

Concept Paper for a Master of Arts in Counseling Program

Stockton University
Galloway, New Jersey

Submitted by

Christine Ferri
Christine Gayda-Chelder
Jennifer Lyke
Sara Martino
John White

On behalf of
The Psychology Program
School of Social and Behavioral Sciences

A. Program Objectives

The proposed Master of Arts in Counseling program is designed to educate students about best practices in mental health and human services and train students in the skills necessary to work with clients in a variety of settings, such as hospitals, social service agencies, residential treatment centers, community mental health centers, and other organizations. Students will gain the knowledge and skills necessary to create and maintain helping relationships, facilitate change on an individual or systemic level, and function professionally in human service organizations. Graduates will be prepared to enter the workforce in entry-level positions in counseling and social services. Cooperative arrangements will be established with external agencies to provide practicum and internship placements for students to gain practical experience while enrolled in the program.

The MA in Counseling program will seek accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the nationally recognized body for establishing standards for counselor education programs. CACREP has established clear standards for counselor education, as detailed below, and has released a new set of standards to be adopted in 2016. The proposed program is designed according to these new standards.

Academic Objectives

The program aims to educate students regarding best practices in counseling. Curriculum will focus on the eight core areas delineated by CACREP standards: professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, assessment and testing, research and program evaluation.

The objectives for the program are specifically:

1. To provide 1.

Graduates who have passed the NCE will also be qualified to apply for licensure in the State of New Jersey as a Licensed Professional Counselor (LPC) after an additional 4,500 hours of supervised experience. This license allows them to work as counselors in non-profit organizations, for profit organizations, or in private practice in New Jersey. Graduates will also be eligible to apply for a specialty designation in any of the following: clinical mental health, addictions, career, school counselor or gerontology.

•

- The geographical region in which Stockton University is located has seen economic and population growth. Per the U.S. Census, from 2014, the population in New Jersey grew 1.7%, while the respective growth rates for Atlantic and Ocean counties were .2% and 1.7%. Growth is associated with increased need for human services.
- Managed care has changed the mental health market. Insurance companies are reducing payments to mental health practitioners, such as clinical and counseling psychologists, and controlling the amount of therapy for which they will reimburse. The mental health market will continually require more nationally licensed mental health practitioners, such as master's level mental health counselors, who will fit into the fee structures of the managed care system. In the past, national licensing was not required for these counselors. Now these counselors can take the examination administered by the NBCC qualifying them as a Nationally Certified Counselors (NCCs), as long as they have a master's degree in human services, such as a MA in Counseling.
- To evaluate whether the community would support a MA in Counseling program at Stockton, online surveys were sent to 58 area social service agencies in nearby communities in May 2015. 15 agencies responded to the survey. 12 agencies reported Interest in having counseling graduate students in 600-hour placements, with space for up to 29 interns. Seven agencies reported current open positions for an LPC/LAC. One agency reported hiring an average of 3-5 new LPCs per year, and 9 agencies reported hiring an average of 1-2 new LPCs per year. The results indicate that there is demand for this position in the area, and that there are sufficient opportunities for field placements for students.

In April 2015, 250 students in psychology classes were surveyed regarding their academic and professional goals after graduation. Of the 250 students surveyed, 91 (36.4%) responded that they would likely or very likely apply to a counseling program at Stockton. For the Psychology majors (n=130) in the sample, 80 (62%) of them would likely or very likely apply to a counseling program at Stockton. When the 91 students interested .9 (e) were 7.9. (a(s) 136 (a) 832 (e) 1) 23 (1) WE 175 05 21

These results indicate that there is demand for counseling graduate program among Stockton undergraduates, particularly Psychology majors, for the proposed program and this field of study.

Competition

In New Jersey, Rowan University is the closest school of higher education that offers a similar counseling program and is 50 miles away from our campus. Rowan's program is

ag -ar 804Ceou

Ultimately, the program would require the addition of five full-time

Legal and Ethical Issues	Crisis Intervention
Counseling Skills	Counseling in the Criminal Justice System
Assessment and Testing Research and Evaluation	Mental Health and Public Policy

. The proposed program will be a 60-credit Master of Arts degree for students interested in practicing counseling with a Masters level degree.

Appendix A: Course Layout of Psychology (highlighted) and Social Work

YEAR 1 COURSES (30 CREDITS)			
FALL	CREDIT	SPRING	CREDIT
Introduction to Counseling Foundation Social Welfare Policy	3	Assessment and Testing Social organizations and environments	3
Theories of Counseling Human Behavior in Social Env I	3	Research and Evaluation Social Work Research	3
Psychopathology Human Behavior in Social Env II	3	Multicultural Counseling Race, Ethnicity and Diversity	3
Legal and Ethical Issues Social work practice I	3	Human Development Social Work Practice II	3
Counseling Skills Field I	3	Practicum Field II	3

