

Ursuline College 

Breen School of Nursing & Health Professions

Counseling & Art Therapy

# **Graduate Student Handbook**

**2024-2025**

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

**I. INTRODUCTION**

Welcome to the Master of Arts in Counseling and Art Therapy program at Ursuline College! The faculty and staff are committed to supporting your journey through the program, and we encourage you to communicate regularly with your professors. Although the primary responsibility in attaining your goals lies with you, we are here to support and help you to make choices that will ensure your success!

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

**Program Mission**

The Master of Arts in Counseling and Art Therapy Program provides education and training in Clinical Mental Health Counseling and prepares competent, entry level Art Therapists in the cognitive (knowledge), psychomotor (skills) and affective (behavior) domains. Students learn to aid clients in exploring personal potentials and problems through both visual and verbal expression.

Graduates are prepared to work with clients from diverse backgrounds in a variety of clinical, educational, medical, and human service agencies. A wide range of internship placements and service learning opportunities are available, and students are encouraged to develop areas of expertise and specialization in line with their strengths and interests, as well as exhibit professional dispositions in line with core values of the program and the professions.

As an extension of the mission, the program aims to:

1. Prepare students upon graduation to become licensed and credentialed holistically educated human service professionals adept in facilitating the creative process as a source of integration and healing
2. Utilize the vast community resources to expose students to competent training environments for clinical mental health counseling and art therapy
3. Offer a state-of-the art curriculum that develops the specific competencies of the professions of counseling and art therapy to reach a diverse and global population

4. Incorporate a philosophy of education and training that is motivated by respect for the dignity of each person
5. Improve the quality of life for diverse populations seeking services in the healthcare and wellness fields through counseling and art therapy

### **Program Objectives**

Upon earning a Master's degree in Clinical Mental Health Counseling and Art Therapy, our graduates will be able:

1. To know and practice counseling and art therapy ethical standards according to the professional associations and state/national boards for each profession
2. To know and utilize appraisal instruments, art therapy assessments, and to be able to diagnose
3. To know and demonstrate understanding of counseling theory, art therapy theory, developmental theory, history of clinical mental health counseling and art therapy fields, and of recipient populations/specializations
4. To know and demonstrate effective and culturally responsive skills with individuals, groups, and families in all phases of the therapeutic process, including treatment planning, appropriate documentation, and verbal and non-verbal interventions, working with diverse populations/specializations, including those from marginalized backgrounds
5. To demonstrate personal and professional growth, including effective use of supervision, recognition of strengths and limitations, and development of a unique voice and vision as a professional counselor and art therapist who is active in professional associations and committed to ongoing personal creative expression and professional development

### **Academic Program Requirements**

The Master of Arts in Counseling and Art Therapy program (CAT) has three main components: classroom coursework, fieldwork experience (pre-practicum, practicum, and internship courses), and a research capstone. A student needs to successfully move through each component in order to receive a degree and must maintain a 3.0 grade point average. As with all academic programs, students are expected to regularly attend class, promptly complete all assigned coursework, and exhibit attitudes and behaviors commensurate with becoming a helping professional. Each syllabus given should be read thoroughly so that students understand the particular demands of a specific course and instructor. The Master of Arts in Counseling and Art Therapy is completed in 65 credits (Appendix A).

Graduates meet the educational requirements for counseling licensure (LPC-Licensed Professional Counselor and LPCC-Licensed Professional Clinical Counselor) in Ohio, and the educational requirements for the National Certified Counselor (NCC) through the National Board of Certified Counselors.

Graduates meet the educational requirements for national registration and board certification for

art therapists (ATR-BC) through the Art Therapy Credentials Board (ATCB), and may meet the educational requirements for counselor and/or art therapy licensure in some states. **Licensure laws vary from state to state**, and applicants are encouraged to check individual state laws for licensure eligibility requirements.

The program is approved by the Ohio Counselor, Social Worker, Marriage & Family Therapist Board and accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP). CAAHEP accreditation is conferred upon the recommendation of the Accreditation Council for Art Therapy Education (ACATE).

### **CAT Program Professional Dispositions: CREATE**

The Ursuline Counseling and Art Therapy (CAT) program has adopted a set of professional dispositions to be developed and demonstrated by all students and faculty to the greatest extent possible. CACREP (2016) defines dispositions as “the commitments, characteristics, values, beliefs, interpersonal functions, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues.” The professional dispositions form the memorable acronym, **CREATE**, and are defined below. Dispositions will be monitored and evaluated for each student at several key points in the program, including by faculty advisors, with input from all faculty prior to when the student begins fieldwork; by site and faculty supervisors as part of fieldwork evaluations; and as needed throughout the Ursuline CAT program as part of remediation plans. Additionally, students will also engage in self-reflection about the development and demonstration of these defined dispositions upon entry, at exit, and as part of course evaluations. Dispositions will continue to be monitored, evaluated, and remediated as needed throughout each student's time in the Ursuline CAT program. (See also Professional Disposition Assessment- Appendix O and Student Performance Review and Remediation (SPRR) plan document- Appendix

***Critical & Creative Thinking:*** Demonstrates flexibility, curiosity, and openness to new ideas, feedback, learning, and change via multiple forms of expression (oral, written, expressive) throughout interactions with clients, peers, supervisors, and program faculty; Demonstrates solid knowledge of expressive media and applications of creative processes within helping relationships

***Responsibility & Commitment:*** Demonstrates responsibility and accountability for one’s behavior and actions, as well as to clients, peers, faculty, and to the professions; Shows motivation, initiative, and investment in classes and other program contexts, including in areas of self-growth and professional identity development

***Ethical & Professional Behaviors:*** Demonstrates integrity, preparedness, and proactive communication and collaborative problem-solving skills to ensure success in meeting all requirements of classes and the program; Demonstrates ethical decision-making and professional behaviors in accordance with counseling and art therapy profession codes of ethics, as well as state and federal laws

***Advocacy & Cultural Humility:*** Engages in self-reflection and self-critique as an ongoing part of cultural learning and skill-building; Demonstrates respect, understanding, and appreciation of individual, cultural, and contextual dimensions and differences; Demonstrates commitment to causes and efforts that promote equity and social justice for all clients, practitioners, and the professions

***Therapeutic & Relational Helping Skills:*** Demonstrates effectiveness in core helping skills that foster a positive therapeutic alliance and optimal conditions for client growth across counseling and art therapy practice contexts. These include, but are not limited to: basic verbal and nonverbal listening, attending, and communication skills; clinical planning and intervention skills (i.e., assessment, case conceptualization); and demonstrating attributes of empathy, congruence, non-judgment, and genuine positive regard for clients in alignment with values and principles of the professions

***Emotional Intelligence & Stability:*** Demonstrates emotional maturity and stability in navigating personal and professional stressors. This includes proactive seeking of support, resources, and regular engagement in self-care practices that build self-awareness, self-efficacy, and personal resiliency in recognition that maintaining healthy emotional functioning is both an ethical responsibility and a critical prerequisite for effectiveness in one's role as a helping professional

### **Pre-Practicum, Practicum, and Internships**

An integral part of the program is the fieldwork experience component with the following coursework sequence: (See also overview of Clinical and Internship- Appendix B)

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

CAT 547 Clinical II: Practicum

CAT 549: Internship I

CAT 550: Internship II

Students should consult with the Clinical Director, Areka Foster, [afoster@ursuline.edu](mailto:afoster@ursuline.edu), 440-484-7021, with any questions about these courses. A criminal background check is required of students before placement in the field and will also be required before taking the state counselor licensure exam. Students are required to disclose any criminal charges or convictions, current or past, and failure to do so may result in dismissal from the program. Students are provided additional information about fieldwork in the Fieldwork Experience manual.

*Placement Sites:* The CAT department has built ongoing relationships with a large number of institutions and agencies in the Greater Cleveland, Akron, and surrounding areas to serve the placement needs of CAT students. Students may also initiate new sites, but the Clinical Director must approve all sites in order to ensure they meet all of the placement and supervision requirements. A listing of possible placements is available for students once they enroll in CAT 546, where they will begin to explore site options. Students should report any updated information

regarding the site listing to the Clinical Director to aid in keeping the information current. The course instructor must also approve all final placements.

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

*Skills:* Students begin to practice basic skills utilizing the Skills Lab facilities (PH 305, 306, 309), where they engage in role-plays during CAT 546 Clinical I- Counseling Techniques. Role-plays may be taped and viewed by the student and faculty. Faculty will assess student skill development in CAT 546 and CAT 547 Practicum. Readiness for Internship will be based on grades in these courses, successful completion of prerequisite courses for internship, and input from all faculty.

*Readiness for Internship:* Faculty members regularly discuss student progress in weekly departmental faculty meetings. Should there be any concerns about a student's academic, professional, or personal development and readiness for internship, instructors and supervisors will complete an "Evaluation of Student Performance" form, which will then be reviewed with faculty (Evaluation of Student Performance, Appendix D). Additionally, faculty advisors will also complete the pre-fieldwork Professional Disposition Assessment (Appendix N), with input from all faculty, during the semester in which the student is enrolled in CAT 546: Clinical I to help assess for areas of strength and needed improvement to ensure readiness for internship.

