MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Academic Calendar ........................................................... 2
Campus Location and Map ................................................ 3
General Information ......................................................... 4
Admissions Information .................................................... 5
Financial Information ........................................................ 7
Academic Policies & Procedures ........................................ 11
Program of Study & Advising .......................................... 15
Program Committee Policies & Procedures .................... 24
Course Descriptions ......................................................... 28
# Academic Calendar: Master of Arts in Counseling Psychology

## FALL 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 6</td>
<td>Friday</td>
<td>MACP new student orientation (9 a.m.-4 p.m.)</td>
</tr>
<tr>
<td>Aug. 7</td>
<td>Tuesday</td>
<td>MACP classes begin</td>
</tr>
<tr>
<td>Aug. 17</td>
<td>Friday</td>
<td>Employee Connection</td>
</tr>
<tr>
<td>Dec. 21</td>
<td>Friday</td>
<td>MACP classes end</td>
</tr>
</tbody>
</table>

## SPRING 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 8</td>
<td>Tuesday</td>
<td>MACP classes begin</td>
</tr>
<tr>
<td>Jan. 12</td>
<td>Saturday</td>
<td>Commencement for summer and fall graduates (10 a.m.)</td>
</tr>
<tr>
<td>April 26</td>
<td>Friday</td>
<td>Baccalaureate (7:30 p.m.)</td>
</tr>
<tr>
<td>April 27</td>
<td>Saturday</td>
<td>Commencement for spring graduates (10 a.m.)</td>
</tr>
<tr>
<td>May 24</td>
<td>Friday</td>
<td>MACP classes end</td>
</tr>
</tbody>
</table>

## MAY AND SUMMER COURSES 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Days</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 3 - July 19</td>
<td></td>
<td>MACP Online</td>
</tr>
<tr>
<td>June - July</td>
<td>Wednesdays</td>
<td>MACP Practicum</td>
</tr>
</tbody>
</table>

*Note: Simpson University reserves the right to change this calendar as necessary.*
DIRECTIONS TO CAMPUS

The Simpson University campus is at 2211 College View Drive, about 1.5 miles east of Interstate 5, just off Highway 299 East. College View Drive, a frontage road on the south side of 299 East, is easily found by exiting at either Churn Creek Road or Old Oregon Trail. Simpson can also be accessed from its south entrance along Shasta View Drive.

GEOGRAPHIC LOCATION

Considered the hub of the north state, Redding is located about 150 miles north of Sacramento, about 200 miles north of the San Francisco Bay Area, and 150 miles south of the Oregon border. Surrounded by mountains on three sides, Redding is also the center of the spectacular Shasta Recreation Area. From the campus, students enjoy excellent views of Lassen Peak, an active volcanic area, and Mt. Shasta, the second-tallest peak in the Cascade Range with its elevation of 14,179 feet.

M.A.C.P. OFFICES

The offices for the Master of Arts in Counseling Psychology program are located on the second floor of the three-story Owen Student Services Center, in the center of campus.

EXTENSION SITE LOCATION

The Master of Science in Clinical Psychology teach-out program is located in the Scotts Valley Plaza at 5321 Scotts Valley Drive, Suite 203, Scotts Valley, Calif.
Simpson University offers several master’s degrees, the newest being the M.A. in Counseling Psychology, which launched in 2010. Other graduate programs are available through the School of Education and A.W. Tozer Theological Seminary.

**PURPOSE**

The Master of Arts in Counseling Psychology program is designed primarily to prepare individuals for licensure in the state of California as Marriage and Family Therapists. However, the program curriculum will also appeal to individuals who may not intend to seek licensure but who want to develop effective interpersonal and relational skills that will enhance their ability to have successful careers in other areas of human service.

The program gives students a broad academic and clinical experience that is uniquely grounded in the identity and values of a Christian university. Students are prepared to provide counseling-related services through a range of modalities such as individual, family, group, and couples. The program prepares students to work in a variety of settings including, but not limited to, medical, educational, community mental health, family and social service organizations, employee assistance programs, substance abuse treatment facilities, managed care/HMO, military, private practice, and church-related organizations.

The program views spirituality as central to wholeness and healing. While applicants to the Master of Arts in Counseling Psychology program are not required to sign a statement of faith, students are encouraged to integrate their practices of faith with their professional work. The program emphasizes the demonstration of moral and ethical principles as exemplified by the Judeo-Christian traditions.

**LICENSURE**

Marriage and family therapy is established in California by law as a profession requiring state licensure. In addition, educational guidelines have been established for the training of competent marriage and family therapists by the national professional organization of the American Association for Marriage and Family Therapy.

Persons who desire to enter the profession of marriage and family therapy must have academic and clinical preparation that meets the requirements of the state and the professional organization. California requires that persons wanting to enter the profession complete a post-degree internship and pass a state licensing examination.

The Master of Arts in Counseling Psychology Program at Simpson University provides the academic requirements to meet the California licensing standards according to Business and Professions Code 4980.37 and 4980.36. (Students wishing to pursue licensure in a state other than California are responsible for knowing the licensing requirements for that state.)

**PROGRAM OBJECTIVES**

The Master of Arts in Counseling Psychology program has the following objectives:

1. Develop skilled professionals in marriage and family therapy.
2. Expose students to content material in the standard curricular areas identified by the state of California and the American Association for Marriage and Family Therapy.
3. Provide supervised clinical training with an appropriate client population toward the development of clinical competence.
4. Prepare professionals who are capable of critical self-evaluation and who are committed to ongoing personal and professional development.
5. Prepare students to be sensitive to sociocultural and human diversity issues and to demonstrate competence in working with different races, ethnicities, religions, genders, and marginalized groups.
6. Prepare professionals who reflect the values of Simpson University and who are committed to excellence and service.

**INSTITUTIONAL LEARNING OUTCOMES**

In addition to the program objectives, Simpson University is dedicated to developing professionals who reflect the Institutional Learning Outcomes of:

- **Constructive Thinking:** To think critically by analyzing and evaluating data, arguments, and ideas; to think synthetically with creativity and imagination; and to think practically by making decisions and solving problems.
- **Effective Communication:** To communicate effectively with different individuals and audiences in speaking, writing, and technology.
- **Christian Commitment:** To internalize a maturing relationship with Christ as Savior and Lord, manifested in spiritual and character growth, intimacy with God, commitment to the Christian community, and the confession of a Christian worldview.
- **Cultural Engagement:** To appreciate, understand, and evaluate various cultures and to interact with people and people groups with sensitivity and grace appropriate for a diverse world.
- **Servant Leadership:** To serve God, humanity, and creation through one’s personal giftedness and professional development in accordance with God’s direction and call.
Master of Arts in Counseling Psychology / Admissions Information

ADMISSION REQUIREMENTS

Applicants to the Master of Arts in Counseling Psychology program must meet the admissions requirements outlined below and must give evidence of academic ability, interest in the field of marriage and family therapy, emotional stability, maturity, and integrity.

- Applicants must have a bachelor’s degree from a regionally accredited institution in any field. Candidates must have a minimum 3.00 GPA for the last 60 semester credits (90 quarter credits) of coursework.

- Applicants who do not have an undergraduate degree in psychology or a related field must have completed the following courses (or their equivalents) with a grade of C or better prior to being accepted into the program:
  1. Introduction to Psychology
  2. Theories of Personality or Theories of Counseling
  3. Statistics
  4. Research Methods
  5. Human Development.

Students who have an undergraduate degree in psychology or a related field and are accepted into the program under academic probation may be required to take prerequisite courses as a condition of their acceptance into the program, particularly if they earned a grade below a C in those courses during their undergraduate work.

- Applicants whose native language is not English, or who have graduated from a foreign institution, must have a written TOEFL (Test of English as a Foreign Language) score of 550 (paper version), 213 (computer version) or 79 (internet version).

- Applicants must submit:
  1. A completed application for admission online with $25 application fee
  2. Three reference forms and accompanying letters of reference completed by someone professionally qualified to recommend for the field of professional counseling/marriage and family therapy. References should be from persons qualified to evaluate the applicant’s academic and professional potential. References from friends or relatives will not be accepted.
  3. A typed personal statement of approximately 1,500 words outlining career objectives, personal interest in the field of marriage and family therapy, rationale for choosing to attend Simpson University, how life experiences have influenced applicant’s career choice, and additional thoughts the applicant deems important.*
  4. A current résumé
  5. Official transcripts from all post-secondary schools attended. Official transcripts must be sent directly from the sending institution to the Office of Enrollment Management.

- Applicants must have a personal interview with members of the Program Admissions Committee.

- Those who are not citizens or permanent residents of the U.S. must provide a valid student visa.

*In addition, applicants who are recovering from an addiction to substances of any kind must have been clean and sober for one year prior to entering the program and for two years prior to engaging in clinical field placement. An explanation of all relevant circumstances related to an applicant’s legal history, substance use or addiction and recovery history must be included in the personal statement. It is the student’s responsibility to determine whether their legal history will affect their ability to obtain a professional license in their chosen field.

EXCEPTIONS TO THE MINIMUM GRADE-POINT AVERAGE

A limited number of applicants with a grade-point average between 2.50 and 2.99 may be admitted to the program as provisional candidates at the discretion of the Program Admissions Committee. To be considered for provisional candidacy, applicants must demonstrate significant professional potential by submitting a statement of explanation, demonstrated career and/or professional accomplishments indicated in the personal statement and academic or professional letters of reference. Exceptions must be justified, documented, signed by the program director and department chair and retained in the student’s academic file.

Students admitted as provisional candidates will enter the program under academic probation and must maintain an overall minimum 3.25 GPA for the first 12 semester credits. Failure to do so will result in academic dismissal.

APPLICATION DEADLINE

For August admission: The application deadline is March 1. The extended deadline is May 1.

ADMISSION PROCEDURES

Applicants will submit all required documents to the Office of Enrollment Management. It is the applicant’s responsibility to ensure that all application documents have been submitted by the application deadline. Completed application files will be forwarded to the Program Admissions Committee for review. The Program Admissions Committee will screen application materials and will invite selected applicants to participate in a personal interview. Under special circumstances, a telephone interview may be conducted.

Admissions interviews will be conducted with the selected pool of applicants following the admissions deadline. If there are slots still available following the close of the application deadline and interview cycle, applications submitted until the extended deadline will be considered. After all personal interviews for the upcoming program start date have been completed, the Program Admissions Committee will extend an offer of admission to selected candidates. Some candidates may be extended provisional acceptance that is contingent upon completion of prerequisite coursework. Candidates may be placed on a wait list or offered a deferral of admission until the next cohort start date. Candidates will be notified of admission.
decision in writing. Admissions decisions are final and are not subject to appeal. It is the policy of the program not to discuss reasons for admissions decisions with candidates.

NEW STUDENT ORIENTATION

All entering students are required to attend a daylong new student orientation. Topics covered during the orientation include introduction to Simpson University, registration procedures, financial aid, FERPA and ADA regulations, university, academic and program policies and procedures, secrets to success in graduate school, orientation to library and information literacy and technology resources, academic advising, introduction to program capstone projects, guides to campus resources such as parking, food and beverage, bookstore, and student activities. The new student orientation is intended to introduce students entering the Master of Arts in Counseling Psychology program to information and resources that will make their graduate school experience as seamless as possible.

NON-DEGREE-SEEKING STUDENTS

Students who wish to take courses in the program but who do not wish to pursue degree requirements may, under certain circumstances, take a limited number of courses as non-degree-seeking students. Applicants for non-degree-seeking status must complete an application form, submit official transcripts from all post-secondary schools attended and provide a written statement that includes reasons for wanting to take courses in the program, interest in the field, experience in the field, personal strengths and challenges as they relate to academics, interpersonal relationships and professional goals, and a statement of personal character. Application should be made through the Office of Enrollment Management.

Non-degree-seeking students pay the standard tuition rate and are ineligible for financial aid. Non-degree-seeking students may take no more than a total of 10 semester credits. Courses that are ineligible to be taken by non-degree-seeking students are:

- CP 6406 Practicum I: Intro to Clinical Field Placement
- CP 6407 Practicum II: Clinical Field Placement and Seminar
- CP 6408 Practicum III: Clinical Field Placement and Seminar
- CP 6409 Practicum IV: Clinical Field Placement and Seminar
- CP 6410 Practicum V: Clinical Field Placement and Seminar

Credit is granted, grades are recorded, and non-degree-seeking students are required to satisfy all academic requirements for courses taken. Students who, after completing coursework as non-degree-seeking students, apply and are accepted into the program as degree-seeking students may request to have up to 10 credit hours apply toward the degree. Applicants must follow the procedures for applying to the program as outlined above. All conditions for accepting transfer credits will be enforced.

Individuals who have previously matriculated into the program but are not in attendance currently, or who previously have been denied regular admission, are not eligible to take courses as non-degree-seeking students.

The program reserves the right to limit the number of non-degree-seeking students attending any course, and to assess the suitability of any non-matriculated student for enrollment into any course.

TRANSFER CREDITS

Appropriate transfer work may be accepted. The program will accept a total of 10 semester units as transfer. To be transferable, a course must meet the following requirements:

- Must have been completed prior to applying to or being accepted to the program
- A graduate-level course at the institution where it was taken
- Have been completed at a regionally accredited institution
- Grade earned was “B” or better (Neither pass/fail, credit/no credit, or B- grades will be accepted for transfer)
- The course was not professional development or life-skills learning
- The course must be substantially equivalent in content as determined by the MACP Admissions Committee and the Registrar’s Office
- Courses taken as part of an earned graduate degree for another program are not eligible for transfer.

Courses not eligible for transfer are:

- CP6406 Practicum I: Intro to Clinical Field Placement
- CP6407 Practicum II: Clinical Field Placement and Seminar
- CP6408 Practicum III: Clinical Field Placement and Seminar
- CP6409 Practicum IV: Clinical Field Placement and Seminar
- CP6410 Practicum V: Clinical Field Placement and Seminar

Applicants wishing to transfer credits from another program or school must complete a Request for Transfer form and submit it, along with a complete course syllabus and any other supporting documents they have for the course, at the time they submit their application. The Program Admissions Committee will review the request and could offer an informal opinion but will not make a final determination until after an offer of acceptance has been extended to the applicant.

