



Dyson College of Arts and Sciences

MASTER OF SCIENCE DEGREE IN MENTAL HEALTH COUNSELING

STUDENT HANDBOOK

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Vision, Mission, and Values

Pace University Vision

We educate those who aspire to excellence and leadership in their professions, their lives, and their communities. Through teaching, scholarship, and creative pursuits, our faculty foster a vibrant environment of knowledge creation and application. Faculty engage students in shared discovery and are committed to guiding students in their education, providing them with a strong foundation for leading meaningful and productive lives.

We embrace a culture of quality improvement and shared values to ensure an informed, responsive, caring, and effective community empowered to build and sustain a great University. Together, faculty, administrators, and staff pursue innovation in academic programs and administrative services. We operate with integrity, following through on our commitments to students and each other, holding ourselves accountable for our decisions and actions. We embody an ethos of respect for, and celebration of, our diversity, creating an inclusive and welcoming environment where every person is encouraged to freely and respectfully contribute to the life of the University.

Pace University Mission

Our mission is *Opportunitas*. Pace University provides its undergraduates a powerful combination of knowledge in the professions, real-world experience, and a rigorous liberal arts curriculum, giving them the skills and habits of mind to realize their full potential. We impart to our graduate students a deep knowledge of their discipline and connection to its community. This unique approach has been firmly rooted since our founding and is essential to preparing our graduates to be innovative thinkers who will make positive contributions to the world of the future.

Pace University Values

In pursuing its vision and mission, the following values will guide Pace's specific goals and activities:

- Excellence and continuous innovation**– in teaching, scholarship, professional preparation, service, and institutional management.
- Independent thinking**– in individual, collaborative and interdisciplinary learning, research and scholarship.
- Diversity**– in gender and in socioeconomic, racial/ethnic, national, and religious backgrounds and traditions.
- Professionalism**– in the standards of knowledge, preparation, presentation, and ability to learn that are expected of Pace students.
- The highest standards**– of truth, ethical behavior, and academic freedom in every aspect of the University's life and actions.

Pace University Commitment to Diversity

The cornerstone of Pace University's commitment to diversity is *Opportunitas*—providing students, faculty and staff with the *opportunity* to achieve excellence. Since 1906, our dedication to *Opportunitas* has been reflected in the wealth of distinctive worldviews and voices that come from the Pace community's constellation of experiences. Embracing diversity of race, color, national origin, religion,

age, disability, citizenship, socioeconomic status, sexual orientation, gender or gender identity, marital or domestic partnership status, is central to our mission. As a scholarly community, we recognize that diversity helps foster a strong and vibrant learning environment for our students. This environment is fundamental to the culture of our institution, and it is further enriched by diversity among faculty and staff who support the intellectual endeavors of our students. Pace University will continue to cultivate an environment that fosters educational excellence, innovation and leadership for all current and future members of our community.

MHC Program Value Statement

Respect for diversity and for values different from one's own is a central value of the Pace University mental health counseling training program. The valuing of diversity is consistent with the profession of counseling as articulated in the American Counseling Association's Code of Ethics (2014).

Our academic training program, and our practicums and internships that employ counselors exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. Our program, consonant with the ACA Code of Ethics, recognizes that our training community is enriched by members' openness to learning about others who are different than them as well as acceptance of others. Our training community (students, faculty, and staff) work together to create a training environment that is characterized by respect, safety, and trust. Further, faculty and students are expected to be respectful and supportive of all individuals including but not limited to clients, staff, peers, and research participants.

All members of our training community are expected to be committed to the social values of respect for diversity, inclusion, and equity and are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, all members are expected to demonstrate a willingness to examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Our program maintains that students personally introspect about personal life experiences as an essential component of the training program. Specifically, while in the program students will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Trainees will be expected to examine and attempt to resolve any of the above in order to eliminate potential negative impact on their ability to perform the functions of a mental health counselor.

The American Counseling Association (ACA) Preamble to its Code of Ethics states:

The American Counseling Association (ACA) is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Professional values are an important way of living out an ethical commitment. The following are core professional values of the counseling profession:

1. enhancing human development throughout the life span.
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
3. promoting social justice.
4. safeguarding the integrity of the counselor–client relationship; and
5. practicing in a competent and ethical manner.

Mental Health Counseling Program Mission Statement

The mission of the Mental Health Counseling program is to develop and foster a curriculum and climate that promotes the values and mission statement of Pace University, as well as employ the most recently published standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). We are committed to providing personalized instruction to our students to assist in the development and enhancement of their personal qualities and characteristics, knowledge, skills, and attitudes in becoming culturally competent and interpersonally-skilled mental health counselors working with children, adolescents, families, and adults in a variety of settings. Our academic training program operates within multicultural communities, embracing diversity across various demographic and ideological areas and adheres to the ACA Code of Ethics, promoting an environment of respect, safety, and trust. All members are encouraged to critically engage with the prejudices and biases, fostering a culture of respect for diversity, inclusion, and equity, while continually developing professionally relevant knowledge and skills. Lastly, we are committed to ongoing self-evaluation and growth of the program and the students, while maintaining a curriculum that meets the changing needs of students coming to Pace University’s Mental Health Counseling program that provides them an exceptional education as a mental health counselor.

Mental Health Counseling Program

Program Objectives

1. Students will demonstrate knowledge of the history, philosophy, licensure, supervision, and ethics in the profession.
2. Students will show knowledge of multicultural characteristics, counseling competencies, advocacy, and social justice issues related to diverse groups.
3. Students will show knowledge of lifespan development, learning, and abnormal development including addictions, trauma, wellness, and resilience.
4. Students will show knowledge of career counseling theories and strategies including ethical considerations.
5. Students will demonstrate knowledge and skills in counseling in various modalities (individual, group, family) including suicide and crisis interventions.
6. Students will be knowledgeable of theories and practice of group counseling and participate in small group activity.
7. Students will show knowledge and skills in gathering, analyzing, interpreting and presenting data about clients and be familiar with assessment with DSM-5 TR.
8. Students will show understanding of research concepts and be able to interpret research literature and program evaluation.
9. Through supervised practice students will integrate knowledge and skills of a successful counselor.
10. Through self-reflection, students will develop an understanding of self in the process of counseling and show a personal approach to counseling.

Course Requirements

A total of 60 credits are required in the Mental Health Counseling program: 48 credits in required courses and 12 in elective courses.

Required Courses

There are 16 required courses (48 credits).

MHC 630 Helping Relationships: Theories and Techniques of Counseling I -3 *credits*

MHC 631 Helping Relationships: Theories and Techniques of Counseling II -3 *credits*

MHC 632 Orientation to Addiction: Etiology, Screening, and Treatment -3 *credits*

MHC 652 Human Growth and Development -3 *credits*

MHC 658 Group Dynamics -3 *credits*

MHC 672 Psychopathology and Personality Disorders -3 *credits*

MHC 674 Integrating Seminar: Professional Orientation and Ethics -3 *credits*

MHC 675 Field Experience: Counseling Internship I -3 credits
MHC 676 Field Experience: Counseling Internship II -3 credits
MHC 677 Research and Program Evaluation -3 credits
MHC 678 Career and Lifestyle Development -3 credits
MHC 679 Marriage and Family Systems and Counseling: Recognizing and Reporting Child Abuse and Maltreatment -3 credits
MHC 685 Social and Cultural Foundations of Counseling -3 credits
MHC 686 Appraisal and Assessment of Individuals, Couples, and Families -3 credits
MHC 687 Foundations of Mental Health Counseling and Consultation -3 credits
MHC 694 Practicum in Mental Health Counseling -3 credits

Elective Courses

Students choose four 600-level electives (12 credits) from the following list or from newly created electives. These electives are not offered on a set rotation. They are a sample of electives that have been offered based on student interest.

MHC 601 Suicidal Behavior and Counseling -3 credits
MHC 602 Correctional Counseling: From Incarceration & Beyond -3 credits
MHC 606 Clinical Work with Adolescents -3 credits
MHC 611 Counseling Service Member, the Military and their Family -3 credits
MHC 613 Current Perspectives on PTSD Counseling -3 credits
MHC 614 Current Perspectives on Grief Counseling -3 credits
MHC 622 Trauma and Loss: Empirical Perspectives 3 credits
MHC 638 Positive Psychology and Psychotherapy -3 credits
MHC 651 Issues in Child Psychotherapy -3 credits
MHC 653 Counseling Gay, Lesbian, Bisexual, and Transgender Clients -3 credits
MHC 659 Introduction to Cognitive Behavior Therapy -3 credits
MHC 664 Building your Ideal Private Practice -3 credits
MHC 668 Spiritual Issues in Counseling -3 credits
MHC 669 Couple Counseling -3 credits
MHC 670 Case Management in Treating Addictions -3 credits
MHC 688 Sex Education and Counseling: Intimacy and Sexuality -3 credits
MHC 690 Telemental Health: Best Practices and Ethical Considerations -3 credits

Individual Student Assessment Procedures

Faculty in the counselor education program consistently and methodically evaluate each student's individual progress and mastery of the knowledge, skills, and professional dispositions required for completion of the program. As part of a systematic assessment of each Clinical Mental Health Counseling student's progress, students will be assigned a faculty advisor who will evaluate student learning based on a combination of knowledge, skills, and professional dispositions. Competency-based assessments, known as Key Performance Indicators (KPIs), are integrated into the coursework. Detailed assignment information and grading rubrics are available in the course syllabi. In addition to competency-based assessments, students will also be assessed on key professional dispositions, as outlined in the Professional Code of Conduct. The Professional Conduct Evaluation form will be used to assess professional dispositions at multiple points in time across the Clinical Mental Health Counseling curriculum, as well as to communicate dispositional issues that may arise during a student's time in the program. Students who do not meet the required competencies are subject to remediation, probation, or dismissal to successfully complete the program. The faculty advisor will provide a remediation plan, and the student is responsible for completing the outlined tasks by the assigned deadline in compliance with all other program policies and procedures. Failure to do so will result in automatic dismissal from the program with the right to appeal the dismissal.