*Professional Impairment:* To safeguard the wellbeing of clients in field settings, as well as for the safety and concern for the student themselves, students who meet the definition of impairment cannot be permitted to actively work with clients during the time that they are impaired. Counselor impairment has been defined as "a significantly diminished capacity to perform professional functions" (American Counseling Association [ACA], 2014, p. 20). Section C.2.g. of the *ACA Code of Ethics* (2014) requires counselors to "monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired" (p. 9). Section 1.6 of the *AATA Ethical Principles for Art Therapists* (2013) mandates that art therapists "refrain from taking on a professional role when (a) personal, professional, legal, financial, or other interests and relationships could reasonably be expected to impair their competence or effectiveness in performing their functions as art therapists" (p. 3). These ethical mandates extend to students who are in training.

If a faculty member suspects student impairment, they will bring their concerns to the Clinical Director and/or Program Director, who may initiate the student performance review and remediation procedure (see [Student Performance Review and Remediation \(SPRR\) Procedure](#) section of this handbook and Appendix M) to address and remediate the concern.

Signing of the "Responsibility Agreement for Handbooks and Course Syllabi" form at the end of this manual (Appendix P) indicates that the student understands the definition of counselor impairment as indicated above, and agrees that they will not actively work with clients if it has



been determined that they are professionally impaired. They also agree to work with the Clinical Director, Program Director, and other faculty members to address and remediate the concern.

### **Research/Culminating Capstone Process**

All students must complete a culminating capstone project in order to receive the degree. The course sequence is taken in the following order:

CAT 591: Intro to Research & Literature  
CAT 594: Research and Evaluation  
CAT 596: Capstone Project/Integrative Seminar

Students may take the courses over a period of several years, but each course must be completed in the proper sequence. CAT 591 is completed in the first year, CAT 594 in the second year, and CAT 596 must be done during the final year in the program as outlined in the three-year plan of study. Please note that CAT 596 is only offered in the Fall and Spring semesters. Students must work with their advisors to plan accordingly.

Students cannot begin their capstone project until a proposal has been written and accepted by the faculty. If the project involves human subjects, it must also be approved by the College's Human Subjects Institutional Review Board (IRB). This is generally done near the end of CAT 594, or right after completing this course. If the project is to be completed in the context of an agency, the proposal may also have to be approved by the Internal Review Board of that agency, a process that may take quite a length of time.

Any data collection or other advanced work required for the Capstone project must be completed before the CAT 596 course begins since this course is focused on the writing of the manuscript document. All projects include a written document. In this course, students will be writing the manuscript in sections, with the first section due within the first few weeks of class, and the complete draft due before the end of that semester. Other formats or projects will be evaluated on an individual basis for timelines and submissions.

Additionally, taking the Counselor Preparation Comprehensive Exam (CPCE) is a part of the CAT 596 capstone course, and prepares students for taking the National Counselor Exam (NCE) after they graduate in order to gain their counselor licensure in the state of Ohio. Please note that the Ohio Counselor Social Work and Marriage and Family Therapy (OCSWMFT) board requires students to register for the NCE test in their last semester, not before. Therefore, if all internship hours are not completed within the last semester, students will need to postpone graduation and capstone thesis course.

Finally, an important component of the culminating project submission process is the formal presentation of the research project during CAT 596, when a public presentation will be scheduled.

## **II. GENERAL POLICIES AND PROCEDURES**

The policies set forth in the *Graduate Catalog*, the *Ursuline College Student Handbook*,

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

[\*\*\*Ursuline Student Handbook\*\*\*](#) (click on link; also can be located on college website)

[\*\*\*Graduate Studies Catalog\*\*\*](#) (click on link; also can be located on college website)

***CAT Student Handbook:*** Hard copies given at Orientation, Electronic copies sent to all incoming students.

### [\*\*Academic Appeals\*\*](#)

If a student has questions about a faculty decision, or a concern about the grading process, the procedure described in the *Graduate Catalog* should be followed (See Academic Appeals Appendix E). Please note that the first step is to talk with the instructor (within one month of grade), and if not resolved the Program Director must be contacted within two weeks.

### [\*\*Academic Standing\*\*](#)

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

In addition to maintaining a 3.0 GPA, ***students must retake any course in which a grade lower than a B- is received.*** However, no more than two courses may be repeated within a program. If a student receives a non-passing grade for more than two courses, they are subject to academic dismissal. Particular requirements for retaking courses are subject to approval by the dean. When students retake a course, the prior grade will remain on students' transcripts but will not be reflected in their GPA. Courses may only be retaken once. Individual programs may establish additional specific grade requirements for core courses.

### [\*\*Advising and Course Sequence\*\*](#)

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

Students must work closely with their advisor to chart out a course of study, including attending to whether they have met **all of the prerequisites for courses** as they proceed through the program.

Prerequisites are indicated on the Degree Requirements tracking sheet. Students must also have transcripts sent to the graduate admission office for any completed outstanding program prerequisites in psychology or studio art (See Degree Requirements- Appendix A).

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

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

During the advising process, students should plan a tentative course of study for the duration of their program, as well as scheduling for the upcoming semester. Discussion may also include ideas related to capstone project and internships, as these may affect how the schedule is planned. Students will also complete a self-care plan in conjunction with their advisor within their first year in the program, as well as will be assessed on the CAT program professional dispositions, CREATE, by their faculty advisors (with input from all faculty) as part of the advising process during the semester in which they are enrolled in CAT 546 Clinical I to ensure readiness for CAT 547 Clinical II/Practicum. If the student is scheduled for CAT 546 Clinical I in the Summer term, then the professional disposition assessment evaluation will occur the following Fall semester. Advisors will also aid in the tracking and monitoring of students' KPI outcomes.

The advising session should include the following:

- The advisor will have the student file, a copy of the latest transcript, and a registration form, and will complete a review of grades and progress
- Help the student plan for a realistic course load
- The student will complete the demographic data on the registration form, and also check the transcript for any errors.
- Conditional Status students: Based on what was indicated on the interview sheet, the advisor will assess student's progress towards completion of outstanding pre-requisites or other requirements conveyed to the student at time of admission. Outstanding prerequisites are to be completed by the end of the first year in the program. The student is responsible for sending an official transcript showing successful completion of these courses to the Graduate Admission Office.
- A 3.0 must be maintained in order to graduate, and grades below B- are not passing grades. Any student receiving below a B- in clinical/fieldwork courses (546,547,549,550) may be subject to dismissal or advised out of the program.
- If a student is on a different time frame from the Three-Year Plan, an individualized plan is mapped out. Please keep a copy of this form.

Additionally, the advising session is also for purposes of student professional development, and will include:

- Discussion on the student's progress and challenges in the program, including checking in on student self-care, discussing development of professional dispositions and outcomes on KPIs, and completing a formal assessment of program professional dispositions during the semester the student is enrolled in CAT 546 Clinical I (usually 2<sup>nd</sup> semester of program; or if CAT 546 is taken in Summer, the PDA will occur the following Fall term).

In sum, the student's advisor is an important resource for them as they move through the program. Students are expected to meet with their advisor at least one time per semester, but may also reach out at any time if they have questions, concerns, or for purposes of professional development. Faculty advisors aim to promote the success of advisees in both their academic and professional development, and can also help refer the student to additional resources on campus. Students will have regular opportunities to evaluate their experience with the advising process, including through annual advising feedback surveys, as part of the exit program evaluation process, and are always welcome to bring any concerns they may have related to advising to the Program Director.

### **Advisory Board**

Community representatives, agency and college supervisors, faculty, dean, students, and alumni involved in counseling and/or art therapy serve on the advisory board and advise the Counseling & Art Therapy program. The Board meets one to two times a year. Input from the Board is used to inform the planning process of the program and ensure the program is meeting its goals and outcomes, as well the needs of students, community, agencies and other relevant institutions. The Board reviews yearly results from the Assessment of Student Learning report on outcomes and other areas identified for improvement or change and makes recommendations.

### **Affirmative Action Statement & Diversity, Equity, and Inclusion**

#### ***Ursuline College Affirmative Action Statement***

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

#### ***Diversity, Equity, & Inclusion Statement; Related Programming, Policies, & Accommodations***

The Breen School of Nursing and Health Professions is committed to embracing the unique voices, experiences, and perspectives of our students, faculty, and staff in all that we do. Our commitment to diversity, health equity, and inclusion informs and empowers us to reflect and effectively serve all our constituents. We believe that an atmosphere that embraces equity and inclusion will enhance the educational and cultural experiences of our students, faculty, and staff. As such, we

aim to 1) Promote an inclusive environment that fosters intellectual excellence and the true integration of a diverse student body into all aspects of academic life; 2) Provide a forum for continued vigilance directed toward creation, promotion, and maintenance of activities, programs, and policies that further our understanding of individual and group diversity in all areas, including student life, curriculum, teaching, programs, research, community service, and events; 3) Foster discussion and solicit input about diversity issues from students, staff, and faculty in the BSONHP; 4) Develop and communicate policies and promote values that encourage tolerance and discourage discrimination; 5) Develop and implement plan/strategies specifically for recruitment and retention of minority faculty, staff, and students. (adopted 10-20-2014).