INTERNATIONAL STUDENTS

Applicants for whom English is not their first language must take the TOEFL exam as part of their application to the Master of Arts in Counseling Psychology (MACP) program. The minimum required score is 583 (paper), 240 (computer), or 94 (Internet). For more information about the TOEFL exam, visit the TOEFL website at toefl.org.

International students enrolled in the MACP program must have a guaranteed means of support to study in the United States for their entire degree program. Therefore, Simpson cannot issue the Form I-20 until adequate confirmation of the guaranteed means of support in the necessary amount for the first year has been received. In some cases, an advanced deposit may be required before the Form I-20 is issued.
Financial Information

Tuition and Fees 2012-2013

Tuition (per credit) ................................................................. $495
Vehicle Registration ............................................................... $40
Directed Study Fee (per credit) ............................................... $150
Prerequisites (per credit) ....................................................... $470
Examination Fee (repeat, early, late) ....................................... $40
Payment Plan Fee ................................................................... $50-$75
Late Registration Fee, Late Payment Fee ............................... $100 each
Late Payment Plan Payment Fee .............................................. $25 each
Non-Sufficient Funds (returned check) Fee ......................... $25 first occurrence/
Application Fee .................................................................... $25
Advanced Tuition Deposit ....................................................... $100
Graduation Fee (by established deadline) ............................... $50
( after established deadline) .................................................... $75

Payment Options

Payment in Full

Acceptable payment methods include check, credit card, or elec-
tronic transfer from a checking/savings account. Payment can also
be submitted online through a student’s WebAdvisor account.

Financial aid can be deducted from the semester charges to calcu-
late the remaining balance due when the following conditions have
been met:
• Any financial aid eligibility issues resolved
• Verification process complete, if selected
• Actual registration corresponds to anticipated registration
• For any loans being borrowed, all necessary processes for the
particular loan have been completed, including, but not limited
to, loan request/confirmation, Master Promissory Note, and
entrance counseling.

The balance due for each semester must be paid in full on or before
the payment deadline.
• Fall semester: August 15
• Spring semester: December 15
• Summer semester: April 15

The advanced tuition deposit is applied toward the student account
charges for the first semester in the program. The deposit is refund-
able through the payment deadline for the initial semester for which
the deposit is paid.

The account balance for a semester must be paid in full by the
payment deadline, or the student will be assessed a late fee. Ad-
ditionally, if a balance is past due, the student will be prohibited
from receiving transcripts or a diploma, if applicable. Registration
for any succeeding semester will be prohibited without satisfactory
resolution of any balance outstanding from the previous semester.
Students can request statements be sent to another individual in ad-
dition to themselves. Any balance that remains unpaid is ultimately
the responsibility of the student, which can result in referral of an
unpaid account balance for outside collection assistance.

If payment in full cannot be made by the due date listed above,
Simpson University does have payment options available.

Deferred Payment Plan

Simpson University recognizes that payment in full may not always
be an option for our students. Several payment plan options are
available. Deferred payment plan fees range from $50 to $75 de-
dpending on the plan chosen. There are two payment plan options
available, allowing a semester balance to be paid in either three or
four equal payments, due monthly. Enrollment forms are available
at simpsonu.edu/sfsforms. Acceptable methods of automatic
payment are credit card or electronic transfer from a checking/sav-
ings account. Students can also submit payment via check or money
order by each specified payment due date.

Policies

Tuition and Fees Refund Policy

As courses start throughout the semester, the refund policy is based
on the course dates, not the semester term dates.

If a student drops/withdraws from a course by three days following
the start of a course, a 100 percent refund will be given. If a student
drops/withdraws from a course after the third day following the start
of a course, a 100 percent refund will be given. If a student notifies
Student Financial Services by the second Friday of the semester, no refund will be given.

Note: There are no refunds on directed study courses once the semester
begins.

Vehicle Registration Fee Refund Policy

After the fee has been charged, the student must complete the
Refund Request Form and submit it to Student Financial Services
within the allowable time for a fee reversal.

If a student submits this form to Student Financial Services by the
end of day on the second Friday of the semester, a 100 percent
refund will be given. If a student notifies Student Financial Services
after the second Friday of the semester, no refund will be given.

Financial Aid Withdrawal Policy

All student financial aid must be re-evaluated for students who
decide to withdraw from the university or who drop below the
anticipated enrollment status before the end of the semester. If,
after completing the federal refund calculation, a return of student
financial aid funds is required, such funds will be returned to the stu-
dent financial aid program from which they came. Federal and state student financial aid must be returned on the basis of federal- and state-mandated formulas. If the student received financial aid from private programs, this financial aid will be adjusted in accordance with the regulations governing the private program. The student is responsible for repayment of any balance due on the student account after the necessary financial aid adjustments are made and the institutional refund policy has been applied to the account charges, as applicable.

The Department of Education (DOE) requires students to physically attend class (on campus) or otherwise actively participate in academically related events (online or directed study courses) in order to maintain eligibility for financial aid. Regardless of whether or not a student chooses to officially withdraw from courses through the Registrar’s Office, if a student ceases attendance or active participation, for any reason, a return of Title IV funds calculation is required. Simpson University must return any unearned portion of federal financial aid, including loans.

In the event a student is considered to have withdrawn from all units within a term, federal financial aid eligibility will be recalculated on a per diem basis. If this calculates to 60 percent of the term or greater, no federal aid will be returned.

VETERANS’ POLICIES

The Veterans Affairs school certifying official at Simpson University serves as the liaison between the university and the U.S. Department of Veterans Affairs. For information on filing procedures, approved Simpson University programs, and student requirements, please contact the Veterans Affairs school certifying official in the Office of the Registrar at (530) 226-4111.

1. A veteran or eligible person placed on probation for unsatisfactory progress shall have benefits terminated if his or her academic progress remains below graduation requirements (3.0 GPA) after one semester. If the veteran or eligible person is allowed to remain on probation beyond this period, he or she will have all veterans’ benefits discontinued and any further certification of training benefits terminated.

2. Simpson University will conduct an evaluation of previous education and training for veterans and eligible persons, grant appropriate credit, shorten the duration of the course appropriately, and notify the student and VA accordingly. Generally, “basic training” as indicated on the Form DD214 will count for physical education credits depending on individual program requirements. It is the student’s responsibility to furnish verification of any additional military training (by means of official transcript) which may count for academic credit.
is not complete by the end of the first week of the semester, Simpson University grants and scholarships are subject to cancellation for the current academic year.

**LOAN PROCESSING**

All Stafford and PLUS/Graduate PLUS loans are provided through the DIRECT Loan program. Private loans are processed from any lender of a student’s choosing within standard processing times. We do not offer a preferred private lender list or recommend one lender over another. We do not accept gifts over a nominal value from lenders. Please reference our Code of Conduct, found online at simpsonu.edu/loans, for a full explanation of the standards for our staff. The loan request process and any needed loan documents must be completed before any loans will disburse to the student account. Generally, financial aid is awarded and disbursed in equal disbursements according to each student’s enrollment. (For example: 50 percent in the fall term and 50 percent in the spring term.) This is a federally mandated requirement for federal loans, and there are no exceptions. First-time borrowers may be subject to a delayed disbursement.

**BOOK VOUCHERS**

A student may charge bookstore purchases to the student account using a bookstore voucher when certain conditions are met. A student can request a bookstore voucher from Student Financial Services, if needed. Bookstore vouchers will be issued:

- No more than two weeks before the start of classes or within the first month after classes begin
- After any financial aid eligibility issues have been resolved
- After the verification process is complete, if selected
- If actual registration corresponds to anticipated registration
- For any loans being borrowed, after all necessary processes for the particular loan have been completed, including, but not limited to, loan request/confirmation, Master Promissory Note, and entrance counseling
- There is an actual credit on the student account, or a confirmed anticipated credit
- For third-party coverage of textbooks, after the third-party authorization is submitted to Student Financial Services

**CREDIT ON ACCOUNT**

After the first two weeks of a semester, all accounts with actual credits are reviewed. Credit checks are issued no earlier than the third Friday of the semester. Checks will be automatically mailed unless you submit a request to Student Financial Services for your check to be held for pick-up. Checks will be held for one week only. Photo ID is required in order for a check to be released. Federal regulations stipulate that any excess financial aid funds be used for educationally related expenses in the following categories: tuition and fees, room and board, books and supplies, transportation, living expenses, and loan fees.

**FEDERAL STUDENT FINANCIAL AID**

Federal student financial aid is available to United States citizens and permanent residents who are not in default on prior student loans or do not owe a refund of any federal education grant. A student must file the FAFSA before eligibility for federal student financial aid can be determined. The amount of need-based student financial aid for which a student is eligible is determined through a standard needs-analysis formula developed by the federal government. Simpson University offers student financial aid equivalent to the graduate and professional level as outlined by the U.S. Department of Education. The following are forms of federal financial aid: Stafford Loans, Perkins Loans, and Graduate PLUS Loans. Due to the program structure, students pursuing a Master of Arts in Counseling Psychology will be awarded financial aid with the borrower-based academic year structure. This means that each student’s eligibility for financial aid is determined based on the student’s rate of progress through the program. More information can be found online at simpsonu.edu/sfs.

**STUDENT FINANCIAL SERVICES**

**SATISFACTORY ACADEMIC PROGRESS**

Satisfactory academic progress must be maintained to continue eligibility for student financial aid. Satisfactory academic progress for purposes of federal, state and Simpson University student financial aid will be reviewed at the completion of every payment period for students receiving aid under a borrower based academic year, as follows:

1. Students must maintain an acceptable GPA of 3.00 or higher.
2. Students must complete a minimum of 70 percent of all cumulative credit hours attempted. Only grades higher than a C count toward the 70 percent requirement and are considered completed credits. W, WP, WF, F, and I do not count as completed credits, but only as attempted credits. Audited courses are not included in this calculation.
3. All students must be pursuing a degree to qualify for student financial aid. A student whose enrollment status is non-matriculated, special sessions, or unclassified is not eligible for student financial aid under any federal, state or institutional program.
4. For repeated courses, only the highest grade will be included in the GPA calculation, but the credits for all course attempts will be included in the course completion calculation. Students can receive financial aid for a maximum of two repeats per course. A maximum of 5 course repeats total will be considered financial aid eligible. A student must be otherwise eligible for financial aid for the maximum eligibility limits to apply.
5. For consortium courses (courses taken at another institution for which Simpson University processes financial aid), the end of semester/payment period calculation will not be completed until official transcripts noting course completion are received and processed by the Registrar’s Office.
6. Incomplete courses must be completed by the end of the first month of the following semester, regardless of whether the student is registered for courses; if not, the grade will be converted to an F. Prior to completion, the incomplete will negatively impact the student’s completion calculation.
7. Courses that are dropped will be excluded from the completion calculation for credit hours attempted. Any course that is processed as a “W” (withdrawal) will be included in the completion calculation as indicated above.

Students pursuing a degree are eligible to receive student financial aid.
aid for up to 150 percent of the program's length. All attempted credits at Simpson University that apply to the current program and any credits transferred from other colleges or universities that apply to the current program will be included in the calculation. According to federal regulations, if it is determined that a student will not be able to finish the program of study within 150 percent of the program length, the student will no longer be eligible to receive financial aid for the remainder of the program.

STUDENT FINANCIAL SERVICES WARNING

Students will be placed on warning status by Student Financial Services if the cumulative GPA and/or completion rate for the cumulative credits attempted falls below the standards outlined above. Students on warning are permitted to receive federal, state and institutional financial aid for the initial semester the student is below the satisfactory academic progress standards outlined above. Students are ineligible for any financial aid for a successive semester below the standards.

APPEALS

Students who fail to meet the above requirements after the semester of warning are disqualified from receiving further federal, state, or institutional financial aid. A student may submit a completed appeal form to Student Financial Services to document extenuating circumstances which impacted academic performance. All appeals are reviewed by committee. If approved, a student will be placed on probation.

STUDENT FINANCIAL SERVICES PROBATION

Students on probation will qualify to receive financial aid for one additional semester. Students granted probation must complete a Student Financial Services Satisfactory Academic Progress Contract before financial aid will be applied to the student account. If satisfactory academic progress standing is not reached after this semester of probation and the terms of the contract are not met, the student will not be eligible to receive additional financial aid until the semester after academic progress is re-established.

SATISFACTORY ACADEMIC PROGRESS REHABILITATION PLAN

At the discretion of the appeals committee, a student may be presented with a rehabilitation plan. The rehabilitation plan will outline the intermediate steps that must be taken for a student to progress toward re-establishing academic progress. The plan must be signed by the student before financial aid will be applied to the student account. If the terms of the rehabilitation plan are not met after this semester on probation, the student will not be eligible to receive additional financial aid until the semester after academic progress is re-established.

RE-ESTABLISHING ACADEMIC PROGRESS

A student is considered no longer on probation and eligible for financial aid for the next semester of enrollment:

- Once the cumulative GPA and the percent of cumulative credits completed are raised to meet the minimum standards. This can be achieved if the student successfully completes coursework at Simpson University (to raise the GPA or percentage completed) or transfers credits to Simpson University that apply to the student’s degree program (to raise the percentage completed).

- If a grade change for a previous course raises the cumulative GPA and/or percent of cumulative credits completed to the minimum standards.

- A student cannot re-establish financial aid eligibility simply by not taking any classes for a semester. This will not change the student's GPA or credit-completion rate.
The Master of Arts in Counseling Psychology program is a 60 semester-credit, lock-step, cohort-model program. Coursework must be completed in the order specified by the program. Courses are sequenced so that students enroll in four 20-weeklong semesters which are divided into two 9-week terms and two 7-week summer terms. Full-time students complete 6 semester credits per term.

Some courses in the program are offered in an online format. During the clinical field training experience, which takes place during the final four terms of the program, students must be able to be at a training site during normal working hours for a minimum of 5-15 hours each week.

The program is designed to be completed in two years. A part-time option is also available where students can complete the program in three years. Students who need to temporarily withdraw from the program will meet with their academic advisor or the program director and will develop a re-entry plan. Re-entering students will join a later cohort.

Each course in the program carries two semester credits with the exception of CP 6330 Groups: Theory & Practice, which is a three semester credit course. Each one-semester credit equates to 15 classroom contact hours. All courses meet for three hours weekly (four hours for CP 6330) during each nine-week term. Summer courses meet for three hours weekly during each seven-week term. The equivalent of three to seven classroom contact hours will be accounted for by additional coursework on the online instructional platform, Moodle. Online courses will take place during the regular term dates and require substantial weekly participation and coursework.