Curriculum Appeal Policy:

Overview

The MS in Mental Health Counseling (MHC) Program at Pace University maintains a carefully designed curriculum and sequencing of courses to ensure compliance with CACREP accreditation standards and New York State (NYS) education and licensure requirements. These sequences are structured to support student learning, professional development, and timely progress toward degree completion.

The program recognizes that in rare circumstances, students may need to request a modification to a course sequence or curriculum requirement. To address such situations, the program provides a formal Curriculum Sequence Appeals Process. This process ensures that requests are evaluated consistently, fairly, and in compliance with all regulatory and accreditation standards.

Purpose of the Curriculum Sequence Appeal

A curriculum sequence appeal allows a student to request an exception to course sequence, prerequisite structure, or other curricular rule. This mechanism is intended for circumstances where following the standard curriculum would create a significant barrier to academic progress for reasons that do not compromise professional training standards, accreditation requirements, or state regulations.

Reasons for appeal must not be based on financial issues, scheduling preferences, convenience, or comparison to prior approvals granted to other students.

Eligible Areas for Appeal

Students may appeal, for example:

- The required order or sequencing of courses
- Permission to take a course earlier or later than scheduled
- A prerequisite or co-requisite requirement

Students cannot appeal:

- Any change that violates CACREP curriculum or hour requirements
- Any change that prevents meeting NYS licensure or educational requirements

- Any change based solely on financial concerns
- A prior denial solely on the basis that another student was previously approved

Student Process for Submitting a Curriculum Sequence Appeal

Step 1: Obtain the Curriculum Sequence Appeals Form

Students must complete the official “Curriculum Sequence Appeals Form.” To request this form, students must email the program; the form will then be sent electronically for the student to complete and sign.

Step 2: Complete All Required Sections

Students must provide:

1. Curriculum Sequence to Be Appealed
 - Students must clearly identify the exact course, or sequence for which they are requesting an exception.
2. Reason for Appeal
 - Students must describe the circumstances necessitating the appeal.
 - Supporting documentation (e.g., medical documents, letters, university records) should be attached if applicable.
 - Students must articulate why the appeal is warranted and how it aligns with their academic progress.
3. Proposed Alternative or Adjustment
 - Students may suggest a preferred solution (e.g., modified sequence), although the final decision belongs to the program.

Step 3: Student Acknowledgment

Before submitting the form, students must sign the acknowledgment section, confirming understanding that:

- Appeals are reviewed on a case-by-case basis.
- Approval is not guaranteed.
- Previous approvals do not guarantee future approvals.
- Requests cannot violate CACREP or NYS licensure requirements.
- Appeals cannot be based on financial reasons.
- Additional documentation or meetings may be required.

Step 4: Submission

Completed forms must be submitted to the Program Director or designated academic advisor via the program’s established submission method (e.g., email, portal, or in-person submission).

Step 5: Program Review

Appeals will be reviewed by the program administration or a designated faculty committee. Review will consider:

- Accreditation and licensure standards
- Course sequencing rationale
- Faculty recommendation (where applicable)
- Potential impact on professional readiness
- Documentation submitted by the student

Step 6: Program Decision

The program will mark the appeal as:

- Approved
- Denied
- Pending Additional Information

Students will receive written notification of the decision along with any conditions, restrictions, or next steps.

Step 7: Implementation

If the appeal is approved:

- The program will adjust the student's academic plan of study accordingly.
- Any conditions (e.g., required meetings, prerequisites, timeline modifications) must be fulfilled for the approval to remain valid.

Limitations and Important Notes

- Appeals are not intended to replace academic advising or allow students to self-design their curriculum.
- The program may deny an appeal if the modification could disrupt the student's trajectory toward professional competence.
- The program reserves the right to request additional information or documentation before issuing a final decision.
- Decisions are final and cannot be appealed further except under new or materially changed circumstances.

MS in Mental Health Counseling – 60 Credits

Name _____

U# _____ Graduation Date _____ GPA _____

REQUIRED COURSES (48 Credits)	CRD	GRADE	SEM	NOTES
MHC 630 Helping Relationships: Counseling Theories and Techniques I	3			1st semester (Suggested)
MHC 631 Helping Relationships: Counseling Theories and Techniques II Prereq: 630	3			2nd semester (Suggested)
MHC 632 Orientation to Addiction: Etiology, Screening, and Treatment	3			2nd or 3rd semester (Suggested)
MHC 652 Human Growth and Development	3			1st semester (Suggested)
MHC 658 Group Dynamics Prereq: 630, 672	3			2nd or 3rd semester (Suggested)
MHC 672 Psychopathology and Personality Disorders	3			1st semester (Suggested)
MHC 687 Foundations of Mental Health Counseling and Consultation	3			1st or 2nd semester (Suggested)
MHC 677 Research and Program Evaluation Prereq: 630	3			2nd or 3rd semester (Suggested)
MHC 678 Career and Lifestyle Development Prereq: 630	3			2nd or 3rd semester (Suggested)
MHC 679 Marriage and Family Systems and Counseling: Recognizing and Reporting Child Abuse and Maltreatment Prereq: 630	3			2nd or 3rd semester (Suggested)
MHC 685 Social and Cultural Foundation of Counseling Prereq: 630	3			2nd or 3rd semester (Suggested)
MHC 686 Appraisal and Assessment of Individuals, Couples, Families, and Groups Prereq: 630	3			2nd or 3rd semester (Suggested)
MHC 694 Practicum in Mental Health Counseling Prereq: 630, 631, 632, 652, 672, 687, 658, 685, 677, 686, 679, 678	3			You must have at least 36 credits to start MHC 694 and get departmental approval. If your grade is B- or below, you will have to repeat the course. You can request a re-computation only if your grade is an F.
MHC 675 Field Experience in Counseling: Internship I Prereq: 694	3			If your grade is B- or below, you will have to repeat the course. You can request a re-computation only if your grade is an F.
MHC 676 Field Experience in Counseling: Internship II Prereq: 675	3			If your grade is B- or below, you will have to repeat the course. You can request a re-computation only if your grade is an F.
MHC 674 Integrating Seminar: (last class) Professional Orientation and Ethics – capstone	3			If your grade is C- or below, you will have to repeat the course. You can request a re-computation only if your grade is an F.
Electives (12 credits)	CRD	GRADE	SEM	NOTES

MHC	3			
MHC	3			
MHC	3			
MHC	3			

For any questions, please [email Meghan Seixas](#), Program Manager or [email Alondra Castro](#), Admissions/Field Placement Coordinator. By signing below, you are certifying that you have read and agreed to all the Mental Health Counseling requirements.

Signature of Student _____ Date _____

Course Descriptions

Required Courses

MHC 630 Helping Relationships: Counseling Theories and Techniques I

Students will be introduced to general theories and basic skills used in counseling. The students will be asked to do research and to use audio and videotaping to achieve the skills goal. An understanding of counseling and consultation processes will include and introduction to ethical issues and to the client-counselor relationship.

MHC 631 Helping Relationships: Counseling Theories and Techniques II

This course will acquaint students with major approaches to psychological counseling and allow them to develop elementary proficiency in applying them to the counseling and consultation process. Special topics include: ethical considerations, confidentiality, and legal issues (e.g., professional liability).

MHC 632 Orientation to Addiction: Etiology, Screening, Treatment

Students completing this course will critically examine various models for understanding the causes of alcoholism and substance abuse and their implications for treatment. The students will become familiar with treatment approaches based on these models. Special emphasis is given to: 12-step and other self-help programs, relapse prevention and psychopharmacology.

MHC 652 Human Growth and Development

The primary objective of this course is to provide a broad overview of the field of development psychology and relate this knowledge to your role as future clinicians. The semester will encompass four major areas: (1) Historical Precedents and Fundamentals Principles – first we will examine the philosophical underpinnings of developmental psychology and related conceptualizations of human nature; (2) Learning and Cognition-we will focus on human learning, examining theories and research that have attempted to explain how humans process information throughout development; (3) Theories of Personality Development; and (4) Issues in Development – here we will take a more focused look at various issues across the life course and how they might affect an individual’s life and present themselves in mental health counseling.

MHC 672 Psychopathology and Personality Disorders

This course will allow students to become proficient in the understanding and use of psychiatric terminology and in the forming and testing of hypotheses about using criteria set forth in DSM-5 TR. Upon completion of the course, students will have knowledge of the principle pharmacological and psychological approaches to treatment of the disorders discussed.