As a department of the BSONHP, the CAT program further seeks to promote these values throughout all facets of the program, including forums of teaching and learning, clinical training and practice, scholarship activities, professional development, and through focus to advocacy and cultural humility as part of CREATE, the program's core set of professional dispositions. In collaboration with various offices across campus, including Graduate Admissions and Human Resources, we continually aim to diversify our CAT faculty and student population by recruiting at a wide range of venues such as: historically black colleges and universities, companies and colleges in varying socioeconomic areas, veteran's events and the Veterans' Administration hospital, public and private schools, religiously-affiliated events and organizations, and both local and national professional membership organizations. Specific to student recruitment, we also host monthly virtual informational sessions and virtual one-on-one meetings for prospective students, which reduces the cost of travel and allows individuals from all socioeconomic backgrounds to be able to attend.

**Office of Diversity:** The mission of the Office of Diversity is to heighten cultural, ethnic, and social justice awareness. In addition to supporting the College core values, the office strives to provide visionary leadership and foster intergroup relations, including, but not limited to, expanding the institutional commitment to equal opportunity for students, staff, and faculty success. This primarily occurs through program initiatives that celebrate and respect the rich diversity already present within the Ursuline College campus community. In collaboration with multiple departments across campus, the Office of Diversity provides academic and social support for students, as well as creates and participates in various events both on campus and within the community, including the Campus Diversity Forum, The Privilege Walk, Accessibility Awareness Month, the 13 annual Juneteenth celebration, student diversity film nights, and more. CAT students are encouraged to take advantage of these opportunities to further develop cultural competency skills. The Office of Diversity is located in Pilla Center. Contact 440-684-6085 for further information or to arrange an appointment.

**Title IX, Harassment, and Discrimination Policies and Accommodations:** Ursuline College strives to provide an environment that promotes the worth and dignity of each individual. The College supports the principle of diversity and believes it is the responsibility of every member of the Ursuline College community to conduct themselves professionally at all times and to cooperate in maintaining a work and academic environment free from unlawful harassment and discrimination. Accordingly, Ursuline College prohibits harassment and discrimination on the basis of certain characteristics, including race, color, national origin, religion, age, ancestry, sex, pregnancy, gender identity or expression, sexual orientation, disability, genetic information, military or veteran status, or any other basis prohibited by federal, state, or local laws. For

additional information, please see the College's Harassment and Discrimination Policy at <https://ursuline.edu/harassment-discrimination> or contact the College's Director of Compliance/Title IX and Disability Coordinator, Deborah Kamat, at [Deborah.Kamat@ursuline.edu](mailto:Deborah.Kamat@ursuline.edu)

### **Assessment and Course/Faculty Evaluations**

The CAT program assesses its resources, mission, and program learning objectives on an ongoing basis. All students are expected to complete course and faculty evaluations at the conclusion of each and every course in which they were enrolled. Additionally, at the conclusion of CAT 596: Capstone Project/Integrative Seminar, all students will complete an exit process, which will involve electronic completion of several surveys and/or an in-class discussion. Additionally, students will be asked to participate in program evaluation activities related to program accreditation following graduation, which might include online surveys or focus groups.

### **Catalog Course Taken Independently**

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

### **Technology Resources (Email, myUrsuline, Desire to Learn (D2L), Tevera)**

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

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

Finally, in order to complete their clinical fieldwork experience, all students will sign up for an account with **Tevera**, which is the online platform used by the Ursuline CAT program to track students' fieldwork experiences. It provides tools for students to track their hours, assignments, documentation, and assessments for Clinical I, Clinical II-Practicum, and Internship. Classroom and site supervisors can track and evaluate counseling trainees' clinical experiences and help manage their placement. This tool can be used after graduation to track your professional experience and supervision needed for licensure and certification.

All students are required to sign up for Tevera during CAT 546: Clinical I, which will result in a one-time charge of \$220 for life-time access to the service.

### **Endorsement Policy**

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

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

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

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

### **General Concerns**

The Program Director is available to address any concerns related to courses, faculty, or other program related issues. Graduate students are encouraged and expected to develop interpersonal skills in order to professionally and effectively work with peers, and authority figures such as supervisors, site supervisors, faculty, and other professionals related to the graduate school journey.

Students are encouraged to first talk directly with the person if appropriate, but if this not possible, or does not resolve the issue, please contact the Program Director. If the issue is related to clinical or internships, please be sure to also work directly with your instructors, supervisors, and the Clinical Director.

### **Grading Policies**

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



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

### **Graduation Application**

Graduation applications will be completed by students when enrolled in the CAT 596 Capstone/Integrative Seminar course in the semester prior to the semester of graduation.

### **Plagiarism and Academic Integrity**

It is essential that students understand that copying from material written by others, cutting and pasting from web sites, or paraphrasing without citing sources all constitute plagiarism and are violations of the College's policies regarding academic integrity. If a student ever has a question or a concern about whether the inclusion of some material constitutes plagiarism, they should consult with the classroom instructor before the assignment is turned in for grading. Generally, when quoting or using text written by others (or their ideas and findings) from printed or online sources, always cite the source to avoid plagiarism. Incidents of plagiarism are responded to following the procedure set forth in the *Graduate Catalog* and listed in all course syllabi. Repeated acts of plagiarism may result in expulsion from the College.

### **Scholarships**

Several student scholarships are available. See Appendix J or on the Ursuline College website: <https://www.ursuline.edu/academics/programs/master-of-arts-in-counseling-and-art-therapy>

### **School Closing/Inclement Weather/URS Alert**

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

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

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

Sources for official announcements: Phone - 440-449-4200; Internet - [www.ursuline.edu](http://www.ursuline.edu);

URSAAlert, TV and Radio - Most Cleveland radio stations and all local TV stations.

URSAAlert is a mass notification system that provides alerts as text messages on cell phones. Participation is voluntary. It is powered by Omnilert Network e2Campus. Information is not shared with or sold to third parties and cell phone numbers will not be used by College offices to contact you through this notification system. You must sign up for the service in order to receive alerts. ([www.ursuline.edu/Campus\\_Resources/Facilities/ursalert.html](http://www.ursuline.edu/Campus_Resources/Facilities/ursalert.html))



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

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

### **Skills Lab**

The Skills Lab area is located in rooms 305, 306, 309, and 310 in the Parker Hannifin Center for Creative and Healing Arts. The rooms have videotaping equipment, which can be viewed and saved on the computers in the PH310 Monitor room. Procedures for the Skills Lab will be covered in CAT 546 Clinical I-Counseling Techniques. (Appendix C).

### **Statement of Nondiscrimination**

Ursuline College strives to provide an environment that promotes the worth and dignity of each individual. The College supports the principle of diversity and believes it is the responsibility of every member of the Ursuline College community to conduct themselves professionally at all times and to cooperate in maintaining a work and academic environment free from unlawful harassment and discrimination. Accordingly, Ursuline College prohibits harassment and discrimination on the basis of certain characteristics, including race, color, national origin, religion, age, ancestry, sex, pregnancy, gender identity or expression, sexual orientation, disability, genetic information, military or veteran status, or any other basis prohibited by federal, state, or local laws.

<https://ursuline.edu/harassment-discrimination>

<https://ursuline.edu/sexual-misconduct-policy>

### **Student ID, Library, Athletic Center**

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

### **Studio Areas**

All classrooms can potentially be used for artmaking, and room 312 houses the clay, glazes and kilns. Classrooms may be used by students when classes are not present, but please check with the department administrative assistant for availability as occasionally there are other events or classes outside of the CAT program using the classrooms. Generally, materials are available for student use, but students are expected to provide their own media for extensive projects. Please be respectful of the space and materials and keep the studios clean and organized.

## **Support Services and Offices**

There are many services provided by the college and can be accessed for various student needs. These include Counseling and Career Center, Women's Center, Office of Diversity, Disability Specialist, Campus Ministry, Computer Services, Student Service Center, Academic Support Services, the Writing Center, and Disabilities Services. Please be sure to take advantage of these services. IT Services can be contacted for help at [helpdesk@ursuline.edu](mailto:helpdesk@ursuline.edu) and information is available at <https://www.ursuline.edu/files/assets/it-instructions.pdf>

## **Work Study**

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

## **III. ACADEMIC, PROFESSIONAL, AND PERSONAL DEVELOPMENT**

### **Academic, Professional, and Personal Development**

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

Remediation or professional development plans may be recommended. Students can be dismissed from the program for failing to uphold the required level of professionalism and the professional dispositions necessary to be an effective and ethical counselor and art therapist. Thus, all students will be assessed on the program's unique set of professional dispositions at several points in the program, including prior to beginning fieldwork, to help students grow in the professional dispositions identified as necessary for graduates from the program to be successful (See CAT Program Professional Dispositions: CREATE section of handbook, and Appendix N for more information).

Professional and respectful behavior is expected in all facets of this program.