During their final four terms in the program, students will be enrolled in Clinical Field Training, where they will be placed in an appropriate clinical training site and will work under a qualified supervisor with an appropriate client population. Students will spend a minimum of 5-15 hours each week at the clinical training site. In addition, on a schedule determined by the clinical training director, throughout the term students will attend a seminar meeting led by a faculty member. Students must be enrolled in an appropriate clinical field training course to be eligible to accumulate required hours of training.

Students in the Master of Arts in Counseling Psychology program are required to maintain satisfactory academic standing throughout the program. To meet satisfactory academic progress requirements toward the degree, students must maintain the required minimum GPA of 3.0. Students who achieve an overall GPA of 2.5 or below, as calculated at the end of each academic term, will not be permitted to continue in the program. Students who earn an overall GPA between 2.5 and 3.0 will be advised of their status and will be placed on academic probation. They will have until the end of the term following the one in which their GPA fell below minimum standards to bring their overall GPA up to 3.0. Failure to do so will result in dismissal from the program.

The following system of assigning grade points is used for graduate studies:

- A 4.0
- B+ 3.3
- B 3.0
- C+ 2.3
- C 2.0
- B- 2.7
- F 0.0

Students taking the Thesis or the Teaching & Learning Capstone option will earn 4.0 points for a grade of P (progressing or passing) for course CP 6510/CP 6710 and 0.0 points for a grade of NP for this course. These points will be calculated into the student’s overall GPA. Grades earned for the remainder of the capstone courses will not be calculated into the student’s overall GPA. Students earning a grade of NP for CP 6510/CP 6710 must retake it and earn a grade of P before moving forward with the remainder of the sequence of capstone courses.

ACADEMIC PENALTY

Grades assigned after the completion of a course will reflect penalties consistent with turning in work late. Usually, this penalty amounts to reduction by half a letter grade.

ACADEMIC DISMISSAL

Students who earn a grade below “B-” in any course within the
program of study must repeat and pass that course. All grades below “B-” appearing on the transcript will be used in assessing academic performance; however, when a student retakes a course, only the grade earned for the course when it is retaken is used to calculate the student’s GPA.

Students will receive a letter of academic warning for:
- Receipt of a grade of “F”
- Receipt of a second grade below “B-”

Students placed on academic warning will meet with their academic advisor to develop a plan for successful progress through the remainder of their program. In some cases, such as when a student fails a course because of dishonesty or breach of program professional conduct standards, a referral may be made to the Clinical Training and Conduct Committee. Students who fail a course and need to retake it will be required to wait until the course is offered with a later cohort.

Students are dismissed from the program for:
- Receipt of a second grade of “F”
- Receipt of two grades below “B-” in the same semester
- Receipt of a third grade below “B-”

These standards apply even if a failed course(s) is retaken, passed, and the overall GPA calculation meets minimum academic requirements.

GRADE APPEAL PROCEDURE

Students who believe that a course grade is inaccurate and who wish to appeal the grade, must follow the procedures outlined below:

1. A grade appeal must be initiated within 30 calendar days of the grade being issued.
2. Students must first contact the instructor and request a re-evaluation of their grade. Every effort must be made to resolve the issue with the instructor before proceeding with the appeal process.
3. If the instructor does not respond to the request within 14 working days of the date the request for reconsideration was made, or if the instructor responds but the student wants to pursue the matter further, the student must submit a written appeal to the program director. The written appeal should include the grounds on which the student believes the grade is not correct. Those grounds include: the grade was based on reasons other than the student’s academic performance in the course; or the grade was miscalculated according to the grading criteria contained in the course syllabus or other posted or distributed course information. The written appeal should include any relevant written evidence to support the student’s claims such as syllabus, exams, papers, etc. The program director shall review the appeal and will issue a written response within 14 working days.
4. If, after receiving a written response from the program director, the student wishes to pursue the matter further, she/he must request in writing within 14 calendar days, further investigation from the provost, who will investigate the appeal and issue a written decision. Final authority for grade appeals rests with the provost.

If the instructor for the course is also the program director, the second line of appeal in the procedure above goes to the provost. Final authority for the grade appeal rests with the provost.

CHANGE OF GRADE

If a grade appeal results in a recommended change of grade, the course instructor will forward a completed Change of Grade form to the program coordinator. All grade appeals must be completed before the end of the term following the one in which the grade was received.

REAPPLYING TO THE PROGRAM

ACADEMIC DISMISSAL

Students who have been dismissed from the program based on failure to meet minimum academic standards may reapply to the program after one year from the date of dismissal. At the time of reapplication, students will be expected to demonstrate to the program admissions committee evidence of potential for academic success. It is the responsibility of the student to determine appropriate evidence and to make a case for readmission. Readmission is not guaranteed.

Upon readmission, coursework that was successfully completed before academic dismissal will be accepted assuming the coursework was completed within three years of the student returning to the program. However, the program reserves the right to require returning students to retake coursework that the faculty feels is essential for potential successful completion of the program. Clinical field training courses successfully completed before dismissal will be considered on a case by case basis. In some cases, students will be required to retake clinical field training courses.

Coursework taken at another institution following academic dismissal and before reacceptance will not be considered for transfer credit. Students re-entering the program will be required to complete curriculum requirements that are in place at the time the student returns to the program.

CONDUCT DISMISSAL

Students who are dismissed from the program for reasons of unethical conduct, for failure to receive full-candidacy status, or by decision of the Clinical Training and Conduct Committee are not eligible to reapply to the program.

VOLUNTARY WITHDRAWAL

Students who withdrew voluntarily from the program must reapply and meet all admissions requirements at the time of reapplication. Upon acceptance, previous coursework will be evaluated for credit toward degree completion.
LANGUAGE COMPETENCE

Students who are identified by a faculty member as needing improvement of writing skills will be referred to their academic advisor for the development of a plan to remediate identified deficiencies which could include referral to the Academic Success Center.

Because written and verbal English language skills are crucial to the education, training, and practice of counseling psychology/marriage and family therapy, ongoing evaluation of student's spoken and written English will be conducted throughout the program. Students must meet standards appropriate to graduate-level study. Students who do not meet writing and language standards, and who are unable to remediate language deficiencies, are subject to dismissal from the program.

PROGRAM ATTENDANCE POLICY

Student’s progress through the Master of Arts in Counseling Psychology program is intended to be sequential. Courses are offered so that each new course builds on previous experiences and learning. Acquiring the theoretical foundations and then developing clinical skills based on theory requires that students be present and actively engaged at all stages of the learning process.

Any amount of class time missed negatively impacts the student’s ability to benefit from the intensive learning that takes place in each course. Missing more than one class meeting from any course will result in automatic failure for that course. Students who know they will not be able to attend a class meeting are required to notify the instructor ahead of time. The program makes no distinction between “excused” and “unexcused” absences.

Instructors may have more stringent attendance requirements for individual courses. Students are expected to complete work equivalent to that missed because of an absence from class. Course policies are indicated on syllabi and will be supported by the program administration.

STUDENT RECORDS

The Family Educational Rights and Privacy Act of 1974 (FERPA) provides generally that (1) students shall have the right of access to their educational records, and (2) educational institutions shall not release educational records to non-school employees without the consent of the student (or former student). With few exceptions, which are provided by law, Simpson University students may see any of their educational records upon request. Access will normally be granted immediately. If there is a delay, it will not exceed 45 days following the request. The university annually notifies current students of their FERPA rights.

TRANSFER CREDITS

Appropriate transfer work may be accepted. The program will accept a total of 10 semester units as transfer. To be transferable, a course must meet the following requirements:

- Must have been completed prior to applying for admission to the MACP program
- A graduate-level course at the institution where it was taken
- Have been completed at a regionally accredited institution
- Grade earned was "B" or better (Neither pass/fail, credit/no credit, or B- grades will be accepted for transfer)
- The course was not professional development or life-skills learning
- The course must be substantially equivalent in content as determined by the MACP Admissions Committee and the Registrar's Office
- Courses taken as part of an earned graduate degree for another program are not eligible for transfer.

Courses not eligible for transfer are:

- CP 6406 Practicum I: Intro to Clinical Field Placement
- CP 6407 Practicum II: Clinical Field Placement and Seminar
- CP 6408 Practicum III: Clinical Field Placement and Seminar
- CP 6409 Practicum IV: Clinical Field Placement and Seminar
- CP 6410 Practicum V: Clinical Field Placement and Seminar

Applicants wishing to transfer credits from another program or school must complete a Request for Transfer form and submit it, along with a complete course syllabus and any other supporting documents they have for the course, at the time they submit their application. The Program Admissions Committee will review the request and could offer an informal opinion but will not make a final determination until after an offer of acceptance has been extended to the applicant.

DROPPING COURSES

ACADEMIC PENALTY

Students experiencing personal or academic difficulties may drop a course without academic penalty if they do so by the fourth week of a 9-week term or by the third week of the 7-week summer term. Dropping a course within this timeframe will result in a "W" notation on the academic transcript. Dropping a course after this time, or at any time without proper processing through the Registrar's Office, will result in a grade of "F" for the course.

Students wishing to drop a course must submit a completed withdrawal form to the Registrar’s Office.

FINANCIAL PENALTY

If student drops/withdraws from a course within three days following the start of the course, he or she will receive a 100 percent refund. If a student drops or withdraws after the third day of the course, there is no refund.

ADDING COURSES

LATE REGISTRATION

Students who need to add a course after the close of the normal registration period may do so by completing the Add/Drop form and submitting it to the program coordinator. Courses may be added...
during the week following the first class meeting date only. In no circumstance are students allowed to add a course after this time. The attendance policy applies to class time missed due to failure to register for a course.

**FINANCIAL PENALTY**

Students who do not register for courses within the normal timeframe are allowed to add a course without financial penalty within three days after the first class meeting for the course. Students who add a course more than three days after the first class meeting for that course will be assessed a late registration fee of $100.

**LEAVE OF ABSENCE**

Students may take a temporary leave of absence from the program. Temporary leave of absence may not exceed one year. Students who need to take a temporary leave are encouraged to meet with their academic advisor to help them problem-solve or see if other options are available. After meeting with their advisor, if the student wants to pursue taking a temporary leave, they must complete a Request for Leave of Absence form and submit it to the program director.

The program director will meet with the student to establish a re-entry plan. They will then sign the form and forward it to the Registrar’s Office. Any coursework that is in progress at the time the student requests the leave will be handled the same way that dropping a course is handled.

**MAXIMUM TIMEFRAME TO COMPLETE THE PROGRAM**

Students must complete the program within five years of matriculation, not including any time taken by leave of absence. Students who do not complete all program requirements within the five-year timeframe will be automatically withdrawn from the program. Students who are withdrawn from the program because of failure to complete within the maximum timeframe may reapply to the program but will be considered as new applicants and, if accepted, must retake all courses and complete all program requirements. Re-admission into the program is not guaranteed.

**GRADUATION REQUIREMENTS**

**MACP GRADUATION REQUIREMENTS**

Students in the Master of Arts in Counseling Psychology program must successfully complete all of the following requirements to be eligible for graduation:

1. Satisfactory completion of the required 60 semester credits with an overall GPA of 3.0 or above completed within five years of matriculation. Students taking an optional Thesis or Teaching & Learning capstone will complete 65.5 semester credits.
2. Complete and pass the Clinical Evaluation Project.
3. Meet competency on the program capstone (Portfolio, Thesis, or Teaching & Learning) as evaluated by the Capstone Review Committee.
4. Submit an Application for Degree.

**MSCP GRADUATION REQUIREMENTS**

Students completing the Master of Science in Clinical Psychology teach-out program at the Scotts Valley extension site must successfully complete the following requirements to be eligible for graduation:

1. Satisfactory completion, within five years of entering the program, of the required 48 semester credits with a minimum overall GPA of 3.00.
2. Satisfactory completion of five required workshops taken within the program.
3. Documented completion of 30 hours of personal psychotherapy.
4. Submit an Application for Degree.

**APPLICATION FOR DEGREE**

Students who wish to graduate from the program, whether they intend to participate in the official commencement service or not, are required to submit an Application for Degree form and pay a graduation fee to the program coordinator by the end of Term 1 of their final semester of the program. (If the final semester is summer, students will submit the application at the end of the spring II term.)

Upon receipt of the application and fee, a complete audit of the student's academic and financial record will be conducted to ensure that all program and university requirements have been successfully met.

**GRADUATION SCHEDULE**

The university holds graduation ceremonies twice a year – in January and late April/early May. Students must have completed all program requirements to be eligible to participate in the commencement service.
MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Students must satisfactorily fulfill all program requirements to be eligible to graduate.

PREREQUISITE COURSES

Students who have an undergraduate degree that is not in psychology or a related field must take and pass with a grade of "C" or better, the following five prerequisite courses prior to enrolling in the master’s program:

- Introduction to Psychology
- Theories of Personality or Theories of Counseling
- Research Methods
- Statistics*  
- Human Development

*At the discretion of the Program Admissions Committee, a higher math course may be accepted in lieu of Statistics.

Students who have an undergraduate degree in psychology or a related field but whose undergraduate GPA falls below the minimum required 3.0, may be required to take or retake prerequisite courses if they earned a grade below "C" in those courses.