MHC 674 Integrating Seminar: Professional Orientation and Ethics

Prerequisite: Final course to be taken in program. Department Approval required.

This is, in most cases, one of the final courses in your master's degree program of study. In it, we will bring together key topics you have learned as well as selected special topics for review and examination, the specific objectives of the course are: (1) to reflect on and examine your own views on personality, psychopathology, and counseling and psychotherapy, as these are informed by different theories and techniques; (2) to identify your values as these might affect your work as a counselor; and (3) to understand professional and ethical issues in counseling by reviewing relevant ethical codes and legal requirements.

MHC 675 Field Experience in Counseling: Internship I

Prerequisite: MHC 694 - Department approval required.

This is a 300-hour internship in Mental Health Counseling (e.g. Substance abuse counseling, grief counseling, or other approved counseling) setting under the clinical supervision of a site supervisor. The seminar students meet weekly with faculty.

MHC 676 Field Experience in Counseling: Internship II

Prerequisite: MCH 675 - Department approval required.

A 300-hour internship in a substance abuse counseling, grief counseling, or other approved setting under the clinical supervision of a site supervisor. The seminar students meet weekly with faculty.

MHC 687 Foundations of Mental Health Counseling and Consultation

This course is designed to promote a foundational appreciation and understanding of the various issues that confront mental health professionals. It is also intended to provide an understanding and appreciation. The course also seeks to provide the student with the basic tools and information to make informed decisions in the light of existing regulations, policies, laws and code of ethics.

MHC 677 Research and Program Evaluation

This is an introduction to research methods, basic statistical analysis, needs assessment, and program evaluation. Topics include: the importance of research, descriptive statistics, research methods, the use of computer technology, principles, models and applications of needs assessment and program evaluation, use of research to improve counseling effectiveness, and ethical (legal) considerations in research.

MHC 678 Career and Lifestyle Development

This is an introduction to understanding career development and related life factors. Topics include: career development theories and decision-making models; career, educational, and labor market resources; career/educational planning, assessment instruments and technologies; career

development program planning; interrelationships among work, family, and other life roles; career counseling processes, and ethical (legal) considerations.

MHC 679 Marriage and Family Systems and Counseling: Recognizing and Reporting Child Abuse and Maltreatment

An introduction to family counseling. Beginning with a brief history of this approach, it covers philosophical and etiological premises of family counseling. This course constitutes a survey of some of the major approaches to family therapy that are in use today. An important segment of this course covers the NYS-mandated training in recognition and reporting of child abuse and maltreatment.

MHC 685 Social and Cultural Foundations of Counseling

This course provides an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including: multicultural and pluralistic trends, attitudes, beliefs, understandings, and acculturative experiences, strategies for working with diverse populations, social justice, advocacy and conflict resolution, theories of multicultural counseling, and ethical and legal considerations.

MHC 686 Appraisal and Assessment of Individuals, Couples, Families, and Group

This course integrates individual and group approaches to interviewing and appraisal techniques, including an understanding of individual and group approaches to assessment and evaluation, including historical perspectives to assessment, general principles of case conceptualization, reliability and validity and statistical concepts and basic concepts of various assessment techniques, as well as ethical and legal issues. Diagnostic assessment involves the selection, administration, scoring, and interpretation of various types of tests used in a counseling setting and the factors related to the assessment and evaluation of individuals, groups, and specific populations.

MHC 694 Practicum in Mental Health Counseling

Prerequisites :MHC 630, 631, 632, 652, 672, 687, 685, 677, 686, 658, 679, 678. Required to enroll: 36 credits and departmental approval.

This course is a 100-hour clinical experience (40 which are face to face) in mental health counseling setting under the clinical supervision of a site supervisor. The seminar students meet weekly with faculty for supervision and class.

Elective Courses

MHC 601 Suicidal Behavior and Counseling

This is an introduction to the roles that death, loss, and meaning-seeking play in counseling. Counseling issues can be addressed on at least three levels: the presenting behaviors, the social and personal meanings that are attached to such behaviors, and the existential issues that underlie virtually all human behaviors and concerns.

MHC 602 Correctional Counseling: From Incarceration & Beyond

This course provides an overview of the range of clinical treatment approaches and methods employed in prisons to provide clinical counseling strategies to treat offenders while incarcerated and beyond. Students will gain insight into the role of the correctional counselor, understand theories associated with institutional counseling, and develop hone clinical skills to counsel such clients.

MHC 606 Clinical Work with Adolescents

This course will provide a broad overview of clinical practice with adolescents. Topics include: substance abuse, depression, mood disorders, eating disorders and anxiety.

MHC 611 Counseling Service Member, the Military and their Family

The course provides an introduction to the challenges veterans and service members face both socially and psychologically while exploring contemporary treatment modalities including: Cognitive Processing Theory and Prolonged Exposure. We will also address the psychosocial factors of transitioning into civilian life, stigma, co-occurring disorders, resiliency, and PTSD. Throughout the course, we will emphasize the ways in which Mental Health Counselors may advocate for veterans and service member clients and enhance overall well-being.

MHC 613 Current Perspectives on Posttraumatic Stress Disorder Counseling

This course focuses on the historical background, phenomenology, etiology, longitudinal course, and treatment of posttraumatic stress disorder (PTSD). We will trace the historical antecedents of PTSD from its early origins in war experiences and train accidents (“battle fatigue,” “shell shock,” “railway spine”) to its present day role in the DSM-5 TR and V. We will examine the nature of PTSD symptoms (e.g., intrusive thoughts, nightmares, detachment) and the way they cluster together (e.g., avoidance, dysphoria, hyperarousal). We will consider the prevalence of PTSD and the different patterns of PTSD symptoms that people exhibit over time, emphasizing resilience and individual differences.

MHC 614 Current Perspectives on Grief Counseling

This course focuses on counseling interventions to help people cope with the loss of a loved one. Using research articles, theory, film, and nonfiction, we will discuss the nature of grief, theoretical models of grieving, distinct types of grief reactions, how to identify “complicated” grief reactions, the appropriate role of counseling for grief, and specific grief counseling techniques. Throughout we will emphasize the critical role of theory, empirical research, and general principles of intervention in guiding grief counseling approaches.

MHC 622 Trauma and Loss: Empirical Perspectives

This course examines the impact on adaptive functioning of potentially traumatic events, such as bereavement, traumatic injury, life-threatening illness, military deployment, mass trauma, and disaster. We will address the role of coping strategies, positive aspects of psychological functioning, such as smiling and laughter, prior adversity and trauma exposure, psychobiological and genetic factors, whether people can actually benefit from significant adversity, the way culture shapes our capacity to cope with stress and with loss. Throughout we will emphasize that human beings are resilient to trauma and loss, and that resilience emerges from normative adaptational systems and an array of person-centered and social-contextual factors.

MHC 629 Cognitive Behavioral Therapy

Cognitive Behavioral Therapy (CBT) is one of the most widely recognized and practiced brief therapies. This practice-oriented course will introduce students to the basics of cognitivebehavioral theory and therapy and teach them how to conceptualize clients and plan and conduct treatment within the CBT model. Students will learn to use some of the most commonly used CBT techniques for mood and anxiety disorders in adults through a combination of lecture, discussion, video, role play, homework, clinical case presentations, and writing a clinical case conceptualization report.

MHC 638 Positive Psychology and Psychotherapy

This course will be devoted to a particular domain of research and clinical application, known as "positive psychology". The first part of the course will touch upon some of the fundamental issues in positive psychology, particularly the study if happiness and human flourishing. We will try to address a number of different questions, including: Why are some people happier than others? What are the factors that allow people to excel across situations (work, relationships, traumatic events, etc.)? How other factors associated with the god life-meaning purpose, gratitude, etc. related to well-being? The second half of the course will look at how our empirical understanding of well-being can be applied to counseling. Examining both research and different treatment modalities, we will review ways to implement positive interventions into therapy.

MHC 648 Psychopharmacology for the Mental Health Counselor

This course will allow students to improve their understanding of how psychopharmacology is integrated into the counseling setting. As mental health counseling continues to grow and become more integrated into the health care system there will be a growing need for mental health counselors to be able to collaborative with both client and healthcare staff. A general working knowledge will be needed to assist clients in all aspects of their behavioral health needs. Upon completion of the course, students will have knowledge of the basic principle in mental health pharmacology and its involvement in treatment.

MHC 651C Issues in Child Psychotherapy

Experts from various domains of the field will present on their area of expertise. Participants will be introduced to relevant theory, research, and practice in the area of child psychotherapy. In this interactive course, comprehensive approaches will be introduced with discussion given to the critical roles played by counselors and clients. Topics include, but are not limited to: child psychopathology as defined in the DSM-5 TR; ethical and legal considerations in working with children; overcoming resistance in children and/or their parents; and working with specific populations, including children with ADHD, children who are aggressive, medically fragile, or domestic violence and trauma survivors.

MHC 664 Building your Ideal Private Practice

This is a course designed to assist students in developing the knowledge base, skills, and confidence to develop a successful private counseling practice. It will touch on getting the experience and supervision necessary before beginning one's own practice, and the will concentrate on what is needed to successfully start one's own practice, maintain, and/or expand and diversify it.