### **Student Assessment and Evaluation**

Areas of evaluation will include but are not limited to:

- Overall quality of coursework
- Ability to grasp and apply conceptual content
- Ability to communicate through written forms (papers, case studies, treatment plans, etc.)
- Formal oral presentation skills (reports, presentations, etc.)
- Class interaction and participation skills (graduate level discussion abilities)

- Interpersonal relationship skills, including ability to express feelings effectively and appropriately
- Ability to accept and utilize constructive feedback, and to participate in self-critique
- Initiative, motivation, and appropriate commitment for working in the field
- good judgment, decision making, and problem solving abilities
- Reliability and organizational skills necessary for human service professionals
- Adequate maturity and emotional stability required for becoming a human service professional: cooperation, openness to new ideas, awareness of impact on others, ability to accept personal responsibility, flexibility
- Enthusiasm and conviction for the therapeutic use of art(s)
- Engaged adherence to ethical codes

The above qualities are subsumed under the program's professional dispositions, CREATE, and are evaluated at key points throughout the program (see CREATE section of handbook).

The program also looks at student performance, individually and in aggregate, on *key performance indicators* (KPI's) across the curriculum related to CACREP standards. A KPI refers to student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives. CACREP KPIs have been designated for all 8 core CACREP standard areas, as well as for the CMHC specialized practice area. Each KPI is formally measured for all students, both individually and in aggregate, a minimum of two times during the program, within both a primary and a secondary course. For purposes of individual student assessment, the program has deemed that mastery of the standard is indicated by a score of 80% or better on the assignments selected to measure the KPI. Feedback pertaining to individual assessment of KPIs is relayed to students by the instructor of the course in which it is measured, as well as reviewed by advisors with their advisees twice annually. Scores lower than 80% on two or more KPIs may indicate the need for a Student Performance Review and Remediation plan to ensure that critical knowledge and skills competencies are being met. Additionally, KPI outcomes are reviewed annually by all CAT faculty and the CAT advisory board for purposes of program improvement, and aggregate outcomes are publicly disseminated via the program annual report. The program-wide performance benchmark expectation in aggregate is that 85% of students receive 85% or better for each KPI.

## Ethics

From the time of enrollment in the program, each student is responsible to abide by the ethical and professional codes of the Ohio Counselor Board (OCSWMFT), ACA, AATA, and ATCB. Failure to abide by these guidelines may result in dismissal from the program. Although these will be reviewed in foundation courses, students are strongly encouraged to review and familiarize themselves with these guidelines:

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

AATA Ethical Principles for Art Therapists- <https://arttherapy.org/wp-content/uploads/2017/06/Ethical-Principles-for-Art-Therapists.pdf>

ATCB Code of Ethics: <https://www.atcb.org/ethics/>

### **Electronic Identity, Social Networking, and Ethics**

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

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

As a precautionary measure, it is recommended students set all online social networking platforms to private (when obviously possible). Clients will search and sometimes try to "add" you as a contact. Accepting these sorts of invitations denotes a lack of understanding regarding dual or multiple relationships as noted extensively in the codes of ethics followed by Ursuline College Counseling and Art Therapy students and faculty. Please read these codes for clarity, especially Section H of the 2014 ACA Code and Sections 2.9 and 2.10 regarding Electronic Means and Social Media of the 2021 ATCB Code of Ethics.

### **Self-Growth Experiences**

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

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

### **Personal Counseling and Self-Care Planning**

It is highly recommended that all students pursue their own individual counseling, as the journey from student to professional can be demanding and stressful. It is also very beneficial to experience "sitting in the chair" in order to truly understand some of the tenets of becoming a professional helper. Additionally, all students should work with their advisor in their first semester to develop a self-care plan in order to maintain their wellness and avoid burnout. Burnout has been

defined as a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach et al., 1996).

If it becomes apparent a student's personal concerns are affecting their professional competency, the student may be required to seek professional help to address those concerns.

Students interested in personal or career counseling available through Ursuline College can contact: Counseling & Career Services, Mullen Rm. 130, (440) 646-8322. More information can be found at <https://www.ursuline.edu/student-life/personal-counseling>. The Counseling & Art Therapy program also can provide a list of providers in the greater Cleveland area.

### **Mentoring Program**

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

To join the Mentoring Program, please complete the application, which will be emailed to you within the first week of the semester. Upon receipt of your completed application, will create a suggested match based on your goals, objectives and geographic location, and will introduce you to each other. (See Mentoring Application- Appendix F).

### **Chi Sigma Iota (CSI)**

Chi Sigma Iota (CSI) is an international honor society for the counseling field that promotes academic excellence while fostering professional development. CSI members consist of counselors, counselor educators, and students. Chi Alpha Theta (CAT) is Ursuline College's local CSI chapter within the Counseling and Art Therapy Department. Our Chi Alpha Theta (CAT) chapter of CSI provides professional and leadership opportunities and resources, as well as a social network for peer connection that serves students and alumni in their career beyond graduate school. Throughout each semester, CAT chapter offers social events for students to get to know each other and the faculty. Students become eligible to join after completing at least one semester of full-time graduate coursework while maintaining a grade point average of 3.5 or higher. New members are recruited by the Chi Alpha Theta Chapter.

### **Service Learning Program**

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

### **Academic Support and Disability Services**

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

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

<https://www.ursuline.edu/academics/academic-support-svcs/disabilities-services>

### **Writing Skills**

In order to successfully complete coursework and the capstone thesis requirements, students must possess the ability to write grammatically and mechanically correct sentences, as well as logically organize a complex document. Grades received in undergraduate courses that required significant writing give students some idea about the difficulty in writing a lengthy document.

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

<https://www.ursuline.edu/academics/academic-support-svcs/tutoring>

### **Professional Memberships and Activities**

Memberships in both local and national professional counseling and art therapy associations are expected, and students are required to join several of these at various points in the program. These associations offer many benefits, including professional networking opportunities, access to online resources, and their required individual liability insurance for when they begin their fieldwork. Students will be expected to join the American Counseling Association (ACA), the Ohio Counselor Association (OCA), the American Art Therapy Association (AATA), and the Buckeye Art Therapy Association (BATA) during their first year of the program.

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

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

## **Credentialing and Licensure Requirements**

### ***Counseling:***

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

### **National Counselor Exam (NCE):**

Students will register for the NCE while in their **last semester**. For information on the NCE go to: <https://www.nbcc.org>

Information on study guides and NCE preparation workshops in the area will be given in CAT 596. Students can access information on the National Board for Certified Counselors (NBCC) website, Materials by Howard Rosenthal (*Encyclopedia of Counseling and Vital Information and Review Questions for the NCE, CPCE and State Counseling Exams*) are suggested as well as *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination* by Erford, Hays, Crockett, and Miller.

Please note: the Ohio Counselor Social Work and Marriage and Family Therapy (OCSWMFT) board requires students to register for the NCE test in their last semester, not before. Therefore, if all internship hours are not completed within the last semester, students will need to postpone graduation and capstone thesis course.

**License Professional Counselor (LPC):** Students who pass the NCE are eligible for the LPC upon graduation and submission of transcripts and materials to the Ohio Counselor Board. See board rules: <http://cswmft.ohio.gov/Counselors/LPCC.aspx>

**Licensed Professional Clinical Counselor (LPCC):** This credential is available after two years of experience as an LPC, and 3,000 hours of clinical experience under supervision. See board rules: <https://cswmft.ohio.gov/wps/portal/gov/cswmft/get-licensed>

### ***Art Therapy:***



**Provisional Registered Art Therapist (ATR-Provisional):** Students are eligible for this national credential after degree completion and begin practice under supervision.

[http://www.atcb.org/New\\_Applicants/AboutTheCredentials](http://www.atcb.org/New_Applicants/AboutTheCredentials)

**Registered Art Therapists (ATR):** Graduates are eligible after completing a minimum of 1,000 post-education, direct client contact hours using art therapy. (Administrative task time cannot be included). Post-education experience must start after the date the Master's or higher degree was conferred and all educational requirements and pre-requisites were completed and documented.

*Supervision Requirement:* A minimum of 100 hours of supervision. At least 50 hours must be provided by a current ATCB credential holder (ATR, ATR-BC or ATCS).

[http://www.atcb.org/New\\_Applicants/Apply\\_ATR](http://www.atcb.org/New_Applicants/Apply_ATR)

**Board Certified Art Therapist (ATR-BC):** The Art Therapy Credentials Board (ATCB) offers the national Art Therapy Board Certification Exam and information is available at:

<http://www.atcb.org/Examinations>. Graduates must first become registered art therapists (ATR) before taking this exam.

#### **IV. RETENTION, REMEDIATION, AND DISMISSAL**

##### **Retention and Remediation**

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

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

Students who fall below a 3.0 or who earn grades lower than a B- are subject to dismissal from the program, even if the course has been repeated and the grade changed. A specific course may only be repeated one time and students may not repeat more than two courses. After the first and second non-passing grades are earned, a student performance review meeting will take place with the student and faculty members to discuss a remediation plan to help the student be successful. A third non-passing grade will result in automatic dismissal from the program.

