



MACON & JOAN BROCK
VIRGINIA HEALTH SCIENCES
AT OLD DOMINION UNIVERSITY

Counseling and Art Therapy Program

Policies and Procedures 2025 -2026

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Description of the Counseling and Art Therapy Program

Program Overview

The Counseling and Art Therapy Program is in the EVMS School of Health Professions at the Macon and Joan Brock Virginia Health Sciences at Old Dominion University. The Counseling and Art Therapy Program (CAT) is a founding program of Eastern Virginia Medical School (EVMS) and the School of Health Professions (SHP). The program was founded in 1973 at the opening of EVMS with our first graduating class in 1975. The program evolved from a certificate program to one that offers a Master of Science in Art Therapy, then Art Therapy and Counseling, and today Counseling and Art Therapy, with the first master's degree students graduating in 1982. The program was accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on September 20, 2020, for art therapy education. July 1, 2024, EVMS merged with Old Dominion University.

Located on the satellite campus of Old Dominion University's campus of Virginia Health Sciences, the Counseling and Art Therapy Program utilizes innovative instructional methods in conjunction with our community's diverse resources to provide students with outstanding educational opportunities. The curriculum provides graduates with the knowledge and skills needed to participate in the delivery of mental health care as counselors and art therapists who are leaders in a changing healthcare industry.

The ODU Counseling and Art Therapy Program is an academic program based in growth oriented and reflective classroom, studio, community, and clinical experiences. ODU's program is unique in its balance in clinical mental health practice, art making, and research. Our nationally and internationally renowned faculty have been preparing world class counselors and art therapists who are culturally responsive, community-involved, and ethical professionals with successful careers for over 50 years.

- Students are encouraged to develop their own informed theoretical approach to the practice of counseling and art therapy applied to diverse individuals, groups, families, communities, and settings.
- Pre practicum & internship clinical practice in assessment and basic skills with simulated patients.
- Practicum prepares students with counseling skills preceding internships
- Internships provide students with three semesters (child, adolescent and adult) of hands-on experience in over 50 choices of settings throughout Hampton Roads.
- The completion of a master's Capstone Project allows students to apply knowledge in the continuum of practice in counseling and art therapy, specialty areas of focus and research.
- There is a focus on Clinical Mental Health Counseling (specialty area)

- Areas of mental health counseling in trauma informed care, research, and cultural humility, and art therapy sub-specializations include art therapy in the schools, and medical art therapy.
- Personal art making is required and supported by our fully stocked, 2,000 square foot art-making studio which is conveniently located on campus and open to students around the clock.

Counseling Profession

A mental health profession in which a trained counselor facilitates verbal and experiential techniques in a professional relationship with diverse individuals, families, and/or groups to support mental health, wellness, career, and education goals.

Professional counselors are master's level mental health professions. Professional counselors may be nationally credentialed through the National Board for Certified Counselors as a National Certified Counselor (NCC). Professional counselors may pursue licensure to practice counseling based on individual state requirements.

Benefits of Counseling

Counseling assists individuals to develop a trusting relationship with others. It is the relationship between the counselor and client that establishes the foundation for change. The benefits of counseling vary depending on the needs of the client and the setting. Counseling can provide an opportunity for a client to become more self-aware, regulate emotions, reduce or manage symptoms, change or develop skills, and improve quality of life. Using verbal and non-verbal skills, techniques/experiments, and practice, the counselor assists the client to achieve optimal health.

Opportunities for Involvement in Professional Counseling

Students have opportunities to collaborating with faculty to present at professional counseling conferences and/or seek publishing in professional counseling publications. Students may also consider assisting faculty who are in administrative and/or executive membership in professional counseling organizations.

The program encourages faculty and student involvement in the American Counseling Association ([ACA](#)), Association for Counselor Educators and Supervisors (ACES), and affiliated chapters of the ACA. Students are encouraged to become student members of the American Counseling Association (ACA) and Southeast on of Counseling Education and Supervision (SACES). Students may also consider collaborating with faculty to present at professional counseling conferences and/or seek publishing in professional counseling publications.

Art Therapy Profession

Art therapy is a mental health profession facilitated by a trained credentialed art therapist, who prescribes creative processes and materials based in neuroscience in a therapeutic relationship

to support diverse individuals, groups, families, and communities to meet goals of fostering psychological, social, behavioral, and cognitive growth for optimal health.

An art therapist is a mental health professional who is a graduate of an art therapy education program. An art therapist may be nationally credentialed through the Art Therapy Credentials Board as a Registered Art Therapist (ATR) with Board Certification (ATR-BC). Art therapists are master's level mental health professionals working in a variety of settings to help people address their health and well-being.

Benefits of Art Therapy

Art Therapy benefits a variety of populations not limited to any classification or diagnosis. Art therapy may be beneficial across the continuum of mental health care and wellness services including community arts engagement, psychoeducation, art as therapy, and art psychotherapy.

During art therapy, the art therapist facilitates the process of art making and the processing of resulting products. The benefits of art making may be the process as a metaphor for client functioning, process to learn new skills, new insights, and/or creative problem solving, experiential non-verbal exploration and communication, self-reflection skills, and self-awareness. Sublimation of internal energies may occur in the process of art making and fosters symbolic processing. The state of flow may occur during the process of art making. Processes in art therapy can assist with recalibrating the brain for healing and resolve ambivalence about change. The benefits of the product may be a tangible representation of the client(s)'s experiences or object permanence which can provide safe distancing for awareness & insight of thoughts, feelings, and/or functioning. The product is a tangible view of self and provides focus for discussion, analysis, evaluation, change and progress in treatment and often externalizes isomorphic, internal, or unconscious content of the client's inner world. The product may be a safe container for difficult thoughts, feelings, and unconscious content. Art products may reveal functioning, coping mechanisms, and strengths. Art products offer the gestalt of the whole and its parts for analysis along with the benefits of projective art making.

Opportunities for involvement in Professional Art Therapy

The program encourages faculty and student engagement in the American Art Therapy Association ([AATA](#)) and chapters. Opportunities for networking, professional development, advocacy, leadership, mentorship, and access to journal publications and resources are available through professional art therapy associations. Students are encouraged to become student members of the American Art Therapy Association (AATA) and Virginia Art Therapy Association (VATA). Students may also consider collaborating with faculty to present at professional art therapy conferences and/or seek publishing in professional art therapy publications.

Art Therapists are master's level mental health professionals. Professional counselors may be nationally credentialed through the Art Therapy Credentials Board ([ATCB](#)). Art Therapists may pursue licensure to practice art therapy based on individual state requirements. In some states,

Licensed Professional Art Therapist are independent providers. In some states, art therapists work in facilities and are supervised by other licensed mental health providers, and in private practice meet the education requirements for licensed professional counselors to seek licensure.

Employment after Graduation

The CAT program supports the employment search of graduates through specific training in professionalism, resume writing, interviewing, and support with managing job search resources. The CAT program advertises job openings through emails to alumni and postings on social media. Counselors and art therapists are employed throughout the Hampton Roads region. Because we have a long-standing reputation in the community many graduates over the past 52 years have been hired in a variety of mental health, school, and hospital settings. The region in Hampton Roads is receptive to hiring counselors and art therapists in many mental health settings, however, the area receives much support from counseling and art therapy interns which may pose some limitations in obtaining employment. The CAT program does not guarantee employment because multiple factors contribute to an individual's preparedness for employment. Faculty provide references for students in good standing.

National Certified Counselor

The National Board for Certified Counselors, Inc. (NBCC) administers a rigorous, examination-based, professional certification program titled as the NBCC National Certified Counselor (NCC) Program. Professional counselors who wish to be granted the NCC credential must show that they have completed specific educational and training requirements and demonstrate an ongoing professional commitment to the field of counseling by satisfying the other requirements of this Program. Once certified, you will need to meet ongoing requirements in order to maintain and recertify your NCC (NBCC, 2024). The CAT program is an approved university program received approval to be an NBCC National Certified Counselor (NCC) participating program. As a participating program, we can now offer students the opportunity to apply for the National Certified Counselor (NCC) board certification and get a head start on that obtaining the credential.

Counseling Licensure

The ODU Counseling and Art Therapy Program prepares graduates to apply for licensure as professional counselors in Virginia and other states. We provide curriculum aligned with the eight core curriculum areas of counselor education. We do not guarantee individuals will attain licensure because there are additional requirements beyond the scope of the program to attain licensure and the requirements vary by state.

Registered Art Therapist Credential

As a program that is accredited by CAAHEP and considered an accredited program by the Art Therapy Credentials Board (ATCB), our graduates have an advantage over non-accredited programs as they pursue professional credentials through the Art Therapy Credentials Board.

The Counseling and Art Therapy Program prepares graduates for seeking the Registered Art Therapist (ATR) credential and Board Certification (BC). We do not guarantee individuals will attain ATR or ATR-BC because pursuit of the professional credentials begins after graduation. Our graduates can pursue the ATR-P, which is a provisional credential on the path to seeking the ATR.

Art Therapy Licensure

The field is evolving and there is currently a national initiative for stand-alone Professional Art Therapist licensure. Some states have achieved this license, but currently it does not exist in Virginia.

Graduates often secure employment in positions that do not require credentials or licensure throughout the U.S.

Recruitment and Retention Objectives

The CAT is dedicated to recruiting and retaining qualified students from diverse cultural and underrepresented communities. The CAT recruits from our local Hampton Roads region, the Commonwealth of Virginia, nationally, and internationally.

Monarch Creed

Make personal and academic integrity fundamental in all my endeavors.
Offer service to the University and the community.
Nurture a climate of care, concern and civility to other.
Accept responsibility for all my actions.
Respect the dignity, rights, and property for all people.
Commit to the ongoing pursuit of intellectual and personal development.
Heighten my awareness of individual and cultural similarities and differences.

Counseling and Art Therapy Program Creed and Touchstone

ODU Counseling and Art Therapy

Community Focus. World Impact.

We are committed, prepared, and driven towards excellence.

We learn, create, grow, and serve others with compassion.

We engage in reflective practices to develop depth and complexity.

We embrace collaboration.

We honor diversity.

We invest in our profession.

We trust the creative process and accept the challenge of change!

Mission

As passionate, creative, and highly skilled educators, our mission is to provide comprehensive, engaging, and in-depth counselor and art therapy education. Our students develop strong counselor-artist-therapist identities through balanced growth-oriented and reflective classroom, studio, community, and clinical experience. We prepare world class counselors and art therapists who are culturally responsive, community-involved, ethical professionals with successful careers.

Vision

The Counseling and Art Therapy Program will be recognized for excellence, integrity, and innovation in counseling and art therapy education.

Core Values

Integrity

We adhere to high standards in which we accept responsibility for conducting ourselves as moral, rational professionals who are accountable stewards and ethical in our practices as counselors, art therapists, and counselor and art therapy educators.

Creativity

We foster a climate of energy and openness to explore using the creative process which brings new knowledge and new connections to self, others, and our world.

Self-Awareness

We value self-awareness and the capacity for reflection as intrinsic to effective counseling and art therapy practice and professional identity development. We strive to maintain these attributes within ourselves and to instill them in our students.

Humanity

We dedicate ourselves to cultivating a learning environment that embraces diverse perspectives and lived experiences, developing capacity for empathic understanding, and providing compassionate service to individuals, the community and our world.

Collaboration

We embrace collaboration as a fundamental practice to build a professional community based on support and encouragement of individual and collective expression of ideas for learning, best practice, and growth.

Depth

We value a richness and intensity in developing ourselves to be competent in breadth of understanding about the complexity of the human experience which includes the unconscious, passion for healing, and connections to soul.

Program Goals and Objectives

Counseling Goals and Objectives

- Prepare competent entry-level Counselors in the knowledge, skills, awareness, actions, and professional dispositions learning domains.
- Prepare counselors with clinical competence in assessment, diagnosis, and treatment planning, which includes fostering skills in therapeutic use of a broad range of art processes and materials, integrative theoretical approaches, and requisite education needed for counseling licensure.
- Prepare counselors to speak and write professionally about mental health services.
- Encourage students to develop an innovative, professional, ethical, research minded, and culturally responsive approach to counseling through academic inquiry and self-reflection for self-awareness.

Counseling Student Learning Outcomes

The CAT program addresses counselor education through development and support of Professional Counseling Identity. The program aligns with CACREP standards of learning from the eight common core areas which represent the foundational knowledge required of *all* entry-level counselor education graduates. The foundational standards and standards comprising the eight required core curriculum areas are:

1. Professional counseling orientation and ethical practice
2. Social and cultural diversity
3. Human growth and development
4. Career development
5. Counseling and helping relationships
6. Group counseling and group work
7. Assessment and testing
8. Research and program evaluation

The program evaluation plan for continuous counseling education improvement may be reviewed in Appendix A.

Art Therapy Goals and Objectives

- Prepare competent entry-level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (attitudes & behavior) learning domains.
- Prepare art therapists with clinical competence in assessment, diagnosis, and treatment planning, which includes fostering skills in therapeutic use of a broad range of art

processes and materials, integrative theoretical approaches, and requisite education needed for counseling licensure.

- Prepare art therapists to speak and write professionally about mental health services.
- Encourage students to develop an innovative, professional, ethical, research minded, and culturally responsive approach to art therapy through academic inquiry and personal art making and self-reflection for self-awareness.

CAAHEP Student Learning Outcomes

Student learning outcomes highlight knowledge, skills and affective/behaviors critical to successful entry-level job performance of an art therapy program graduate. Achievement of learning outcomes upon completion of the program is demonstrated by a graduate's knowledge and ability to:

- a. Understand the historical development of Art Therapy as a profession, Art Therapy theories and techniques, as a foundation for contemporary Art Therapy professional practice.
- b. Distinguish among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.
- c. Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.
- d. Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.
- e. Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
- f. Know federal and state laws and professional ethics as they apply to the practice of Art Therapy.
- g. Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
- h. Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of artmaking for promoting growth and well-being.
- i. Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.
- j. Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.

- k. Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.
- l. Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal artmaking to strengthen a personal connection to the creative process, assist in self-awareness, promote well-being, and guide professional practice.
- m. Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.
- n. Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.
- o. Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications

The program evaluation plan for continuous art therapy education improvement may be reviewed in Appendix B.

Accomplishment of our goals will serve the:

- **Student**, by fostering personal and professional discovery and development with the skills to become life-long learners.
- **Client/patient**, through student preparation to provide competent client/patient-centered primary and specialty care.
- **Institution**, by contributing to a seamless learning environment which fosters the development of competent and compassionate mental healthcare professionals.
- **Community**, by graduating professionals who understand the importance of community service, forging community alliances, and understanding culturally appropriate care.
- **World**, by graduating culturally humble professionals who practice across the globe and contribute to research and social action.

Curriculum and Course Sequence

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Students are expected to complete the designated curriculum in the sequence specified. Each semester's course work is to be considered prerequisite to the next semester. Students may not enter the program with advanced standing, regardless of education or work experience, and no accelerated curriculum or course waivers are offered. Student may complete the sequenced program as a full-time or part-time student. Students may not continue to Internship and Practicum courses if the preceding semester coursework results in failing grades or below a 3.00 GPA. Students may not continue to internship if they do not pass the oral exam at the end of the first semester.

"Full-time" status in the program is identified as enrolled in the full-time course sequence below. However, the Office of Financial Aid may determine full-time status differently. Students are responsible to understand their aid, number of credits enrolled related to aid, and the differences in the status with the program.