MHC 668 Spiritual Issues in Counseling

This course will explore an important and often neglected aspect of counseling; the client's spiritual/religious beliefs. Topics to be covered include spiritual explanations for suffering; counseling perspectives of the major spiritual/religious traditions; special needs and problems of religious client; the counselors own belief system; and, the clinical use of the client's belief. The course will employ didactic lecture, group discussion and exercises, case study presentations, and, role-plays of counseling sessions.

MHC 669 Couple Counseling

This course is a survey of the major approaches to couples counseling. Emotion focused, cognitive behavioral and couple's group counseling approaches are reviewed. Observation of videotaped sessions, role playing of sessions, and application of technique is emphasized.

MHC 670 Case Management in Treating Addiction

This course will introduce the fundamentals of case management with a focus on addictions. This includes the assessment of client needs, the prioritization of problem areas, and the development of practical, achievable goals. Through regular reviews of case studies, students will apply the theory of case management to actual cases. Such competencies and skills include best practices in case management, cultural competencies, professional attitudes and boundaries, effective communication skills, interviewing skills, assessment skills, conducting a mental status exam, receiving and releasing information, developing treatment or service plans, treatment or goal development, assembling service records, monitoring treatment or services, case coordination, case termination, and your personal self-care skills.

MHC 688 Sex Education and Counseling: Intimacy and Sexuality

This course examines the dimensions of human sexuality and intimacy that bear on the role and function of today's counselor. Topics include: human sexual development, defining healthy expressions of intimacy and relatedness, an overview of effects of abuse and violence in relationships including sexual abuse, incest and pornography. Also trends in behaviors related to the transmissions of AIDS and STD's, sexual dysfunctions, treatment modalities and sexual ethics for professional counselors.

MHC 690 Telemental Health: Best Practices and Ethical Considerations

This course will expose students to numerous emerging technologies and will give them the skills to access, utilize and critique in terms of how the tools can be applied to the counseling world.

Overview and Requirements for Field Experience

The requirements for a Master of Science degree in Mental Health Counseling from Pace University includes satisfactory completion of a one-semester practicum and a two-semester clinical internship.

- MHC 694 Practicum in Mental Health Counseling
- MHC 675 Field Experience in Counseling: Internship I
- MHC 676 Field Experience in Counseling: Internship II

In order to enroll in the practicum and internships, a student must have, among other things, successfully completed at least 36 credits toward the Master of Science degree in Mental Health Counseling. Students are required to complete their field placement for one full calendar year at one agency that is pre-approved/vetted by the field placement coordinator as the agency must meet all CACREP, NYS and program requirements. This means that, students are required to remain at the same agency for three separate but consecutive semesters including Summer I and II and January Intersession while simultaneously being enrolled in the respective Practicum/Internship courses. A minimum of 700 field hours of fieldwork in their designated categories (Direct Counseling, Direct Supervision, Non-Counseling) are completed over three semesters through the Practicum and Internship courses.

Students are not allowed to take any breaks exceeding two weeks with prior approval from their site supervisor and field placement coordinator as it would be considered client abandonment and will make it difficult for the student to not only participate in class but complete their coursework.

Students must also purchase professional liability insurance in the amounts of 1,000,000/3,000,000. Suggested providers will be given in advance.

Students may enroll in MHC 694 during the Fall, Spring, or Summer semesters. Upon successful completion of MHC 694, students may then enroll in MHC 675 and thereafter in MHC 676. Students may not simultaneously register for MHC 675 and MHC 676.

Students must achieve a minimum grade of (B) or better in each field placement course to be eligible for enrollment in the next consecutive field placement course. If a student receives a grade of (B-) or lower in any field placement course, they will be required to repeat the course.

“K” Letter Grade Policy

The "K" letter grade is intended to be used exclusively in situations where the agency experiences difficulty in providing field placement students with sufficient direct client contact or supervision. It may be assigned as a grade option only when the agency has acknowledged its responsibility for the limitations faced by the student in their field placement. “K” letter grades should only be given for any outstanding hours not course work. “K” letter grade can remain on a student transcript for up to one year and then must be changed to an F. Students who have a K grade are not permitted to advance to the following course until the letter grade is changed on their transcript. Students must have hours audited and approved by the field experience coordinator and will

then be given permission to request a grade change. Faculty that gives “K” letter grades must change the grade through the new grade change system. Faculty must then forward the grade change confirmation to the MS in MHC program manager, [Meghan Seixas](#) for the student’s record.

The [Field Placement Practicum and Internship Handbook \(PDF\)](#) is available for students seeking Field Placement with all the information needed.

Practicum

- A. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- B. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- C. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- D. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Internship

- A. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- B. Internship students complete at least 240 clock hours of direct service.
- C. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- D. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Counseling Organizations

Professional Counseling Organizations

American Counseling Association (ACA)

The [American Counseling Association](#) is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings. By providing leadership training, publications, continuing education opportunities, and advocacy services to over 55,000 members, ACA helps counseling professionals develop their skills and expand their knowledge base.

Mission: The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.

The National Board for Certified Counselors, Inc (NBCC)

The [National Board for Certified Counselors, Inc.](#), and Affiliates (NBCC), an independent not-for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. NBCC's certification program recognizes counselors who have met predetermined standards in their training, experience, and performance on the National Counselor Examination for Licensure and Certification (NCE), the most portable credentialing examination in counseling. NBCC has approximately 42,000 certified counselors. These counselors live and work in the US and over 50 countries. Our examinations are used by more than 48 states, the District of Columbia, and Guam to credential counselors on a state level.

Mission: The National Board for Certified Counselors (NBCC) is the nation's premier professional certification board devoted to credentialing counselors who meet standards for the general and specialty practices of professional counseling.

American Mental Health Counselors Association (AMHCA)

The [American Mental Health Counselors Association](#) (AMHCA) is a growing community of almost 6,000 mental health counselors. Together, we make a critical impact on the lives of Americans. AMHCA succeeds in giving a voice to our profession nationwide and in helping to serve you and your colleagues in your state.

Mission: To enhance the profession of mental health counseling through licensing, advocacy, education and professional development.

Vision: To be the national organization representing licensed mental health counselors and state chapters, with consistent standards of education, training, licensing, practice, advocacy and ethics.

Guiding Principles: AMHCA members are dedicated to the principles in our Code of Ethics. As our profession and the needs of our clients change, a committee of knowledgeable, experienced professionals updates the code.

New York Mental Health Counselors Association (NYMHCA)

[New York Mental Health Counselors Association](#) is the state branch of the American Mental Health Counselors Association. Membership in AMHCA is encouraged but not required to join us. We are also an affiliated member of the New York Counseling Association.

The Mission: NYMHCA is the advocacy organization representing the clinical counselors of New York State. We worked to obtain licensure, and our continuing role is to protect and enhance the rights of counselors to practice our profession!

American Counseling Association of New York (ACA-NY)

[American Counseling Association of New York](#) is a not-for-profit grassroots organization that represents professional counselors and counseling students, of all specialty areas, who live or work in New York State. As a chapter of the American Counseling Association, ACA-NY extends the efforts of growing and enhancing the counseling profession at the state level.

Mission: ACA-NY's mission echoes ACA's mission: "to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity."

Credentialing and Employment

Become part of one of the fastest-growing professions in the U.S.—counseling—particularly in the areas of substance abuse, behavioral disorder, mental health, and trauma and loss counseling.

Pace University's MS in Mental Health Counseling program prepares you to take advantage of this trend and for jobs in professional settings such as mental health counseling facilities, hospitals, private practices, and intervention facilities. Our degree provides strong foundations in advanced psychology, plus specialized knowledge in groundbreaking research like resiliency and positive approach psychotherapy. Importantly, it also prepares graduates to become licensed practitioners in mental health counseling with specialties and emphases on areas ranging from trauma and loss counseling, substance abuse, and positive psychology.

In a 2022-2023 survey of alumni from the Pace Mental Health Counseling program, 95% of former students reported that they were employed in a counseling or counseling-related setting. They were employed in positions such as: vocational counselor, psychiatric clinical specialist, intake counselor, substance abuse counselor, therapist in private practice, and family therapist.

Employment of mental health counselors and marriage and family therapists is projected to grow 15 percent from 2022 to 2032, much faster than the average for all occupations. Growth is expected in both occupations as more people have mental health counseling services covered by their insurance policies. \$46,310 median salary as of May 2022, with the metropolitan area of the university having a mean salary of \$45, 900. (BLS.Gov, 2022)

Licensure Requirements for New York

The most up-to-date information can be received from the [NYS Department of Education website](#).

Academic Requirements

To meet the professional education requirement for licensure as a Mental Health Counselor, you must present evidence of receiving a master's or doctoral degree in counseling from a program that is:

- registered by the Department as licensure qualifying.
- accredited as a mental health counseling program of 60 semester hours by the Commission on the Accreditation of Counseling Related Education Programs (CACREP) or another acceptable accrediting agency; or
- determined by the Department to be the substantial equivalent of such a registered or accredited program.