YEAR 2 COURSES (30 CREDITS)			
FALL	CREDIT	SPRING	CREDIT
Group Counseling Advanced Cultural Competence	3	Vocational Counseling Advanced Social Welfare Policy	3
Couples and Family Counseling Advanced Social Work Research			

h. understand current labor market information relevant to opportunities for practice within the counseling profession

d.be

d. demonstrate awareness of theories and etiology of addictions and addictive behaviors	Psychopathology, Substance Abuse Counseling*, Counseling in the Criminal Justice System*
e. know the biological, neurological, and physiological factors that affect human development, functioning, and behavior	Psychopathology, Human Development, Substance Abuse Counseling*, Health Psychology*, Counseling Older Adults*
f. understand systemic and environmental factors that affect human development, functioning, and behavior	Psychopathology, Human Development, Mental Health and Public Policy*, Counseling in the Criminal Justice System*
g. comprehend effects of crisis, disasters, and trauma on diverse individuals across the lifespan	Psychopathology, Crisis Intervention*
h. develop a general framework for understanding differing abilities and strategies for differentiated interventions	Counseling Skills, Practicum, Internship I/II, Assessment and Testing
i. demonstrate knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Counseling Skills, Practicum, Internship I/II, Legal and Ethical Issues, Multicultural Counseling, Health Psychology*, Counseling Older Adults*
Goal 4: Career Development	

a. understand theories and models of career development, counseling, and decision making	Vocational Counseling	Course Grades, NBCC Exam, Licensure Achievement ELO's: Program Competence
b. understand approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors		
c. describe processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems		
d. develop approaches for assessing the conditions of the work environment on clients' life experiences	Vocational Counseling, Assessment and Testing	
e. identify strategies for assessing abilities, interests, values, personality and other factors that contribute to career development		
f. identify strategies for career development program planning, organization, implementation, administration, and evaluation		
g. understand strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	Vocational Counseling	
h. identify strategies for facilitating client skill development for career, educational, and life-work planning and management		
i. understand methods of identifying and using assessment tools and techniques relevant to career planning and decision making	Vocational Counseling, Assessment and Testing	

j. demonstrate awareness of ethical and culturally relevant strategies for addressing career development	Vocational Counseling, Legal and Ethical Issues, Multicultural Counseling	
Goal 5: Counseling and Helping Relationships		
a. understand theories and models of counseling		
b. utilize a systems approach to conceptualizing clients	Theories of Counseling, Counseling Skills, Practicum, Internship I/II, Foundations of Supervision*	

Course Grades, Practicum and Internship Site Feedback, NBCC Exam, Licensure achievement

ELO's:
Program Competence, Communication Skills

h. use developmentally relevant counseling treatment or intervention plans	<p>Theories of Counseling, Psychopathology, Assessment and Testing, Counseling Skills, Practicum, Internship I/II, Couples and Family Counseling*, Counseling Children and Adolescents*, Counseling Older Adults*, Substance Abuse Counseling*, Crisis Intervention*, Counseling in the Criminal Justice System*</p>	
i. understanding of development of measurable outcomes for clients		
j. use evidence-based counseling strategies and techniques for prevention and intervention		
k. develop strategies to promote client understanding of and access to a variety of community-based resources		
l. understand suicide prevention models and strategies		
m. understand crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid		
n. demonstrate knowledge of processes for aiding students in developing a personal model of counseling		
Goal 6: Group Counseling and Group Work		
a. understand theoretical foundations of group counseling and group work	<p>Counseling Skills, Practicum, Internship I/II, Group Counseling, Substance Abuse Counseling*</p>	<p>Course Grades, Practicum and Internship Site Feedback, NBCC Exam, Licensure achievement</p>
b. understand dynamics associated with group process and development		
c. understand therapeutic factors and how they contribute to group effectiveness		

<p>d. understand characteristics and functions of effective group leaders</p>		
<p>e. develop approaches to group formation, including recruiting, screening, and selecting members</p>	<p>Group Counseling, Assessment and Testing</p>	<p>ELO's: Teamwork and Collaboration, Communication Skills, Program Competence</p>
<p>f. understand types of groups and other considerations that affect conducting groups in varied settings</p>		

Group481 42 TBDC 0. Tw 29.072i5 (i)-0.9 (e)3 (d)-6.1 (s)-7.6 (e)3 (t)-[G12 (a)(i)-0

d. understand procedures for identifying trauma and abuse and for reporting abuse

Assessment and Testing,
Counseling Skills, Practicum,
Internship Em0ctiii3.4 /P AMCID 1 Tc -0.002 ET7Tw 1.505.4305.481148 B505.4

<p>l. understand the use of assessment results to diagnose developmental, behavioral, and mental disorders</p>		
<p>m. develop ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results</p>		
<p>Goal 8: Research and Program Evaluation</p>		

a. understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

Research and Evaluation

Course Grades, Practicum
and Internship Site
Feedback, NBCC Exam,
Licensure Achievement

ELO's:

j.develop ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation		
----------------------------------------------------------------------------------------------------------------------------------------------------	--	--

* Elective course

Appendix B - Illustration of how courses can be covered by five full-time faculty.