The State of Ohio Counselor licensing board requires a grade of B- or better for the course to be counted towards licensure. This means that any course in which a student receives a grade lower than B- cannot be counted towards state licensure as a counselor and must be repeated. In addition, a grade lower than B- in any fieldwork course (CAT 547, 549, CAT 550) may warrant automatic dismissal from the program. Students are evaluated by both onsite and classroom supervisors to assure appropriate growth in the application of professional skills.

In line with the program mission to nurture the individual professional development of each student, the CAT department strives to provide students with access to resources that will support



success. Students must attend at least one advising session in the fall and one in the spring semester, and faculty advisors are available for additional appointments.

Weekly department faculty meetings allow for discussion on students' progress and identification of those in need of remediation. The Evaluation of Student Performance form (Appendix E) and the Professional Disposition Assessment (Appendix N) are both used to bring to the attention of the department students who may be in need of support or remediation. The Evaluation of Student Performance form may be completed by faculty, adjunct instructors, classroom supervisors, and site supervisors. The pre-fieldwork Professional Disposition Assessment (PDA) is completed by the student's faculty advisor, with input from all faculty, during the semester in which the student is enrolled in CAT 546: Clinical I. This typically occurs during the student's second semester in the program. The PDA is discussed with the student as part of the advising session and, if warranted, a recommendation may be made for a Student Performance Review and Remediation meeting and plan to be completed (see SPRR section of handbook for more information on this procedure).

The Graduate Admission staff members are SEVIS-certified (to work with international students) and Safe Zone-trained (creating effective environments for LGBTQ students) in order to aid in retention efforts, as well as are members of the college's DEI committee and attend diversity training required annually for all college employees. The Diversity Office offers academic and social support while fostering intergroup relations including the AIMS peer mentoring program (Academic Inspiration for Multicultural Success) and social justice/multicultural awareness programs. In addition, Ursuline Resources for Success in Academics (URSA) and the Office of Counseling and Career Services coordinate services to support students through a wide variety of programs and advocacy along spectrums of ability, academic and personal needs.

### **Dismissal and Academic Appeal**

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

Students are also required to meet the expectations outlined in this handbook, in course syllabi, and in the professional ethical codes and guidelines of ACA, OCA, OCSWMFT, AATA, and ATCB. Because of the intensely personal nature of becoming a helping professional, the American Counseling Association, the American Art Therapy Association, and accreditation bodies require that programs assess whether students have the personal qualities needed to "do no harm" and to offer effective service to clients. This requires that students remain open to feedback and willing to implement suggestions made by class instructors and supervisors. Dismissal may also result from failure to meet goals developed in remediation plans as outlined below in the Student Performance Review and Remediation (SPRR) procedure.

Students who wish to appeal decisions impacting grades or standing in the program, must follow the Academic Appeal Process outlined in the Graduate Catalog, which is also available in **Appendix E- Academic Appeal Process** of this handbook.

### **Student Performance Review and Remediation (SPRR) Procedure**

In order to appropriately monitor and provide students with clear feedback and support, the department has created the Student Performance Review and Remediation (SPRR) procedure. The Student Performance Review and Remediation process is intended to guide students in their professional development of the needed academic skills and professional dispositions for success, to provide tools for remediation, and in rare cases, facilitate dismissal or advisement out of the program.

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

**Step 1:** When a faculty member or supervisor determines that it is in the best interest of the student, or has a concern about student progress, an SPRR meeting may be initiated. An SPRR may also be initiated as a result of the Evaluation of Student Performance form submitted by a faculty, adjunct, advisor, or supervisor, or as a result of concerns stemming from the pre-fieldwork Professional Disposition Assessment completed by the faculty advisor, which typically occurs during the student's second semester in the program. The SPRR will be attended by the faculty member/supervisor requesting the conference, the student, and possibly the Advisor, Program Director, or Clinical Coordinator, depending on the issue.

Areas for professional and/or academic development will be identified, as well as objectives with specific steps for remediation and deadlines for follow up actions. A faculty member and/or advisor will be designated as the follow up contact for the student. The SPRR will be documented on the SPRR Form. The completed form will be placed in the student file, and a copy given to the student and the Program Director (See Appendix M, Student Performance Review and Remediation Form).

**Step 2:** The student is responsible for reporting to the designated person any follow up actions identified during the review meeting within the specified time. The designated person will ascertain with the student whether or not the objectives have been met, document this process and outcome, and place the documentation in the student's file. If they have not been met, the process will proceed to step 3. (Note: If this is the student's second SPRR, and goals have still not been met, at this point the student may be dismissed and/or advised out of the program.)

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

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

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

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

## V. APPENDICES

### Appendix A

#### **Master of Arts in Counseling and Art Therapy**

#### **Degree Requirements 65 Credits**

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

Student: \_\_\_\_\_

Start Date: \_\_\_\_\_

<b><u>Required Courses: 63 hours required Core</u></b> *indicates pre-requisites		<b>Hrs.</b>	<b>Hrs.</b>	<b>Grade</b>	<b>Sem/Yr.</b>
CAT 500	Professional Orientation, Ethical, and Legal Issues	3			
CAT 501	History and Theory of Art Therapy	3			
CAT 503	Treatment of Children and Adolescents *500, 501, 505	3			
CAT 504	Human Growth and Development	3			
CAT 505	Counseling Theories	3			
CAT 507	Group Process *500,501, 505	3			
CAT 508	Family Systems *503	3			
CAT 519	Psychopathology and Diagnoses *500, 501, 505	3			
CAT 519S	Psychopathology and Diagnoses Seminar *500, 501, 505, 519 concurrently	1			
CAT 520	Projective Assessments *519	3			
CAT 523	Cultural and Social Diversity *501	3			
CAT 544	Art Therapy Studio I *567, taken during final semester in program	1			
CAT 546	Clinical I-Counseling Techniques *500,501,505	3			
CAT 547	Clinical II-Practicum *546	3			
CAT 548	Appraisal *500,501,505,591	3			
CAT 549	Internship I *547, 520	1			
CAT 550	Internship II *549	1			
CAT 567	Techniques and Use of Media *500,501	2			
CAT 568	Creativity and Visual Thinking *501	2			
CAT 591	Orientation to Research and Writing (taken first semester)	1			
CAT 594	Research and Evaluation *591,547	3			
CAT 596	Capstone Project: Integrative Seminar *594	3			
CAT 601	Life Style and Career Development *505, 548	3			
CAT 645	Treatment of Trauma and Addiction *549	3			
CAT 648	Case Studies: Diagnoses and Treatment *520,547	3			
<b><u>Elective Courses: 2 credits of electives are required</u></b>					
CAT 506W	Creative Counseling Modalities	1,2			
CAT 517W	Service Learning	1			
CAT 525W	Special Settings and Populations	1,2			
CAT 526W	Educational Settings	1,2			
CAT 528W	Geriatrics	1,2			
CAT 531W	Spirituality, Wholeness and the Arts	1,2			
CAT 545W	Art Therapy Studio II	1,2			
CAT 510-515 W	Workshops-Special Topics	1,2			
CAT 585	Independent Study	1,2,3			
CAT 649	Advanced Clinic	1,2			
<b>Updated 5-11-23</b>		<b>Total Hours</b>	<b>65</b>		

## Appendix B

### Clinical Courses and Fieldwork Overview

#### **CAT 546 - Clinical I: Counseling Techniques**

- Weekly class attendance
- Visits to at least 3-5 clinical sites (list will be provided)
- Readings, written assignments, visual journal
- Appropriate documentation of sessions and treatment plans to be used with hypothetical case examples
- Micro-skills training that includes role play, video, and reflection paper
- Begin process of establishing a practicum and internship placement plan in consultation with Clinical Director

#### **CAT 547 - Clinical II: Practicum**

- Weekly class attendance
- 100 hours at clinical site, half of which must be direct client contact in individual, group, or family formats
- Readings, written assignments, visual journal, and case study presentation.
- Weekly in class group supervision from an LPCC-S/ATR-BC supervisor providing developmental supervision.
- Individual and/or triadic supervision on-site at the rate of 1 hour for every 20 site hours (10 hours direct client contact) from an appropriate master's level supervisor on site with a minimum of two years clinical experience.
- Supervisee will engage in consultation with faculty supervisors and site supervisors at several points in term.
- Ensure individual professional liability coverage through ACA student membership is active (students required to join in CAT 500). NOTE: renew membership annually to maintain liability coverage for Internship I & II.
- Continue planning processes for internship placement in consultation with Clinical Director

#### **CAT 549/550 - Internship I & II**

- 350 hours of placement for each internship, 175 of which must be working directly with clients in individual, group, or family formats. (Total of 700 hours / 350 client contact for CAT 549 and 550 combined)
- Group supervision in class from a LPCC-S providing developmental supervision at the rate of one hour of supervision for every ten hours of client contact, the focus of which is diagnosis and treatment of mental and emotional disorders. LPCC-S groups will not exceed more than eight students.
- Group supervision in class from an ATR-BC providing developmental supervision at the rate of one and a half hours of supervision for every ten hours of client contact, the focus of which is art therapy in relation to an overall treatment plan. ATR-BC groups will not exceed eight students.
- Individual and/or triadic supervision on-site at the rate of 1 hour for every 20 site hours (10 hours direct client contact) from an appropriate master's level supervisor on site with a minimum of two years clinical experience.
- A verbal and written case presentation of a client or client group (LPCC-S group)
- A verbal presentation and art intervention experiential (ATR-BC group)
- Visual journal and readings appropriate to the population and setting
- Appropriate documentation of sessions and treatment plans
- Supervisee will engage in consultation with faculty supervisors and site supervisors at several points in term.
- Site visits from LPCC-S and ATR-BC classroom supervisors
- Internship hours are generally completed over two to three semesters. The second semester continuation becomes a "B" section. A grade is issued for each internship at the end of completion of 350 hours.