CURRICULUM

REQUIRED CORE COURSES (60 credits)

- CP 5000 Introduction to Marriage and Family Therapy (2)
- CP 5020 Child & Adolescent Development (2)
- CP 5040 Child & Adolescent Psychopathology (2)
- CP 5050 Adult Development (2)
- CP 5060 Research Methods (2)
- CP 5070 Psychopathology in Adults (2)
- CP 5080 Legal and Ethical Issues (2)
- CP 5090 Family Therapy: Theory and Practice I (2)
- CP 5110 Psychological Assessment (2)
- CP 5120 Counseling Skills (2)
- CP 5220 Christian Identity & Professional Development (2)
- CP 5230 Christian Ethics and Professional Development (2)
- CP 5240 Child Abuse and Family Violence (2)
- CP 5250 Religion, Marriage and the Family (2)
- CP 6310 Family Therapy: Theory and Practice II (2)
- CP 6320 Couples Therapy and Domestic Violence (2)
- CP 6330 Groups: Theory, Process & Practice (3)
- CP 6340 Psychopharmacology (2)
- CP 6350 Issues of Diversity in Counseling (2)
- CP 6360 Substance Abuse and Co-Occurring Disorders (2)
- CP 6370 Child & Adolescent Therapy (2)
- CP 6380 Geropsychology (2)
- CP 6390 Psychopathology and Family (2)
- CP 6395 Human Sexuality (2)
- CP 6406 Practicum I: Introduction to Clinical Field Placement (2)
- CP 6407 Practicum II: Clinical Field Placement and Seminar (2)
- CP 6408 Practicum III: Clinical Field Placement and Seminar (2)
- CP 6409 Practicum IV: Clinical Field Placement and Seminar (2)
- CP 6410 Practicum V: Clinical Field Placement and Seminar (2)

THESIS, TEACHING & LEARNING, OR NON-THESIS OPTIONS (0-5.5 credits)

Select one of the following options:

Option 1 (Non-Thesis)

- Clinical Evaluation Project (completed in CP 6410) (0)
- Portfolio Project (0)

Option 2 (Thesis)

- Clinical Evaluation Project (completed in CP 6410) (0)
- CP 6510 MACP Master’s Thesis I (2 credits)*
- CP 6520 MACP Master’s Thesis II (.5 credit)
- CP 6530 MACP Master’s Thesis III (.5 credit)
- CP 6540 MACP Master’s Thesis IV (.5 credit)
- CP 6550 MACP Master’s Thesis V (.5 credit)
- CP 6560 MACP Master’s Thesis VI (.5 credit)
- CP 6570 MACP Master’s Thesis VII (.5 credit)
- CP 6580 MACP Master’s Thesis VIII (.5 credit)
- CP 6580E MACP Master’s Thesis Extension (.5 credit)

Option 3 (Teaching & Learning)

- CP 6710 Teaching & Learning I (2 credits)*
- CP 6720 Teaching & Learning II (.5 credit)
- CP 6730 Teaching & Learning III (.5 credit)
- CP 6740 Teaching & Learning IV (.5 credit)
- CP 6750 Teaching & Learning V (.5 credit)
- CP 6760 Teaching & Learning VI (.5 credit)
- CP 6770 Teaching & Learning VII (.5 credit)
- CP 6780 Teaching & Learning VIII (.5 credit)

*Students who are approved for the master’s thesis option or the Teaching & Learning capstone option will enroll in the listed courses beginning in their third term.

TOTAL CREDITS: 60-65.5

MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY

MSCP CURRICULUM

Students enrolled in the MSCP program at the Scotts Valley Extension Site must complete all of the following required coursework and workshops with a minimum GPA of 3.0. Students must satisfactorily fulfill all program requirements to be eligible to graduate.

- CP 5103 Clinical Foundations in Psychotherapy (3)
- CP 5112 Clinical Foundations in Psychotherapy II (2)
- CP 5113 Human Development & Clinical Practice (3)
- CP 5123 Clinical Psychopathology (3)
- CP 5133 Law & Professional Ethics (3)
- CP 5203 Family Psychotherapy (3)
- CP 5211 Crisis Assessment & Intervention (1)
- CP 5213 Psychotherapy with Children & Adolescents (3)
- CP 5242 Clinical Case Formulation I (2)
- CP 5912 Group Psychotherapy (2)
- CP 6113 Clinical Psychopharmacology (3)
- CP 6123 Premarital & Marital Counseling (3)
- CP 6133 Research Issues In Marriage & Family Therapy (3)
- CP 6203 Psychological Testing & Clinical Practice (3)
- CP 6213 Psychotherapy & Cultural Diversity (3)
An appreciation of, interest in, and respect for the diverse experiences and perspectives of human beings enriches the learning and growth of all students.

PROFESSIONAL ORGANIZATIONS

The program prepares students to become professionals in the field of marriage and family therapy. Many benefits are to be derived from participating in the activities of the profession, such as joining one or more professional organizations as a student member (American Association for Marriage and Family Therapy, California Association of Marriage and Family Therapists). Students are strongly encouraged to join a professional organization and to participate.

PERSONAL AND GROUP PSYCHOTHERAPY

Students are required to complete 25 hours of individual psychotherapy before they are cleared to participate in Clinical Field Placement. Students have the option of completing 10 sessions (10 hours) of group therapy in lieu of 10 hours of individual therapy. A list of possible providers will be made available during new student orientation and can be obtained from the program coordinator. Students are not required to use a provider from the list, but only psychotherapy with a licensed mental health professional will be accepted as hours of experience by the BBS. With permission from the program, students may be allowed to have therapy with a registered intern on a case-by-case basis. Psychotherapy hours must be documented. Psychotherapy with teachers, former teachers, or supervisors is not allowed. Students should consult with program administration if they have questions about a potential therapist to fulfill this program requirement.

Scotts Valley MSCP students are required to complete 30 hours of personal psychotherapy with a licensed clinician by the end of their program. Psychotherapy with teachers, former teachers or supervisors is not allowed.

EVALUATION OF STUDENT PERSONAL AND PROFESSIONAL DEVELOPMENT

An important aspect of training in counseling psychology/marriage and family therapy is assessing, mentoring, and developing self-reflection and interpersonal skills. The student’s potential for performing as a professional marriage and family therapist is an ongoing concern of the program and will be assessed from a variety of perspectives throughout the program.

Many of the courses in the program are experiential in nature and require students to participate in experiential exercises where they will be expected to explore their own family-of-origin issues, demonstrate appropriate self-disclosure, and engage in collegial discussions with peers and instructors. This includes participating in role-plays, collaborating on group projects, acting as co-leaders of group therapy sessions, journaling, identifying and sharing personal issues and history that may hinder effective counseling, identifying biases and sharing personal history of bias or discrimination, and the like.

The curriculum is designed to include education and training in attitudes essential for the development of relationship competency, such as intellectual curiosity and flexibility, open-mindedness, belief in the capacity to change, appreciation of individual and cultural diversity, personal integrity and honesty, and a value of self-awareness.
During the new student orientation, students are required to sign an informed consent agreement that outlines the personal and professional competencies they are expected to develop and practice throughout the program and acknowledging the program's right to evaluate such competencies.

In every course, students will be evaluated by faculty on their level of ethical, professional, and personal development using a program rubric that provides the student both quantitative (rubric score) and qualitative (narrative) feedback. This feedback will enable students to identify opportunities for growth.

Students who demonstrate significant difficulties in one or more area of ethical, professional or personal development will be referred to the Student Evaluation Committee. That referral may result in action which could include (1) investigation of the circumstances surrounding the referral(s), (2) a meeting with the student to assess level of awareness of the issues, (3) creation of a plan to assist the student to develop competency in the area(s) identified, (4) student being placed on temporary administrative leave from the program pending further investigation of the matter. A second referral to the committee to address the same issues addressed in a previous referral, or failure to complete a remediation plan, as specified by the Student Evaluation Committee, will result in a referral to the Clinical Training and Conduct Committee with recommendation for dismissal. The complete policy and procedures for the Student Evaluation Committee is found under Program Committees (see p. 24).

Policies and procedures of the MACP program committees will also govern students in the Scotts Valley MSCP program. Students in both programs are expected to meet the same standards of academic, professional, and personal development and conduct.

CANDIDACY EVALUATION

In addition, students will be formally evaluated by the Candidacy Evaluation Committee following the completion of 18 semester credits using the candidacy evaluation form. Favorable review by the Candidacy Evaluation Committee will result in the student being extended full-candidacy status in the program. Unfavorable review will result in the student being referred to the Clinical Training and Conduct Committee with recommendation for dismissal. Students may also be extended conditional status and will be re-evaluated by the Candidacy Evaluation Committee. The candidacy evaluation process includes a review of academic performance as well as clear evidence of professional and personal development and potential for success in the rest of the program and in the profession.

ETHICAL AND PROFESSIONAL CONDUCT

Students in the Master of Arts in Counseling Psychology program preparing to enter a profession which carries responsibility for professional conduct at all times. Each student is responsible for becoming familiar with and abiding by the standards outlined in the Code of Ethics governing the profession (AAMFT and/or CAMFT) and the Simpson University academic dishonesty policy.

Students will refrain from engaging in the following, either on campus or at their clinical training site or in any context in which a student represents Simpson University or the profession of counseling psychology/marriage and family therapy:

- Academic dishonesty of any kind
- Disclosing information of a confidential nature to any person or source outside the program
- Falsification or alteration of any documents or records
- Forgery, issuing bad checks or not meeting financial obligations to the university
- Deliberate damage or misuse of property belonging to others
- Manufacture, possession, use, or distribution of any form of alcoholic beverage or illegal substances
- Threat of physical harm or physical abuse to any individual by any means
- Threatening acts or harassment toward any individual
- Disrupting the study of others or interfering with the freedom of movement of any person in the campus community
- Deliberate interference with academic freedom or the free speech or movement of any individual
- Rude, disrespectful, argumentative, or threatening comments or gestures toward any individual

CLINICAL TRAINING AND CONDUCT COMMITTEE

One of the responsibilities of the MACP Clinical Training and Conduct (CTC) Committee is to evaluate and take action on serious academic, conduct, and/or clinical training issues. Students who violate established professional and ethical codes and guidelines, including program and university standards of conduct, will be referred to the CTC Committee for evaluation. Students are referred to the CTC Committee for disciplinary action resulting from serious ethical violations, conduct issues or failure to remediate behavioral, academic, professional, or clinical development issues. Sanctions may include, but are not limited to:

1. Placing student on administrative leave of absence
2. Placing student on probation
3. Removing student from clinical field training
4. Dismissal

Students will be notified of decisions of the CTC Committee in writing. Notice will be sent to the student's university email address and will be mailed to the physical address of record for the student. It is the responsibility of the student to access and retrieve all forms of written communication from the university in a timely manner. The complete policy and procedures for the Clinical Training and Conduct Committee is found on p. 25.

STUDENT RIGHT TO APPEAL

Students in the Master of Arts in Counseling Psychology program may appeal a decision of the Clinical Training and Conduct Committee if they feel the decision was based on bias or that the CTC Committee process was not followed. An appeal must be filed by the student within five working days of the date they were notified of the decision of the CTC Committee. Students will be notified of decisions of the CTC Committee in writing via email sent to the Simpson University email address and to their home address of record.

Procedures that are found in program handbooks (for example, the clinical training manual) will supersede these procedures, and decisions which follow from that process are final.
Guidelines for filing an appeal of decision by Clinical Training and Conduct Committee:

- The student will initiate an appeal procedure by indicating in writing the basis for the appeal including the evidence on which the appeal is being made. The student will submit these document(s) to the provost. The written statement must include the following:
  1. Names of any parties involved.
  2. A clear statement of the nature of the appeal.
  3. Evidence on which the appeal is based.
  4. Why the decision or action of the Clinical Training and Conduct Committee constitutes bias or a failure to follow process.
  5. What has been done to resolve the issue.
  6. The desired outcome(s).
  7. Written authorization from the student giving members of the appeals committee access to any and all relevant information, including access to the student’s education record.
- Within 5 working days of receipt of the written request for an appeal, the provost will appoint an ad hoc appeals committee. Committee membership shall be composed of three people from the academic community who are familiar with the professional and ethical standards for professional and clinical training. The program director will approve the qualifications of the ad hoc committee members.
- The chair of the appeals committee will distribute the student’s written appeal materials as well as any other relevant materials to each member of the appeals committee, the faculty or staff members involved, and the director of the program.
- The chair of the appeals committee will schedule a hearing within 14 working days of the date on which the student’s written appeal was received by the provost and will notify the student in writing of the meeting day, time and location.
- Meetings of the appeals committee may only be attended by members of the committee, the student, and, under certain circumstances, the committee may invite persons who are named in the appeal. Students may be accompanied to the meeting by a support person who must be a faculty member or a student approved by the program. It is not the function of the support person to serve as an advocate for the student, and the support person is not allowed to speak, ask questions or otherwise have a role in the proceedings. Should a student wish to bring a support person, they must make the request to the committee chair at least 24 hours ahead of the scheduled meeting time.
- The student shall not have legal counsel present at the meeting nor have any other person represent him/her as counsel. Likewise, the appeals committee may not have legal counsel present at the meeting.
- Once an appeal has been filed and an appeals committee has been appointed, the student may not approach any member of the committee to discuss the appeal, circumstances surrounding the appeal, or any aspect of the process of the appeal.
- If a committee member is approached by the student who has filed the appeal or by any other student, prior to a meeting, the member shall refuse to discuss the issue and should disclose, at the time of the meeting, that he/she has been approached.
- If, during the committee proceedings, it becomes evident that more information is needed, the committee may delay making a final decision until the committee has had a chance to review all pertinent evidence and information. The student will be notified in writing of any further meetings of the committee at which the student’s attendance is required.
- Neither the student nor the student’s support person shall be present during committee deliberations. After deliberations, the committee will decide on the matter by simple majority vote. All parties will be notified, in writing, within one calendar week of the decision. The committee’s decision shall be final.
- Minutes of the appeals committee proceedings will be kept in a confidential file in the office of Academic Affairs.

EVALUATION OF STUDENT LEARNING

PROGRAM LEARNING OUTCOMES (MACP PROGRAM)

The program has identified the following as expected learning outcomes:

Outcome 1: Theory — Through completion of the program students will demonstrate mastery of the core theoretical formulations of the major models of individual, systemic and group counseling.

Competency 1.a — Students will be able to conceptualize and distinguish the critical theoretical formulations of the major models of individual, marriage, couple, group, and family therapy.

Competency 1.b — Students will be able to comprehend and evaluate a variety of individual, systemic, and group therapeutic models and demonstrate cultural awareness and sensitivity in their application.

Outcome 2: Human Development — Through completion of the program students will demonstrate mastery of the concepts associated with the major theories of human development across the life-span, as well as the events associated with the life-cycle.

Competency 2.a — Students will be able to analyze various theories and principles of human life-span development including human sexuality, and apply knowledge in this area to assessment, diagnosis and therapeutic interventions.

Competency 2.b — Students will demonstrate the ability to synthesize and apply knowledge in family life-cycle events such as coupling, childbirth and rearing, divorce, death, remarriage, stepfamilies, aging and geropsychology.