Full-time Course Sequence

SEMESTER 1 (16 credits; Fall)

CAT 604	Individual Counseling & Psychotherapy (3)
CAT 605	Processes & Materials of Art Psychotherapy I (3)
CAT 610	Theories of Human Psychological Development (3)
CAT 608	Psychopathology (3)
CAT 611	Introduction of the History & Theory of Art Therapy (1)
CAT 616	Cultural Humility (3)

SEMESTER 2 (15 credits; Spring)

CAT 600	Basic Counseling & Art Psychotherapy Skills (3)
CAT 615	Research Methods & Program Evaluation (3)
CAT 603	Group Counseling & Psychotherapy (3)
CAT 609	Assessment (3)
CAT 606	Processes & Materials of Art Psychotherapy II (3)

SEMESTER 3 (3 credits; Summer)

CAT 607	Case Presentation Skills (1)
CAT 669	Practicum (3)
CAT 690	Capstone Project (1)***

SEMESTER 4 (13-14 credits; Fall)

CAT 690	Capstone Project (1)***
CAT 618	Ethics & Professionalism (3)
CAT 620	Addictions (3)

- CAT 668 Internship (3)
 CAT 624 Trauma & Neuroscience Informed Counseling & Art Psychotherapy (3)

SEMESTER 5 (13-14 credits, Spring)

- CAT 690 Capstone Project (1)***
 CAT 617 Family Counseling & Psychotherapy (3)
 CAT 614 Clinical Case Conference II (1)
 CAT 621 Career Counseling (3)
 CAT 619 Creativity, Symbolism, & Metaphor (3)
 CAT 668 Internship (3)

SEMESTER 6 (Summer 2nd Year)

- AT 690 Capstone Project (1)
 AT 668 Internship (1)

Total curriculum: 61 credit hours

^ Semester 6 is only for 2nd years students who need to complete any of the above listed graduation requirements, all other outstanding coursework must be completed as offered.

^^Internship and related courses may be repeated for internship and supervision credit when students are enrolled in the program to complete degree requirements and there has been a disruption in the semester sequence, such that students may complete degree requirements in a timely manner and as soon as possible, rather than waiting for the next sequenced internship to occur.

Part-time Study

The part-time course sequence is designed for successful completion of degree requirements within 3 years. Any student enrolled in full-time or part-time study will have up to 5 years to complete the degree requirements. Part-time students have the full responsibilities and access to program resources as full-time students. Any student not enrolled in the full-time (total) course sequence, in the lens of the program, will be considered a "part-time" student, which, again may differ from the financial aid status, if it applies. However, the Office of Financial Aid may determine part-time status differently. Students are responsible to understand their aid, number of credits enrolled related to aid, and the differences in the status with the program.

Part-time Course Sequence

SEMESTER 1 (7 credits; Fall)

- CAT 604 Individual Counseling & Psychotherapy (3)
 CAT 610 Theories of Human Psychological Development (3)
 CAT 611 Introduction of the History & Theory of Art Therapy (1)
 CAT 616 Cultural Humility (3)

SEMESTER 2 (9 credits; Spring)

- CAT 600 Basic Counseling & Art Psychotherapy Skills (3)
CAT 603 Group Counseling & Psychotherapy (3)
CAT 609 Assessment (3)

SEMESTER 3 (9 credits; Fall)

- CAT 524 Processes & Materials of Art Psychotherapy I (3)
CAT 530 Psychopathology (3)
CAT 620 Addictions (3)

SEMESTER 4 (9 credits, Spring)

- CAT 615 Research Methods & Program Evaluation (3)
CAT 606 Processes & Materials of Art Psychotherapy II (3)
CAT 621 Career Counseling (3)

SEMESTER 5 (4-5* credits, Summer)

- CAT 607 Case Presentation Skills (1)
CAT 669 Practicum (3)
CAT 690 Capstone Project (1)***

SEMESTER 7 (9-10* credits, Fall)

- CAT 690 Capstone Project (1)***
CAT 618 Ethics & Professionalism (3)
CAT 668 Internship (3)
CAT 624 Trauma & Neuroscience Informed Counseling & Art Psychotherapy (3)

SEMESTER 7 (9-10* credits, Spring)

- CAT 690 Capstone Project (1)***
CAT 617 Family Counseling & Psychotherapy (3)
CAT 614 Clinical Case Conference II (1)
CAT 619 Creativity, Symbolism, & Metaphor (3)
CAT 668 Internship (3)

ELECTIVES FOR FULL-TIME & PART-TIME STUDENTS

- CAT 627 Countertransference/Jung (1) (Fall)
CAT 628 Exploration of the Psyche (1) (Spring)
CAT 625 Community Art (1) (Spring)
CAT 629 Art Therapy in the Schools (1) (Spring)
CAT 612 Medical Art Therapy (1) (Spring)
CAT 698 Independent Study Research Methods (1)
CAT 668 Internship (1)

CAT 631 Applied Cultural Sensitivity in Counseling & Art Psychotherapy (4) (Study Abroad)

Total curriculum: 61 credit hours

*Number in parentheses designates number of credits

*CAT 690 Capstone can begin after Research Methods course is completed

**Electives are optional coursework, therefore additional tuition and fees may apply. Electives that are designated as sub-specializations and become part of your degree requirements once designated will be a part of your tuition and fee schedule and may be eligible for federal financial aid. Electives for LPC are required to be within your degree for most states to meet counseling education standards for education requirements for licensure.

*** Degree requirement (1) credit Capstone; may be completed in the Fall or Spring semesters of 2nd year.

Certificates

Certificates for continuing education are intended to advance the knowledge of community counseling and art therapy professionals and provide opportunities for professional development.

Trauma & Neuroscience Informed Art Psychotherapy

Semester 1 – Fall (3)

CAT 624 Trauma Informed Art Psychotherapy & Counseling (3)

Total Curriculum: 3 credit hours

Advanced Cultural Humility

Semester 1/4 – Fall (3)

CAT 616 Cultural Humility (3)

Semester 3/6 – Summer (4)

CAT 631 Applied Cultural Sensitivity in Counseling & Art Psychotherapy (4) (Study Abroad)

Total Curriculum: 7 credit hours

Course Descriptions

CAT 600: Basic Counseling & Art Psychotherapy Skills (3)

Students will learn and develop basic counseling and art psychotherapy skills through didactic lectures, readings, in class role plays, and practica fieldwork to experience therapeutic and client relationships. Students will facilitate intake, risk assessment, art therapy assessment, and basic counseling and art psychotherapy skills with Standardized Patients. Students will experience the client role through process groups. Students will attend clinical case presentations and additional preparatory trainings.

CAT 615: Research Methods & Program Evaluation (3)

This course provides students with the opportunity to understand the purposes, methods, and the ethical, legal, and cultural considerations of research. Students will demonstrate the necessary skills to design and prepare to conduct a research study and/or program evaluation. Students will learn how to use research, research skills, and findings to assess effectiveness of clinical mental health counseling, art therapy, and mental health services by becoming an informed consumer of mental health, counseling, and art therapy research.

CAT 603: Group Counseling & Psychotherapy (3)

This course includes the study of group counseling and psychotherapy techniques and practice. Emphasis is on use of group dynamics, process illumination, and stages of group development. Cultural and ethical considerations are explored.

CAT 604: Individual Counseling & Psychotherapy (3)

This course provides students with the opportunity to integrate various theoretical approaches to individual counseling and psychotherapy and their relation to art psychotherapy approaches. The therapist's values and ethics are addressed. Principles of dynamics, therapeutic factors, therapist and client roles and behaviors, leadership styles and approaches, selection criteria, art-based communication, and short- and long-term individual clinical mental health counseling and art therapy will be reviewed. The goal of the course is to provide the student with an opportunity to continue the development of an approach to individual clinical mental health counseling, psychotherapy, and art therapy.

CAT 605: Processes & Materials of Art Psychotherapy I (3)

This course is designed so that the student will directly experience the therapeutic usefulness and understand the psychological implications of a variety of materials and processes grounded in the Expressive Therapies Continuum (ETC) and clinical mental health counseling theories. Students apply basic understanding of the language of art and the range of possible therapeutic responses for skills in creativity in counseling/mental health and art psychotherapy.

CAT 610: Theories of Human Psychological Development (3)

Following a family life cycle perspective, students explore human psychological development from birth to death. Students are exposed to various theories of personality development. Cultural and environmental influences are addressed.

CAT 607: Case Presentation Skills (1)

Students develop presentation skills and learn to effectively communicate clinical case material for clinical mental health counseling and art therapy.

CAT 608: Psychopathology (3)

Students learn descriptive criteria for psychiatric diagnoses, the use of the DSM 5-TR, and theories of psychopathology. A goal of the course is for students to develop an ability to

recognize symptoms, conditions, behaviors, verbalizations, and art expressions of functional and organic disorders.

CAT 611: Introduction to the History & Theory of Art Therapy (1)

This course offers an overview of the history and growth of art therapy as a profession, along with an overview of theoretical approaches that have evolved from the founding practitioners in the field. Students develop a specific definition of art therapy that conveys a personal approach, as well as a clear understanding of the role of art therapists in various work settings. Current developments and future directions within the field are also explored.

CAT 609: Assessment (3)

Students explore the fundamentals of assessment in clinical mental health counseling using a variety of assessment techniques including and not limited to intake interviews, psychological testing, risk assessments, and art-based assessments of psychosocial, cognitive, and emotional functioning. Students are introduced to principles of case formulation for developing treatment plans from assessment results. Students develop skills to administer and document in progress notes and reports a variety of specific instruments and procedures used in appraisal and evaluation in psychotherapy, clinical mental health counseling, and art therapy.

CAT 606: Processes & Materials of Art Psychotherapy II (3)

This course is designed so that the student will directly experience the therapeutic usefulness and understand the psychological implications of a variety of materials and processes grounded in the Expressive Therapies Continuum (ETC) and clinical mental health counseling theories. Students apply advanced understanding of the language of art and the range of possible therapeutic responses for creativity in counseling/mental health and art psychotherapy.

CAT 669: Practicum (3)

Students attend practicum experience for 100 hours during their first practicum semester to engage and learn about the treatment setting and develop basic clinical mental health counseling skills. Students work with clients for 40 hours of direct contact over the 100 hours. Students attend practicum up to 18 hours per week up to 16 weeks. Students earn up to 120 indirect client contact hours each semester. Students provide counseling, counseling interventions, art-based assessments, individual, group and/or family clinical mental health counseling and art therapy for an average minimum of 9 hours per week. The other hours on site are for students to attend team meetings, inservice conferences, and all related milieu activities, and to complete documentation. Students attend individual supervision with a faculty clinical site supervisor for 1 hour per week minimum. Students attend group supervision with a faculty clinical group site supervisor for a minimum of 1.5 hours per week.

CAT 668: Internship (3-9)

Students attend internship experience for 300 hours over the semester to engage and learn about the treatment setting. Students work with clients for a minimum of 120 direct client

contact hours each semester in clinical practice. Students provide counseling, counseling interventions, Assessments, individual, group and/or family counseling and art therapy for an average minimum of 9 hours per week. The other hours on site are for students to attend team meetings, Inservice conferences, and all related milieu activities, and to complete documentation. Students rotate through one site per semester to obtain experience with children, adolescents, and adults. Students attend individual supervision with a faculty clinical site supervisor for 1 hour per week minimum. Students attend group supervision with a faculty clinical group site supervisor for a minimum of 1.5 hours per week.

CAT 690: Capstone Project (1) (*repeated for 2 semesters or until completion)

The student develops and executes a project of excellence based on the literature in counseling and art therapy. The student documents the Capstone Project through a professional paper, poster brief, and/or presentation.

CAT 617: Family Counseling & Psychotherapy (3)

This course provides students with a foundation in the basic concepts of family and couples clinical mental health counseling and art therapy. Students learn about family counseling theories, techniques, genograms, family assessments, and documentation.

CAT 614: Clinical Case Conference II (1)

Students demonstrate the ability to effectively communicate clinical material and integrate theory and counseling practice through structured case presentations. Students integrate case assessment, case formulation, treatment planning knowledge with counseling and art therapy theories applied to clients.

CAT 618: Ethics & Professionalism (3)

This course addresses professional identity, professional ethics, and the ethical practices of counseling and art therapy. Students prepare to enter the job market and review the requirements for professional licensure and credentials for counselors and art therapists.

CAT 620: Addictions (3)

This course provides an overview of Addiction Counseling. Topics that will be covered include drugs and society, substance and process addictions, evidence-based best practices for the substance abuse counselor, assessment, the recovery process, addiction and the family, and prevention strategies. This course covers diagnosis and treatment of addictive disorders and includes an overview of the philosophies and evidenced-based best practices, policies, and outcomes of the most generally accepted models of treatment, recovery, relapse prevention, and continuing care for addictions and other substance abuse related problems. Students also gain awareness of the impact of drug abuse on society and an appreciation of the cultural context within which addiction and recovery occurs.

CAT 621: Career Counseling (3)

This course includes the study of theory and process of career counseling. Students will acquire skills to incorporate career development theory into the practice of counseling. Students will be introduced to career assessment tools and occupational methods.

CAT 619: Creativity, Symbolism & Metaphor (3)

This course reviews various theories and models of creativity, symbolism, metaphor, and artistic language. The types, formation, and roles of symbolism and its relation to psychopathology and mental health, and the role of metaphor in therapy are explored. Students explore the function and interpretation of symbols in dreams, artwork, world religions, myths and fairy tales, and daily life and examine the role of symbolism in assessment, clinical mental health counseling, and therapy. Students develop a deeper understanding of symbolic language to enhance their understanding of their own inner experiences and those of their clients.

CAT 616: Cultural Humility (3)

This course supports the development of culturally humble counselors and art therapists through multicultural orientation with regard to intersecting identities including age, gender, sexual orientation, ethnicity, nationality, socio-economic status, developmental ability, physical ability, education, family values, and religious and spiritual values. Through review of the current literature, application to clinical practice, and self-assessment, students will explore culture and their own unintentional biases, develop strategies for working with diverse individuals, groups, and communities, foster critical thinking skills, and explore the role of the counselor and art therapist in culturally alert and responsive practices for clinical mental health counseling, art therapy, social justice, and advocacy.

CAT 624 Trauma & Neuroscience Informed Art Psychotherapy & Counseling (3)

The course will review and engage students in the current literature of Trauma Informed Counseling Practices. The objective is for the student to build skills in understanding how to treat survivors of trauma, understand the etiology of behaviors, emotions, and functioning related to trauma, and develop age-appropriate treatment plans based in best counseling practice.

Electives

Students in good academic standing are permitted to take elective courses. Students may enroll in offered electives at the discretion of the Program Director. The Program Coordinator confirms registration of students in elective courses and coordinates faculty resources with the Program Director for course dates, times, tuition, fees, and meeting place.

Students must meet all deadlines with the program regarding designating electives towards sub-specialization. Students who timely complete the process may be eligible for federal financial aid subject to federal regulations and institutional policies and procedures. ^Contact Financial Aid for more information.

*Electives are billed at the current per credit hour tuition rate.

Elective Course Descriptions

CAT 629: Art Therapy in the Schools (1)

This elective course introduces principles underlying comprehensive school art therapy service delivery. Topics explored include special and alternative education settings, program development, and research supporting art therapy in schools.

CAT 627: Countertransference/Jung (1)

This elective course facilitates through reading and discussion the exploration of the impact of transference and countertransference in work with patients. The impact on the therapist is explored with depth and implications for informing work with patients is explored.

CAT 628: Exploration of the Psyche (1)

This course aims to enliven the students' understanding of the psyche and its processes, and to increase their understanding of the psychic processes both in the therapeutic process and in their own lives.

CAT 612: Medical Art Therapy (1)

This course reviews the clinical implications for clinical mental health counseling and art therapy in medical settings to include diagnoses, management and treatment of various medical disorders, overviews of practice settings, and psychological impacts of medical illness. This course provides foundational concepts and experiences related to ethical practice of clinical mental health counseling and art therapy in medical settings.

CAT 698: Independent Study: Research Methods (1)

This course provides students with the opportunity to understand the purposes, methods, and the ethical considerations of research and to apply and demonstrate the necessary skills to design and conduct research. Students will develop skills in collaboration and working on a research team.

CAT 668 Internship (1)

Students attend internship experience for 300 hours over the semester to engage and learn about the treatment setting. Students work with clients for a minimum of 120 direct client contact hours each semester in clinical practice. Students provide counseling, counseling interventions, Assessments, individual, group and/or family counseling and art therapy for an average minimum of 9 hours per week. The other hours on site are for students to attend team meetings, in-service conferences, and all related milieu activities, and to complete documentation. Students rotate through one site per semester to obtain experience with children, adolescents, and adults. Students attend individual supervision with a faculty clinical

site supervisor for 1 hour per week minimum. Students attend group supervision with a faculty clinical group site supervisor for a minimum of 1.5 hours per week.