YEAR 1 COURSES (30 CREDITS)			
FALL	CREDIT	SPRING	CREDIT
Director	3	Director	3
Director	3	Person 3	3
Person 3	3	Person 3	3
Person 3	3	Person 3	3
Person 3	3	Internship Coordinator	3

YEAR 2 COURSES (30 CREDITS)			

Appendix C – Sample Curriculum

MASTER OF ARTS in COUNSELING (MA) SAMPLE CURRICULUM

Name: _____ Z #: _____ Preceptor: _____

Matriculation Date: _____ Email: _____ Cell: _____

YEAR 1 COURSES (30 CREDITS)			
FALL	CREDIT	SPRING	CREDIT
Introduction to Counseling	3	Assessment and Testing	3
Theories of Counseling	3	Research and Evaluation	3
Psychopathology	3	Multicultural Counseling	3
Legal and Ethical Issues	3	Human Development	3
Counseling Skills	3	Practicum	3

YEAR 2 COURSES (30 CREDITS)			
FALL	CREDIT	SPRING	CREDIT
Group Counseling	3	Vocational Counseling	3
Couples and Family Counseling	3	Substance Abuse Counseling	3
Elective	3	Elective	3
Elective	3	Elective	3

Appendix D: Survey of Social Service Agencies

* Required

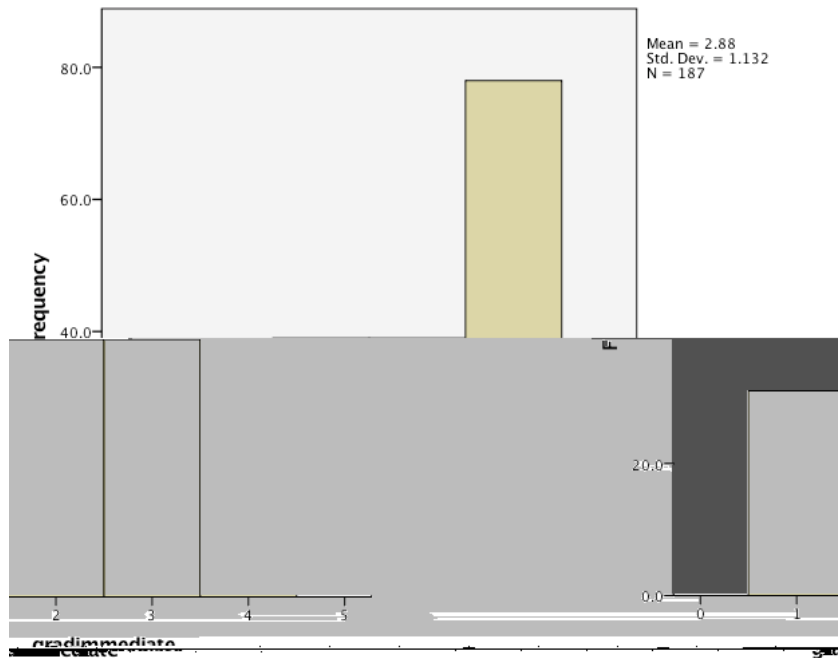
What is the name and address of your agency? *

How many Licensed Professional Counselors (LPCs) does your agency currently have on staff? *

Never submit passwords through Google Forms.
Powered by

100%: You made it.

Student survey data May 2016



- How likely are you to attend graduate school immediately? 1=not likely, 2=somewhat likely, 3=likely, 4=very likely

- How likely are you to attend a Counseling Psychology program at Stockton University? 1=not likely, 2=somewhat likely, 3=likely, 4=very likely

Appendix G: Student Survey

Post Graduation Planning

Please answer the questions below by choosing the options that best reflect your position at this time.

Year in school Frosh Sophomore Junior Senior

What is your major? _____

What is your GPA? _____

How likely is it that you will apply for admission to a graduate program IN PSYCHOLOGY **immediately** after graduation?

Very likely Likely Somewhat Likely Unlikely

How likely is it that you will apply for admission to a graduate program IN PSYCHOLOGY in the **next five years**?

Very likely Likely Somewhat Likely Unlikely

What specialization are you most interested in for graduate school?

If a Master's degree in COUNSELING PSYCHOLOGY was offered at Stockton, would you be interested in applying?

Very likely Likely Somewhat Likely Unlikely

If you attended a COUNSELING PSYCHOLOGY graduate program at Stockton, when would you prefer to attend classes?

- ___ Weekdays, daytime
- ___ Saturdays
- ___ One evening per week
- ___ Two or more evenings per week
- ___ I prefer hybrid classes (meet once per month and the rest is online)
- ___ I prefer online classes only

What career/careers are you considering? **Please check all that apply.**

- ___ Psychologist (Clinical/counseling, doctoral level)
- ___ Counseling psychology, LPC (Master's level)
- ___ Teacher / education
- ___ Guidance counselor / School counselor
- ___ Physician
- ___ Physical therapist
- ___ Nurse
- ___ Occupational Therapist
- ___ Other, Specify _____

How interested are you in completing an internship as part of your undergraduate degree?

Very interested Somewhat interested Not at all interested