Competency 2.c — Students will be able to demonstrate understanding of the development of cultural identities and practices and will demonstrate sensitivity to diversity issues in the therapeutic context.

Outcome 3: Assessment — Through completion of the program students will demonstrate mastery of the various methods used for assessing individual, family and relationship functioning.

Competency 3.a — Students will be able to comprehend and effectively use various tests and measures of individual, marital, couple and family functioning.
Competency 3.b — Students will be able to effectively assess for specific issues such as child abuse, domestic violence, substance abuse, sexual assault and abuse, and overall mental status using appropriate methods and tools.

Competency 3.c — Students will be able to identify, describe, distinguish, and diagnose the major categories of psychopathology and behavior disorders.

Outcome 4: Clinical Skill — Through completion of the program students will demonstrate mastery of a variety of individual, systemic, and group counseling skills and interventions.

Competency 4.a — Students will be able to synthesize and integrate curricular learning in the areas of human development, sexual functioning, and psychopathology into the delivery of effective therapeutic interventions.

Competency 4.b — Students will be able to apply learning in the areas of psychopharmacology, geropsychology and health issues into the development of appropriate treatment modalities.

Competency 4.c — Students will be able to develop and apply appropriate therapeutic and intervention strategies for specific issues such as child abuse, domestic violence, substance abuse, and sexual assault and abuse.

Competency 4.d — Students will be able to design, develop and implement treatment strategies that are sensitive to the circumstances of clients including, but not limited to, culture, race, gender, disability, sexual orientation, personal history and larger systems issues.

Competency 4.e — Students will be able to design, develop and implement treatment strategies that are sensitive to the circumstances of clients including, but not limited to, culture, race, gender, disability, sexual orientation, personal history and larger systems issues.

Outcome 5: Ethics and Law — Through completion of the program students will demonstrate a comprehensive understanding of the laws and professional ethical codes pertaining to working with individuals, families and groups of all ages.

Competency 5.a — Students will be able to identify, describe, and apply knowledge in current California laws and mandates including, but not limited to, patient/therapist privilege, confidentiality, mandated reporting of dangerousness to self and others, treatment of minors, and professional scope of practice.

Competency 5.b — Students will be able to recognize ethical dilemmas and demonstrate the process for making ethical decisions and taking appropriate ethical actions.

Competency 5.c — Students will be able to identify, describe, and apply knowledge in current California laws and mandates including, but not limited to, patient/therapist privilege, confidentiality, mandated reporting of dangerousness to self and others, treatment of minors, and professional scope of practice.

Outcome 6: Research — Through completion of the program students will demonstrate mastery of the methodologies and practices used to conduct research and evaluation, and to read, evaluate, and apply research literature.

Competency 6.a — Students will be able to evaluate research methodologies relevant to marriage and family therapy and mental health services, including quantitative, qualitative, and program evaluation.

Competency 6.b — Students will be familiar with extant research literature in marriage and family therapy, will be able to critique it for clinical meaningfulness and apply research findings to clinical practice.

Competency 6.c — Students will be able to develop and apply appropriate therapeutic and intervention strategies for specific issues such as child abuse, domestic violence, substance abuse, and sexual assault and abuse.

Program Learning Outcomes (MSCP Program — Scotts Valley)

1. Knowledge in Clinical Psychology. Students will demonstrate familiarity with the requirements set by the state Board of Behavioral Sciences in the following areas:
   a. Human Development. Students will learn the stages of human development across the lifespan, including challenges of life transitions.
   b. Law and Ethics. Students will demonstrate knowledge of the laws of California regulating the practice of MFTs and the AAMFT code of ethics.
   c. Psychopathology. Students will demonstrate knowledge of the basic categories, symptoms, course, and etiology of mental disorders.
   d. Research Methods & Statistics. Students will demonstrate knowledge of statistical concepts and research methodology.
   e. Psychometrics. Students will demonstrate knowledge of and ability to use various testing and assessment tools in clinical practice.
   f. Therapeutic Models. Students will demonstrate knowledge of the major theories of counseling and approaches to therapeutic intervention.
   g. Substance Abuse. Students will demonstrate knowledge of various addictions and treatment options.

2. Academic Skills. Students will demonstrate graduate level writing, research, presentation, and citation skills, demonstrate the use of APA format, breadth of sources, technology and critical thinking skills.

3. Clinical Skills. Students will demonstrate understanding and implementation of various clinical skills in the following areas:
   a. Observational Strategies. Students will demonstrate the ability to pick up visual cues that are indicators of risk, diagnosis, or treatment.
   b. Treatment Planning. Students will demonstrate the ability to devise a cohesive plan with measurable goals to treat clients.
   c. Psychotherapeutic Techniques. Students will demonstrate an understanding of the relationship between a model of psychotherapy, goals, and Interventions.
d. Mastery of One Therapeutic Approach. Students will demonstrate proficiency with a therapeutic model of their choice.

4. Professional Behavior. Students will demonstrate an understanding of the importance of maintaining professional demeanor with clients and within the community.
   a. Therapeutic Relationships. Students will demonstrate understanding of effective therapeutic relationships.
   b. Empathy and Understanding. Students will demonstrate active listening skills.
   c. Ability to collaborate with a humble and teachable attitude.
   d. Develop support networks and referral sources.

5. Personal Growth & Self-Awareness. Students will demonstrate mastery in the following areas:
   a. Personal History of Family of Origin. Students will engage in their own family-of-origin work and articulate how one’s personal history has impacted one’s present interpersonal functioning.

6. Cultural Integration. Students will demonstrate a knowledge of and sensitivity to cultural differences, including culturally appropriate approaches and interventions.

PROGRAM CAPSTONE PROJECTS

Achievement on the learning outcomes will be evaluated in a variety of ways throughout the program and through program capstone projects. Students may choose between completing a portfolio project, writing a thesis, or completing a teaching & learning project. These program capstone projects are designed to evaluate learning on the core curricular areas. All students will complete the Clinical Evaluation Project, which is designed to evaluate the acquisition and appropriate implementation of the clinical skills, professional attitudes and behaviors required for the profession.

Portfolio

The portfolio is designed to provide students the opportunity to demonstrate development and competence on the program learning outcomes in the core curricular areas of:
- Theory
- Human Development
- Clinical Skills
- Ethics
- Assessment
- Research

The portfolio is intended to provide students a vehicle for reflecting on the process of integrative learning and personal development. It will serve as a means of conducting both formative and summative assessment of student learning. The portfolio is introduced at the beginning of the program, during new student orientation, and is reviewed three times during the program prior to the final submission.

Students will build their portfolio by selecting artifacts that demonstrate achievement of learning for each of the program learning outcome competencies. Using the language of the profession, students will write a self-reflection and self-evaluation essay for each artifact, documenting why the artifact was selected, the process of learning that took place by completing the artifact, specific skills or knowledge acquired, gaps in learning or experience, and plans for further development and learning.

The portfolio will culminate with an integrative essay that responds to several guided questions related to the program learning outcomes. The portfolio will be evaluated at the end of the program by the Capstone Review Committee composed of the program director, clinical training director and one full- or part-time faculty member. Because the portfolio is intended to be more than a dossier of papers and exams collected throughout the program but rather a long-term reflection process, evaluation of the student’s portfolio will be accomplished using a two-phase system.

A formative evaluation process will take place during the three evaluations prior to the final submission using a rubric to determine whether students are identifying appropriate artifacts and writing reflective essays for each of the program learning outcome competencies. During these submissions, the portfolio will be evaluated by a member or members of the Capstone Review Committee to determine progress toward accumulating artifacts and appropriateness of self-reflective essays. Feedback will be provided to students which may include suggestions for improving evidence or essays.

The second phase of the portfolio evaluation is the summative assessment of the culminating integrative essay linked to the collection of artifacts and reflective essays. The project will be evaluated using a portfolio rubric summative evaluation. The project will be evaluated on the four criteria of artifacts, self-reflection, curricular learning, and writing/clarity of expression.

If the evaluation of the portfolio indicates that a student has not met expected competency, the student will be given a conditional pass for the project and feedback on how they failed to meet competency. They will be given a chance to remediate and resubmit the portfolio and reflective essay for a second evaluation. Failure on the second attempt will result in either: (1) the student being required to take additional coursework to address specific areas of deficiency, or (2) referral to the Clinical Training and Conduct Committee with recommendation for dismissal.

Thesis Option

The Master of Arts in Counseling Psychology program offers students the option to complete an empirical thesis for fulfillment of the Capstone Project requirement. The thesis consists of either an original empirical research project or a novel theoretical or conceptual interpretation of existing psychological thought based on material previously published. In either case, the thesis must deal with a problem of some importance to the field of marriage and family therapy, in a manner that is scholarly, logical, objective, and systemic. Students who have interest in a particular area are encouraged to consider this opportunity to further pursue in-depth learning and begin to develop a specialty for a specific therapeutic population. In addition, students desiring to pursue a doctoral degree are strongly advised to write a thesis.

An informational meeting will be held the second term to present the details of all capstone projects. Students are required to attend. Interested students must submit a Thesis Approval Request Form prior to the third term. Student requests will be evaluated based on a number of criteria, which include demonstrated writing skills, prior statistics and research courses, prior coursework, and their potential to be successful writing a thesis as determined by the Capstone Committee, which has final determination of acceptance. Accepted students will receive a handbook which outlines the requirements to complete the thesis project.
Students accepted will enroll in CP 6510 MACP Master’s Thesis I, a two-credit directed study their third term and then enroll in a thesis course (.5 credits) each term thereafter until the completion of the thesis. Students will receive a grade of “P” (progressing) or “NP” (not-progressing) for each term enrolled in the thesis directed study courses. Progression will be determined by general markers for each course and other factors as determined by the Capstone Committee and the students’ specific thesis committee. The first two-credit course will be calculated into the student’s grade-point average while the following .5 credit thesis directed study courses will not influence the grade-point average. A student may receive no more than two “NP” grades during the entire thesis process, nor may a student receive two grades of “NP” in a row. A student will be dismissed from the thesis capstone project if they earn a third grade of “NP” within the process (not consecutive) or if they earn two consecutive grades of “NP.” Grade appeals for these courses will follow the same procedure as other MACP courses outlined in the catalog. Students who are dismissed from the thesis capstone project option will be referred to the Student Evaluation Committee.

With approval from the Capstone Committee, the student will select a thesis committee chairperson who is a faculty member at Simpson University, and then together will select two additional members for the Thesis Committee. Further details regarding this process are outlined in the Thesis Manual and any updates to these policies, and all other thesis capstone policies, will be outlined in the Thesis Manual.

Students are advised and expected to complete the thesis by the end of their coursework. In extreme circumstance, students can apply for a maximum two-term extension at the end of their program which will not be covered by financial aid.

**Teaching & Learning Option**

Students in the MACP program will have the option of completing a program capstone project in teaching and learning. The Teaching & Learning capstone consists of students being assigned to work with a faculty mentor in the development and delivery of a course in either the undergraduate psychology program or in the master’s program. The Teaching & Learning capstone is best suited for students who plan to pursue doctoral study in an area related to counselor education and supervision and have a strong interest in teaching at the college level.

An informational meeting will be held the second term of the program to present details of all capstone projects. All students are required to attend. Students who are interested in completing this capstone project must submit a Teaching & Learning Approval Request Form by the designated deadline. Student requests will be evaluated by the Capstone Committee on a number of criteria that the committee identifies as predicting likelihood of success in completing a teaching and learning capstone project. Applicants may be required to participate in an interview process with potential faculty mentors. Students who are accepted for this capstone project will be notified in writing and will be given a handbook that will serve as a guide to completing the project.

Students who are accepted for the Teaching & Learning capstone will enroll in CP 6710 MACP Teaching Capstone I, a 2-credit directed-study their third term and then will enroll in a .5-credit teaching capstone directed-study course for each term thereafter until the end of the program. Students will receive a grade of “P” (passing) or “NP” (not passing) for each term they are enrolled in the capstone directed-study courses. The first 2-credit course will be calculated into the student’s grade-point average while the following .5-credit courses will not influence the grade-point average.

Students who do not pass CP 6710 will be required to retake and pass it before progressing through the remainder of the capstone course sequence. Students who do not pass a term in the remainder of the capstone course sequence will be automatically referred to the Student Evaluation Committee (SEC), which may require remedial or other activities before a student is cleared to continue with the project. All policies and procedures of the SEC will apply. A student may receive one NP grade during the entire teaching capstone process. A second grade of NP will result in the student being withdrawn from the capstone, and they will be required to complete the Portfolio project. Grade appeals for the teaching capstone courses will follow the Grade Appeal Procedure outlined in the catalog.

Students will be paired with a faculty mentor who will supervise them through the completion of the Teaching & Learning capstone, evaluate their performance in the directed-study courses, and assign a grade. The program will make every effort to pair students and faculty mentors based on area of expertise and teaching/learning interest. The goals of this capstone are to (1) help students in developing expertise in one or more of the program core-competency areas; (2) develop students’ research skills specifically in the areas of program evaluation and action research; and (3) provide students with the opportunity to develop teaching skills specifically in topics related to counseling psychology/marriage and family therapy.

**CLINICAL EVALUATION PROJECT**

During the final semester of clinical field placement, students will complete and present to the Clinical Field Training Seminar a comprehensive clinical case conceptualization. As the capstone project for the clinical field placement experience, the Clinical Evaluation Project (CEP) provides students an opportunity to demonstrate competency in the areas of (1) assessment of presenting issues, (2) formulation of a 5-axial diagnosis, (3) conceptualization of a case from a biopsychosocial perspective, (4) therapeutic and interventional clinical skills including treatment planning and client advocacy, and (5) self-critique and self-evaluation of the therapy process.

The CEP consists of an oral presentation of the case, presentation of a video of a relevant segment of a therapy session, and transcript of the entire 50- to 60-minute therapy session with critical self-evaluation of the session. The CEP will be evaluated by the Clinical Field Training Seminar leader and/or clinical training director using an evaluation rubric and guidelines.

Students must complete and pass this project in order to pass the final term of Clinical Field Placement and, ultimately, to successfully complete the program. Students who fail to complete or pass this project will be referred to the Student Evaluation Committee, who will evaluate the reasons for the student’s failure to complete or pass the project. A plan for successful completion of the CEP will be developed. A completion plan may include (1) taking an additional semester of Clinical Field Placement, (2) retaking coursework, and/or (3) rewriting and resubmitting the project. Failure to complete or pass the project a second time will result in dismissal from the program.