CAT 625 Community Art (1)

This elective course will engage students in cultural immersion to learn about cultural similarities and differences in art, the arts, and art psychotherapy, and varied aspects of the impacts of trauma (war trauma, trauma experiences of families, combat trauma, survivors of sex trafficking, and historical trauma). Students will engage in content and experientials that explore art expression, role of art, artists, therapists, and art therapists in society, art/crafts processes, preferences or prohibitions to various art processes or media, and conventional/cultural symbolism; cultural appropriation in art therapy; and cultural sensitivity to the use of art processes and materials in art therapy for trauma informed approaches integrated into art psychotherapy and counseling in various community settings.

CAT 631 Applied Cultural Sensitivity in Art Psychotherapy & Counseling (4-8)

The course will review and engage students in the current literature of Trauma Informed Practices, neuroscience as it applies to trauma work in counseling, and resources of trauma informed care (assessments, workbooks, & practices). The objective is for the student to build skills in understanding trauma informed care and of neuroscience concepts applied to the treat survivors of trauma, understand the etiology of behaviors, emotions, and functioning related to trauma, and develop treatment plans based in practice.

CAT 623: Trauma & Neuroscience Informed Therapy (3)

The course will review and engage students in the current literature of Trauma Informed Practices, neuroscience as it applies to trauma work in art psychotherapy and counseling, and resources of trauma informed care (assessments, workbooks, & practices). The objective is for the student to build skills in understanding trauma informed care and of neuroscience concepts applied to the treat survivors of trauma, understand the etiology of behaviors, emotions, and functioning related to trauma, and develop treatment plans based in practice.

Tracks (Counseling Education Alignment/ Designations)

Clinical Mental Health Counseling Track

To earn a degree in Counseling students in the ODU Counseling and Art Therapy Program are in a Clinical Mental Health Counseling specialty track for learning and concentration of their course content across the curriculum of their degree. The student's primary focus is on clinical mental health counseling, and in all internship facilities, the student as an intern is considered a clinical mental health professional providing assessment, individual, group, and family counseling and art therapy, and related services.

Sub-Specializations (CAAHEP Designations)

Any student may earn a sub-specialization designation on her/his/their degree by taking the combination of elective coursework and/or designated internship and with Program Director

approval as stated in the electives policies. Specialty areas of study are recommended by the CAAHEP standards "Specializations." The CAT supports sub-specializations to build comprehensive and specialty skills in multiple areas of practice and study. A credentialed Art Therapy Faculty and/or credentialed specialist in counseling or other subject area may teach sub-specializations. A student may designate and earn any or no sub-specializations.

Electives which are designated as Sub-Specializations will become a degree requirement^ if the student follows policies and procedures (subject to continued satisfactory academic progress, eligible enrollment, and Program Director approval). Some space per sub-specialization may be limited based on internship availability and approval of sub-specializations is at the discretion of the program director. Application Due Dates: Spring (Oct. 15) Summer (Mar. 15) Fall (Jun. 15).

*Coursework is a part of the regular course sequence; coursework is paired with elective(s) for sub-specialization. ^Contact Financial Aid for more information.

Areas of Sub-Specialization:

School Art Therapy

Requirements:

CAT 629 Art Therapy in the Schools (1)
School Practicum & Internship Placement*

Medical Art Therapy

Requirements:

CAT 612 Medical Art Therapy (1)
Medical Practicum & Internship Placement*
50 hours of direct client contact focused in medical art therapy

Geriatric Art Therapy

Requirements:

Geriatric Practicum & Internship Placement*
50 hours of direct client contact focused in geriatric art therapy
Paper

Addictions

Requirements:

CAT 620 Addictions (3)
Addiction Treatment Practicum & Internship Placement*
50 hours of direct client contact focused in addictions treatment
Paper

Trauma Informed Art Therapy

Requirements:

CAT 624 Trauma & Neuroscience Informed Counseling & Art
Psychotherapy (3)
Trauma Informed Practicum & Internship Placement*

Applied Community Art

Requirements:

CAT 625 Community Art (1)
25 hours of service or approved project.

Advanced Cultural Humility

Requirements:

CAT 631 Cultural Sensitivity in Art Psychotherapy
& Counseling (4-8)
*Course may be repeated

Depth Psychology

Requirements:

CAT 627 Countertransference (1)
CAT 628 Exploration of the Psyche (1)
Self-Study Capstone Project* or Depth Psychology Paper

Advanced Research

Requirements:

CAT 698 Independent Study: Research Methods (1) Work on faculty
research, research project, work on existing research or Prepare
Manuscript to submit for publication
50 hours of service on a faculty lead project

Admissions

Students are admitted to the program after completing the admissions process. Students are matriculated as a cohort each August.

Matriculation

1. Healthcare Requirements

Accepted applicants must complete all health requirements as soon as possible. Failure to meet this requirement by the start of class may impact your enrollment status. Accepted applicants are encouraged to begin working specifically to complete the Hepatitis B requirement immediately upon acceptance as it has the most potential for delaying the completion of the healthcare requirement. The healthcare requirements are [listed here](#). Use your EVMS credentials to access the [Student Health Immunization Portal](#). Questions related to these

requirements should be directed to the VHS Student Health via [e-mail](#) or telephone at 757-446-5700.

2. Criminal Background Check

All students residing in the United States and Canada must submit a criminal background check as part of your Conditions of Acceptance within 10 days of accepting your offer. Please access the [Criminal Background Check site](#) to complete this process. Do not submit your background check more than once.

3. Acknowledge and Submit Compliance Documents

All incoming students are required to acknowledge and adhere to the Macon & Joan Brock Virginia Health Sciences at Old Dominion University Compliance Requirements within 10 days of accepting their offer. Click [here](#) and select the Acknowledge and Submit Compliance Documents tab to complete this task. If you have already completed this task, you will not see the tab.

4. Register for Parking

Students who plan to park on campus must register for parking. If you have questions about parking please contact Macon & Joan Brock Virginia Health Sciences at Old Dominion University Parking at parking@evms.edu. Click [here](#) and select the Register for Parking tab to complete this task. If you have already completed this task, you will not see the tab.

5. Submit your Social Security Number

Please submit within 10 days of accepting your offer. This will be held confidentially and is required from all incoming students. Additionally, this information is necessary for students who are applying for institutional and federal aid or scholarships. If you have additional questions contact Financial Aid at VHS-finaid@odu.edu. Click [here](#) and select the bolded Submit your Social Security Number link to complete this task. If you have already completed this task, the link will disappear from the left-hand menu in your PURL. If you have questions as to whether or not your Social security number has been received, please email VHS-HPAdmissions@odu.edu.

6. Financial Aid

Complete the 2025-2026 Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/>. The FAFSA priority deadline is March 15, 2025.

Include ODU's Title IV School Code 003728

Approximately 30 days before your program/cohort's academic year begins, an eligibility notice will be posted to [LEO Online](#).

7. Online Orientation (Available July 21, Due August 5)

The online orientation will introduce you to the Macon & Joan Brock Virginia Health Sciences community and things you should know about the institution. You will receive the link once the portal is available.

8. Online Registration (Available June 16)

You are required to register for classes before matriculation. Failure to register will impact your enrollment in the program. You can access registration [here](#) using your MIDAS ID and password credentials. Registration will open on the following dates:

- Spring registration – October 15th - November 15th
- Summer registration – March 15th - April 15th
- Fall registration – June 16th - July 16th
- Select the term for which you are registering:
 - Health Professions: Term will be: 202510
 - Please note you will need to register for all of your classes including all required courses and elective courses.
 - Students who are Returning from a LOA – Leave of Absence - you must contact your program, and they will assist you with the forms that are needed for registration.
 - Students who are using GI Bill benefits, you must complete a new [VERF – Veteran Enrollment Request Form](#) after you have registered for all of your classes (if you have any questions, please send an email to: VHS-vacertifications@odu.edu).

9. Annual Student Compliance Training (Available June 1)

All incoming students must complete the MJB Virginia Health Sciences Annual Student Compliance Training course in [Canvas](#) using your MIDAS/ODU Credentials. You must get a score of 80% in each compliance module (except Title IX module) to pass the course.

- The modules are as follows:
- Bloodborne Pathogen
- Compliance
- HIPAA
- Title IX (no quiz)

10. Registration for On-Campus Orientation

Your attendance at New Student Orientation is mandatory and requires registration. Additional information will be sent out in July. *This is a separate orientation from the Online Orientation in step 7 of this email*

11. Final transcripts

If you have pending coursework or degree requirements, you must send your final transcripts to [GRADCAS](#). Follow the instruction below on how to send your transcripts.

Sending Transcripts Electronically

GradCAS only accepts electronic transcripts from [Parchment](#), and [National Student Clearinghouse](#). If your school does not offer any of these services, your transcript must be sent by mail.

Sending Transcripts by Mail

1. Contact the registrar at each institution you attended and request one transcript be sent to GradCAS.
2. Provide the registrar with the following items:
 - GradCAS Transcript ID Form. Ask the registrar to attach it to your official transcripts. This form is not required but strongly recommended as it helps ensure your official transcripts are properly matched to your application. If you cannot use this form, make sure the registrar prints "GradCAS" and your full GradCAS ID number on the transcript before mailing it.
 - Any school-specific forms required by the registrar.
 - Any transcript fees required by the registrar.
 - All information needed by the registrar to properly identify you in the school's database.
 - Any name changes.
 - Your GradCAS ID number.

Your registrar should mail your paper transcripts to the following address:

GradCAS Transcript Processing Center
PO Box 9217
Watertown, MA 02471

Registration

Step-by-Step Registration Instructions

1. Go to leoonline.odu.edu and click on *Enter LEO Online News and Secure Area* (or enter LEO Online via the University's portal at my.odu.edu).
2. Enter your MIDAS ID and password to authenticate via Monarch-Key Web Login. If you need assistance with your MIDAS ID and password, please see the [MIDAS & Monarch-Key website](#).
- a. NOTE: You cannot use your UIN or SSN to log in to LEO Online.
3. Select *Admissions, Registration, Student Records, Graduation Information*.
4. Select *Registration*.
5. Select *Banner Registration*.
6. Select *Prepare for Registration*.
7. Select the term for which you are registering.
8. Your time ticket will display. (Time tickets are ONLY required during pre-registration and are NOT required during open registration). This feature also shows the campus to which you are assigned (important if you are attempting to register for online classes), and any registration overrides you have been given by faculty.
9. Use the *Browse for Classes* feature to find open classes.
10. Use the *Register-Add/Drop/Withdraw* to search for and add classes to your worksheet/plan or register for the classes. Or, enter course reference numbers directly in the *Enter CRNs* tab (use this if you have a closed-class override).
11. Check the Notifications (top right of the screen) for registration errors.

12. Submit your registration.

Dropping a Course

1. A student who wishes to drop a course must present a written request to do so to the course director and to the Program Director. The request must state the reason for dropping the course and any plans for retaking the course on the ODU Add/Drop Form and submitted via email. For the request to be accepted, it must be approved by both the course director and the Program Director.
2. Last day to register, add, or drop classes with no grade or financial penalty can be found in the school's Academic calendar <https://www.odu.edu/academics/calendar>.
3. No student may drop a course after the eighth week of the semester, except at the discretion of the Program Director.
4. Students who drop courses may be decelerated in the program. Some courses and the course sequence are prerequisites for Oral Exams and Practicum & Internship courses. Thus, students will only be eligible for Oral Exams and Practicum & Internship courses once prerequisites have been successfully completed and approval to continue in the program is received from the Student Progress Committee.
5. ODU tuition fees, payments, and refund policies apply to dropped courses. Students are responsible for financial aid received for dropped courses. Student should consult with Financial Aid before reducing their enrollment.
6. A student who wishes to remove a Sub-Specialization from her/his/their degree requirements must submit a written request to the Program Director. The Program Director will review the request, approve/disapprove the request, and notify the Program Coordinator, the registrar, financial services, and financial aid when applicable.

Withdrawal from a Required Course

All courses, except elective courses, are required.

Students may be required to withdraw from a course based on the Professional Performance Review, Academic Probation status, Leave of Absence, or at the discretion of the Program Director. Students withdrawing from a course will be required to retake the course to meet degree requirements. Students who withdraw from a course will be responsible for tuition and fees for repeating the course. Due to the sequential nature of the curriculum, students must wait until the course is offered again to retake it.

When a student misses 3 or more classes of any 16 week or less course, the student may be withdrawn from the course, fail the course, asked to repeat the course, or other remedial work

as approved by the Program Director. The student will be responsible for tuition and fees for repeating the course or completing additional coursework.

Evaluation

General Principles and Purposes of Evaluation

The Program Director and course directors will regularly review the academic achievement of each student. The purpose of this review is to identify any student whose academic progress is marginal or unsatisfactory before a course is failed, so that the faculty and student together can develop an appropriate plan to address academic difficulties.

Candidates for the Master of Science degree in Counseling & Art Therapy must exhibit the requisite knowledge, skills, and behaviors to complete the prescribed course of study and must demonstrate the personal qualifications and attributes deemed necessary to perform the duties of a counselor and art therapist. All students are expected to adhere to the Ethical Principles for Counselors - [2014 American Counseling Association's Code of Ethics](#), Ethical Principles for Art Therapists - American Art Therapy Association's Code of Ethics, Art Therapy Credentials Board Code of Professional Practice, and the ODU Honor Code. The Professional Performance Review is an ongoing process that includes weekly monitoring and discussion of student progress by the faculty. A written evaluation is performed each semester (more frequently if necessary).

1. All students are expected to exhibit unimpaired judgment and behavior consistent with the responsibilities of the counseling and art therapy professions including respect for ethnic and cultural diversity. Thus, in addition to the usual academic evaluations for each course, students are evaluated regarding professional demeanor, professional conduct, concern for the welfare and dignity of clients, concern for the rights of others, responsibility to duty, trustworthiness, ethical conduct, and any general or specific conduct meriting concern. These include, but are not limited to, professional behaviors, substance abuse, sexual assault, and sexual harassment.
2. The evaluation of student progress through the curriculum is the responsibility of the faculty. The overall evaluation of student progress is supervised by the Program Director. Evaluation of performance in each course is the responsibility of the course faculty and Program Director acting within the institutional policies and procedures described herein.
3. The purpose of evaluation is to certify the counseling and art therapy student for graduation by documenting his/her competence. Evaluation serves to:
 - a. Assure essential competence of the student in knowledge, skills, and behaviors.
 - b. Provide for early detection of unsatisfactory or marginal performance to help the student:
 - i. meet acceptable standards as defined by the institution and the program, or

- ii. redefine educational and career goals.
 - c. Document superior performance in a manner that benefits the student's further education and career planning.
 - d. Document didactic and clinical progress toward short- and long-range educational goals and objectives; provide information necessary to modify the curriculum in terms of those goals and objectives.
4. Evaluation is based upon measurable goals and objectives of the curriculum, including broad institutional goals and specific objectives for each course.
 5. Evaluation is based upon a mastery of fundamental concepts and principles and the ability to integrate the material into clinical practice.
 6. The evaluation system defines the individual student's strengths and weaknesses to give students an opportunity to build on strengths and correct weaknesses.
 7. Evaluation includes and is not limited to academic performance, internship performance, and professional performance. Other areas of non-academic performance may impact a student's standing in the program if it is below expectations, violates ODU Student Code of Conduct and/or the Student Handbook Policies and Procedures, places patients/client at risk, or places the faculty or program at risk for liability claims.

Student Responsibilities

Each student is responsible for:

1. Complying with evaluation requirements of each course.
2. Completing the oral examination requirements established by the program.
3. Ascertaining his/her own evaluation results.
4. Seeking faculty assistance in correcting unsatisfactory or marginal performance.
5. Initiating the program appeals process if the student objects to the program's response to his/her failure to meet the program's academic and professional standards.
6. Completing an evaluation of each course and course director(s) (each faculty in team taught courses), supervisor, and internship.
7. Attending all scheduled class meetings as noted on course syllabi.

8. Attending mandatory program meetings as announced by the program.
9. Completing all degree requirements.

Class Attendance and Participation

Attendance Policy

Evaluation of student performance in each course is the responsibility of the course faculty and the Program Director. The purpose of this evaluation is to document student competence.