A **program** located outside the United States and its territories may be used to satisfy the professional education requirement if it:

- prepares individuals for the professional practice of Mental Health Counseling; and
- is recognized by the appropriate civil authorities of that jurisdiction; and
- can be appropriately verified; and
- is determined by the Department to be the substantial equivalent of a registered licensure qualifying or acceptable accredited master's or doctoral program in counseling.

Clinical Experience

To meet the experience requirement for licensure as a Mental Health Counselor, you must submit documentation of completion of a supervised experience of at least 3,000 clock hours providing Mental Health Counseling in a setting acceptable to the Department. The supervised experience must be obtained after completion of the master's degree program required for licensure.

The practice of Mental Health Counseling is defined as:

- the evaluation, assessment, amelioration, treatment, modification, or adjustment to a disability, problem, or disorder of behavior, character, development, emotion, personality or relationships by the use of verbal or behavioral methods with individuals, couples, families or groups in private practice, group, or organized settings; and
- the use of assessment instruments and Mental Health Counseling and psychotherapy to identify, evaluate and treat dysfunctions and disorders for purposes of providing appropriate Mental Health Counseling services.

Not less than 1,500 clock hours of such required experience must consist of direct contact with clients. The remaining experience may consist of other activities that do not involve direct client contact, including but not limited to, recordkeeping, case management, research, supervision and professional development.

Experience for licensure must be completed in a legal manner, under a qualified supervisor in a setting that is authorized to provide professional services. In New York State, the experience must be under a limited permit issued by the Department for a specific setting under a qualified supervisor (see below). Experience in other jurisdictions will be evaluated to determine if the equivalent requirements have been satisfied in a legal manner.

In addition, there are fees associated with licensure and students must earn a passing score on the National Clinical Mental Health Exam.

Written Endorsement Policy

The faculty and administration of the counseling program are dedicated to supporting students and graduates in their efforts to obtain licensure, certification, or employment within their field of specialization and professional competency. Endorsements are granted when individuals have successfully met program standards and competencies through required coursework and clinical field experiences and have adhered to core standards for admission and progress. These standards encompass the demonstration of professional behavior and ethical conduct expected of professional counselors.

After reviewing an official transcript, program faculty or administrators may verify a graduate's completion of degree and educational and clinical requirements according to the licensure requirements of a state. The graduate must submit the required documentation to the department with all personal portions completed. They must also supply confirmation of clinical hours and instructions for return or submission of the forms upon completion by the department. Graduates requesting documentation for out-of-state paperwork must allow up to 4 weeks for completion.

A NYS Form 2 must be attached to a transcript request submitted to the clearinghouse with Page 1 completed by the graduate. The Office of the Registrar will finalize the form and both Form 2 and the transcript will be sent to NYS.

When responding to requests for recommendations for further graduate study or employment, faculty who are familiar with the student may consider the student's performance in coursework, evaluations from field supervisors during practicum and internship, outcomes of professional examinations (such as NBCC, state exams, and other academic achievements). They are not able to endorse activities outside the formal curriculum. Therefore, faculty reserve the right to decline endorsements outside their area of specialization or if they have had limited interaction with the student.

Written requests for recommendations should be directed to the appropriate faculty member or office, and should include a job description or relevant information about the position and a resume. Faculty may direct a student to a faculty or field supervisor who has directly observed the student's work.

Students are responsible for staying informed about state regulations concerning licensure, as these can change. Current standards are available from state licensing boards, which should be contacted for the latest information.

The most up-to-date information can be received from the [NYS Department of Education website](#).

Faculty

Full-Time Faculty

Sheila Chiffriller, PhD, Licensed Psychologist

Professor

Dr. Chiffriller's research has focused on understanding the phenomenology of intimate partner violence and factors associated with college students' general well-being. Her research topics have included behavioral and psychological correlates of domestic violence and the impact of substance use and concussion on collegiate athletes' academic performance, and prevalence and health risk of body art among college students. Most recently, her research has combined her interests and she has begun to focus on predictors of, and responses to dating violence on college campuses. Dr. Chiffriller continually mentors both undergraduate and graduate students to facilitate the development of their research skills and prepare them for various doctoral programs in counseling and psychology.

Poonam Doshi, PhD, LMHC. LPC, NCC

Assistant Professor

Dr. Doshi is a Licensed Mental Health Counselor (LMHC) in NY, Licensed Professional Counselor (LPC) in NJ and a National Certified Counselor (NCC). Her research interests have included studying variables such as types of motivation from self-determination theory framework as well as clinical supervision. She has studied these variables for the purpose of understanding their influence on counselor self-efficacy especially in the field of counselor education and mental health counseling. Dr. Doshi is well-versed in the knowledge and application of integrated counseling approaches and is specifically interested in person-centered as well as humanistic theories.

Joseph R. Franco, PhD, LMHC, NCC

Professor, MS in Mental Health Counseling Program Director, Director of Clinical Field Supervision

Dr. Franco is a Counselor Educator, Practicing Clinician, Licensed Mental Health Counselor, and a Nationally Certified Counselor. He has served as President and Membership Chair for the New York Mental Health Counselors Association (NYMHCA) for a period of eight years. Dr. Franco recently published his book, *Aspirations of Italian-American College Students: The impact of family traditions, mentorship, career interventions, and counseling for professional success*. Dr. Franco's research interests include counseling strategies with ethnic minorities and LGBTQI clients, supervision models for counselor educators and advocacy in the mental health counseling profession. He regularly presents and national and local conferences. Dr. Franco is the recipient of the Outstanding Service Award for his commitment to NYMHCA, Outstanding Counselor Educator Award for teaching excellence and the Pace University Kenan Award for teaching excellence.

Paul W. Griffin, PhD

Associate Professor, Chair, Psychology Department (Pleasantville)

Dr. Griffin's research reflects his graduate training in both counseling and developmental psychology. Dr. Griffin is broadly interested in adult development, though much of his research has particularly

focused on subject well-being (e.g., happiness) and eudemonic well-being (e.g., meaning and purpose). Related to the theme of well-being, Dr. Griffin has chaired dissertation projects on a variety of projects, including flow, grit, meaning, and identity illness. In the area of counseling, Dr. Griffin has published on a variety of issues, including grief therapy, group counseling, and multicultural considerations in practice. He is currently pursuing two lines of research. The first is focused on investigating the question of subjective and eudemonic well-being among counseling professionals. The second is focused on how values and beliefs affect the counseling relationship and counselor identity.

Jennaleigh Iseman, PhD, LMHC

Clinical Assistant Professor

Dr. Iseman is a clinical mental health practitioner whose primary focus is understanding the impact of life's adversities on social relationships and psychological functioning. Her dissertation examined the effects of the acute adversity of the COVID 19 pandemic on psychosocial functioning. Specifically, her work explored how acute adversity affects social behaviors and perceptions and how social behaviors and perceptions affect psychological functioning. Dr. Iseman is also interested in studying the influence of mental health counselors' supervisory and collegial relationships on client/clinician relationships and treatment efficacy.

Nikita Krishnan, PhD

Professor

Dr. Nikita Krishnan is a dedicated professor of mental health counseling, committed to equipping future counselors with the tools to address diverse mental health needs. Dr. Krishnan's primary focus is understanding and recognizing various social and cultural triggers for suicidal behavior. Her dissertation examined the effect of interpersonal factors on suicidal behavior in population of young adults across two cultures (India and The United States of America). With a fervent passion for raising awareness in minority communities, she actively advocates for mental health equity and works tirelessly to bridge the gap between culture and counseling.

Anthony Mancini, PhD, Licensed Psychologist

Associate Professor

Anthony D. Mancini, studies psychological resilience, individual differences in responses to acute stress, the beneficial effects of acute stress on social behavior, and the role of social processes in adaptation to acute stress. His early research documented distinct patterns of adjustment after events as varied as bereavement, divorce, unemployment, having a child, life-threatening illness, military deployment, school shootings, and the 9/11 attacks. More recently, he proposed a theory for the beneficial effects of traumatic experience, "psychosocial gains from adversity," published in *Psychological Review*. His research increasingly focuses on the link between acute stress and social-affiliative behavior, as well as on social contexts that tend to promote such links. He is currently Principal Investigator on a 4-year National Institutes of Health funded study to examine the psychological, social, and economic aftermath of the COVID-19 pandemic. He also serves as the Chief Editor of *Anxiety, Stress & Coping*, a Taylor & Francis journal. His work has been featured in the *New York Times*, *Los Angeles Times*, *Desert News*, *Huffington Post*, *Mercury News*, and other outlets.

Johnna Pointek, PhD

Lecturer

Dr. Pointek earned her BS in Psychology from Mercy College, MS in Psychology from Long Island University, and PsyD from California School of Professional Psychology. She teaches in the graduate level in focuses on the following courses: Sex Education and Counseling Intimacy and Sexuality; Introduction to Gerontology; Helping Relationships: Counseling Theories and Techniques.

Ross Robak, PhD, Licensed Psychologist, LMHC

PhD in Mental Health Counseling, Professor

Dr. Robak's research extends across a number of different areas. Much of his recent work has studied factors that affect the group counseling process. He is also interested in self-definition and self-perception, as well as self-determination theory and its application to counselor education. Other previous research has examined the relationship between money and life satisfaction.