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Students are expected to work with a range of populations during Practicum & Internship and have clinical experience with children/adolescents and adults. One internship, usually Internship II, must include the diagnosis and treatment of mental and emotional disorders. CAT 547 and 549 are recommended to have an ATR on site.

**Supervisor on Site:** The site supervisor must have a master's degree and be credentialed as a counselor, art therapist, psychiatrist, marriage and family therapist, social worker, or psychologist, and have two years of experience and training in supervision. *\*Note: If Counselor in Training Status is required for the site, you will need to have a supervisor with the credentials of LPC-S or LPCC-S for Practicum and Internship.*

## Appendix C

### **Counseling and Art Therapy Department Skills Lab**

#### **Skills Lab Objectives**

The Skills Lab experience was designed to provide basic training in attending/helping skills for Master's level counseling students enrolled in clinical and fieldwork courses (CAT 546 Clinical I; CAT 547 Clinical II), as well as CAT 507 Group Process and CAT 520 Projective Assessment. The skills lab also provides additional assistance to students experiencing difficulties implementing attending/helping skills. Faculty instructors supervise and assist students in experiential activities (e.g., role-playing, small group exercises) to help achieve mastery in helping skills. Skills lab is intended to provide a platform for students to practice clinical skills, art-based processing, and incorporation of art materials/media into a therapeutic setting. The counseling skills lab includes adequate space and HIPAA compliant digital video recording software that make it possible to transcribe each counseling intervention. Making and analyzing these digital recordings will efficiently improve students' helping skills and assist in their preparation for working with their clients in their practicum and internship sites.

#### **Students will learn to**

1. Develop an awareness of how basic counseling skills are used in counseling and art therapy.
2. Develop use of invitational, attending, influencing, challenging, and other micro-skills.
3. Develop an appreciation for ethics in counseling and art therapy (ACA, ATCB, AATA codes).
4. Develop culturally sustaining and responsive strategies in counseling and art therapy.
5. Develop an awareness of individual emerging strengths as counselor and art therapists.
6. Develop an awareness of using appropriate skills for processing imagery and art making.
7. Demonstrate an understanding of the therapeutic process, including development of therapeutic rapport, from beginning, mid-phase, and termination and be able to apply the appropriate skills and strategies for each stage.

#### **Skills Lab Expectations and Requirements**

Students are expected to do each of the following:

1. Attend and participate in lab as deemed necessary by Clinical I, Practicum, and other course instructors.
2. Carry professional liability insurance.
3. Participate in all supervisory sessions.
4. Demonstrate professional and ethical conduct in all aspects of the lab.

#### **Practicum and Internship Lab Requirements**

**Clinical I:** Two videos are required.

**Clinical II:** One video is required; Additional hours may be required at the discretion of the faculty instructor.

**Internship I & II:** Hours may be required at the discretion of the faculty internship instructor.

The skills labs will be integrated into these courses and assignments may be modified as per the discretion of the course instructors and/or Clinical Director to best meet the developmental needs of students.

## Appendix D

### EVALUATION OF STUDENT PERFORMANCE

Student: \_\_\_\_\_ Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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## Appendix E **Academic Appeal Process**

[Graduate catalog](#) *(click on link; also can be located on college website)*

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

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

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

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

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

**APPEALING GRADES FOR CLINICAL EXPERIENCES-** Students who are appealing failing grades in their clinical experiences (including but not limited to nursing clinicals and field experiences in the Counseling & Art Therapy and Education programs) may not continue in their clinical settings until the grade appeal has been heard or is withdrawn by the student. If as a result of the appeal a failing grade is changed to a passing grade, the student will be permitted to continue their clinical coursework when the course is next offered. This policy does not preclude individual programs from formulating their own internal policies and procedures for student grade appeals.

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



[Appendix F](#)  
**Counseling and Art Therapy Mentoring Program**  
**MENTEE APPLICATION**

Please complete this form and e-mail it as an attachment to Diana Wallace at [DWallace2@urusline.edu](mailto:DWallace2@urusline.edu)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Please include any additional characteristics and/or values that would be helpful for your mentor to know about you:

(ex. Spirituality, preferred gender pronouns, cultural heritage etc.)

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Describe any relevant work or volunteer experience:

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Internship/professional interests (Populations? Settings? Area of focus?):

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Personal interests/hobbies:

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Expectations of your assigned mentor:

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What are you hoping to gain from participating in the CAT Mentoring Program?

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How would you prefer to communicate with your Mentor (select all that apply)

☐ Email ☐ Telephone ☐ Zoom ☐ In Person ☐ No Preference

## Appendix G

### **Counseling and Art Therapy: 3 Year Planning Guide for Students entering in FALL term**

Courses in Fall	Courses in Spring	Courses in Summer
<b>Semester 1: Fall 2024</b> CAT 501 History & Theory (3) CAT 505 Counseling Theory (3) CAT 591 Orient. Research & Writing (1) CAT 500 Prof., Ethical & Legal Issues (3)	<b>Semester 2: Spring 2025</b> CAT 568 Creativity and Visual Thinking (2) CAT 546 Clinical I-Counseling Tech. (3) CAT 504 Human Growth & Dev. (3)	<b>Semester 3: Summer 2025</b> CAT 567 Techniques & Media (2) CAT 523 Cultural & Social Issues (3) CAT 503 Child & Adolescent (3)
<b>Semester 4: Fall 2025</b> CAT 519 Psychopathology & Diag. (3) CAT 519S Psychopath & Diag. Seminar (1) CAT 507 Group Process (3) CAT 508 Family (3)	<b>Semester 5: Spring 2026</b> CAT 548 Appraisal (3) CAT 547 Clinical II-Practicum (3) CAT 520 Assessment (3)	<b>Semester 6: Summer 2026</b> CAT 594 Research & Evaluation (3) CAT 549 Internship I (1) CAT 648 Case Studies: Diag. & TX (3)
<b>Semester 7: Fall 2026</b> CAT 601 Lifestyle and Career (3) CAT 645 Trauma and Addictions (3) CAT 550 Internship II (1)	<b>Semester 8: Spring 2027</b> CAT 596 Capstone Project: Integrative Seminar (3) CAT 544 Studio I (1) <i>CAT 645 Advanced Internship (if needed) (1)</i>	<b>* This plan needs 2 elective credits for the 65-hour degree</b>

**Note:**

1. This is the recommended sequence based on course prerequisites and course semester offerings for different courses. We understand that some students have circumstances that may result in different sequencing. Please be aware of credit loads in relation to financial aid and work with your advisor to ensure availability of courses when you intend to take them if following a different sequence.
2. Students complete 2 internships for a total of 700 internship hours over 2 semesters. Students can do NO MORE than 30 hours per week in internships.

\*Please note that course availability and offerings may be subject to change. Students will meet with their advisor each semester to continually plan their degree progress throughout the program.

## Appendix H

### **Counseling and Art Therapy: 3 Year Planning Guide for Students entering in SPRING term**

Courses in Fall	Courses in Spring	Courses in Summer
	<b>Semester 1: Spring 2025</b> CAT 501 History & Theory (3) CAT 505 Counseling Theory (3) CAT 591 Orient. Research & Writing (1) CAT 500 Prof., Ethical & Legal Issues (3)	<b>Semester 2: Summer 2025</b> CAT 568 Creativity and Visual Thinking (2) CAT 546 Clinical I-Counseling Tech. (3) CAT 504 Human Growth & Dev. (3)
<b>Semester 3: Fall 2025</b> CAT 567 Techniques & Media (2) CAT 523 Cultural & Social Issues (3) CAT 503 Child & Adolescent (3)	<b>Semester 4: Spring 2026</b> CAT 519 Psychopathology & Diag. (3) CAT 519S Psychopath & Diag. Seminar (1) CAT 507 Group Process (3) CAT 508 Family (3)	<b>Semester 5: Summer 2026</b> CAT 548 Appraisal (3) CAT 547 Clinical II-Practicum (3) CAT 520 Assessment (3)
<b>Semester 6: Fall 2026</b> CAT 594 Research & Evaluation (3) CAT 549 Internship I (1) CAT 648 Case Studies: Diag. & TX (3)	<b>Semester 7: Spring 2027</b> CAT 601 Lifestyle and Career (3) CAT 645 Trauma and Addictions (3) CAT 550 Internship II (1)	<b>Semester 8: Summer 2027</b> Elective(s)* (1-2 cr.) <i>CAT 645 Advanced Internship (if needed) (1)</i> <b><i>*Catch up with any delayed required coursework as needed</i></b>
<b>Semester 9: Fall 2027</b> CAT 596 Capstone Project: Integrative Seminar (3) CAT 544 Studio I (1)		* 2 elective credits are required for the 65-hour degree and may be taken at any time, dependent upon student interests and scheduling needs

Note:

1. This is the recommended sequence based on course prerequisites and course semester offerings for different courses. We understand that some students have circumstances that may result in different sequencing. Please be aware of credit loads in relation to financial aid and work with your advisor to ensure availability of courses when you intend to take them if following a different sequence.
2. Students complete 2 internships for a total of 700 internship hours over 2 semesters. Students can do NO MORE than 30 hours per week in internships.