To facilitate and maximize learning opportunities, attendance at all scheduled didactic and practicum and internship sessions in the Program is expected. Students have a personal responsibility to take advantage of the learning opportunities available to them and a professional responsibility to be present and actively involved in all academic and clinical activities. Attendance and timeliness while enrolled in the Program is viewed as an indicator of the student's future attendance and timeliness as a therapist.

1. Due to the sequential format and fast pace of each course, students are expected to attend all classes.
2. The student who misses class due to unavoidable circumstances is responsible for making up classwork to be eligible for the full range of grades.
3. Students may work with the Course Director to fulfill course objectives.
4. After 15 minutes late, a student will be considered absent and the following (5.b.) deductions will be implemented at the time of a second tardy.
5. Students who miss classes (missed class sessions or scheduled meetings) will receive points deductions from the final course grade as follows:
 - a. 1st missed class = 0-5 pts deducted from final grade
 - i. 0 pts will be deducted for documented emergent situations and adequate notification directly from the student to the Course Instructor before the class begins.
 - ii. 0 pts will be deducted for program approved absences such as: internship orientation, other assigned coursework, or a documented accommodation in writing from the ODU Office of Student Disabilities. Communication in advance must document approval from both the Course Instructor and the Program Director.
 - iii. 5 pts will be deducted for missed classes with no communication directly from the student
 - b. 2nd missed class = 5 pts deducted from final grade

- i. 0 pts will be deducted for program approved absences such as: internship orientation, other assigned coursework, or a documented accommodation in writing from the ODU Office of Student Disabilities. Communication in advance must document approval from both the Course Instructor and the Program Director.
 - ii. 5 pts will be deducted for missed classes
 - c. 3rd missed class = 5 pts deducted from final grade
 - i. 0 pts will be deducted for program approved absences such as: internship orientation, other assigned coursework, or a documented accommodation in writing from the ODU Office of Student Disabilities. Communication in advance must document approval from both the Course Instructor and the Program Director.
 - ii. 5 pts will be deducted for missed classes
- 6. Students who miss 3 classes or more (without written approval from the Program Director) may be withdrawn from the course, fail the course, asked to repeat the course, or other remedial work as assigned by the Course Instructor and approved by the Program Director. The student will be responsible for tuition and fees for repeating the course or completing additional coursework.

Attendance Formats

In person attendance is expected for all class meetings. If a student has circumstances that takes them away from in person attendance, the student may ask classmates or the faculty for information that was missed during class. The faculty are not required to seek out students who miss classes or provide accommodations to attend class virtually for illness, student preferences, or schedule conflicts.

For students who are by ODU Student Health or Student Affairs administratively asked not to attend classes in person for health conditions, the program will provide reasonable assistance to attend classes online or virtually provided the institution and program has adequate notice, resources, and technology to do so.

The program does not provide online or virtual learning as a regular course of action.

Any accommodations should be determined by the Office of Student Disability Services, documented in writing, and submitted to faculty prior to absences if accommodations are required.

Any agreement to provide an online or virtual attendance option is up to the individual discretion of faculty and courses. Of note, these opportunities may vary from faculty to faculty and within a course due to notice, faculty resources, and availability. Online and virtual options should not be expected.

Class Participation

Evaluation serves to:

- Assure minimum competence of the student in knowledge, skills, and behaviors considered essential for the master's degree in counseling and art therapy,
- Provide for early detection of unsatisfactory or marginal performance,
- Document superior performance.
- Document academic and clinical progress.

Class participation provides the faculty with a means of assessing student mastery in an ongoing fashion, apart from other evaluation methodology such as papers, tests, presentations, and projects. Class participation is a basic expectation in all classes which includes and is not limited to class preparation, class homework, oral participation, and participation in experiential exercises.

Course Deadlines

1. All assignments are due by the class time and date indicated on course syllabi and as notified by any designee of the CAT.
2. All assignments are to be submitted to Canvas including papers, evidence of journal completion, evidence of presentations, etc.
3. All assignments should be submitted in Microsoft Word format. Assignments submitted in other formats may be considered late or not graded.
4. Assignments turned in after the due date (paper, projects, art form, etc.)
 - a. drop 4 points or 4% of the total points for each day late
 - i. For example: an earned 100 paper which is 1 day late receives a 96; same paper 3 days late receives an 88; same paper 7 days late receives a 72.
 - ii. Another example: an earned 88 project is 3 days late receives a 76; same project 5 days late receives a 68.
 - iii. Automated features in Canvas may be employed for calculating late points deductions.
 - b. Multiple late assignments may result in course failure.
 - c. Assignments in all courses must be turned in by the last day of the semester to be graded. Assignments turned in after the last day of the semester will not be graded.

5. The Course Instructor may offer remedial work only if the student has received a Notification of Warning and has met with the faculty and Program Director to create an Action Plan. Remedial work is to demonstrate learning and not to elevate or change earned grades.
6. It is at the discretion of the Student Progress Review Committee and approved by the Program Director to offer remedial work or additional assignments congruent with late behaviors for multiple assignments such that a student may earn a grade for the course not to exceed an 80 (B-).
7. Assignments not completed and turned in during orientation may result in a Notification of Warning.
8. Class presentations are due to be presented at class time indicated on course syllabi. Lack of preparedness earns a 0 (F) grade.
 - a. Remediation of a failed grade due to a lack of preparedness is at the discretion of the course director and availability of time remaining in the course to accommodate such remediation needs. It is not mandatory for the course director to accommodate remediation in cases of lack of preparation or missed work.
9. Examination dates are indicated on course syllabi. Students are expected to take examinations on the scheduled day and hour(s) of the class.
 - a. Permission to take an examination at a time other than scheduled will be granted only for extremely pressing and urgent reasons (e.g. documented hospitalization, serious illness, or death in the immediate family). Such permission will not be granted merely for the student's convenience or because of conflict with the student's external schedule (e.g. social event, work schedule).
 - b. The student must request in writing at least 2 weeks in advance and be granted permission from the course director and the program director to take an examination at other than the scheduled time. If both approve the request, the course director will notify the student when the examination is to be taken.
 - c. Students who fail to take an examination and have not obtained approval from the Course Director and Program Director for a delay will receive a zero (0), (F) for the examination. Exceptions to this policy may be urgent and/or unavoidable circumstances and only reviewed and approved by faculty and the program director.

- d. Missed examinations may be given only at a time which will not conflict with other scheduled responsibilities for both the student and the course director.

10. Capstone Project

- a. All assignments related to the Capstone Project are due in compliance with the course syllabus and as negotiated and established by the student and the Capstone Course Director.
- b. The student is responsible for due diligence in managing the project to completion with the Capstone Course Director.
- c. Ultimately, it is the student's responsibility to complete the Capstone Project, a requirement of graduation, and complete each segment of the project as suggested by the Capstone Project Manual with excellence and depth.
- d. Students not completing each segment of the Capstone Project as described in the manual and in compliance with the Capstone Course Director will be evaluated for the work completed when work is due. The Capstone Course Director may assign a grade for the quality and quantity of the work completed.
- e. In rare cases, students may have insufficient quantity of work completed to assign a grade. If due to unusual circumstances (i.e. medical or health concerns) and the Capstone Course Director after Student Progress Committee review with other faculty and Program Director, deems it applicable, an "I" incomplete may be assigned. The student and the Capstone Course Director will then follow procedures for assigning "I" incomplete grades.

Student Challenge of Evaluation Methodology or Evaluation Grade

- 1. A student may comment or challenge any examination question in writing at the time of an examination.
- 2. Students may follow up the challenge of any evaluation item or evaluation grade within one week after notification of grades. Challenges should be made in writing to the course director.

Course Director Responsibilities

In the CAT, the Course Director is the primary Instructor for the course except as noted in the listing after the course director responsibilities. The course director is responsible for developing and overseeing the curriculum and evaluation process of students for that course. Course director's responsibilities include:

1. Develop and revise the Course Syllabus using the ODU EVMS SHP template annually or each semester the course is taught.
2. Course Director will submit and/or post all revisions to course syllabi to the Program Director, to the Program Coordinator, and on Canvas. When major changes occur, the course syllabus may be submitted to the ODU EVMS SHP Curriculum Committee for approval.
3. Document standard of learning and student outcomes in compliance with CAAHEP accreditation standards and aligned with counseling (CACAREP) accreditation standards.
4. Developing written objectives and methods of grading which are communicated in writing to students in the course syllabus and upon which all evaluation is based.
5. Predetermining and communicating in writing the relative weight of each method of grading (e.g., examination, quiz, paper, presentation, special project) used to determine the final grade for the course and documented on course syllabus.
6. Create rubrics for all course assignments using the CAT program template that includes growth-oriented language, post, and use rubrics within Canvas for grading and feedback to students.
7. Inform any student in writing when marginal performance is recognized, giving him/her an opportunity to respond to identified deficiencies, and developing with the student a plan for improving performance. Report marginal performance and concerns in faculty meetings, to faculty advisors, and to the program director.
8. Inform the student in writing each time there are concerns for passing the course or if a student has failed an assignment.
9. Notify the Program Director in writing each time a student fails an assignment. A failed assignment is a **73** or below.
10. Documenting student attendance and notifying the Program Director if/when a student misses 2 or more classes within 24 hours of the missed class.
11. Documenting student progress, which is reported to the Program Director and student within one week of the end of the course.

12. Providing course faculty in team-taught courses with rubrics and the results of the course evaluation.
13. Consulting with the Program Director in developing, administering, and interpreting evaluation procedures and results.
14. Post all course syllabi, course rubrics, required materials, assignments, feedback to students, and grades for assignments and course in Canvas.
15. Obtain acknowledgment from all students that they have read the course syllabus, it has been reviewed with them, and they have had the opportunity to ask questions in Canvas.
16. Document any changes to the course in a revised syllabus, post the syllabus, notify students of changes via email or Canvas announcements, and submit a copy to the Program Coordinator to file.

The following degree requirements may have Course Directors and Instructors:

Practicum: The Practicum Course Director coordinates internship placements and maintains positive relationships with internship partners. The Practicum Course Director will mediate any concerns not resolved by the student under supervision of the Faculty Individual Clinical Site Supervisor and Faculty Supervisor.

Internship: The Internship Course Director coordinates internship placements and maintains positive relationships with internship partners. The Internship Course Director will mediate any concerns not resolved by the student under supervision of the Faculty Individual Clinical Site Supervisor and Faculty Supervisor.

Basic Counseling & Art Psychotherapy Skills: The Course Director schedules a variety of observation & participant observation experiences across the curriculum, in the community, and provides direct instruction with a variety of faculty. Faculty supervising observations report attendance to the course director.

Capstone: The Course Director grades assignments. The instructor is assigned as a mentor and methodologist.

Preparation of Evaluation Methods

1. Course format, objectives, and method of grading are communicated to students at the beginning of each course and posted on Canvas.

2. Examinations, papers, presentations, and projects address achievement of stated course objectives and
 - a. are constructed according to recognized principles of evaluation design.
 - b. are consistent with program standards for length and difficulty.
 - c. meet reasonable criteria for reliability and validity.
 - d. the alignments with standards are documented on the course syllabus.
 - e. are reviewed by course director prior to and immediately following administration.
 - f. are reviewed by the Program Director for quality measures prior to the posting and course beginning.
3. Examinations may cover any material included in the course and may be derived from lectures, discussion, experiential exercises, and required readings. The number of questions will be based roughly on the course director's assessment of the relative importance of the material covered.
4. Guidelines for papers, presentations, and projects are designed as additional methods of evaluation of student knowledge and skills related to course content.
5. Examination questions and directives for papers, presentations, and projects are composed by the course director and reviewed by the Program Director for: appropriateness of content and types and levels of skills evaluated based on learning competencies for accreditation (e.g., problem solving, synthesis, analysis, critical thinking, attitudes, and growth throughout the course).
6. Methods of evaluation and due dates are identified on course syllabi, reviewed the first day of each course, and posted on Canvas.
7. Evaluation criteria for each practicum and internship placement are distributed to students at the beginning of the practicum and internship and posted on Canvas.

Administration of Examinations

The course director is responsible for the administration and scoring of the examination.

Review of Evaluation Results

1. Students will be notified of scores by the course director within one week after the examination or due date.
2. Each course director will make opportunity for students to review examinations available.
3. Graded short projects and presentation feedback will be available one week after the due date.
4. Graded papers and longer projects will be returned within two weeks after the due date.
5. Oral Examination scores will be made available by the Program Director within one week of examination.
6. The Program Director reviews the overall evaluation results.

Program Director Responsibilities

1. The Program Director coordinates, reviews, and administers evaluation policies and practices and recommends or makes changes as necessary.
2. The Program Director:
 - a. Aids the faculty in developing, administering, and interpreting evaluation procedures and results.
 - b. Provides a program to orient the faculty to evaluation policy and procedures.
 - c. Coordinates the results of course evaluations to the course directors.
 - d. Disseminates the results of student evaluations to the counseling and art therapy Faculty Individual Clinical Site Supervisors.
 - e. Disseminates the results of practicum and facility evaluations to internship placements and facility supervisors.

Grading System

1. Course education format, method of grading, and objectives are communicated in writing on the course syllabus to students at the initiation of each course.

2. The requirements for grades are based on course policy and institutional guidelines. These requirements are communicated to students at the initiation of each course as documented on the course syllabus.
3. Grades affecting Grade Point Average (GPA)

Number Grade	Letter Grade	GPA
100-94	A	4.00
93-90	A-	3.67
89-87	B+	3.33
86-84	B	3.00
83-80	B-	2.67
79-77	C+	2.33
76-74	C	2.00
73-70	C-	1.67
Less than 70	F	0.00

*Bold grades are considered passing

Mathematical rules for rounding to the nearest whole number based on two decimal places apply. For example, a final grade of 93.45 would round to a 94 (A). A final grade of 93.44 would round to a 93 (A-).

4. Grades not affecting GPA
 - W = Official Withdrawal
 - P = Pass
 - I = Incomplete
 - Au = Audit

Reporting of Grades

1. The course instructor(s) documents grades in and provides constructive feedback in Canvas.
2. The course director reviews, approves, and verifies final grades in Canvas and notifies the Program Coordinator via email that the grades for a course are submitted.
3. The course director verifies the grades and processes the Grade Approval and Transfer process in Canvas within one week of the end of each term.

4. An Incomplete may be recorded for any graded or pass/fail course following the policies and procedures for "Incomplete" with an included Learning Action Plan on the Incomplete Course form.
5. The standard for successful completion of this graduate program is a GPA of 3.00 or better.

Progress Review

The Program Director and course directors will regularly review the academic achievement of each student. The purpose of this review is to identify any student whose academic progress is marginal or unsatisfactory, so that the faculty and student together can develop an appropriate written action plan to address academic difficulties. Another purpose it to identify students whose academic progress is excellent and may require more challenge.

Student progress for those excelling and challenged will be reviewed during faculty meetings. A Student Progress Review Committee may be convened to review and document student progress or standing in the program.

Nonacademic Concerns

Students are expected to always comply with all ODU policies, including but not limited to the *ODU Code of Student Conduct*, [*SHP Expectations for Student Conduct Policy*](#), *Standards of Conduct for the Teacher-Learner Relationship*, and program technical standards. All students in the EVMS School of Health Professions must meet high expectations for academic integrity. In addition to being required to maintain the guidelines outlined for Monarch Citizenship through the Honor Code, Honor Pledge, and Monarch Creed, students enrolled in the School of Health Professions must adhere to the Expectations for Health Professions Student Behavior Policy. Disciplinary action related to nonacademic matters may include warning, counseling, corrective action plan, probation, or dismissal based on the circumstances and judgment of the Student Progress Committee and Program Director. Nonacademic deficiencies may be documented in the Professional Performance Review or via emails from the Faculty Advisor and/or Program Director.

Incompletes

When an instructor assigns a grade of "I", a written agreement is prepared and signed by the instructor and student that specify the work remaining to be completed in a designated time frame. The work should be completed as soon as possible, but not later than the mid-point of the following grading period/semester unless special written approval is granted by the Course Director and Program Director for extraordinary circumstances. Unless the Course Director and the Program Director have approved an extension, the "I" will convert to either an "F" or the grade as specified by evaluation of the work completed per the written agreement.

Incompletes may be negotiated on an individual student basis when extenuating circumstances for incomplete work occur and, in most cases, proactive notification has been given to the course instructor, director, and program director.

