumatization, disenfranchised grief, crisis intervention, co-morbid disorders and general treatment issues. Evidence-based practices in trauma counseling will be addressed. A variety of theoretical frameworks are presented, including cognitive, neurobiological, clinical, and socio-cultural (including the main controversies surrounding the field of trauma). Students will develop culturally informed skills for working with trauma.

Portions of this handbook were adapted or copied with permission from counseling psychology training directors Mary Burke, Ph.D., Carlow University and Eleonora Bartoli, Ph.D., Arcadia University.