Christine Romano, PhD, LMHC, NCC, AASECT-CST

Assistant Professor

Dr. Romano is a PhD-level licensed mental health counselor and an AASECT certified sex therapist. Her clinical innovation and research passion lies in her treatment specializations including trauma, anxiety, sex and intimacy, sexual dysfunctions, sexuality exploration, gender diversity, and relationship counseling. Her core principles of study include interpersonal relationship perception (i.e. dyadic analysis, empathy, communication, trait judgement accuracy), sexual dysfunctions (i.e., cognitive behavioral therapy treatment outcomes for female sexual pain disorders), and multicultural counseling (i.e. cultural competency in counselor education, racial and gender microaggressions).

Devyn Savitsky, PhD, MHC-LP

Assistant Professor

Dr. Devyn Savitsky is an Assistant Professor in the Mental Health Counseling Program at Pace University. Social justice plays a key role in her approach to counseling, service, research and scholarship. Dr. Savitsky currently serves as a Consulting Editor for the *Journal of Queer and Trans Studies in Education*, on the Editorial Board for the *Journal of Counseling Sexology & Sexual Wellness: Research, Practice, and Education*, and as an Ad-Hoc reviewer for the Journal for Social Action in Counseling and Psychology.

Michael Tursi, PhD, LMHC

Assistant Professor

Dr. Tursi is a Licensed Mental Health Counselor (LMHC) and a National Certified Counselor (NCC). He is interested in qualitative research, especially research focused on clients' experiences of counseling and the influence of client variables on the counseling process. Dr. Tursi is also interested in person-centered and other humanistic counseling theories in addition to integrative counseling approaches.

Sara Vasta, PhD, LMHC

Clinical Assistant Professor

Dr. Vasta's central theme of work understands how individuals' work can affect their psychological well-being. Her current research examined how to better understand well-being among one of the most stressful and dangerous occupations, police officers, particularly focusing on the effects of flow. More specifically, her work has examined questions such as how job, organizational and flow characteristics impact job satisfaction and how job satisfaction levels impact life satisfaction. Dr. Vasta is also interested in studying the job dynamics of mental health counselors in relation to supervision, burnout, and self-efficacy.

Maren Westphal, PhD, Licensed Psychologist

Associate Professor

Dr. Westphal's research aims to further understanding of how emotion regulation may contribute to resilience and psychopathology, with focus on flexibility in emotional expression, attentional biases to emotion, mindfulness, and self-compassion. Her research has looked at these variables in the context of immediate threat and cumulative life stress and in relation to work-related stress and early adversity. She has also investigated the impact of exposure to potentially traumatic life events among ethnic minority patients in primary care. Dr. Westphal currently investigates mindfulness as a longitudinal predictor of mental health in health professionals and mindfulness and self-compassion as predictors of treatment outcome in cognitive behavioral therapy for depression.

Adjunct Faculty

Lynn Bogin, LMHC

Integrating Seminar: Professional Orientation

Alondra Castro, MHC

Case Management in Treating Addictions

Jennifer Powell-Lunder, PhD

Clinical Work with Adolescents; Human Growth and Development

Amelia Ruppmann, PhD, LMHC, CASAC, NCC

Career and Lifestyle Development

Catherine Morrison, PsyD

Psychopathology & Personality Disorders

Ronald Williams

Telemental Health Counseling

Nilton Castro

Counseling Service Members, the Military and their Family

Elizabeth Geiling

Orientation to Addictions

Lisa Bonaviso

Marriage and Family Systems and Counseling: Recognizing and Reporting Child Abuse and Maltreatment

Daniel Shabtai

Orientation to Addictions

POLICIES AND PROCEDURES

Admission Requirements

Admission decision recommendations are made by the academic unit's selection committee and include consideration of the following:

1. Each applicant's aptitude for graduate-level study.
2. Each applicant's career goals and their relevance to the program.
3. Each applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts.

The Admissions Committee consists of a) Program Director, b) Program Manager, c) Field Placement/Admissions Coordinator, d) full time faculty members. Program faculty participate in the admission decisions for the MS in Mental Health Counseling. The Program Manager and Field Placement/Admissions Coordinator review the admissions paperwork with the Graduate Admissions Office.

The committee then makes a decision about whom to interview. An interview is conducted by members of the committee followed by a rating process utilizing an Admissions Rating Form that identifies levels of each applicant's (1) aptitude for graduate-level study, (2) career goals and their relevance to the program, and (3) potential success in forming effective and culturally relevant interpersonal relationships in individual and small group contexts.

1. **The applicant's aptitude for graduate-level study** is evaluated by a review of:
 - A. Undergraduate GPA minimum 3.0
 - B. GPA from another completed graduate degree (3.3 minimum)
 - C. Two professional letters of recommendation on rating forms that ask about:
 - i. Intellectual ability
 - ii. Ability to work with others
 - iii. Ability in written expression
 - iv. Ability in oral expression
 - v. Maturity
 - vi. Initiative/independence
 - vii. Creativity/originality
 - viii. Potential for career advancement

For applicants who do not meet the GPA criteria, but who have an acquired knowledge of the profession based on counseling-related experience, a provisional acceptance to the program may be offered. Provisional acceptance is for a non-matriculated student status. Such students are allowed to take 6 introductory credits and must complete them with grades of no less than B. If met, students will become fully-matriculated students for the remainder of the program.

2. **Career goals and their relevance to the program** are assessed as follows:
 - A. In a written personal statement, which students submit with their application, they are asked to identify and describe their career goals and reasons for applying to the program.

- B. Each applicant's required resume/CV is examined for experiences which are reflective of a commitment to the helping professions.
 - C. In their interviews, potential students are inquired about their career goals and their understanding of the development of their professional objectives in the counseling profession.
3. **Each applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small group contexts** is addressed via:
- A. Each applicant's personal statement allows for insights into that potential student's motivations regarding interpersonal relationships in the helping context.
 - B. The recommendation rating form contains items that ask the recommender to rate the applicant's ability to work with others and their maturity.
 - C. The interview contains a question about the person's experiences in working with others who are in some ways different from themselves.
 - D. The interview also provides an initial opportunity for a first look at the potential student's interpersonal skills.

Academic Advising and Academic Standards

Academic Advising

Upon acceptance into the MS in Mental Health Counseling program, students are notified of their academic adviser: [Meghan Seixas](#), MS in MHC Program Manager, in their acceptance letter. Prior to their first semester, students must meet with their advisor to develop and review their program of study. This advisement process involves discussing program requirements, elective options, and completing the program of study worksheet. Once completed, a copy of the worksheet is filed in the student's records and another should be personally maintained by the student. Students have an assigned academic adviser at all times during enrollment in the program.

Retention Policy

Students are required to complete the program within a five-year period. Additionally, students are permitted to take an approved Leave of Absence for up to one calendar year. Students who have paused their studies without an approved Leave of Absence or who have not resumed after one calendar year will be contacted by the program regarding the resumption of their studies and the required restart semester. Students who fail to resume their studies after one calendar year or where it is impossible to complete the program within the five-year period will automatically be dismissed from the program.

Degree Completion Extension

All matriculated graduate students who exceed the five-year time limit for degree completion are required to submit a Degree Completion Extension Application. To request this form, students must email the program; the form will then be sent electronically for the student to complete and sign.

Requests to extend coursework that is 7–10 years old must include a statement confirming that the content knowledge has been maintained through continued study or relevant professional experience. Coursework that is 10 years old or older is not eligible for extension and will not be approved.

Individual Student Assessment

Faculty in the counselor education program continuously and systematically evaluate students' individual progress and mastery of the knowledge, skills, and professional dispositions required for program graduates. Please see Appendix A: Key Performance Indicators Chart.

Academic Standards: Probation, Dismissal, and Appeal

Probation Policy

Placement on Academic Probation

In accordance with the guidelines established by the Dyson Graduate Council's Academic Standards Committee, all Dyson graduate students are required to maintain a QPA of 3.0 or higher (cumulative and depending on department and degree requirements in specific required courses) in order to be considered in good academic standing. Students whose QPA (as cited above) falls below 3.0 will be placed on Academic Probation.

A student on Academic Probation will receive a letter from the department chair or program director; however, probation is not contingent upon this letter. It is the student's responsibility if in academic jeopardy to reach out to the department chair or program director for guidance and additional details. Any student whose QPA falls below 3.0 (cumulative and depending on department and degree requirements) is not fulfilling program requirements.

Students with a QPA below 3.0 who have a timely "hold" placed on their registration must make an appointment with their department chair or will be unable to register.

Notice of Probation

Ordinarily, a student who has been placed on academic probation will receive written notice of their probationary status as soon as practicable from the program director (or his or her designee). However, academic probation is automatic if the requisite condition is met and therefore is not contingent upon receipt of such written notice. It is the student's responsibility to verify their academic standing before each semester and to make inquiries of the program manager if clarification is needed.

Condition of Academic Probation

In order to be restored to good academic standing by the end of the Probationary Semester, the student's CQPA must be 3.0 or higher.

A student who fails to satisfy the condition of academic probation within the time permitted, i.e., the Probationary Semester, will be dismissed automatically from the program in which they are enrolled.