Failing Grades

1. Students who fail assignments may seek feedback for building skills. There is no remediation of assignments to improve grades. Skills may be improved because the skills in each course translate into displaying skills in other degree requirements.
 - a. Once the student receives their exam and assignment grades, it is the student's responsibility to seek out the course director or faculty advisor to initiate an Action Plan, which must be reviewed and filed by the Program Director.
 - i. This process may take one of several forms: instructor and student may review exam questions to determine areas of misunderstanding and/or how to approach test questions, a group or individual oral presentation that demonstrates competence in the areas tested, OR some combination of the above the method(s) employed in the ILP will be selected based on the needs of the student and are at the discretion of the course director. The goal is learning the content.
 - b. A student will receive a notification of warning from the Program Director for the first failed assignment in a semester across all courses. The student will be reminded of ODU support services.
 - i. Assignments scoring **73** or below will be considered a failed assignment.
 - ii. Assignments like weekly reading journals, weekly quizzes, and assignments part of larger major assignments may result in a notification of warning if the Course Director determines the impact is significant in deficiencies.
 - c. A student will be placed on Academic Probation for the second failed assignment in a semester across all courses. The student will meet with the Program Director and Faculty Advisor to develop an Academic Probation Plan targeted to help the student succeed. The program will link the student to ODU support services.
 - d. A student who has remediated Academic Probation and fails any assignment following remediated Academic Probation will immediately be placed on Academic Probation. The student will meet with the Program Director and Faculty Advisor to develop an Academic Probation Plan targeted to help the student succeed. The program will link the student to ODU support services.

- e. Students who turn in copied work, work that is not original and not in compliance with APA 7 guidelines for original work will receive a zero (0) for the appropriate portions of the assignment that are copied.
 - f. Students who turn in AI generated work, work that is not original and generated by the student, and AI sources are not adequately referenced are not in compliance with institutions guidelines for original work will receive a zero (0) for the appropriate portions of the assignment that are AI generated.
 - g. Using AI to generate assignments is considered a violation of the ODU Honor Code.
 - h. FINAL EXAMS/ASSIGNMENTS: A student who performs poorly on a cumulative final exam may request a meeting with the course director to review content.
 - i. END OF FIRST SEMESTER: In the event a student must participate in the ILP process at the end of any semester, he/she/they may not start their clinical internships until the course director/instructor determines that the student has sufficient grasp of the evaluated material.
 - j. APPEALS: Any student who does not agree with the assessment of the course director/instructor during the Action Plan process may appeal directly to Program Director.
 - k. COMPLIANCE: Failure to comply with the Action Plan requirement may be grounds for disciplinary action, up to and including, warning, academic probation, and/or dismissal from the program.
2. Students must complete all coursework with a “B” or better and an overall GPA 3.0 or above.
 3. Students who failed a course by earning a C+ or below will be reviewed by the Core Faculty or CAT Student Progress Committee to determine the student’s standing in the program.
 - a. After review of the academic record and professional performance reviews the Core Faculty and/or CAT Student Progress Committee may recommend any of the following:
 - i. The student may be required to re-enroll in that same course
 1. Due to the course sequence, students who failed a course must wait to retake it until the next time the course is offered.
 2. Students may be decelerated during course of study.
 3. Students may repeat a course only once.

4. Students are responsible for all tuition and fees for a course that is repeated. The tuition and fees will be based on the current per credit hour rate (see also Degree Timelines).
 - ii. The student may be offered the opportunity to withdraw from the program.
 - iii. The student may be dismissed from the program
4. Students who fail (earn a C+ or below) more than one course per semester may be expected to repeat up to the full semester of courses to ensure adequate retention of content and competencies. All tuition and fees will apply. Students repeating coursework will be on Academic Probation and have an Academic Probation Plan.
5. Students who fail any course (earn a C+ or below) may not be eligible to take the Oral Exam. Students will be reviewed by a Student Progress Committee to determine eligibility to sit for the Oral Exam.
6. The grade earned for the repeated course will appear on the transcript with the previously failed course grade.
7. Students unable to improve a failing grade after re-taking a course may be dismissed from the Counseling and Art Therapy Program.
8. If the student chooses to challenge the grade received, follow the procedure outlined on page 42 above.

Notification and Warning

Notification and Warning occurs when:

1. Student deficiencies are noted, and the student does not meet expectations by the Professional Performance Review standards as evaluated by the Faculty Advisor or Program Director.
2. The student violates any ODU codes of conduct or ethical principles.
3. The student has a failed grade on the first failed assignment in the CAT program.
4. Warning is a program-level support mechanism and not an official university standing.
5. Warning is intended to promote early identification of needs or deficiencies and develop plans for success and retention in the program.

Actions when notification and warning occur:

1. The faculty advisor will work with the student to implement an action plan, which may include referral to support services.
2. The faculty advisor will refer the student and continued or unresolved concerns to the Program Director.
3. The student will meet with the Program Director (in consultation with other faculty) to discuss the deficiencies and concerns noted.
4. There will also be a written action plan (Action Plan or Academic Probation Plan) outlining the stipulations for remediation and the timeline for review.
5. The action plan (Action Plan or Academic Probation Plan) will be placed in the student file. (Depending upon the level of deficiencies the student could immediately be placed on Academic Probation or an Administrative Leave of Absence at the discretion of the Program Director and Associate Dean for Student Affairs).

Academic Probation

Probation may occur when:

1. the deficiencies noted continue,
2. there is failure to meet the action plan for remediation requirements, or
3. when deficiencies negatively impact the academic climate, student welfare, or patient welfare.

Actions when probation occurs:

1. Written documentation will be placed in the student file stating that further non-compliance or lack of change will result in dismissal.
2. The student will be notified formally in writing of the action necessary to avoid dismissal from the program.
3. The Dean of the ODU EVMS School of Health Professions, the Associate Dean of the School of Health Professions, the Associate Dean for Student Affairs, and the Registrar must all be notified when a student is placed on probation.
4. Students may be placed on academic probation if their term or cumulative grade point average drops below 3.0.

5. Students may be placed on academic probation for two (2) failed assignments across all courses in any semester.
6. Students may be placed on academic probation for one (1) failed attempt on the oral exam.
7. Students who earn a C+ for any course will be placed on academic probation.
8. Students may be placed on academic probation for non-academic concerns for student conduct, professional performance, or not meeting technical standards for the profession.
9. Students may be placed on academic probation for failure to comply with the attendance policy or assignments for required orientation, program events/meetings, and or class attendance.
10. Students who are placed on academic probation for didactic courses may not remediate academic probation with a practicum or internship semester, unless it is their final semester in the program, or they have completed all didactic courses.
11. The CAT Student Progress Committee can review student progress and deficiencies and recommend one of the following options to the Program Director:
 - a. Dismissal from the program
 - b. Opportunity to return to repeat coursework or restart the program
 - i. When there are extenuating circumstances leading to the failure, the student may be invited to repeat the course in the following academic year, at the discretion of the Student Progress Committee and Program Director.
 - ii. When there are extenuating circumstances leading to course failures, the student may be invited to repeat a whole semester of course work the following academic year, at the discretion of the Student Progress Committee and Program Director.
 - c. Decelerated course of study
 - d. Remediation plan
 - i. If there are extenuating circumstances, the committee can recommend a remediation plan tailored to the student's individual weaknesses and, if

successful in remediation, the student may be allowed to continue in a probationary status.

12. Students on probation or at risk for probation must meet frequently with their faculty advisor or student affairs academic development office to discuss academic progress, study habits, test-taking skills, and professional progress.
13. Students who have been found to be in violation of the Academic Integrity Standards or ODU Honor Code during the didactic portion of the program may be placed on academic probation or academically dismissed from the program, depending on the results of the Honor Council investigation and/or trial. A conviction by the Honor Council will be handled in accordance with existing rules for any academic result of the conviction. In the case of a course failure related to an Honor Council conviction, the student may receive a suspension or be dismissed from the program, depending on the nature of the honor council findings and penalties.
14. Students on academic warning or probation will meet with the Program Director to develop a written action plan.
15. The student may be notified by the Program Director in writing at the end of the academic semester that he/she has one semester to increase the grade point average to 3.0 or above.
16. Students who have been on Academic Probation, remediated probation, and have one (1) failed assignment following remediated probation will immediately be placed on Academic Probation and have an action plan.
17. Students are responsible for all tuition and fees to retake courses for remediation and to fulfill requirements of academic action plans to satisfy degree requirements.
18. Students who disclose protected health information are subject to consequences of partnering agencies in addition to academic consequences from the CAT. Academic consequences may include and are not limited to grade reductions, notifications and warnings, action plans, academic probation, and/or dismissal from the CAT.
19. Students who remediate Academic Probation must remain in good standing. Students who after remediation of Academic Probation fail a course (C+ or below) may be dismissed from the program.
20. Students unable to increase their grade point average to 3.0 or above during the semester of academic probation may be dismissed from the Counseling and Art Therapy Program.

21. Any course grade of F or NP may result in academic dismissal from the program.
22. Students who do not complete academic action plans (remediation, warning, or probation) may be dismissed from the program.
23. Students on Academic Probation for non-academic concerns may be dismissed from the program if they do not fulfill the requirements of the academic action plan.
24. Continued deficiencies to meet the remediation requirements may result in dismissal from the program.
25. Any student dismissed will be notified in writing and made aware of his/her right to appeal the decision.

Academic Probation Due to Failed Grade for a Practicum or Internship Course

If a student receives a non-pass (NP or F) grade for an internship, the following may occur:

1. The student may initially receive an incomplete (I) grade for the course pending an extension at the same internship site, or continuation or repeat of the internship at a different site.
2. A student who receives an incomplete grade may receive a notification and warning and a student action plan or academic probation plan.
3. The student may immediately be placed on academic probation because of the non-pass for the internship.
4. The student may be dismissed from the program if the student has violated the ODU Code of Student Conduct, performed below expectations on the Professional Performance Review, received an extension for a previous internship, and/or risked patient/client safety or faculty/program liability.
5. If the student chooses to challenge the grade received, follow the procedure outlined on page 42 above.
6. Additionally, a non-pass grade in the repeated internship or any subsequent internship may result in dismissal from the program.

Individual Supervision, Practicum, & Internship Evaluation

Standard evaluations are used by the clinical site supervisor and the facility supervisor in all placements to measure the achievement of clinical and professional performance.

Practicum and Internship

Practicum

1. Students are expected to earn 40 direct client contact hours per 1 credit of Practicum. Students who do not earn 40 direct client contact hours and 100 total hours will be evaluated and likely fail the Practicum.
2. Students who do not display adequate skills during practicum and/or adequate progress in skills development will likely fail the Practicum.
3. Students must earn scores of developing (8/10) or above for Practicum to pass and continue to Internship.
4. Incompletes will not be designated for Practicum courses unless there is an extenuating circumstance resulting in academic, personal, or medical Leave of Absence).

Internship

1. Students are expected to earn 120 direct client contact hours per 3 credits of Internship. Students who do not earn 120 direct client contact hours for each Internship course will be evaluated and likely fail the internship.
2. Students must earn scores of adequate (8.4/10) or above for Internship to pass.
3. Students are required to complete 3 internships (8 credits).

Remediation of Practicum and Internship is at the discretion of the Internship Course Director and approved by the Program Director, options are:

- a. **Request an extension (up to 1 week)**, depending on time remaining for processing grades)
- b. **Request an Incomplete "I"** and remediate unearned hours for the term by the mid-point of the next semester. Interns will be required to earn all the next semester hours by end of that term. (The incomplete is typically reserved for extenuating circumstances such as illness or personal emergencies.)
 - i. You may request an Incomplete if you have **20 hours or less** to earn for the internship term. If you have more than 20 hours of direct client contact hours to earn, you may fail the internship course.
 - ii. If you do not remediate the Incomplete by the mid-point of the fall semester an "F" will be recorded on the transcript. Interns will be required to remediate any F (due to lack of direct client contact hours) with an action plan or academic probation plan, registration in additional internship course, delayed graduation date, or may be dismissed from the program.
 - iii. If an intern has an incomplete for term "1", an incomplete for the next term "2 or 3" may not be considered or permitted for internships, unless specifically approved by the Student Progress Committee. All hours will be required by the mid-point of the

next term “2” to pass for incomplete term “1”. All hours will be required to pass the next semester “2 or 3”.

- iv. Interns may register and pay tuition and fees for any unearned credits (unearned direct client contact hours will be converted to credits needed for your degree requirements) for internship for the term following your expected course sequence (without any breaks in programing, LOA, etc.)
- v. The last internship semester may have up to 1 week extension to earn 120 hours for on-time graduation.
- vi. Students with any remaining hours after the last day of the last semester will be required to register for 1 or 3 credits of internship. All tuition and fees will apply for credits required.

Disclaimer: This process does not change the student's ability to appeal academic decisions by the CAT Student Progress Committee. A student may still appeal academic decisions to the Dean of the EVMS School of Health Professions as indicated in the Student Handbook.

Student Progress Review Committees

While administering program policies and procedures in the student handbook the CAT student progress committee (core faculty) will administer policies and procedures for grade reviews, notifications and warning, action plans, and academic probation plans.

A VHS-CAT Student Progress Review Committee may be convened to review and document student progress or standing in the program that requires objective non-CAT faculty participation to administer program policies and consequences for deficiencies in academic, clinical, or personal performance. The VHS-CAT Student Progress Committee may be convened for full academic review leading to recommendations for a student's standing in the program including and not limited to significant deficiencies, challenge of grades or grade appeals, challenge of disposition of standing in the program, recommendations for withdrawal or dismissal based on the policies and procedures in the Student Handbook(s).

VHS-CAT Student Progress Committee (SPC)

Policy

Virginia Health Sciences- Counseling and Art Therapy Program (VHS-CAT) Student Progress Committee Structure and Function

Purpose

This policy establishes the composition of the Counseling and Art Therapy Program (CAT) Student Progress Committee (SPC), its operations, and the standards for decision-making.

Responsibility and Review Cycle

The CAT Program faculty will review this policy annually.

Description

Responsibilities and Make-Up of the CAT Student Progress Committee

The VHS-CAT SPC has an overall responsibility for the assessment of student performance, professional development and behavior, and overall progress to ensure students are meeting the academic and technical standards of the program. The VHS-CAT SPC also has responsibility to review and recommend appropriate remediation or other action when a student's performance, behavior, or progress is not satisfactory.

The SPC is a CAT Program Standing Committee that includes voting and non-voting members as described below:

Voting Members:

- 2 CAT Program faculty members.
- 2 ODU EVMS SHP faculty members
- ODU EVMS SHP Program Director

Non-voting Members:

- Any referring faculty member.
- CAT Program Director
- Student Affairs Representative
- Other faculty as necessary

Procedures of the VHS-CAT SPC

Students may be required to appear in front of the VHS-CAT SPC and will be notified, in advance, when their appearance is required. If a student declines to appear or does not respond to the notice, the VHS-CAT SPC will meet as scheduled and proceed with the decision-making in the absence of the student.

Appearance is typically required for reasons including, but not limited to the following:

1. Failure of a course or internship.
2. Failure to comply with or remediate action plans or academic probation plans previously established by the CAT SPC or the CAT Program.
3. Failure of evaluation of intern by faculty clinical site supervisor, group supervisor, facility supervisor.
4. Recurrent or single egregious unprofessional behavior, including behaviors that may violate the Student Code of Conduct, the ODU EVMS SHP Code of Conduct, or the ODU Student Honor Code regardless of whether adjudicated by the Honor Council.

5. Recurrent or single egregious violations of Program Technical, Professional, and Academic Standards.
6. A student who will be taking a Leave of Absence (LOA) for reasons related to inability to meet academic standards, technical standards, or professional standards.
7. The Student Honor Council rendered a finding of responsibility for an Honor Code Violation.

If a CAT student will come before the VHS-CAT SPC, the Program Director or designee will meet with the student in advance to prepare them for the meeting and answer any questions. In the preparation meeting, the student will be provided with written documentation that includes the logistics of the meeting, the composition of the committee, student rights at the meeting, procedures for participating in the meeting, what to prepare for the meeting, and what to expect after the meeting, including the right to due process for dismissal.