\*Please note that course availability and offerings may be subject to change. Students will meet with their advisor each semester to continually plan their degree progress throughout the program

[Appendix I](#)  
**Courses Offered by Semester**

<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
CAT 500 Pro/Eth/Legal 3	CAT 500 Pro/Eth/Legal 3	
CAT 501 History/Theory AT 3	CAT 501 History/Theory AT 3	
CAT 503 Child/Adolescent AT 3		CAT 503 Child/Adolescent AT 3
	CAT 504 Human Growth/Dev 3	CAT 504 Hum. Growth/Dev 3
CAT 505 Counseling Theory 3	CAT 505 Counseling Theory 3	
CAT 507 Group 3	CAT 507 Group 3	
CAT 508 Family 3	CAT 508 Family 3	
CAT 519 Psychopath & Diag. 3	CAT 519 Psychopath & Diag. 3	
CAT 519S Seminar 1	CAT 519S Seminar 1	
	CAT 520 Assessment 3	CAT 520 Assessment 3
CAT 523 Cultural/Social Issues 3		CAT 523 Cultural/Social Issues 3
CAT 544 AT Studio I 1	CAT 544 AT Studio I 1	
CAT 546 Clinical Orient. I 3	CAT 546 Clinical Orient. I 3	CAT 546 Clinical Orient. I 3
CAT 547 Clinical Orient. II 3	CAT 547 Clinical Orient. II 3	CAT 547 Clinical Orient. II 3
	CAT 548 Appraisal 3	CAT 548 Appraisal 3
CAT 567 Media and Tech. 2		CAT 567 Media and Tech. 2
	CAT 568 Creativity and Visual Thinking 2	CAT 568 Creativity and Visual Thinking 2
CAT 591 Intro Research 1	CAT 591 Intro Research 1	
CAT 594 Research /Eval. 3		CAT 594 Research/Eval. 3
CAT 596 Capstone Project: Integrative Seminar 3	CAT 596 Capstone Project: Integrative Seminar 3	
CAT 601 Lifestyle/Career Dev 3	CAT 601 Lifestyle/Career Dev 3	
CAT 645 Addiction & Trauma 3	CAT 645 Addiction & Trauma 3	
CAT 648 Case Studies: Diagnoses & Treatment 3		CAT 648 Case Studies: Diagnoses & Treatment 3
CAT 549 Internship I 1	CAT 549 Internship I 1	CAT 549 Internship I 1
CAT 550 Internship II 1	CAT 550 Internship II 1	CAT 550 Internship II 1
Electives (1 + 1)	Electives (1 + 1)	Electives (1 + 1) R 8/4/22

## [Appendix J](#) **Scholarship Information**

### **Scholarships: Master of Arts in Counseling and Art Therapy**

The Master's program in Counseling and Art Therapy at Ursuline College offers a variety of merit and need-based scholarships to prospective students, including:

#### [Helen Dineen Scholarship](#)

A scholarship awarded on an annual basis to graduate students exhibiting a high level of academic scholarship, financial need and a desire to work with children. Students must complete a FAFSA and Scholarship Application Form. For details on eligibility and how to apply, [click here](#).

#### [Carol Hunter Kelley/Graham Hunter Fund Scholarship](#)

A Counseling and Art Therapy scholarship award granted to the College by Carol Kelley, class of 1989. For details on eligibility and how to apply, [click here](#).

#### [Sarah Scherer Memorial Fund](#)

This scholarship was established in honor of Sarah Scherer, a counseling and art therapy student who died in a tragic accident while on vacation in Italy in the fall of 2007. Sarah was completing an internship at Signature Health, a community mental health agency where she also worked. Sarah's creativity, compassion and wisdom were an inspiration to both her clients and fellow students. The recipient will receive a \$2,000 scholarship and complete a paid internship at Signature Health.

### **Other Sources of Scholarships**

In addition, admitted students are also encouraged to seek out opportunities for scholarships available through the local and national professional counseling and art therapy associations, including:

American Counseling Association- [www.counseling.org](http://www.counseling.org)

Ohio Counseling Association- [www.ohiocounseling.org](http://www.ohiocounseling.org)

National Board of Certified Counselors- [www.nbcc.org](http://www.nbcc.org)

American Art Therapy Association- [www.arttherapy.org](http://www.arttherapy.org)

Buckeye Art Therapy Association- [www.buckeyearttherapy.org](http://www.buckeyearttherapy.org)

## Appendix K

### CAT Service Learning Program

The Service Learning Program was created in 2012 to help students increase awareness of global issues, seek justice and action, sow loving kindness, and explore the world outside of the privilege of living in the United States.

#### ***El Salvador, Spring 2013***

The Ursuline College group provided attention, as well as art therapy and counseling to 150 school aged children with various needs and painted 5 large murals to decorate the Santa Domingo School.

#### ***Ecuador, Spring 2014***

The Ursuline College group provided counseling and expressive arts therapies to over 200 school aged children who were poverty stricken, some from abusive homes and in dire situations. The service learning group also had the privilege of helping approximately 20 street children of Quito, Ecuador at a local street kid's orphanage.

#### ***Africa, Fall 2014/Spring 2015***

The Ursuline College group provided expressive arts therapies and counseling in 2 different church camps, one with 95 poor, orphaned or neglected children, and the other with about 150 children most of whom had AIDS or HIV. In addition the group lived with the 18 children at the orphanage, sharing meals, living spaces, and camaraderie.

#### ***South Dakota, June 2015, August, 2016, June, 2017, June 2018, June 2019, June 2021***

The Ursuline College team provides an expressive arts program, children's wellness and recreation, counseling and art therapy, as well as 1:1 time with the students. The team also helps with the annual "Red Can Graffiti Jam" that helps the Lakota Sioux people related to social injustice concerns that the general population may be unaware exists.

#### ***Nepal May-June 2016***

The group provided relationship building, art therapy activities and games for school children at Samata School. We also worked with PA Nepal, helping children whose mothers were incarcerated.

#### ***Hungary March 2017***

We worked with 150 Roma children in low income schools providing art as therapy and loving care. While in Hungary we viewed historical sites, castles, homes and the beautiful countryside

#### ***Nepal January 2018***

We worked with PA Nepal and a new project called Antardristi. Antardristi is an organization that rescues and houses children who have been sexually traumatized, either by family members, strangers, or through sex trafficking.

#### ***Peru October 2018***

We worked in Cusco Peru with children who had intellectual and physical disabilities, as well as adults with addictions. Our team also trekked Machu Picchu.

***Port Elizabeth, South Africa July-August 2019, August 2022-*** Helping children who have been traumatized or orphaned.

***Kathmandu, Nepal- March 2020, March 2023-*** Worked with children of PA Nepal and Antardristi to support children in crisis and need.

#### **Upcoming trips include:**

***\*Annually - Cheyenne River, South Dakota – Lakota Sioux Youth, Red Can Graffiti Jam, summers***

***\*Alternating years- South Africa & Nepal***

## Appendix L

### **Professional Associations Information**

***American Counseling Association (ACA)*** (Required in CAT 500; Also please note that membership provides student with individual liability insurance for fieldwork experiences and must remain active throughout CAT 547, CAT 549, and CAT 550)

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

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

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

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

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

OCA is the Ohio branch of ACA. This professional organization provides news of continuing education and professional development opportunities, analysis of Ohio legislative and licensure issues, an annual state conference providing continuing education opportunities (where Ursuline faculty and students often give professional presentations), the peer-reviewed electronic publication *Journal of Counselor Practice*, the quarterly newsletter publication *Guidelines* and other information pertinent to the practice of counseling in the state of Ohio to its members.

OCA offers regional organizations such as North-Central (NCOCA) for continuing education and advocacy efforts (of which faculty members and students are members and leaders in so *please join this region when signing up for OCA*) AND relevant state chapters of ACA divisions including those advocating and providing professional development in the areas of: career

development (OCDA), college counseling (OCCA), counselor education (OACES), group counseling (OASGW), LGBTQ issues (ALGBTICO), mental health counseling (OMHCA), multicultural development (OAMCD), school counseling (OSCA) and spiritual/ethical/religious values (OASERVIC). Ursuline faculty and students are members, contributors, founders and leaders in OCA and many of its regions and divisions.