**Scents Valley MSCP Program Capstone**

Students in the Scotts Valley MSCP teach-out program will enroll in CP 6242 Clinical Case Formulation & Defense during their final semester in the program. Students will develop a clinical case conceptualization based on one of the clients/client families seen during the practicum training. Students will turn in a written report of the case and will give an oral presentation to their classmates. Earning a passing grade in the course requires successful completion of this project.
ASSESSMENT OF STUDENT LEARNING

Direct Measures of Coursework
Every course in the curriculum is designed to provide students with didactic instruction, experiential exercises, and/or information literacy experiences to develop competencies in each of the core curricular areas of learning.

Each course has course learning outcomes which have been mapped to the program learning outcomes. Course learning outcomes are derived from the educational guidelines of the American Association for Marriage and Family Therapy as well as training and education guidelines outlined in the State of California Business and Professions Codes BP §4980 4980 and §4999 and regulated by the Board of Behavior Science.

Learning products from individual courses (written research papers, examinations, oral presentations, videotapes, role-plays, group projects, etc.) will be evaluated by faculty using course or program rubrics and evaluation guidelines. The rubrics are used by faculty as a direct measure of student achievement on course learning outcomes and to provide feedback to students. Both quantitative (rubric scores) and qualitative (narrative) feedback is provided to students to assist them in recognizing areas of strength as well as areas of relative weakness. Scores on rubrics may reflect the student’s overall grade for the course but may not necessarily do so because all course and classroom activities are used together to calculate the grade for a course.

During the four terms of Clinical Field Placement, students are evaluated on their demonstrated competence in performing the various skills that comprise the practice of marriage and family therapy. Clinical site supervisors will evaluate students based on (1) direct observations of their work, (2) case presentations during supervision sessions, (3) reports from other staff members who have directly observed student’s work, and (4) review of documents such as case or progress notes, treatment plans, and biopsychosocial reports. In addition, the CEP provides a direct measure of the acquisition of skills required for the practice of marriage and family therapy.

PROGRAM EVALUATION

Guiding questions for the integrative essay portion of the portfolio are designed to elicit information from students about strengths and weaknesses of the curriculum, instructional methods, and other aspects of the program that help students achieve competency on the program learning outcomes or aspects of the program that need attention and improvement.

The feedback from students in this format is expected to be candid, reflective, and constructive. Data and information gleaned from the portfolio evaluation process will be incorporated into a periodic review of the program.

CLINICAL FIELD PLACEMENT

During the final year of their program, students are placed in a mental health agency or other appropriate setting where they are exposed to a client population. Students develop therapeutic skills through required hours of direct clinical experience under the supervision of an appropriately licensed mental health professional. Students who wish to pursue MFT licensure are required to accumulate a minimum of 225 hours of service by the end of their program. Students wishing to pursue LPCC licensure are required to accumulate a minimum of 280 hours.

In addition, students seeking licensure are required to have one hour of individual or two hours of group supervision for every five hours of client contact. It is assumed that students will be at their clinical placement for a minimum of between 5-15 hours a week. In addition, on a schedule determined by the clinical training director, throughout the term students will attend a seminar meeting led by a faculty member. Students should expect and plan to make adjustments to their schedules so that they can be at a training site during the site’s normal hours of operation.

Students are enrolled in CP 6406 Practicum I: Introduction to Clinical Field Placement the term prior to entering clinical field placement. During this course, students review the regulations and guidelines for clinical training, are matched with a training site, review the purpose of supervision and how to best benefit from supervision, receive instructions on required paperwork, and are prepared for a successful clinical training experience.

Students wishing to enroll in Clinical Field Placement must submit a petition form (found with the clinical training manual or obtained from the program coordinator) to the clinical training director not later than the second week of CP 6406 Practicum I: Introduction to Clinical Field Placement. Upon receipt of the petition, an audit of the student’s academic record will be conducted. To be considered for Clinical Field Placement, students must have:

- Completed at least 24 semester units
- An overall GPA of 3.0 or higher
- Taken and passed
  - CP 5000 Intro to Family Therapy
  - CP 5210 Counseling Skills
  - CP 5080 Legal and Ethical Issues
  - CP 5240 Child Abuse and Domestic Violence
  - CP 5070 Psychopathology in Adults
  - CP 5090 Family Therapy: Theories and Practice I
  - CP 6310 Family Therapy: Theories and Practice II
  - and be enrolled in CP 6406 Practicum I: Introduction to Clinical Field Placement
- Documented completion of personal psychotherapy requirement
- Documented professional liability coverage
- Had favorable review on the candidacy evaluation by the program faculty and staff and achieved full candidacy status.

Training sites are selected based on their ability to (1) ensure that students will be able to gain the requisite hours of experience, (2) provide supervision by a licensed mental health counselor, (3)
have non-discrimination policies with regard to client population, employees, and the selection of student trainees, and (4) meet local and state accreditation or credentialing requirements. All training sites must be formally affiliated with the university prior to a student being placed there.

Sites that have discriminatory or creandal policies or practices in selecting clients, employees, or trainees must provide the program with documented rationale for doing so. For example, a site may serve a specific clientele who have special needs—such as a shelter for battered women, which may only employ or utilize female counselors. Students may not do their Clinical Field Placement in a private practice setting.

**LIABILITY INSURANCE**

Students are required to purchase liability insurance during the time that they are in Clinical Field Placement. The minimum limits of liability are $1 million/occurrence, $3 million/aggregate. Students must provide documented evidence of liability insurance coverage at the time they submit their petition for clinical field placement. Liability insurance can be purchased by students who are members of one of the professional organizations (AAMFT or CAMFT) at a discount.

**EVALUATION OF CLINICAL FIELD PLACEMENT**

The goal of Clinical Field Placement is to train clinicians who are capable of working with a variety of clients and client problems. Evaluation of students’ progress in Clinical Field Placement focuses on three areas: application of theoretical knowledge, counseling and therapeutic skills, and professional attitudes and behaviors. Students will be evaluated at the end of each term by their site supervisor who will complete the site supervisor evaluation form. The supervisor will review their evaluation of the student’s performance with the student and both will sign the evaluation form. The student will turn the completed form in to the clinical training director or the seminar leader during the last week of the term. A grade for the term will be assigned by the seminar leader based on a combination of factors, including the supervisor’s evaluation of the student and the student’s participation during the seminar.

During the final term of Clinical Field Placement, students will complete the Clinical Evaluation Project described above and will be evaluated on that project using the appropriate rubrics.

**CLINICAL TRAINING MANUAL**

Students will be provided a clinical training manual which outlines the details of requirements for clinical field placement experience.
The program has established the following committees.

**PROGRAM ADMISSIONS COMMITTEE**

**Description:** Reviews and makes decisions regarding admission into the program of applicants.

**Membership:** Program director, full-time faculty, Psychology Department chair, program coordinator

**CANDIDACY EVALUATION COMMITTEE**

**Description:** All students are formally evaluated by this committee following the completion of 18 semester credits. Students are evaluated on academic performance as well as professional and personal development to determine potential for success in the rest of the program and the profession.

**Membership:** Program director, program coordinator, faculty

**CAPSTONE REVIEW COMMITTEE**

**Description:** Program capstone projects will be reviewed and evaluated by a member or members of this committee. Students are required to complete one of three capstone projects — the portfolio project, a thesis, or a teaching and learning project. A member or members of this committee conduct formative and summative evaluations of the portfolio project.

**Membership:** Program director, clinical training director, faculty

**STUDENT EVALUATION COMMITTEE**

**Description:** The Student Evaluation Committee is a standing committee of the program that is responsible for monitoring the academic progress, professional competence, and behavior of students in the Master of Arts in Counseling Psychology program. The primary function of the committee is to evaluate and guide students in improving their academic performance and to develop the professional behaviors and competencies required by the program and the profession. The Student Evaluation Committee will work with the students to develop a remediation plan to address areas needing development.

**Membership:** Program director, clinical training director, or faculty

**CLINICAL TRAINING AND CONDUCT COMMITTEE**

**Description:** The Clinical Training and Conduct Committee is a departmental committee. Students are referred to the Clinical Training and Conduct Committee for disciplinary action resulting from serious ethical violations, conduct issues, or failure to remediate behavioral, academic or professional development issues. Sanctions may include, but are not limited to:

- Placing student on administrative leave of absence
- Placing student on probation
- Removing student from clinical field training
- Dismissal

**Membership:** Psychology Department chair, program director, faculty, program coordinator as a non-voting member

**PROGRAM COMMITTEE POLICIES & PROCEDURES**

**STUDENT EVALUATION COMMITTEE POLICIES & PROCEDURES**

**Description:** The Student Evaluation Committee (SEC) is a standing committee of the program that is responsible for monitoring the academic progress, professional competence, and behavior of students. The primary function of the committee is to evaluate and guide students in improving their academic performance and to develop the professional behaviors and competencies required by the program and the profession. The Student Evaluation Committee will work with the students to develop a remediation plan to address areas needing development.

**Membership:** Program director, clinical training director, or faculty

**Purpose and Scope:** The program views academic performance and progress as encompassing all aspects of the student’s training. Thus, students are subject to referral to the SEC who do not meet the academic standards of the program, including demonstrating the attitudes, behaviors, judgment, skills, maturity, stability and integrity that are consistent with the practice of counseling/marriage and family therapy. It is the primary function of the SEC to guide students who are referred to the committee in improving their academic performance, including developing the professional competencies required by the profession. The SEC can hold hearings on student academic issues and, where warranted, recommend remediation actions including timelines and requiring evidence of having completed recommended actions. Recommended remediation actions can include, but are not limited to, removal from clinical training, requiring the student to repeat coursework, or participating in specific activities to address identified deficits. If remediation actions are not satisfied by the student, the SEC can take further action, including placing the student on administrative leave from the program pending further action, placing the student on academic probation status, and/or referring the student to the Clinical Training and Conduct Committee with recommendation for dismissal from the program.

The SEC and program faculty and staff share the responsibility of student academic and professional development evaluation. Program faculty and staff monitor student academic performance in the classroom and in all interactions with faculty members, staff, clinical training site supervisors and staff, clients, peers, and with members of the campus community. Faculty members are encouraged to discuss concerns about academic and professional performance directly with students. Faculty will also communicate feedback to students on program rubrics, evaluation forms, and during classroom activities. Faculty will assess how a student accepts and responds to feed-
back and supervision. Faculty members will routinely participate in meetings where student progress is discussed. If a student does not accept and appropriately respond to feedback received in any form, the faculty member may seek out the student’s advisor for further discussion.

Referral Procedure: Any member of the academic community may refer a student to the SEC. The referral must be made in writing, preferably using the Student Referral Form, although a letter of referral addressed to the program director will also serve as a formal written referral. Referrals should include specific descriptions of academic insufficiencies and any attempts to provide feedback and/or supervision to the student about the issues identified.

A student who is removed or dismissed from a clinical training site or is asked not to return to the site will automatically be referred to the SEC unless the cause of the action constitutes conduct considered serious enough for the student to be seen by the Clinical Training and Conduct Committee. Examples of such actions would be violations of the ethical code of professional conduct that have the potential of causing serious harm to a client such as engaging in threatening behavior, impairment due to substance abuse, sexual misconduct, or other illegal behavior.

The SEC will evaluate all written referrals and will respond by taking one of the following actions:

a. Requesting additional information from the referring party or any other source related to the referral concern
b. Rejecting the referral
c. Returning the referral to the referring party with instructions for follow-up action
d. Referring the matter to the Clinical Training and Conduct Committee, or
e. Accepting the referral.

Committee Procedure: Once a referral is accepted by the SEC, a meeting date will be set by the committee and the student notified in writing of the requirement to meet with the committee, the date and time of the meeting and the reason(s) for the referral. The meeting should be held within 30 days of receiving the referral.

Prior to the meeting date, the committee should commence an investigation into the referral complaint and may request additional documentation, meetings with third-party witnesses, a review of relevant documents such as the student’s academic file, etc.

The student may submit a written statement or other documentation to the committee not later than 48 hours prior to the hearing. All written documentation to be considered by the committee should be made available to the student prior to the hearing date.

If the student does not attend a duly noticed meeting of the SEC, the committee may continue its action and render a decision without the student being present. Notice is considered duly given via email to the student’s SU email address or via U.S. Postal Service.

Because the purpose of the SEC is not disciplinary, but rather seeks to assist students in identifying and remediating issues that are of concern in the ongoing academic, professional, and personal development of the student, meetings are between the student and committee members only. No legal or other representative of either party is allowed to attend the meeting. Verbatim transcript or electronic recording of the meeting is not permitted.

The student must be given fair opportunity to understand the concerns that are being investigated.

If at all possible, the committee and the student should work together to construct a plan to address the academic and behavioral issues that resulted in the referral. If the student is unable to participate in a reasonable way with the development of a plan of action, the committee will meet without the student and will render a decision on a course of action. Outcomes may include, but not be limited to, any of the following:

a. No action
b. Letter of concern placed in student’s academic record
c. Tutorial assistance
d. Referral to outside resources
e. Academic or behavioral remediation, including a specific plan of action, timelines, expected outcomes, consequences for failing to meet expected outcomes, process for monitoring
f. Removal from clinical training site
g. Probation with specific requirements and timeline for removal from probation, including any consequences for noncompliance with probation requirements
h. Administrative leave from the program
i. Referral to Clinical Training and Conduct Committee with recommendation for dismissal from the program.

The student and the referring party shall be notified in writing of the outcome of the SEC process including a full explanation of any remediation or probationary action. The student shall be notified in writing within 30 business days of the date of the meeting.

Students who are placed on administrative leave from the program will be responsible for all tuition and other costs associated with their failure to complete courses they may be enrolled in at the time of the leave.

Additional Evaluation by Professionals: If a student claims a disability, the SEC should refer the student to the Academic Success Center to determine if the student needs accommodations for the committee proceedings. All students, with or without a documented disability, must perform to the academic and conduct standards required by the program and by the profession. Accommodations are not retroactive, and the failure to request accommodations does not forgive past difficulties.