Either the Program Director or other designee will chair the meeting depending upon the student's current phase in the program and the reason for the appearance. A majority of the membership of the SPC will constitute a quorum. The Chair must be included in this quorum. A simple majority vote of the quorum is required. The decision of the VHS-CAT SPC is presented as a recommendation to the Program Director. The Program Director will make the final decision.

At the meeting, committee members will be presented with reports of the student's performance (academic or professional) and progress toward meeting academic and non-academic requirements and standards for graduation for their consideration. The VHS-CAT SPC will have access to the student's entire academic record. Additional information regarding a student beyond that contained in the academic record (e.g., attitudinal, personal, or extenuating factors) may be obtained from other sources as the VHS-CAT SPC may deem appropriate, and the VHS-CAT SPC may interview the student.

The student will not be allowed to have any electronic devices during the meeting (cell phone, smart watch, recording devices, etc.). During the meeting, the student may elect to present any information or documentation deemed relevant. Attorneys retained by the student cannot attend the VHS-CAT SPC meeting or meetings with Program faculty or staff in preparation for a VHS-CAT SPC meeting.

After the presentation of all relevant information, the VHS-CAT SPC will convene in a closed session to deliberate and discuss the student's future standing in the program. Throughout such consideration the VHS-CAT SPC shall use, but shall not be obligated to adhere solely, to the following guiding principles:

- A student who has not met the academic guidelines set forth in the CAT Student Handbook will be subject to dismissal.

- A student who is permitted to decelerate due to an academic failure will be subject to dismissal if the student subsequently does not meet the academic guidelines set forth in the CAT Student Handbook. This guiding principle includes students who withdrew or took an LOA for an extended period when they were experiencing academic failure(s) at the time of the withdrawal/leave.
- A student who demonstrates recurrent or singly egregious unprofessional behavior will be subject to dismissal.

A student who demonstrates recurrent or singly harm to clients or risk of welfare due to negligence will be subject to dismissal.

- Action by the VHS-CAT SPC resulting from being found responsible for a violation of the Honor Council or Student Code of Conduct will be determined on a case-by-case basis based on overall academic and professional performance.

At the conclusion of its deliberations, the VHS-CAT SPC will vote to decide whether the student will be:

- Allowed to Continue without Conditions.
- Allowed to Continue with Conditions.
- Allowed to Decelerate with Conditions; or
- Dismissed from the Counseling and Art Therapy Program.

The student will be notified, in writing, of the decision. This written notification will include a statement of the decision, any Academic Plan or other conditions (remediation, skills training, coaching, etc.), the consequences of failure to abide by the conditions, and the consequences of any subsequent academic, technical, or professional deficiencies. A copy of the notice will also be provided to relevant institutional officials (e.g. Registrar, Director of Financial Aid, Student Affairs, etc.).

A decision of Dismissal may be appealed to the Dean of the ODU EVMS School of Health Professions within the timeframe specified in the ODU EVMS SHP Policies and Procedures. If no appeal is filed, the dismissal decision of the VHS-CAT SPC shall stand and be final effective as of the date of the written notification of dismissal to the student.

Remediated Progression to Succeeding Semesters in the CAT

Each semester is considered prerequisite for the following semester coursework. All the practicum and internships are graded on a “pass –non-pass” system that awards Pass (P), of Non-pass (NP) for each course. As such, the grade point average for the entire program is established at the end of semester 5 of the program. The Program has traditionally required a cumulative grade point average (GPA) of 3.00 to graduate from the program (as is customary at most graduate training programs). Therefore, under normal circumstances, to continue after each semester of practicum and internship, the cumulative GPA must be 3.00 or higher at the conclusion of each semester.

The CAT Core Faculty may exercise limited discretion in this regard when they believe that extenuating circumstances affected a student's ability to achieve the required cumulative GPA at the end of each semester. Consideration for remediated progress to the next semester would require the following:

1. A cumulative GPA between 2.90 and 2.99 at the end of any semester of the program
2. Extenuating circumstances affecting the student's achievement
3. A consensus of the Core Faculty that the student has the requisite skills and knowledge to progress despite their grades, after a period of remediation.
4. Core Faculty may recommend the student to progress in the program with an Action Plan, Academic Probation Plan, or be referred to the VHS-CAT Student Progress Committee for review.

Note: Except in very rare circumstances, a student who has already been decelerated or who was on probation one time in 3 semesters, would not be eligible for this consideration.

The Core Faculty will meet at the end of each semester to determine if the Core Faculty and Program Director should develop an action plan of remediation for a student or if the student should be referred to the VHS-CAT Student Progress Committee.

Decision for Deceleration

Note: as always, GPAs will be calculated to 3 decimal places and rounded to 2 decimal places.

1. Students whose cumulative GPA rounds to 2.90 to 2.99, would be considered for a decelerated progression of the curriculum if the Core Faculty agrees that:
 - a. Extenuating circumstances exist(ed) for the student
 - b. The Core Faculty agrees that the student has (or will have) the requisite skills and knowledge to progress despite their grades, after a period of remediation.
 - c. The student has taken advantage of opportunities for recommended student support services
2. Student academic records will be reviewed for efforts by faculty advisors to support the student during all semesters.
3. Students who have documented referrals for tutoring, study and testing evaluations, or other student support services (i.e. academic support, student mental health, or counseling) will be evaluated by the Core Faculty or VHS-CAT Student Progress Committee in terms of whether they took advantage of available student support services.

4. Failure to follow through on recommendations may be viewed unfavorably by the Core Faculty or VHS-CAT Student Progress committee when determining eligibility for remediation or continuation in the program.

Deceleration

Non-Academic Deceleration

Students in good academic standing with extraordinary non-academic circumstances who go on Leave of Absence (LOA) that results in their being unable to complete course work prior to the end of the semester may withdraw from the Program and reapply later or may petition the Program Director in writing for non-academic deceleration.

Students who have been approved for non-academic deceleration may reduce their course load and document a revised plan of study in a course sequence approved by the Program Director and Core Faculty.

Students decelerated with an LOA of 1 or more semesters may be required to restart the program. In such cases, the student must attend Orientation with the new cohort and complete all Program requirements.

Students who are on Academic Warning or Academic Probation with extraordinary non-academic circumstances who go on LOA that results in their being unable to complete course work prior to the end of the semester may withdraw from the Program and reapply later or may petition the CAT SPC for non-academic deceleration. Any decelerated student who went on LOA while on **Academic Warning** or **Academic Probation** will reenter the Program on **Academic Probation**.

Decelerated students will receive an Action Plan or Academic Probation Plan that outlines all requirements including that the student must pass all repeated courses with a 3.00 or better. Failure to meet any terms of the Plan may result in dismissal by the VHS-CAT SPC or CAT program. Once the student progresses in the curriculum past the repeated courses, they are subject to all the Program policies that pertain to all students.

Academic Deceleration

The **VHS-CAT SPC** may determine that a student is suitable for academic deceleration in lieu of dismissal. Students who have been academically decelerated will reenter on **Academic Probation**. Decelerated students will receive an **Academic Probation Plan** that outlines all requirements. Failure to meet any terms of the Academic Probation Plan may result in dismissal by the **VHS-CAT SPC** or **CAT Program**. Once the student progresses in the curriculum past the repeated courses, they are subject to all the Program policies that pertain to all students.

Dismissal from the Program

In cases where a student is at risk for dismissal, the **CAT SPC** will meet to discuss and deliberate the student's situation unless the student has already decelerated, see **Deceleration Policy**. A recommendation will be made to the Program Director. Any student dismissed will be notified in writing and made aware of his/her right to appeal the decision.

Students may be dismissed for the following reasons, including, but not limited to:

- A grade of C+ or below or NP in any course of the Program.
- A semester GPA less than 3.00 while already on probation.
- A cumulative GPA of less than 3.00 after any 2 semesters.
- Students unable to increase their grade point average to 3.0 or above during the semester of academic probation.
- An NP grade on a second or subsequent repeat of practicum & internship course.
- Unable to achieve a grade of 84 or better after two attempts on the Oral Examination.
- NON-COMPLIANCE: Failure to comply with probationary **Action Plan** or **Academic Probation Plan**
- Students unable to improve a failing grade after re-taking a course may be dismissed from the Counseling and Art Therapy Program
- Students who after remediation of Academic Probation fail a course (C+ or below) may be dismissed from the program.
- Repeated or egregious violation of Program standards.
- Violations of the ODU Code of Conduct, EVMS SHP Code of Student Conduct, Standards of Conduct for the Teacher-Learner Relationship, Technical Standards.
- HIPAA or other confidentiality violations.
- The student has performed below expectations on the Professional Performance Review,
- Risked patient/client safety or faculty/program liability.
- Continued deficiencies to meet the remediation requirements
- A recommendation and vote for the student to be dismissed from the program from the VHS-CAT Student Progress Committee

Degree Timelines

Students will automatically have five (5) years to complete the degree requirements. Students should write a letter to petition for permission to continue taking coursework to meet degree requirements. Permission for an extension must be granted by the Program Director based on extenuating circumstances (e.g., financial problems, life crisis). All policies remain in effect during the extension, including 1 credit registration and tuition/fees until completion (for Capstone completion) during the fall, spring, and summer semesters.

Oral Examination Policies & Procedures

1. Students must achieve an 84 (out of 100) or better on the Oral Examination.
2. To be eligible to sit for the Oral Examination, a student must pass the following coursework with a B- or above and be in good standing academically (3.0 or greater GPA)

and positive performance on the Professional Performance Review. Students may be enrolled in courses listed below and in good standing to take the Oral Exam. Required courses:

- CAT 600 Basic Counseling and Art Psychotherapy Skills (3)
- CAT 610 Theories of Human Psychological Development (3)
- CAT 604 Individual Counseling & Psychotherapy (3)
- CAT 605 Processes & Materials of Art Psychotherapy I (3)
- CAT 608 Psychopathology (3)
- CAT 611 Introduction of the History & Theory of Art Therapy (1)
- CAT 609 Assessment (3)

3. Student must submit for eligibility to take oral exam.
4. Students will take the first attempt of the Oral Examination at least 45 days before proceeding to Practicum.
5. The student must take and pass the Oral Examination to be eligible to proceed to Practicum.
6. The student requests to take the oral exam by completing the Oral Exam request form. The request form is due by week 4 of the semester (Jan 31; Jun 5; Sep 30) preceding their first practicum semester.
7. The student will receive the Oral Exam review once the request is approved by the Program Coordinator, who verifies the transcript and schedules the oral exam with the student.
8. Students who receive an 83 or less
 - a. Will be referred to the Core Faculty for review, which will recommend any of the following:
 - i. The student may be placed on Academic Probation.
 - ii. The student may be offered to take the oral exam again within 30 days and not more than one semester with a leave of absence.
 - iii. The student may be offered additional mentorship in a review meeting.
 - iv. Students who do not pass the Oral Exam may be decelerated in the program to increase comprehension and understanding of key concepts.
 - v. Recommendations and steps to take the second attempt of the Oral Examination will be documented on an Action Plan or Academic Probation Plan.
 - b. May appeal their grade to the Program Director or ODU EVMS School of Health Professions grade appeal process.

- i. Students who appeal the grade determined by faculty administering the Oral Exam will be given the alternate grade (grade by a faculty not used for the first attempt) (often this is the Program Director's grade for the Oral Exam or could be another faculty designee).
9. Students who are unable to achieve a grade of 84 or better after two attempts will be referred to the VHS-CAT Student Progress Committee and may be dismissed.
10. The Oral Examination grade(s) will appear on the transcript.
11. If a student is unable to take the oral examination due to extenuating circumstances such as extreme illness or injury, the student must make a written request to the Program Director to reschedule the oral examination.
12. Students withdrawing from the Counseling and Art Therapy Program after completion of the first semester, yet prior to the oral examination, will have a W (withdraw) notation on their transcript (i.e., Oral Examination - W).
13. Students who take a Leave of Absence (LOA) after completing requisite courses may not continue in the program until successful completion of the Oral Exam.
14. Students may not progress to the next semester, practicum, or internships without successful completion of the Oral Exam or Action Plan.

Practicum & Internship Policies & Procedures

Practicum Student

Students are expected to complete practicum and internship courses. Students are required to complete a 100-hour practicum, which includes 40 hours of direct client contact and services over 14-16 weeks to align with counseling education standards (CACREP). Students will attend 1 hour per week of individual supervision and 1.5 hours per week of group supervision. Students will secure and maintain professional liability insurance.

Internship Student

Students are expected to attend a minimum of 600 hours of training (of which 240 hours are direct patient contact) and 1 hour per week of Faculty Individual Clinical Site Supervision (or 1 hour per 10 hours of client contact whichever is greater), and minimum 1.5 hours per week of Group Clinical Site Supervision for Internship courses to align with counseling education standards complete two 3-credit internship courses. Each Internship course requires 300 hours with 120 direct client contact hours providing counseling and art therapy. (720 hours total minimum) for art therapy education standards (CAAHEP). Students will secure and maintain professional liability insurance.

Practicum & Internship Student Expectations

1. Students are expected to maintain professional relationships at their practicum sites and internships to sustain the affiliation agreement, provide for patient welfare, and respect the policies and procedures of the facility to which they are assigned.
2. Students should notify their Faculty Individual Clinical Site Supervisor, Faculty Advisor, Internship Course Director, or Program Director of any practicum site or internship facility concerns, facility supervisor, or clinical site supervisor concerns.
3. Students who are absent must call the internship's facility supervisor and the faculty individual clinical site supervisor the morning of the internship and/or supervision day.
4. Students must have sufficient guarantee that the facility supervisor will notify the assigned unit of the cancellation of assessments, individual, group and/or family art psychotherapy and counseling; otherwise, the student additionally must call other unit staff at the facility to ensure proper notification.
5. Students with excessive absences or who do not communicate absences to faculty may be given and notification of warning.
6. Students with repeated absences or who repeatedly do not communicate absences to faculty may be placed on Academic Probation.
7. Students who do not complete the required practicum and internship hours during the time frame of the semester may receive a failing grade, be referred to the Program Director for an action plan and may be placed on academic probation.
8. Students must seek written approval from the Program Director to continue working in an internship beyond the designated timeframe of the semester.
9. Students must continue to receive Faculty Individual Clinical Site Supervision during the completion of any practicum and internship hours accrued beyond the last day of the semester.
10. Students must notify the Faculty Individual Clinical Site Supervisor of any personal mental health or medical concerns that may impact patient/client safety, including and not limited to being treated for a mental or medical illness.
11. Students must de-identify all client/patient clinical materials and artworks before including them in assignments and/or posting to Canvas for submission of work. Canvas is not HIPAA compliant.

12. Student must not post client/patient videos to Canvas. Canvas is not HIPAA compliant.
13. Students must maintain security and confidentiality of all client/patient information by using HIPAA compliant transportation of client materials included locked HIPAA compliant bags and password protected digital devices.
14. Student must delete and shred all client/patient data, artwork, and materials at the conclusion of the CAT program, and preferably at the end of each semester.
15. Students who are at risk of failing the internship and supervision will be extended if eligible. The faculty individual clinical site supervisor and Program Director will make this decision with input from the facility supervisor and the facility.
16. A failing internship performance and evaluation is not limited to and may be the result of any of the following:
 - Inadequate internship hours (direct or non-direct client contact)
 - Inadequate progress in competency domains
 - Inadequate progress on Assessment reports and treatment planning
 - Inadequate progress in developing skills as documented on evaluations
 - Poor attendance in coursework and/or individual or group supervision
 - Unethical practices (ACA Code of Ethics, AATA Code of Ethics)
 - Disregard for ODU Student Code of Conduct, CAT Student Handbook, or Practicum & Internship Manual Guidelines
 - Risks to client safety or causing harm to a client or setting.
 - Inappropriate boundaries with clients.
 - Inadequate notifications of absences, emergencies, or concerns for client safety.
 - Inadequate mandated reporting.
 - Unsecured client materials and/or materials outside the facility that are not de-identified (HIPAA violations).
 - Not obtaining and confirming Informed Consent for Treatment
 - Violations of confidentiality, policies and procedures, and/or client rights.
 - Not completing progress notes and other requisite documentation of services to clients.
 - Behaviors and personal conduct that impacts professionalism, safety, and the wellbeing of clients, the CAT program, ODU, or the facility/site
 - Failing Professional Performance Review
 - Inadequate progress and/or concerns expressed or documented from the Internship Site by the Facility Supervisor
 - Suspension from the Internship Site or by the Facility Supervisor

Students unable to achieve a passing evaluation after the prescribed remedial work may be dismissed from the Counseling and Art Therapy Program. Students may be removed from an internship for the above violations, if there is a concern for client/patient safety, or at the request of the facility. Students may be dismissed from the Counseling and Art Therapy Program for above violations and concerns for client/patient safety.