The condition of academic probation, and the time period within which the condition must be satisfied, i.e., the Probationary Semester, are final and may not be appealed.

Dismissal Policy

Except for non-matriculated students and those enrolled in a graduate program that has adopted its own probation and dismissal policies, usually, before being dismissed from a graduate program in the Dyson College of Arts and Sciences (“Dyson College”) students will have been on academic probation for one semester (the “Probationary Semester”) and failed to satisfy the condition of probation. As soon as practicable after the conclusion of the fall and spring semesters and the second summer session, the program director (or his or her designee) will review the status of each graduate student in the program who was on academic probation to determine whether the student satisfied the condition of academic probation at the conclusion of the Probationary Semester. Students who satisfied the condition of academic probation within the time permitted will be restored to good academic standing. Students who did not satisfy the condition of academic probation within the time permitted will be dismissed automatically from the program in which the student is enrolled.

There are, however, circumstances when students will be dismissed automatically without having been placed previously on academic probation.

A student whose cumulative quality point average (“CQPA”) falls below a 3.0 or a “B” average, and who will not be able to achieve a 3.00 CQPA by the conclusion of the Probationary Semester due to mathematical impossibility, will be dismissed automatically from the program. (See Dyson College Graduate Academic Probation Policy).

Automatic Dismissal will occur when:

- A student fails to satisfy the conditions of academic probation,
- A student requires academic probation more than once at any point in the program (Students are entitled to only one semester of academic probation; any second instance of probation, regardless of timing or reason, will result in immediate academic dismissal.),
- A student has a CQPA below 3.00 that cannot be raised to a 3.00 by the end of the probationary semester,
- A student for whom it is impossible to make required progress in the program,
- A student for whom it is impossible to complete the program by the five-year completion deadline

Students who meet the criteria for dismissal will be automatically dismissed from the program. Students who meet the criteria for dismissal will receive written notice from the program director (or designee) as soon as practicable that they have been dismissed from the program. However, dismissal is automatic once the criteria are met and is not contingent upon receipt of such notice. It is the student’s responsibility to verify their academic standing before each semester and to make inquiries of the program director (or designee) if clarification is needed.

A student who has been dismissed from a program pursuant to this Academic Dismissal Policy may appeal that dismissal in accordance with the Dyson College Graduate Appeal of Academic Dismissal Policy.

Appeal Policy

Academic Probation Policy

In accordance with the guidelines established by the Dyson Graduate Council's Academic Standards Committee, all Dyson graduate students are required to maintain a QPA of 3.0 or higher (cumulative and depending on department and degree requirements in specific required courses) in order to be considered in good academic standing. Students whose QPA (as cited above) falls below 3.0 will be placed on Academic Probation.

A student on Academic Probation will receive a letter from the department chair or program director; however, probation is not contingent upon this letter. It is the student's responsibility if in academic jeopardy to reach out to the department chair or program director for guidance and additional details. Any student whose QPA falls below 3.0 (cumulative and depending on department and degree requirements) is not fulfilling program requirements.

Students with a QPA below 3.0 who have a timely "hold" placed on their registration must make an appointment with their department chair or will be unable to register.

Once placed on Academic Probation, students are required to meet specific conditions in order to continue their enrollment and raise their QPA to meet department standards and requirements. These conditions will be outlined in a letter from the department chair or program director. A student on Academic Probation who does not meet these conditions is subject to immediate dismissal from the program.

Dismissal & Appeals Policy

Students are required to review the full University policy: [Dyson Graduate Probation, Dismissal, and Appeals Policies](#).

If a student appeals their dismissal, the student's academic history will be reviewed by the appropriate Dyson Graduate Appeals Committee. This committee either will allow the student to be re-instated to the program with conditions or may uphold the dismissal as final. If the student is reinstated to the program, the conditions will be outlined in a decision letter, which will be sent to the student. A reinstatement decision will be valid for one year, unless otherwise outlined. The five-year completion period requirement will be considered in all reinstatement decisions.

Note that these academic policies and procedures are subject to change. A student in academic jeopardy should immediately contact their department chair or program director for guidance.

Professional Standards: Probation Dismissal, and Appeal

Professional Conduct Policy for Master's in Mental Health Counseling Program

Purpose:

The purpose of this policy is to outline the standards of professional conduct and dispositions expected of students enrolled in the Master's in Mental Health Counseling program at Pace University. This policy is based on the standards set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the professional dispositions expected of students.

Professional Dispositions:

Students are expected to demonstrate the following professional dispositions:

Commitment: Students should demonstrate engagement in and dedication to the learning process, the counseling profession, and the development of counseling skills and knowledge. They should complete tasks by scheduled deadlines, meet program and site expectations, and take initiative in program and site activities.

Humility: Students should demonstrate a commitment to self-critique regarding their own counseling skills, ability, and knowledge, with a recognition that professional growth is a lifelong process. They should embrace an attitude of curiosity and acceptance of others' beliefs, identities, and values.

Openness: Students should demonstrate an interest in learning, growing, and changing behavior. They should receive and integrate feedback, alternate perspectives, and new ideas into thinking and behaviors.

Respect: Students should demonstrate an ability to collaborate with faculty, staff, colleagues, supervisors, and clients in the pursuit of shared goals and understanding. They should recognize their role and maintain core conditions when navigating challenging or conflictual situations. They should communicate with faculty, colleagues, supervisors, and clients effectively and appropriately.

Integrity: Students should demonstrate professional behavior with others, including maturity and honesty within all professional interactions. They should take responsibility for their own professional behavior during challenging circumstances, including providing an accurate appraisal of the situation that is genuine and truthful regarding the events that transpired. They should accept mistakes and avoid placing blame on others. They should adhere to professional and ethical guidelines for the counseling profession.

Self-Awareness: Students should demonstrate the ability to recognize and manage their own thoughts, feelings, and actions and how these impact relationships with others. They should actively pursue learning about themselves in relation to the world around them. They should implement professional self-care strategies to optimize wellness, mitigate personal concerns, and prevent burnout that may impact clients and counselor competency.

Any behavior or conduct that does not align with the above dispositions or the professional and ethical guidelines for the counseling profession as outlined by the American Counseling Association and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) may result in

probation or dismissal from the program. The program director, in consultation with the department chair, faculty, and other appropriate parties, will make the final determination of any probation or dismissal.

Probation:

Students may be placed on probation if they engage in behavior that is deemed unprofessional or in violation of the standards set by CACREP and/or the professional dispositions expected of students. This includes, but is not limited to:

- Failing to demonstrate professional dispositions in their interactions with clients, colleagues, and faculty or staff members
- Engaging in behavior that is disruptive to the learning environment or program operations
- Failing to comply with the policies and procedures of the program
- Engaging in behavior that is discriminatory or harassing in nature

Dismissal:

In extreme cases, students may be dismissed from the program for engaging in behavior that is deemed to be a threat to faculty, staff, or others, or that is in violation of the standards set by CACREP and/or the professional dispositions expected of students. This includes, but is not limited to:

- Engaging in physical violence or threats of violence
- Engaging in sexual misconduct or harassment
- Engaging in behavior that is illegal or unethical
- Failing to adhere to the expectations of the probationary period

Appeals:

Students who are placed on probation or dismissed from the program have the right to appeal the decision. The appeal process will follow the procedures outlined in the student handbook.

Note:

It is the responsibility of students to familiarize themselves with the standards of professional conduct and dispositions set by CACREP and the program, and to abide by these standards in their interactions with clients, colleagues, and faculty members. Failure to do so may result in probation or dismissal from the program.

Student Professional Conduct Evaluation Form

Students enrolled in the Master in Mental Health Counseling program must exhibit academic, interpersonal, communication, and behavioral skills that are essential for professional practice. Faculty are responsible for monitoring these areas, identifying needs for improvement, providing constructive feedback, and offering remediation plans. The following form may be completed by any faculty or administrator to record an area of concern and the appropriate intervention and/or remediation.

Professional Conduct Evaluation Form

Student Name:

Faculty/Administrator Name:

Policy

Students enrolled in the Master in Mental Health Counseling program must exhibit academic, interpersonal, communication, and behavioral skills that are essential for professional practice. Faculty are responsible for monitoring these areas, identifying needs for improvement, providing constructive feedback, and offering remediation plans.

Areas for Improvement in Professional Dispositions and Behaviors

Check the following areas that represent needs for improvement:

- Commitment** (e.g., unengaged in learning processes or professional activities, misses deadlines, fails to meet program or site expectations, lacks initiative)
- Humility** (e.g., resistant to self-critique, lacks curiosity, struggles to accept diverse beliefs and values)
- Openness** (e.g., disinterest in learning or change, inability to integrate feedback or alternate perspectives)
- Respect** (e.g., difficulties in collaboration, ineffective communication in challenging situations, inability to maintain professional boundaries)
- Integrity** (e.g., unprofessional behavior, dishonesty, failure to take responsibility for actions, non-compliance with ethical standards)
- Self-Awareness** (e.g., poor management of personal thoughts and emotions, lack of self-knowledge, insufficient use of self-care strategies impacting professional competency)

Describe specific concerns:

Recommended remediation:

Signatures

I have reviewed the areas which need improvement and the recommended remediation listed above.