Referral for mandatory evaluation is the purview of the Clinical Training and Conduct Committee. The SEC can refer the student for evaluation to the Clinical Training and Conduct Committee with recommendation for a mandatory referral in situations where there is reasonable cause to believe the student is emotionally or psychologically unstable, there is a threat of violence or suicide, or where drug or alcohol abuse is suspected.

CLINICAL TRAINING AND CONDUCT COMMITTEE POLICIES & PROCEDURES

Description: The Clinical Training and Conduct Committee is responsible for investigating serious issues that arise during the course of a student’s clinical field training, as well as suspected serious ethical violations, conduct issues, or failure to remediate behavioral, academic, or professional development issues. The Clinical Training and Conduct Committee is the only departmental committee with the authority to dismiss a student.
Membership: Psychology Department chair, program director, faculty, program coordinator as a non-voting member.

Purpose and Scope: The program holds as a primary concern the ethical, professional, and academic development of students and to ensure that all graduates are capable of reflecting the highest standards of ethical clinical practice and professional competence in the practice of marriage and family therapy/counseling psychology.

Procedures: Any member of the university or program, including faculty, staff, students, and clinical supervisors, may make a referral of any student for misconduct, serious issues occurring at a clinical training site, or for otherwise being in violation of the Simpson University code of conduct, the MACP program policies, or established standards of professional conduct. The complaint referral must be prepared in writing and submitted to the chair of the Clinical Training and Conduct Committee within 30 business days after the alleged violation occurred.

Students may also be referred to the Clinical Training and Conduct Committee for disciplinary action by the program Student Evaluation Committee when previous remediation and disciplinary actions imposed by the Student Evaluation Committee have been unsuccessful. The Student Evaluation Committee shall prepare a referral in writing and submit it to the chair of the Clinical Training and Conduct Committee (usually the chair of the undergraduate psychology program) who shall review and investigate the complaint to determine if the allegations have merit. The chair of the Clinical Training and Conduct Committee will coordinate committee proceedings. Students who do not meet criteria on the Candidacy Evaluation will be referred to the Clinical Training and Conduct Committee with a recommendation for dismissal from the program. In this case, the student is notified by the program director of their failure to achieve candidacy status in the program and of the referral to the CTCC with recommendation for dismissal. The chair of the CTCC will review the candidacy evaluation and will (1) confirm dismissal from the program, or (2) convene a meeting of the full committee to review the referral. In the case of a full committee meeting, the following procedures will be followed.

Committee Procedures: The following procedures govern the actions of the Clinical Training and Conduct Committee:

a. The committee chair will notify the student in writing of the reasons for the referral, of the pending action of the Clinical Training and Conduct Committee, and will schedule a committee hearing within 7 to 21 business days of notifying the student of the referral.

b. After the committee hearing has been scheduled, the student should be notified in writing, either via email sent to their Simpson University email address and/or by letter sent to the student’s physical address of record, of the date, time and location of the hearing, the specific allegations against them and will include any supporting documentation that will be reviewed by the Clinical Training and Conduct Committee.

c. In the event that the student does not attend the proceedings, the Clinical Training and Conduct Committee should commence deliberation and render a decision.

d. The student may have a support person present at the hearing, with approval of the committee chair. The support person can be a faculty member, a staff member, or another student. The support person may not act as an attorney or an advocate and may not speak at the hearing except by request of the committee chair. Students are expected to speak on their own behalf.

e. The student is not permitted to bring legal counsel to committee meetings. Verbatim transcripts or electronic recording of the meeting is not permitted.

f. Witnesses with knowledge of circumstances related to the alleged infraction are permitted to present information during the hearing and pertinent records, exhibits and written statements may be considered by the Clinical Training and Conduct Committee.

g. Any procedural questions raised during the process should be addressed by the committee.

h. After the hearing, the Clinical Training and Conduct Committee will render a decision regarding the merits of the allegations. If the committee determines that a violation has occurred, the Clinical Training and Conduct Committee will determine what actions are appropriate. Possible sanctions include, but are not limited to: a) issue a warning to the student, b) place the student on general probation with a remediation plan, c) place the student on administrative leave of absence and establish conditions for reentry, or d) dismiss the student from the MACP program.

i. Within 30 business days of the hearing the student should be informed in writing by the committee chair of the disciplinary action, as well as the conditions that must be met in order to remove the disciplinary action, if appropriate. Information regarding the student’s right to appeal should be included in the written communication to the student. Copies of the referral letter, evidence, letter of notification, minutes, and the letter sent to the student describing the disciplinary action are retained in the Clinical Training and Conduct Committee records which shall be kept in a locked file cabinet in the MACP program office. A copy of the disciplinary letter is placed in the student’s official academic file. The referral source, training site, faculty, and administration will be informed of the outcome on a need-to-know-only basis in accordance with the Family Educational and Privacy Rights Act (FERPA)

(1) Mandatory Evaluations
The Clinical Training and Conduct Committee may require a student to submit to an evaluation by a health care professional in limited circumstances (such as where violence or suicide is threatened and where drug or alcohol abuse is suspected) in order to determine the health and safety of the student and the campus. Evaluations required by the Clinical Training and Conduct Committee must be conducted by an appropriately licensed professional who is not affiliated with the university. In the event of a crisis situation where the health and safety of the student or anyone on campus is threatened, any member of the committee or program staff will contact the proper authorities.

(2) Administrative Leave of Absence
In addition to other reasons for administrative leave, the program director may place a student on an administrative leave of absence prior to a conduct hearing when, in the judgment of program staff and/or faculty, the student’s presence may pose a threat of harm to himself, to others, or to property of Simpson University.

(3) Violations of Law
Disciplinary procedures may be instituted against a student charged with violation of a law that is also a violation of the student conduct policy. Proceedings under this
policy may be carried out prior to, concurrent with, or following civil or criminal proceedings off campus.

j. Students wishing to appeal a disciplinary decision may do so according to the Student Right to Appeal process described in the Simpson University Academic Catalog, M.A. in Counseling Psychology Program of Study and Advising (p. 17). No further appeals will be heard.

k. Any sanctions issued as a result of the Clinical Training and Conduct Committee proceedings will remain in place until the designated appeals committee renders a decision otherwise. This designated appeals committee or campus official will be composed of staff and faculty members not involved in making the initial disciplinary decision. The student must obey the terms of the decision pending the outcome of the appeal.

l. In the event of dismissal from the program, the student is responsible for any tuition and fees that they incurred during the term in which they were dismissed from the program as well as any other money owed to the school.
Course Descriptions

CP 5000  Introduction to Marriage and Family Therapy (2) This course presents an introduction to the foundations of family therapy, including the historical development of the field and the fundamental concepts associated with family therapy. Also included is an exploration of how the field of marital and family therapy addresses issues such as socioeconomic, poverty, gender equity, and race. Students will explore professional identity and development issues related to becoming a marital and family therapist including the process for becoming licensed in California.

CP 5020  Child & Adolescent Development (2) This course explores the transactions between biological, psychosocial, cultural, and environmental factors affecting human growth and development from conception through adolescence including an understanding of the development of characteristics such as resilience. The focus is on exploring and understanding the major theories of child and adolescent development with emphasis on the application of theory to real life situations and problems such as poverty, malnutrition, access to adequate education, and the child-rearing practices of various culture groups found within California.

CP 5040  Child & Adolescent Psychopathology (2) This course provides an understanding of the broad range of childhood and adolescent problems and disorders and explores the major psychopathologies of childhood and adolescence. Various theories for the etiologies of child and adolescent psychopathology are considered as well as a discussion of the impact that culture, socioeconomic, and family resources has on the identification and treatment of child and adolescent disorders. An emphasis is given to assessment and multi-axial diagnosis of the disorders using the current edition of the DSM. Also covered is an examination of the approaches most frequently used to treat various disorders of childhood and adolescence and the evidence supporting those approaches.

CP 5050  Adult Development (2) This course provides a broad understanding of the nature and needs of individuals in adulthood. Developmental theory from early adulthood through aging and death is explored including aspects of physical, cognitive, emotional, social, and spiritual development. An awareness of cultural, gender, familial, socioeconomic (including social insecurity, social stress, education, housing, and nutrition), religious and spiritual, and historical perspectives as they affect the development of adults are considered. Students will explore how adults cope with normal and abnormal life events such as expected and traumatic loss, change, adversity, and economic and social stress.

CP 5060  Research Methods (2) This course provides a survey of key concepts in social science research including sampling, measurement, research ethics, and design. Additional topics include the evidence base for clinical research, the evaluation of interventions, and pseudoscientific concerns in clinical research. Emphasis is placed on the review, evaluation, and application of professional literature to clinical practice in marriage and family therapy.

CP 5070  Psychopathology in Adults (2) The focus of this course is on the assessment, diagnosis, prognosis, and treatment of personality and behavioral disorders in adulthood. Emphasis is on the assessment and multi-axial diagnosis of disorders using the current edition of the DSM. An overview of evidence-based treatment approaches for the major mental disorders is included. The course offers faculty and student dialogue on topics related to understanding disorders and integrating clinical strategies derived from a Christian perspective.

CP 5080  Legal and Ethical Issues (2) This course introduces students to the legal, ethical, and moral issues related to the practice of marriage and family therapy in the state of California. Professional ethical codes and moral dilemmas are studied. A review of statutory, regulatory, and decisional laws related to the MFT’s scope of practice, including confidentiality, privilege, reporting requirements, family law, and the treatment of minors is covered. The legal and ethical standards applicable to working in different types of settings, current legal trends in the mental health professions, and a review of the laws and regulations pertaining to licensure in California are also covered. Consideration is given to the student’s spiritual beliefs, values, and behaviors, especially in relationship to becoming a marriage and family therapist.

CP 5090  Family Therapy: Theory and Practice I (2) This course covers the foundational principles of family systems theory and practice and begins a study of the classic models of family therapy. Students will explore their family of origin and will apply various theories to their own family. A discussion of how the various theories address issues of poverty, social, and economic deprivation is provided. Also, the appropriateness of the various theories in clinical work with various marginalized populations and culture groups particularly those found within California is covered.

CP 5100  Psychological Assessment (2) This course provides students with a broad understanding of the clinical uses of psychological tests, including an introduction to the major types of instruments and understanding test results. An overview of the variety of assessment and diagnostic tools used to assess for behavioral, psychological, and relationship problems is given. Emphasis is given to understanding the relationships between presenting issues and social and financial stress, education, poverty and deprivation, trauma, substance abuse, stage of life, and cultural impacts such as those associated with a variety of cultures found in California including race, ethnicity, gender, religion, and sexual orientation. Students will be presented with accepted methods of documentation and report writing.

CP 5110  Contemporary Issues in Marriage and Family Therapy (2) This course provides a broad overview of issues that currently affect the profession and practice of marriage and family therapy in California. Included is a presentation of the current trends in the mental health professions including systems of care for the severely mentally ill, the services, supports, and resources that are available to SMI clients and their families, client advocacy, and the management of client cases. Empowerment of clients to collaborate in their own treatment and a focus on recovery models and evidence-based practices is given special attention. Students will meet with consumers and/or their family members. Students will learn appropriate methods of disaster response and will be exposed to community and governmental resources for responding to natural and man-made disasters. As current issues evolve, the topics covered in the course will also evolve.

CP 5210  Counseling Skills (2) This course introduces students to basic skills in attending behavior, clinical interviewing, treatment planning, progress notes, clinical intervention, and collateral consultation and referral. This is an experiential course with emphasis on skills development through role plays, observing and providing feedback, and audio/video-taped clinical practice.

www.simpsonu.edu • 1-888-9-SIMPSON
CP 5220
Christian Identity & Professional Development (2) The focus of this course is the examination of the key issues in the theological foundations of human nature and personal identity development. Students are encouraged to develop an identity as a marriage and family therapist that reflects the frameworks of meaning in spiritual development and that engages clinical perspectives that are beneficial in therapeutic practice.

CP 5230
Christian Ethics and Professional Development (2) This course examines the integration of moral maturity into the development of a professional identity as a marriage and family therapist. Students will analyze the philosophical perspectives and ethical assumptions and biases that they bring to the study of marriage and family therapy and will develop an appreciation for moral and ethical requirements of the profession.

CP 5240
Child Abuse and Family Violence (2) This course provides the definition and incidence of physical and emotional abuse, neglect, sexual molestation; the dynamics of family violence, and resulting evidence of trauma. Offender and non-offender characteristics are reviewed. Emphasis is given to understanding cultural factors as they apply to family violence. The treatment of children, adolescents, the family, and adults abused as children is covered. The evidence for and efficacy of various treatments is examined. Ethical and legal issues, referral sources and community resources, and confidentiality is covered.

CP 5250
Religion, Marriage and the Family (2) This course examines how marriage and the family are viewed within various religions. Discussions center on the role of religion in the formation of marriages and families.

CP 6310
Family Therapy: Theory and Practice II (2) This course is a continuation of Family Therapy: Theory and Practice I. A comprehensive survey of the models of family therapy continues in this course with an exploration of the role of language, meaning, and process in relationships. Students will learn to think systemically across a wide range of presenting issues and will learn to conceptualize and apply interventions from multiple systemic orientations. An exploration of how the various systemic theories covered in this course apply to clinical work with a variety of marginalized populations, cultures, social and economic problems will be given. (Pre-requisite: CP 5090)

CP 6320
Couples Therapy and Domestic Violence (2) This course examines the psychotherapeutic theories and processes for the assessment and treatment of a wide range of relational issues. Emphasis is given to the detection, assessment, and intervention strategies for family violence and trauma with particular attention given to cultural factors that are relevant to abuse of partners and family members, and the dynamics of same-gender abuse. Attention is given to understanding and working with non-traditional couples.

CP 6330
Groups: Theory, Process & Practice (3) This course provides a broad understanding of group development, dynamics, and therapy. Major theoretical approaches and group leadership styles are discussed. Several different approaches to conducting group therapy are reviewed and practiced. This is an experiential course where students function in the role of group members and also co-lead the group.

CP 6340
Psychopharmacology (2) This course introduces the common physical and medical issues that relate to the practice of marriage and family therapy. The biological and neurochemical bases of human behavior and use of psychotropic medications as an adjunctive therapy to psychotherapy is covered. Current information on the classes of medications and their use is covered. Consideration is given to the special needs of certain populations such as children, the elderly, substance abuse patients, patients with substance abuse and co-occurring disorders, and the severe and persistently mentally ill.