If/when a student is removed or suspended from internship, for any reason, the student is not permitted to be at the site/facility. Any student removed or suspended from an internship should not attend the internship for any reason without written permission from the facility and ODU. In addition, the student/intern should return all keys and access badges to the Facility Supervisor, CAT Internship Coordinator, CAT Program Director, and/or the ODU Faculty Individual Clinical Site Supervisor upon suspension or removal from internship. The student should not go to the facility to return keys or access badges. If the student is suspended when not at the facility, the student should return keys and access badges to ODU faculty.

17. If the failing performance occurs, the Non-pass (NP) will be recorded on the transcript and the student will be placed on Academic Probation until he/she is able to pass the internship and clinical site supervision performance evaluations.
18. If a failing performance occurs, students may be dismissed from the program.
19. The Pass grade earned for the repeated internship and/or supervision will appear on the transcript with the previously non-pass grade.
20. Students unable to achieve a passing evaluation after the prescribed remedial work will be dismissed from the Counseling and Art Therapy Program.

Facility Supervisor

Each Practicum experience includes a written mid-term and end-of-semester evaluation by facility supervisor(s) which documents performance and identifies any improvements necessary to achieve satisfactory evaluation at the end of the practicum. These evaluations are reviewed with the student and the student receives a copy.

Each internship experience includes a written mid-semester and end-of-semester evaluation by the facility supervisor(s) which documents performance and identifies any improvements necessary to achieve satisfactory evaluation at the end of the practicum. These evaluations are reviewed with the student and the student receives a copy.

Faculty Individual Clinical Site Supervisor

Faculty Individual Clinical Site Supervisors communicate periodically during the internship with the appropriate facility supervisor to:

1. Discuss student progress
2. Document the progress of each student
3. Identify problem areas
4. Plan supplementary strategies, if necessary
5. Assess the effectiveness of supplementation
6. Ensure active student participation in the above process
7. Complete an end of practicum evaluation.
8. Complete mid-term and final internship evaluations.

The Faculty Individual Clinical Site Supervisor must contact the facility supervisor within the first three (3) weeks of the internship placement to discuss the adjustment of the intern to the setting, expectations, and population.

The Faculty Individual Clinical Site Supervisor must complete at least one (1) site visit to observe the student intern in the act of providing counseling and art therapy services and review at least two (2) verbatim transcriptions **or** complete direct observations via three (3) video or audio recordings.

The Faculty Individual Clinical Site Supervisor must monitor and provide for patient/client welfare and safety, including and not limited to supervision of the intern's assessment, case formulation, treatment planning, treatment implementation, termination, and documentation.

Practicum Course and Internship Course Director

The Course Director for Practicum and Internship courses is also the Clinical Placements Coordinator (CPC). The Course Director manages the course with assigned faculty individual and group supervisors. The CPC is responsible for securing and assigning interns to internship sites. The CPC builds positive working relationships with external publics by responding to inquiries and concerns. The CPS with the support of the Program Director (PD), Program Coordinator, Art Therapy Outreach Specialist, and ODU VHS Experiential Learning office facilitates internship agreements and assignments. The Practicum and Internship Course Director/ CPC sends assignments to the Program Director for review and approval. The CPC informs the PD of strengths, needs, and concerns with clinical placements. The Course Director reports student progress to the PD and maintains the course evaluations and grades of student progress in Canvas.

Program Director

The Program Director is responsible for approving appropriate internship sites at the recommendation of the Clinical Placements Coordinator. The Program Director ensures retention of records of affiliation agreements, credentials of individual and group supervisors, operational support and budget allocations for clinical supervision of practicum and internship placements. The Program Director assigns individual and group supervisors. The Program Director works with the Program Coordinator to pay adjunct faculty. The Program Director reviews and evaluations individual and group supervisors including adjunct and full-time faculty.

Capstone Policies & Procedures

The Capstone project is a degree requirement of the Counseling and Art Therapy Program (1 credit required; research capstone requires 2 credits; may be repeated for 1 semester or until completion). The Capstone project is a culminating project in which the student integrates knowledge regarding the professions of counseling and art therapy, including literature in the fields. The project may include a depth exploration of clinical practice, research methods, innovative methods of inquiry, or a synthesis of clinically based personal and professional growth that includes review of relevant literature applied to the practice of counseling and art therapy.

Primary Investigators: Primary Investigators are considered the designers of research. For our program, students conducting research as a part of their capstone projects are the primary investigators of their works. The designation in ODU IRBNet or ODU-VHS IRB manager of responsible primary investigator is not the official designee of the capstone research project. The official designee/primary investigator is the student. Faculty are the responsible primary investigators in ODU IRBNet or ODU-VHS IRB manager and does not supersede program policy that students are the primary investigators of their works. This designation is in effect immediately and policies and procedures apply to current and past students.

Procedures:

1. Students may complete a variety of projects to meet the degree requirement of Capstone which include and are not limited to: Research, Clinical Case Paper, Portfolio, or another designed project.
2. All proposals will be reviewed by the Program Director or designated faculty before submission for faculty approval, IRB approval, or IRB determination.
3. All proposals are due to the Program Director/Course Director as documented on the course syllabus and Canvas.
4. The Program Director will respond via email to the student and capstone course director instructions for faculty approval, IRB approval, or IRB determination.

5. Proposals may be submitted in the IRB for review by the ODU VHS IRB or ODU Social & Behavioral IRB for letters of determination.
6. Self-study- n=1 is not generalizable and will be reviewed by the Program Director for safety to the student, meeting the requirements for a project of excellence, related to counseling and art therapy, and academic integrity.
7. Self-studies may be considered a data source and if one is to study self-studies another party should de-identify them before meta-analysis occurs by the primary investigator/student. This de-identification procedure should be documented in the proposal. A review of self-studies is considered human subjects research data already collected and should be submitted to the IRB for determination or approval.
8. ODU IRBNet and IRB Manager- studies are to be named with the student's name and then title of the study if/when the faculty is the primary investigator in ODU IRBNet or IRB Manager.
9. Students who do not obtain the desired number of participants by the deadlines for data collection completion will report the exact results in Results or Findings Sections and critically analyze the protocol, including recruitment procedures, benefits, and limitations for Discussion Sections.
10. In some cases, the faculty and student progress review committee may recommend a portfolio option to meet the Capstone degree requirement. The portfolio option is only offered by faculty, or a student may petition in writing to complete the portfolio option. Typically, the portfolio option is considered remediation for Capstone or other academic performance in the program and becomes part of an action plan or academic probation plan.

Student

The student will demonstrate her/his/their ability to integrate concepts, theories, and current literature, design and execute a project of excellence, and extrapolate conclusions and implications for further study with counseling and art therapy as a focus through completion of a Capstone Project.

Due to the fast pace of research, the student must demonstrate technical proficiency in writing to complete a research Capstone Project. A student's writing that falls below proficient, if submitting a research proposal, will be denied the opportunity to conduct research, required to complete the case paper (or other assigned option) for capstone, and referred to Student Affairs Academic Development.

The student will follow the guidelines and deadlines in the Capstone Project Manual including completion of the document, editing, producing copies, and turning in all raw data and study related materials. The student must demonstrate proficient management of research tasks to continue conducting research. Program faculty may recommend students discontinue research for poor professionalism, lack of follow through, or deficient research practices.

Students receiving an (I) Incomplete in CAT 690 Capstone must meet with their Faculty Advisor and the Capstone Course Director to develop a remediation plan.

Designation of Principal Investigator

The Capstone Course Director/Faculty actively assume the responsibilities as the responsible principal investigator in the institutional ODU IRBNet or ODU-VHS IRB Manager system. The faculty coordinates with the Capstone Committee to monitor the progress of the project. The faculty complies with and mentors the student to comply with the ODU policies and procedures for research. The faculty follows procedures established by the Capstone Course Director and Program Director.

Students are always the primary investigators of their works; therefore, the following is required:

1. Faculty are to obtain written permission from the Program Director to publish students' or alumni's works.
2. Once approved, any final article should be submitted to the Program Director for review before submitting to a journal to ensure the integrity and quality of the work represents the standards of the CAT program, EVMS SHP, and ODU per ODU policies.
3. Faculty are to obtain written permission from students and alumni when publishing their works. Ideally, based on principles of professionalism, faculty would mentor students and alumni to publish their works as sole authors or primary authors, with the faculty being a second or third author, commensurate with editing versus conducting the research.
4. Faculty are to obtain written permission from the Program Director to keep students' IRB studies open.
5. It is recommended that studies be replicated and not remain open to maintain professionalism and integrity of research.
6. Faculty are to obtain written permission from students and alumni to keep IRB studies open and submit to Program Director to keep on file.
7. In general, all students' IRB studies should be closed at the conclusion of the studies and no later than students' graduation dates.

Capstone Course Director

1. The Capstone Course Director, in collaboration with the Program Director, assigns Chairpersons/Methodologists to students at the end of the Research Methods and Program Evaluation course.

2. The Capstone Course Director monitors compliance and student progress in capstone project completion.
3. The Capstone Course Director reports progress and concerns to the Program Director.
4. The Capstone Course Director mentors Capstone Chairpersons/ Methodologists and Capstone Committee Members to comply with the procedures in the Capstone Manual.
5. The Capstone Course Director is the liaison to the ODU IRB for part-time faculty in the role of Capstone Chairpersons/Methodologist.

Program Director

1. The Program Director complies with, supports, and enforces policies and procedures in the Capstone Project Manual. The Program Director arbitrates conflicts that may arise between a student and the Capstone Committee.
2. The Program Director will review proposals for appropriate alignment with the capstone requirements for graduation, focus on counseling and art therapy, and academic integrity.
3. The Program Director will review and approval all proposals for research.
4. The Program Director will serve as the designee/chair for signatures on Human Subjects Research forms for submission to the IRB.
5. The Program Director will review and approve all amendments that request a change in PI.

Responsible Conduct of Research

Faculty, staff, and students involved in research or with the potential to be included in research must comply with the adoption of the CITI Responsible Conduct of Research (RCR) training to be in compliance with federal mandates and institutional policies while reinforcing our shared commitment to ethical research practices and scholarly integrity. RCR training is part of the graduate student experience at an R1 institution. Consistency at the institutional and program levels is critical to meeting compliance and supporting research integrity across all degree pathways. This training requirement applies to all students enrolled in degree-seeking programs and must be completed prior to the accumulation of 12 credit hours of coursework and not later than the conclusion of the research methods course. Failure to meet this requirement will result in the application of a registration hold that may impede academic progress.

1. All students admitted or readmitted to a graduate degree program must complete the Collaborative Institutional Training Initiative (CITI) basic course. Completion of the RCR modules is a graduation requirement and will be tracked through the CITI website. The RCR

modules must be completed prior to completion of 12 credit hours. Students who fail to complete this requirement will have a Conduct of Research (CR) hold placed on their records. Some courses may require completion of the RCR modules. As appropriate to their general field of study, students may complete the Biomedical Social and Behavior Research, Physical Science, Humanities, or other approved RCR track offered by CITI to fulfill this requirement. Individuals admitted into a certificate program only or are considered non-degree-seeking without being affiliated with a licensure program are exempt from this requirement.

2. All individuals conducting human subjects research (both Exempt and Non-Exempt), including graduate students enrolled in Thesis and Dissertation projects involving human subjects, are required to complete the CITI (Collaborative Institutional Training Initiative) Program for Human Subjects Research.

Students in the CAT program **are required to complete the Social and Behavioral Responsible Conduct of Research CITI training (for ODU IRBNet submissions)**. This module is for students who engage in human subjects research involving interviews, surveys, or community-based research. Focus: Informed consent in social contexts, participant vulnerability, privacy/confidentiality, research design, and data integrity.

In some cases, students in the CAT program will be required to complete the Biomedical Responsible Conduct of Research (ODU-VHS IRB Manager submissions) This module if for students conducting lab-based, clinical, or translational biomedical research. Focus: Ethical practices in human/animal research, informed consent, data management, authorship, conflicts of interest, and responsible mentorship.

The following two modules are **also required** by the CAT program and by the Office of Research— particularly for students in programs where independent research, human subject engagement, or dissemination of findings is expected. These modules help foster a safe, ethical, and professional research environment, aligning with R1 expectations.

Safe Research Environments

This module focuses on promoting respectful, inclusive, and safe research spaces. It addresses power dynamics, harassment, bullying, and the responsibilities of all research team members to foster a culture of safety and accountability. This module enhances ethical awareness and professional conduct during collaborative research, prepares students for research team dynamics and supervisory relationships, and reinforces institutional expectations around Title IX and respectful workplace practices.

Communicating Research Findings

This module focuses on the responsible and effective communication of research results. It covers topics such as accurate reporting, avoiding misrepresentation, understanding audience and context, and upholding scientific integrity. This module supports students preparing

capstones, dissertations, or conference abstracts, reinforces responsible authorship and presentation practices, and promotes clear, ethical communication of evidence-based findings to academic and non-academic audiences.

Scholarly Expectations

Work Submissions

All work should be submitted to Canvas in designated assignments. All work should be submitted using Microsoft Word for word processing.

Use of Video Conferencing

Students are expected to display camera or video streaming showing their faces for participating and verification of attendance during classes that are facilitated on video conferencing platforms such as Canvas and Zoom.

Students who facilitate telehealth sessions as a part of Practicum or Internship must use the assigned facility approved HIPAA compliant online telehealth platforms.

Writing style (APA)

In general, the style requirement for formal writing assignments will be *APA Style, 7th Edition* as outlined in: American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Plagiarism

Students are expected to do their own work. Turning in a written assignment that is believed to be another person's work, collaboration, or self-plagiarism will be considered cheating or plagiarism. Students turning in AI generated work will be considered cheating. The student will be referred to the ODU Honor Council.

PowerPoint Presentations, other electronic or printed materials, in the classroom and on Canvas printed matter, videos, and other electronic materials to include all PowerPoint presentations viewed on Canvas or in the classroom are copyrighted materials owned by the author(s) and/or Old Dominion University. These materials are never to be copied or transferred electronically outside of the program or the school for any reason without the written permission of the author of the presentation(s). Doing so, risks violation of US copyright laws with resulting legal action or other reasonable sanctions from the program or school.

Accommodations for Testing

Reasonable Accommodations: Old Dominion University is committed to diversity and to attracting and educating students who will make the population of healthcare professionals' representative of the national population. We provide confidential and specialized disability support and are committed to excellence in accessibility; we encourage students with disabilities

to disclose and seek accommodations. Students who, after review of the technical standards determine that they require accommodation(s) to fully engage in the program, should contact the Student Disability Services Department (studentdisability@odu.edu) to confidentially discuss their accommodations needs. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

Students who need a reasonable accommodation for testing must consult with the ODU Student Disability Officer. studentdisability@odu.edu

1. The Student Disability Officer will review any documents supporting your request for accommodation and issue a letter outlining the approved accommodations to the Program Director.
2. Please note that the Student Disability Officer does not reveal the reason for the accommodation to program personnel.
3. The Program Director and/or her/his/their designee will ensure that conditions of each student's accommodation are met.
4. Students with an approved request for Accommodation:
 - a. The program will ensure that students with an accommodation will have a quiet and secure space for testing and that the conditions of the approved accommodation are met.
 - b. Students with accommodations will be instructed when and where they are to go at their designated testing time. The time of testing may be different than the scheduled testing time depending on the nature of the accommodation.
 - c. The staff or faculty member who accompanies the student to her/his/their designated test location will ensure that the student is settled. Then the staff or faculty member will remain at least long enough to ensure that the student starts the computer-based exam at the designated time.
 - d. Accommodated testing may be monitored or proctored at the discretion of the course director.
 - e. If a student chooses not to take advantage of her/his/their approved accommodations for a specific examination, the student **MUST** inform the course director prior to the test.