X

Student

X

Faculty/Administrator

Professional Conduct Evaluation Interventions

Level I Intervention (Remediation):

Academic/Faculty Advisor involved:

Outcome:

Date Resolved:

Level II Intervention (Probation):

Academic/Faculty Advisor involved:

Outcome:

Date Resolved:

Level III Intervention (Dismissal):

Academic/Faculty Advisor involved:

Outcome:

Date Resolved:

University Resources

Technological Resources

- List of all [Pace Information Technology Services](#).
- For assistance with a technological concern contact the Pace Helpdesk at (914) 773-3648 or create a [help desk ticket](#).
- Visit the [Learning Remotely website](#)

Appropriate Use Policy for Information Technology

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to the work of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy and, right to determine the form, manner, and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

Competence Use Policy for Information Technology

To fully participate in any course, Pace University students must be familiar with and use information technology resources, including but not limited to the Learning Management System, online web conferencing (Zoom), and Pace University email. While Pace does not currently require students to own personal computers, tablet devices, or smartphones, it is strongly encouraged that students have sufficient access to a web-enabled device that allows for the viewing, creation, and editing of course content for the duration of the course semester. Students who take classes offered entirely in an online format or a hybrid format will be required to have access to an appropriate device to participate in class sessions. In addition, many programs/courses require additional peripherals such as a webcam/microphone. Information about purchasing recommendations and discounts are available on the ITS website. ITS provides limited support of student-owned computers for supported hardware and software on both the Westchester and New York City campuses. Access to some Pace University online systems utilize MultiFactor authentication, which requires use of a smartphone application.

Classroom Climate

Our Pace community benefits from the richly unique experiences and individual diversity each of us bring. Intellectual growth and development happen when we engage in free and open discourse that challenges our own assumptions and beliefs. Together we all have the responsibility to create and maintain an environment where differences are respected and valued. To that end, we will challenge all manifestations of bias and discrimination to maintain a climate of mutual respect and civility.

Whether you are learning in an online or on campus environment, the same expectations of courtesy and conduct apply. All classroom interactions should remain civil, respectful, and supportive. If you disagree with someone, aim to acknowledge your disagreement in a respectful way. Try responding with a question to open up further discussion (e.g., I'm not sure that I understand your point of view. Can you say more?). When working online, choose your words carefully. It's easy for someone to misinterpret your meaning when they can't see your expressions or hear the tone of your voice. Be careful when using sarcasm and humor. Without face-to-face communication, your comments may be misinterpreted.

Access and Accommodations

Federal law, including the Rehabilitation Act and the Americans with Disabilities Act, both as amended, as well as state and local laws prohibit institutions of higher education from discriminating against students with disabilities. The Americans with Disabilities Act defines an individual with a disability as a person who has a physical or mental impairment which substantially limits one or more major life activities of the individual, has a record of such an impairment, or is regarded as having an impairment.

Students with, among others, hearing, visual, or mobility impairments, or psychological conditions may be eligible for a reasonable accommodation. More specific examples of impairments include such things as specific learning disabilities, attention deficit and hyperactivity disorder, traumatic brain injuries, bipolar disorder, vision and hearing loss, cerebral palsy, paraplegia, and certain chronic health conditions.

Major life activities include, but are limited to, activities such as seeing, hearing, learning, reading, concentrating, communicating, standing, walking, eating, sleeping, speaking, caring for oneself, thinking, and the operation of a major bodily function.

Each student diagnosed with a particular disability will have a different level of functioning even within the same disability category. Further, compensation skills will also vary from one student to another and in the same student over time. Therefore, accommodations are determined on a case-by-case basis according to a student's documented needs, guidelines suggested by federal and state law, and criteria developed by the University.

Procedure for Students Who Wish to Obtain Reasonable Accommodations for a Course

The same rigorous admission and academic standards apply to students with and without a disability. In order to support the continued success of students with disabilities, the University prohibits discrimination on the basis of disability and is committed to providing equal access for students with disabilities to its facilities, programs, and activities. The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities.

To request an accommodation for a qualifying disability, a student must self-identify and register with the [Student Accessibility Services Office \(SAS\)](#) for their campus. Student Accessibility Services is housed in the Counseling Center on both the New York City and Pleasantville campuses. Student Accessibility Services for the New York City campus may be contacted at (212) 346-1526, (212) 346-119 or 161 Williams St, 10th Flr. Student Accessibility Services for the Westchester campuses may be contacted at (914) 773-3710, (914) 773 -3201 or the Administration Center, 861 Bedford Road, Pleasantville. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Student Accessibility Services staff. Moreover, no one, including faculty, is authorized to contact Student Accessibility Services on behalf of a student.

The Counseling Center

The Counseling Center at Pace University's New York City and Westchester campuses is here to help you address any personal, academic, or work problems you may have. We are here to help you manage the stressors and challenges that can arise during this time and support you as you achieve your goals and enhance your personal growth. Our services are confidential and available to members of the Pace Community. In order to achieve these goals, the Counseling Center provides the following services:

- Individual Consultation and Evaluation
- Individual and Group counseling
- Crisis Intervention and After-Hours Emergencies
- Alcohol and Other Drug Assessments
- Consultation Outreach and Community Wellness Programming
- Consultation and Referral Services

We invite you to explore the [Counseling Center website](#) and take advantage of the many services and resources. Please note the Counseling Center consists of professionals who are unaffiliated MS in Mental Health Counseling and PhD in Mental Health Counseling programs at Pace University.

APPENDIX

Appendix A: Key Performance Indicators Chart

Master in Mental Health Counseling KPI's for Individual Assessment

Pace University Mental Health Counseling Program Benchmark: 80% of students will meet or exceed expectations for each assessment.

CACREP Standard Code	CACREP Standard Title	Description	Key Performance Indicators (KPIs)#1	Key Performance Indicators (KPIs)#2
3.A	Professional Counseling Orientation and Ethical Practice	Graduates will exhibit knowledge and competencies of ethics and professional counselor identity in the profession.	MHC 687 Foundations of Mental Health Counseling KPI Assignment: Ethics and Professional Counselor Identity Case Study	MHC 694 Practicum in Mental Health Counseling KPI Assignment: Counselor Development Analysis Topic #2: Crisis Intervention, Violence Prevention & Ethical & Legal Obligations
3.B	Social and Cultural Identities and Experiences	Graduates will exhibit knowledge and competencies of multicultural characteristics in relation to counseling competencies	MHC 685 Social and Cultural Foundations of Counseling KPI Assignment: Movie on Cultural Issues Assignment	MHC 694 Practicum in Mental Health Counseling KPI: Appendix E Field Placement End of Semester Intern Evaluation Form
3.C	Lifespan Development	Graduates will exhibit knowledge and competencies of individual and family development across the lifespan	MHC 652 Human Growth and Development KPI Assignment: Narrative Review Exercise	MHC 658 Group Dynamics KPI Assignment: The Life Story Interview

3.D	Career Development	Graduates will exhibit knowledge and competencies of the interrelationships among and between work and other life roles, including for people of marginalized groups.	MHC 678 Career and Lifestyle Development KPI Assignment: Theoretical Research Analysis of Career Development	MHC 694 Practicum in Mental Health Counseling KPI Assignment: Video Recording Evaluation of Counseling Session (add question to rubric for FA24)
3.E	Counseling Practice and Relationships	Graduates will exhibit knowledge and competencies for adapting and accommodating the counseling process to client culture and preferences.	MHC 630 Counseling Theories and Techniques I KPI Assignment: Skillsetter Assignment	MHC 694 Practicum in Mental Health Counseling KPI Assignment: Video Recording Evaluation of Counseling Session
3.F	Group Counseling and Group Work	Graduates will exhibit knowledge and competencies of theories and practice of group counseling and participate in small group activity.	MHC 630 Counseling Theories and Techniques I KPI Assignment: Individual Assessment: Group Counseling with Special Populations Class Discussion/Activity	MHC 658 Group Dynamics KPI Assignment: Pre/Post CCSR Self-Assessment

3.G	Assessment and Diagnostic Processes	Graduates will exhibit knowledge, competencies in gathering, analyzing, interpreting, and presenting data about clients and be familiar with assessment with DSM-5-TR.	MHC 686 Appraisal and Assessment KPI Assignment: Assessment Test Critique	MHC 676 Field Experience in Counseling II KPI Assignment: DSM-5-TR Chapter Presentations
3.H	Research and Program Evaluation	Graduates will exhibit knowledge and competencies of research concepts and be able to interpret research literature and program evaluation.	MHC 677 Research and Program Evaluation KPI Assignment: Research Paper/Presentation	MHC 674 Integrating Seminar KPI Assignment: Integrating Paper
5.C	Clinical Mental Health Counseling	Graduates will exhibit knowledge and competencies through supervised practice to integrate knowledge and skills of a successful counselor. Also, they will develop an understanding of self in the process of counseling.	MHC 694 Practicum in Mental Health Counseling KPI Assignment: Individual Assessment of CCSR Self-Assessment and Appendix E Field Placement End of Semester Intern Evaluation Form	MHC 676 Field Experience Internship II KPI Assignment: Individual Assessment of CCSR SelfAssessment Appendix E Field Placement End of Semester Intern Evaluation Form