CP 6350
Issues of Diversity in Counseling (2) This course evaluates students' awareness of divergent cultural values, assumptions, and family dynamics and is designed to sensitize students to the impact of culture on the counseling process. Through experiential exercises and assignments, this course examines the conceptual and theoretical foundations of cross-cultural counseling and examines the multicultural and pluralistic trends, characteristics, and concerns of diverse groups, particularly those found within California. Special attention is given to exploring how Christian beliefs and values affect one's understanding of diverse cultural practices.

CP 6360
Substance Abuse and Co-Occurring Disorders (2) This course provides an introduction to substance abuse and co-occurring disorders including a careful examination of the diagnostic criteria in the current edition of the DSM. Assessment procedures and treatment issues are discussed with emphasis given to evidence-based treatment approaches. The etiology of substance abuse and co-occurring disorders is carefully reviewed. An overview of the risk factors, prevention strategies, and the physiological and psychological effects of substance abuse on individuals, relationships, and systems, including the relationship between substance abuse and trauma, is provided. Attention is given to systemic issues and ways that various systems support or influence substance abuse and recovery. A review of the current laws regulating the treatment of substance abuse is covered. Students will be given the opportunity to meet with consumers and/or their family members.

CP 6370
Child & Adolescent Therapy (2) This course presents a variety of psychotherapeutic modalities, offering the student an opportunity to develop basic child and adolescent therapy skills, assessments, and treatment strategies. The impact of developmental aspects, family dynamics, the social environment, family violence, and trauma is addressed. A review of best practices and evidence based treatments of children and adolescents is given. Legal and ethical issues in the treatment of children and adolescents are discussed.

CP 6380
Geropsychology (2) This course provides an introduction to the unique social, psychological, and behavioral aspects faced by older adults later in life. A definition of elder abuse and maltreatment, as well as the laws and regulations for reporting, is covered. Issues that are unique to the health and long-term care of older adults is presented. Emphasis is given to understanding the care and status of older adults within the various culture groups found in California. Discussions about financial and social stressors, nutrition, housing, self-care, and changing relationships are included. The course also provides students with an overview of the knowledge, techniques, and skills needed to work with the elderly population in a therapeutic relationship.

CP 6390
Psychopathology and Family (2) This course focuses on the etiology of family dysfunction, specifically from a dual function of individual and systems psychopathology. An exploration of the influence of the family on the development, maintenance, and prevention of behavior, substance abuse and co-occurring disorders is covered including family structure, environmental factors, socioeconomic stressors, educational level, parenting, culture dynamics, and family life cycle issues. A review of the seminal and current research findings on the role of the family in the development and maintenance
of behavior disorders and the best practices for treating them is provided.

**CP 6395 Human Sexuality** (2) This course reviews human sexuality in contemporary society from biological, psychological, social, and moral perspectives. Anatomy and physiology of human sexuality including reproduction, normal and abnormal sexual response, psychosexual development, human fertility, and human sexual dysfunction are covered. An overview of the models of sex therapy and treatment strategies utilized in treating sexual dysfunctions is provided.

**CP 6406 Practicum I: Introduction to Clinical Field Placement** (2) This is an introductory course that prepares students for the Clinical Field Placement experience. During this course students will select and interview for placement at a training site. Students will be presented with all requirements for successful clinical field training.

**CP 6407 Practicum II: Clinical Field Placement and Seminar** (2) This course is a one-semester, supervised experience in an approved clinical setting providing direct therapy services. Students also attend a weekly seminar led by a faculty member where they will present individual, marital, and family therapy cases, present and evaluate video taped counseling sessions, and consult with faculty and clinical peers. Seminar time will also be spent preparing students for the Clinical Evaluation Project (CEP) capstone project. (Prerequisite: CP 6406)

**CP 6408 Practicum III: Clinical Field Placement and Seminar** (2) A continuation of CP 6407. Seminars will review recovery concepts. Students will apply the recovery model when conceptualizing cases and doing treatment planning, including access to resources, healthy functioning, health promotion, and preventing illness. Seminar time will also be devoted to identifying ethical dilemmas in clinical practice and supervision and in formulating responses to dilemmas.

**CP 6409 Practicum IV: Clinical Field Placement and Seminar** (2) A continuation of CP 6408 Practicum VIII. In addition to case consultations, seminars will review the integration of awareness of multiple issues and dynamics into the development of a clinical picture and the formulation of interventions. Seminar time will be devoted to the development of prognoses utilizing information about clients' access to resources, strengths, assessed resilience, and family and social supports.

**CP 6410 Practicum V: Clinical Field Placement and Seminar** (2) A continuation of CP 6409 Practicum IV. During this course students will present their Clinical Evaluation Project (CEP) to the seminar

**CP 6510 Master's Thesis I** (2) This course is the gateway to students wishing to complete the Master's Thesis option. During the sequence of courses comprising the Master's Theses, students will complete scholarly research, analysis, and writing which is relevant to the field of marriage and family therapy. Students are encouraged to choose a research topic that reflects their specific interests, current trends in the field, or future professional or academic goals. For students on a two-year program completion plan Master's Thesis begins in the student's third term and typically takes a total of eight terms to complete. The sequence of thesis courses are offered as Directed Study and students will work with their thesis supervisor to complete the project. Grading is P/NP (Progressing/Not Progressing). Prerequisite: Approval of the Capstone Committee.

**CP 6520 Master's Thesis II** (.5) A continuation of CP 6510 Master's Thesis I

**CP 6530 Master's Thesis III** (.5) A continuation of CP 6511 Master's Thesis II

**CP 6540 Master's Thesis IV** (.5) A continuation of CP 6512 Master's Thesis III

**CP 6550 Master's Thesis V** (.5) A continuation of CP 6513 Master's Thesis IV

**CP 6560 Master's Thesis VI** (.5) A continuation of CP 6514 Master's Thesis V

**CP 6570 Master's Thesis VII** (.5) A continuation of CP 6515 Master's Thesis VI

**CP 6580 Master's Thesis VIII** (.5) A continuation of CP 6516 Master's Thesis VII

**CP 6580E Master's Thesis Extension** (.5) Students who are not able to complete the Thesis within the eight terms during the program will enroll in this course for not more than two additional terms. This course is an extension of CP 6580 Master's Thesis VIII.

**CP 6710 Teaching & Learning Capstone I** (2) This course is the gateway to students wishing to complete the Teaching and Learning Capstone option. During the sequence of courses comprising the Teaching and Learning Capstone, students will work under the supervision of a faculty mentor in the development, delivery, and evaluation of an undergraduate or graduate level course in counseling, psychology, or marital and family therapy. Students will be assigned to work on a teaching project that best matches their interests in the field of counseling psychology/marriage and family therapy and provides them the opportunity to develop competencies that will enhance future professional or academic goals. For students on a two-year program completion plan Teaching and Learning Capstone begins in the student's third term and typically takes a total of eight terms to complete. The sequence of capstone courses is offered as Directed Study and students will work with their faculty mentor to complete the project. Grading is P/N (Passing/Not Passing). Prerequisite: Approval of the Capstone Committee.

**CP 6720 Teaching & Learning Capstone II** (.5) A continuation of CP 6710 Teaching & Learning Capstone I.

**CP 6730 Teaching & Learning Capstone III** (.5) A continuation of CP 6720 Teaching & Learning Capstone II.

**CP 6740 Teaching & Learning Capstone IV** (.5) A continuation of CP 6730 Teaching & Learning Capstone III.

**CP 6750 Teaching & Learning Capstone V** (.5) A continuation of CP 6740 Teaching & Learning Capstone IV.

**CP 6760 Teaching & Learning Capstone VI** (.5) A continuation of CP 6750 Teaching & Learning Capstone V.

**CP 6770 Teaching & Learning Capstone VII** (.5) A continuation of CP 6760 Teaching & Learning Capstone VI.

**CP 6780 Teaching & Learning Capstone VIII** (.5) A continuation of CP 6770 Teaching & Learning Capstone VII.
COURSE DESCRIPTIONS
Master of Science in Clinical Psychology
Scotts Valley Extension Site

CP 5103
Clinical Foundations in Psychotherapy I (3)
Theoretical foundations of the field of clinical psychology are presented with an emphasis on the development and application of beginning level interpersonal awareness, communications and therapy skills.

CP 5112
Clinical Foundations of Psychotherapy II (2)
Advanced training and practice in foundational counseling skills as applied to various theoretical treatment modalities. Emphasis will be on the understanding and application of theory. This course is closely coordinated with Case Formulation I.

CP 5113
Human Development & Clinical Practice (3)
An in-depth exploration is provided of human development through the biological, behavioral, socio-cultural, cognitive, and spiritual perspectives across the lifecycle, from conception through death.

CP 5123
Clinical Psychopathology (3)
Cultural, interpersonal, spiritual, emotional, behavioral, and physiological deviations of human behavior are reviewed. Descriptive explanations, patterns of development, assessment, and treatment models are covered. Adult psychopathology is thoroughly examined and child, adolescent and older adult psychopathology is presented. Clinical evaluation using DSM-V-TR five axis diagnostic formulation is emphasized.

CP 5133
Law & Professional Ethics (3)
This course delineates and explores the legal and ethical obligations of the profession, as determined by California Law. Application of ethical standards to clinical work is emphasized, with special focus upon the identification and appropriate management of crisis issues.

CP 5203
Family Psychotherapy (3)
Examination is made of the intervention techniques and major theories, models, and schools of Marriage and Family Therapy. Overviews of experiential, strategic, structural, multigenerational, behavioral/cognitive, psychodynamic, and postmodern theoretical orientations are included. Ethical and legal issues related to family therapy are explored. Application of each theory is evaluated for cultural appropriateness.

CP 5211
Crisis Assessment and Intervention (1)
Techniques of crisis assessment and intervention are taught and practiced. Emphasis is made on developing an intervention plan for crisis management using a triage method of assessment and treatment.

CP 5213
Psychotherapy with Children & Adolescents (3)
Understanding and applying theory, assessment, and treatment for children and adolescents is fostered. A variety of therapeutic modalities and techniques are explored with emphasis on developmental, multidimensional, and multidisciplinary approaches. Legal and ethical issues and substance abuse are included. Faith-based and culturally sensitive interventions are examined.

CP 5242
Clinical Case Formulation (2)
Integrates foundational clinical skills with principles of case conceptualization and theory-based treatment planning. Class culminated in the synthesis of clinical skills to date evidenced by student’s successful completion of the Advancement Project.

CP 5611
Clinical Psychopharmacology (3)
Overview of psychotropic medications, physiological etiologies, differential diagnosis, and pharmacological treatment interventions will be addressed. Antidepressants, anxiolytics, neuroleptics, and the neurological effects of other treatments will be discussed. Specific attention will be given to the psychological processes related to substance abuse and addictive behaviors. Neurotransmission, structures, and functions will be described.

CP 6123
Premarital & Marital Counseling (3)
The theories of premarital and marital therapy are covered, including couple and marital assessment, and specific therapeutic interventions. Discussion of faith-based resources is included.

CP 6133
Research Issues in Marriage & Family Therapy (3)
This seminar provides an overview of the research and statistical methodology used in evaluating the efficacy of psychotherapeutic techniques in marital and family therapy. Students will read and evaluate a variety of student to familiarize themselves with the current state of outcome research in the field. At the conclusion of the course students will have gained the basic ability to thoughtfully critique published reports in books and journals.

CP 6203
Psychological Testing & Clinical Practice (3)
Psychological screening, assessment, and measurement skills are developed and psychometric theory is emphasized. Students are introduced to appropriate testing instruments and trained in the administration, scoring, interpretation, and application of resulting data. Report writing skills are developed. Culturally appropriate use of assessment tools is examined.

CP 6213
Psychotherapy & Cultural Diversity (3)
Exposure to the current literature relating to cultural sensitivity in counseling diverse ethnic, gender, and religious populations is provided. The specific theories of, and interventions developed for unique populations are explored, in addition to the ethical considerations of utilizing traditional counseling practices.

CP 6913
Clinical Practicum (3) & CP 6914 Clinical Practicum (3)
Clinical seminar format focused on continued development of professional skills and the integration of theoretical knowledge with therapeutic practice. Course will emphasize management of legal and ethical issues, evaluation, case conceptualization, treatment planning, professional writing, and the application of clinical skills within the field placement.

CP 6242
Clinical Case Formulation II and Defense (2)
Preparation is made for the case presentation that will be given to the faculty Exit Project Committee. This final project should be representative of student’s synthesis of knowledge gained over the span of the graduate program and be reflective of their chosen theoretical counseling approach. Student will present a client by means of videotape, written theoretical paper, written case report, and oral synthesis of material. Presentation should indicate a readiness for internship placement.

CP 5951
Workshop: Aging and Long Term Care (0)
This 10-hour workshop reviews current research on the biological, social, and psychological aspects of aging. Emphasis will be given to the management of dementia, issues of care giving, current treatment options, family support issues, and quality of life.

CP 5961
Workshop: Alcohol and Substance Abuse Training (0)
An overview is provided of current theoretical and clinical approaches to
the etiology, diagnosis, and treatment of addictive behaviors. The role of personality factors, physiological, psychological and spiritual effects, as well as the role of persons and systems supporting or compounding the addictive behavior is explored. At-risk populations, referral sources, and prevention are addressed.

CP5971
Workshop: Child Abuse Assessment and Reporting (0) This 7-hour workshop meets the requirements of California Assembly Act AB141 for training professionals in child abuse and other forms of child maltreatment. The legal aspects of reporting, theoretical models of abuse, and characteristics of both abusers and of abused children are examined, with special attention given to assessment and treatment.

CP5981
Workshop: Domestic Violence and Partner Abuse (0) Familiarization and sensitization to the problems of domestic violence is provided. Assessment, detection, and interventions of spousal or partner abuse are explored, including the secondary effects of domestic violence on other individuals. Appropriate uses of community referral sources are discussed.

CP5991
Workshop: Human Sexuality (0) This 10-hour workshop provides an overview of healthy and dysfunctional sexual behavior. Sexuality is viewed from physiological, sociological, psychological and spiritual perspectives. Assessment and treatment models are presented to assist students in learning the procedures used to help individuals and couples who are experiencing sexual difficulties. The sexual concerns of special populations are addressed.