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

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

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

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

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

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

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

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



## Appendix M

### **Counseling and Art Therapy Department Student Performance Review and Remediation (SPRR) Plan Form**

Student Name: \_\_\_\_\_ Date of Review: \_\_\_\_\_  
Faculty/Supervisors Present: \_\_\_\_\_

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**A. Areas of Concern:** Please mark any areas of concern as it relates to the program's core professional dispositions, CREATE, and provide explanation/description in the subsequent section:

**1. Critical & Creative Thinking**

\_\_\_ Oral expression \_\_\_ Written expression \_\_\_ Openness to new ideas \_\_\_ Openness to feedback  
\_\_\_ Flexibility \_\_\_ Applies knowledge of expressive media \_\_\_ Creative problem-solving  
\_\_\_ Other: \_\_\_\_\_

**2. Responsibility & Commitment**

\_\_\_ Active participation in classes \_\_\_ Completes assignments according to requirements  
\_\_\_ Accountability for own behavior/actions \_\_\_ Meets obligations related to classes/fieldwork  
\_\_\_ Motivation and initiative \_\_\_ Invests in professional identity development & self-growth  
\_\_\_ Other: \_\_\_\_\_

**3. Ethical & Professional Behaviors**

\_\_\_ Punctuality/preparedness \_\_\_ Proactive communication skills \_\_\_ Integrity/dependability  
\_\_\_ Adheres to ethical/legal/site guidelines \_\_\_ Maintains client/site/peer confidentiality  
\_\_\_ Maintains client records \_\_\_ Establishes professional boundaries \_\_\_ Collaborative problem-solving  
\_\_\_ Other: \_\_\_\_\_

**4. Advocacy & Cultural Humility**

\_\_\_ Understands/appreciates cultural differences \_\_\_ Commits to cultural learning, equity, & inclusion  
\_\_\_ Engages in self-reflection and self-critique as part of cultural learning  
\_\_\_ Other: \_\_\_\_\_

**5. Therapeutic & Relational Helping Skills**

\_\_\_ Demonstrates basic verbal and/or nonverbal listening, attending, and communication skills  
\_\_\_ Shows Interpersonal effectiveness skills (i.e., empathy, warmth, non-judgment, non-defensiveness, authenticity, awareness of own impact on others, teamwork skills, cooperativeness)  
\_\_\_ Engages in clinical planning and intervention skills \_\_\_ Effectively engages in supervisory process  
\_\_\_ Other: \_\_\_\_\_

**6. Emotional Intelligence & Stability**

\_\_\_ Able to manage personal and/or professional stressors \_\_\_ Able to manage/work through conflict  
\_\_\_ Proactively seeks personal support and resources \_\_\_ Regularly engages in self-care practices  
\_\_\_ Able to express feelings effectively & appropriately \_\_\_ Able to maintain personal boundaries  
\_\_\_ Other: \_\_\_\_\_

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**B. Explanation/Description of Concern:**

**C. Meeting Notes:**

**D. Remediation Plan:**

**E. Signatures:**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty/Supervisor Signatures: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix N

### **CREATE: Professional Disposition Assessment- Pre-Fieldwork**

\*completed by faculty advisor with input from all faculty during advising period concurrent to student's enrollment in Clinical I\*

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Faculty Advisor: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

#### **A. OVERALL ASSESSMENT**

Please rate the student on their expression of the CAT Program CREATE Professional Dispositions: [see back side for descriptors of CREATE]	Does Not Meet Expectations				
	Meets Expectations		Exceeds Expectations		
1. Critical & Creative Thinking	1	2	3	4	5
2. Responsibility & Commitment	1	2	3	4	5
3. Ethical & Professional Behaviors	1	2	3	4	5
4. Advocacy & Cultural Humility	1	2	3	4	5
5. Therapeutic & Relational Helping Skills	1	2	3	4	5
6. Emotional Intelligence & Stability	1	2	3	4	5

#### **B. AREAS OF STRENGTH**

**C. AREAS NEEDING IMPROVEMENT** (please provide specific examples for any areas with scores of 1 or 2)

#### **D. RECOMMENDATIONS FOR IMPROVEMENT**

**Is a Student Performance Remediation Plan warranted at this time? Yes \_\_\_\_\_ No \_\_\_\_\_**  
[If yes, faculty forwards to CAT Program Director so an SPRR conference can be arranged]

#### **E. STUDENT COMMENTS**

#### **SIGNATURES:**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_  
Faculty Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

[Appendix O](#)  
**Estimated Non-Tuition Costs**  
**2023-2024**

**First Semester**

Students are required to join several professional organizations at the student membership level during their first semester in the program concurrent to enrollment in CAT 500 (ACA & OCA) and CAT 501 (AATA & BATA). Below is a list of each professional organization and their current joining fees:

**OCA: \$25 (uninsured)**  
**BATA: \$18**

**ACA: \$105 (with individual professional liability insurance)**  
**AATA: \$59**

In addition, professional organization memberships must be renewed annually, and students must be up to date for purposes of individual professional liability insurance (required while enrolled in CAT 547, 549/550). It is important to keep up with your professions as standards and credentialing requirements do change! Also, as a member of your state organizations you may subscribe to listserves to receive notifications on job opportunities.

**Practicum and Internship Fees**

All students are required to sign up for Tevera during CAT 546: Clinical I, which will result in a **one-time charge of \$220 for life-time access to the service.**

Students are also required to complete an FBI/ BCI background check. Please go to <https://www.ohioattorneygeneral.gov/Business/Services-for-Business/WebCheck/Webcheck-Community-Listing> to find a site. **The cost of this service is generally around \$70-\$80.** This is done yearly, so you may need to update the background check at some point in your internship.

Students must complete an annual TB test, which can be done at your doctor's office, walk-in clinic, or pharmacy. **The cost of this test is generally around \$35-\$60 dollars.**

**Final Semester**

**Graduation:** Students are required to purchase separately their regalia for the ceremony. **Master's Gown, Hood, Cap, and Tassel:** Approximately \$80.00. These should be available around the end of February when your graduation is set and can be purchased at the book store.

**ATR-Provisional Application Fee: \$60.00**

**Counselor Preparation Comprehensive Exam (CPCE):** \$75.00. This test is taken in your final semester in CAT 596. Please note: The Ohio Counselor and Social Work board requires students to register for the NCE test in their last semester, not before. Therefore, if internship is not completed within the last semester, students will need to postpone graduation and capstone thesis course.

**NCE (test for your LPC licensure):** Approximately \$275. Fees subject to change by NBCC. This test is usually taken during your final semester, or right after graduation.

**Total anticipated final semester costs: Approximately \$500. Please allow a bit extra for unforeseen fees.**

## Appendix P

### **CAT Department Faculty & Staff**

#### **Full Time Faculty/Advisors**

Areka Foster, LPCC-S, ATR-BC, SEP  
Clinical Director; Instructor, PH 215  
[AFoster@ursuline.edu](mailto:AFoster@ursuline.edu)

Fawn Gordon, PhD, LPCC  
Assistant Professor, PH 214  
[fawn.gordon@ursuline.edu](mailto:fawn.gordon@ursuline.edu)

Katherine Jackson, PhD, ATR-BC  
Associate Professor, PH 220  
[KJackson@ursuline.edu](mailto:KJackson@ursuline.edu)

Rebecca Miller, PhD, LPC, ATR-BC, ATCS  
Program Director; Assistant Professor, PH 218  
[rebecca.miller@ursuline.edu](mailto:rebecca.miller@ursuline.edu)

Megan Seaman, PhD, LPCC, NCC, RYT  
Assistant Professor, PH 217  
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Diana Wallace, ATR-BC, LPCC-S  
Instructor, PH 213  
[DWallace2@ursuline.edu](mailto:DWallace2@ursuline.edu)

#### **Emeritus Faculty**

Gail Rule-Hoffman, MEd, LPC-S, ATR-BC,  
LICDC-S  
Part-time Faculty, PH 216  
[GRuleHoffman@ursuline.edu](mailto:GRuleHoffman@ursuline.edu)

#### **Administrative**

Pat Janosko  
Administrative Assistant, PH 240B  
[PJanosko@ursuline.edu](mailto:PJanosko@ursuline.edu)

#### **Adjunct Faculty**

Julie Beckerman, MEd, LPCC-S  
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Mary Cassidy, MA, LPCC-S, ATR  
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C, DBT-C  
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Ronna Posta, MA, LPCC-S, LICDC  
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Ashley Rogols, LPCC-S, ATR-BC, ATCS  
[ARogols@ursuline.edu](mailto:ARogols@ursuline.edu)

[Appendix Q](#)

**COUNSELING and ART THERAPY DEPARTMENT**

**Responsibility Agreement for Handbooks and Course Syllabi**

I have read and understood the contents of the following:

- Counseling and Art Therapy Department Student Handbook

I have also read the following Ursuline College documents:

- [Ursuline College Student Handbook](#) *(click on link to access Documents & Forms section of Ursuline website- most recent student handbook will be searchable there, which includes the Academic Integrity Policy and information on Appeals processes)*
- [Graduate Studies Catalog](#) *(click on link; also can be located on college website)*

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

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

Printed Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_