Professional Behavior Expectations

1. Students will be required to demonstrate full compliance with the technical standards to the degree students attested to on their admission statements.
2. Students will engage in their didactic training and supervised practice in a professional manner with behavior that is patient-centered and reflective of the Ethical Principles for

Counselors and Ethical Principles for Art Therapists and in keeping with standards for professional conduct set by the state licensing board.

Ethical Principles for Counselors

2014 American Counseling Association's Code of Ethics

<https://www.counseling.org/about/values-statements>

Ethical Principles for Art Therapists

American Art Therapy Association's Code of Ethics

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

Art Therapy Credentials Board Code of Professional Practice

<https://www.atcb.org/wp-content/uploads/2020/07/ATCB-Code-of-Ethics-Conduct-DisciplinaryProcedures.pdf>

3. Students are expected to attend all classes and program required events.
4. Students are required to treat their classmates and all ODU faculty, students, and staff with respect. Students with conflicts or concerns should first endeavor to resolve the concern with the classmate.
5. Students with concerns regarding classroom activities should first endeavor to resolve the concern with the instructor and/or advisor.
6. If concerns are not addressed or resolved by the instructor, the student should then address their concern with the Program Director as appropriate.

Evaluation of Student Professional Performance

Professional Performance Review

The Professional Performance Review (PPR) will be completed at the minimum, one time each semester with every student in the Counseling and Art Therapy Program.

If deficiencies in student performance are noted on the Professional Performance Review the students may receive a written Notification and Warning, be placed on academic warning or probation, or be dismissed from the program. If a student's conduct compromises unacceptable standards of patient care or jeopardizes the welfare of patients under his/her care, the Program Director has the option of immediately suspending the student from clinical duties until such time as an appropriate investigation of the allegations can occur.

Purpose

All students are expected to exhibit unimpaired judgment and behavior consistent with the responsibilities of the counseling and art therapy professions and in accordance with the ODU

Student Code of Conduct. Thus, the purpose of this review is to identify any student whose professional performance (including but not limited to demeanor, attire, trustworthiness, respect for diversity, professionalism, behavior, maturity, interpersonal relationships, emotional regulation, and attitude) is marginal or needs remediation. The results of the review will be shared by the Program Director (in consultation with other faculty) with the student to address the difficulties and avoid warning, probation, or dismissal from the program. The education team, core faculty lead by the Program Director, will monitor student progress towards meeting all graduation requirements. Faculty will openly communicate about student progress and challenges for the purpose of monitoring and designing action plans to assist the student in meeting graduation requirements. Faculty will present student progress and challenges either during faculty meetings or in writing to the Program Director.

The Professional Performance Review (PPR) will be completed each fall, spring, and summer semesters (and more frequently if necessary or in times of student challenges) with every student in the Counseling and Art Therapy Program. The categories considered for students meeting technical standards and displaying professional and personal capacity as a counselor and art therapist are:

- Observation Skills
- Communication Skills
- Critical Reasoning Skills
- Motor and Sensory Function
- Academic
- Interpersonal
- Personal

Student Responsibilities

1. The student should be familiar with the expectations of an individual with the identity and role of a counselor and art therapist.
2. The students should always conduct herself/himself as a professional in accordance with the ODU Student Code of Conduct, the Ethical Principles for Counselors- and the Ethical Principles for Counselors - the Ethical Principles for Counselors - 2014 American Counseling Association's Code of Ethics and Art Therapists - American Art Therapy Association's Code of Ethics, the Art Therapy Credentials Board Code of Professional Practice.
3. The student should demonstrate proficiency in managing interpersonal conflicts, boundaries in relationships, ethical practices with mature sound judgment, and manage life stressors with positive coping strategies.
4. The student as a professional in training should refrain from substance abuse.

5. The student MUST schedule an appointment with their assigned advisor during weeks 8-10 of each semester.
6. The student will meet no less than one time each semester with the faculty member to complete the Professional Performance Review.
7. The student should be prepared to discuss her/his/their grades and professional performance (self-assessment PPR) up to that point in the semester, as well as maintain a list of her/his/their grades to review with her/his/their advisor.
8. The student should complete as a self-assessment a copy of the Professional Performance Review before meeting with the faculty advisor.
9. Students who are experiencing difficulties in their courses or who are experiencing life events that impact their progress or performance in the program may schedule an appointment with their advisor or the Program Director whenever the need arises.
10. Students must be aware of the importance of self-monitoring their GPA and Professional Performance to ensure they will meet graduation requirements.

Advisor Responsibilities

Each student will have a faculty member assigned as her/his/their Advisor during program orientation.

1. Initial Advisor/Student Meeting: In the first semester of the program, each student must schedule an initial meeting with her/his/their faculty advisor during weeks 1-4 of the program so that both the student and faculty member can become acquainted.
2. Mid-term faculty/student meeting: In all semesters (1 through 5) students MUST schedule an appointment with their assigned advisor during weeks 8-10 of each semester. This appointment should be made with the faculty advisor.
3. Professionalism Performance Review evaluation: the student should complete the PPR evaluation form prior to each meeting. It will be compared to an identical instrument completed by the faculty advisor with input from the entire faculty.
4. The Professional Performance Review will be completed by a CAT Faculty member (Advisor), submitted to the Program Director, and kept on file.

5. The Faculty Advisor will document in writing action steps with students to improve performance or receive assistance related to deficiencies noted in the Professional Performance Review.
6. The Faculty Advisor will make appropriate referrals to Student Affairs, Office of Accommodations and Disabilities, Student EAP, Student Mental Health, or other resources.
7. The Faculty Advisor will communicate success and concerns with the Program Director.

Program Director Responsibilities

1. The Program Director will monitor student progress through regular contact with faculty advisors.
2. The Program Director will enforce policies and procedures to assist students to remediate performance to meet the competencies for the Professional Performance Review.
3. The Program Director will meet with a student requiring remediation to develop a formal action plan and monitor the action plan when the student and faculty advisor have completed at least one attempt for an action plan.
4. The Program Director will document in writing action steps for students to improve performance or receive assistance related to deficiencies noted in the Professional Performance Review.
5. The Program Director will monitor and evaluate progress towards remediation of deficiencies noted in the Professional Performance Review and action plan.
6. The Program Director will make appropriate referrals related to action plans to assist students in remediating deficiencies in Professional Performance.

Self-Awareness and Disclosure

A core value of the ODU Counseling and Art Therapy Program faculty is self-awareness. We value self-awareness and the capacity for reflection as intrinsic to effective counseling and art therapy practice and professional identity development. We strive to maintain these attributes within ourselves and to instill them in our students. Therefore, through the course of study in the program, students will engage in a variety of education exercises that may result in personal disclosure of life events including: successes, meeting milestones, experiences of challenge, trauma, and growth, family dynamics, and personal beliefs and values. Students are encouraged to disclose when appropriate and with professional boundaries. Students are responsible for their own disclosure. Because evaluation is a part of training, it is imperative that faculty are able

to evaluate a student's capacity for and application of self-awareness. Understanding one's "self" is a valued part of counselor and art therapist identity and ethical treatment of clients, which promotes appropriate therapeutic alliances with clients. Sometimes disclosure causes discomfort. However, the faculty are not responsible for mental health care of students and do not provide therapy to students. The faculty will refer students to student affairs academic support and/or mental health services as appropriate.

Personal Therapy

The CAT program encourages counseling and art therapy students to seek personal therapy when enrolled in the counselor and art therapy preparation program. The program values counseling for all persons, not just individuals who have mental illness, emotional, or behavioral problems. CAT students are encouraged to embrace and develop practices for self-reflection, self-monitoring, and self-awareness. CAT students are encouraged to experience the client role in a therapeutic alliance to learn about themselves. The CAT faculty value depth understanding of client experiences and depth understanding of self. The CAT program supports attuned empathy and values how personal therapy can develop advanced empathy. Additionally, the CAT program values ethical practice in which counselors and art therapists take responsibility for self-awareness and exploration of countertransference to provide for patient/client welfare and appropriate treatment of clients/patients. CAT students are encouraged to engage in personal therapy for self-care.

CAT faculty members do not provide counseling or therapy to CAT students. CAT faculty are aware and skilled at discriminating between advisement, supervision, and referring students for counseling and therapy services. It is inappropriate for CAT faculty members to become a counselor/therapist for a CAT student. CAT faculty should always maintain a primary role as professor/teacher and academic advisor with students. The American Counseling Association Code of Ethics discourages personal relationships between counselor educator faculty and students.

ODU students have access to free individual counseling services through the ODU-VHS Student Affair. The CAT program also posts community resources for counseling and art therapy private practitioners. Students are recommended to interview counselors and/or art therapists for fit and if they choose, those that make fulfill third party reimbursement (insurance) requirements for payment.

Student Wellness

These information sources are offered as an educational supplement and are not intended to replace counseling with a qualified professional. If you have personal concerns that you would like to discuss, please contact the Office of Counseling Services at 757-683-4401. **If you have urgent mental health needs, please call 757-683-4401, press OPTION 2. This line is available to all ODU students 24/7/365. ODU PD can be reached at 757-683-4000.**

Concern for Student Wellbeing

The ODU-VHS Student Affairs provides a variety of resources aimed at helping students maintain their wellbeing related to personal and academic functioning. Faculty members, staff members, and fellow student may be concerned for the wellbeing of a student. Any student may experience stress during graduate studies, clinical work, and the course of life events. Students may need additional care and support, which may be exhibited by one or more of the following signs:

Physical Signs

- Significant changes in energy (extremely high or low energy)
- Significant weight changes (loss or gain)
- Changes in hygiene (decline, unkempt, or obsessive)
- Noticeable cuts, bruises, or burns
- Sleeping in class or other inappropriate times or places
- Frequent intoxication, intoxication in inappropriate places

Emotional & Social Signs

- Inappropriate emotional dysregulation
- Direct statements indicating distress
- Expressions of hopelessness, risk of harm to self or another, statements about death, expressed thoughts about suicide (covert or overt)
- Exaggerated behaviors (more withdrawn or animated than usual)
- Exaggerated emotions (extremely elevated or depressed moods)
- Withdrawal or isolation from others
- Inappropriate relationships with peer, faculty, staff, or clients

Academic Signs

- Decline in academic writing, oral presentations, or baseline performance
- Disorganized or inconsistent performance
- Repeated absences, repeated late or missed assignments
- Inappropriate emails (venting, harassing, unprofessional, threatening)
- Seeking special exceptions or accommodations for academic performance outside of student support services

The CAT program **encourages [students, faculty, & staff] to alert ODU-VHS Student Affairs, a faculty advisor, the Program Director, the ODU-VHS Phoenix Committee, or other ODU support if you are concerned about a student's wellbeing.** The student will be referred to ODU-VHS Student Affairs- Academic Development or the Phoenix Committee to receive support, access to resources, and other services as needed. Student Affairs:

https://www.evms.edu/about_us/administrative_offices/student_affairs/

Student Complaints

The [Student Complaints](#) webpage explains the options and procedures for student complaints and grievances, both academic and non-academic.

Student Participation in Evaluation of the Program

The CAT Program is committed to delivering a curriculum that will prepare the student to deliver optimal mental health care in an ever-changing environment. In our commitment to the process of continuous quality improvement, students are involved in course evaluations, supervised clinical practice evaluations, and faculty evaluations at the closure of each semester all which contribute to comprehensive program evaluation for continuous program improvement, growth, and maintaining accreditation. As a future health care provider, the evaluation process will be a part of every continuing education course in which the practitioner participates to maintain her credentials.

1. Students are required to complete these evaluations for didactic courses and Supervised Clinical Practice experiences.
2. Semester or clinical rotation grade reports may be withheld pending completion of course evaluations.

Studio Policies and Procedures

Student

Students are expected to use the studio responsibly. The space is shared with the entire counseling and art therapy student body and faculty; consideration should be given to others. The studio is also part of a community of artists; students should be aware of proper etiquette for communal space.

1. Loud music and inappropriate language are inconsiderate of others who may be working in the building.
2. Supplies are purchased for student use and **are not to be used for internship**. Students may remove supplies only for use on personal art projects. No tools or equipment are to be taken from the studio.
3. Students may consult the Studio Director for recommendations for supplies and use of special items.
4. Students must follow all procedures for cleaning and sanitizing spaces as documented in the studio procedures posted on Canvas and in the Studio.

5. Limited storage space is available in the hall lockers for works in progress. Students must purchase their own padlocks for the lockers.
6. Completed work should be removed from the studio as frequently as possible.
7. All unclaimed work will be recycled at the end of each semester.
8. Permission from the Studio Director should be sought before adding found materials to the supplies available.
9. Safety precautions are to be always maintained. Sprays and fixatives must be used in approved areas.
10. Misuse of furnishings and tools, sloppy use of materials, failure to clean work areas, abandonment of dirty brushes and clay tools, inappropriate storage of paper and other supplies, flagrant waste, misuse of recycling containers, and any unsafe practices will not be tolerated and considered a violation of the ODU Student Code of Conduct.
11. Studio Maintenance
 - a. You will have until 1 week at the end of each semester to retrieve your artworks or put your name on your artworks in the studio.
 - b. All artworks on the works in progress tables, studio tables will be resolved by the following methods.
 - i. Artworks with names clearly marked on the front or back will be placed or remain in the works in progress area. (this means you need to label your artwork or the following steps will be applied to your work).
 - ii. Artworks with no names
 1. 3D artworks will be disassembled or resolved (let go)
 2. 2D artworks- moderate reusable canvases will be placed in used canvas area
 - a. Non-reusable/overused, holes, deconstructed canvases will be resolved (let go)
 - b. Papers may be recycled or reused depending on the artwork, they will not remain in the same format
 - c. 2D artworks may be recycled or resolved.
 - c. If you would like to keep your in-progress artworks, you will need to be sure your name is clearly labeled on the artworks.
 - d. You should take completed artworks home.
 - e. You will be encouraged to take artwork because the communal space is not for storage.

- f. Please make every effort to make decisions about your own work, collect your work, label your work, and prepare yourself for studio resolutions to take place one week after the end of every semester.

12. Studio access will end for graduating students at the end of the final semester. All artwork and personal art making items should be removed from the studio and drawers and documented on the Graduation Checklist.

Studio Director

The Studio Director is a faculty member responsible for managing the art therapy studio.

1. The Studio Director in collaboration with the Program Director may identify student(s) to manage various aspects of maintaining the studio.
2. The Studio Director manages the supply of materials, space, and organization of the studio.
3. The Studio Director reports concerns to the Program Director.
4. The Studio Director provides assignments for student assistants and notifies the Program Director.
5. The Studio Director monitors the alignment of task completed with hours worked.

Program Director

The Program Director monitors the use of and access to the studio through the report of the Studio Director. The Program Director allocates the budget to support the maintenance of the studio.

Exhibition of Artwork Policies & Procedures

Exhibition Areas

1. Lewis Hall
2. Lester Hall
 - a. Gallery space outside of Room 107
 - b. Meghan Kirkpatrick Art Wall
 - c. Lobby outside Health Professions
 - d. Hallway adjacent to the CAT offices

3. Other areas approved by Student Affairs and/or the CAT Program Director

Students Exhibiting Artwork

Criteria for Exhibition

1. To be considered for display, students must submit a release for exhibition.
2. Submitted artwork should be accompanied by the student exhibit form and the one-page statement provided to the course director.
3. Works on paper must be properly framed. The program will provide frames for the poster assignments. Students may inquire about availability of frames owned by the program.
4. Space for 3-D art pieces is limited.
5. The Gallery Director reserves the right to decide which pieces will be exhibited, where they are placed, and how long they remain on display.
6. Inquiries regarding purchase will be referred to the student.

Gallery Director

The Gallery Director is a faculty member responsible for managing the approved and designate display spaces for artwork.

1. The Gallery Director will be responsible for the layout and methods of installation.
2. The Gallery Director monitors and facilitates the display of artwork in designated areas at ODU each semester.
3. The Gallery Director provides assignments for student assistants and notifies the Program Coordinator.
4. The Gallery Director monitors the alignment of task completed with hours worked.

Program Director

The Program Director approves budget requests for items necessary to implement the mission of displaying artwork throughout the buildings at Virginia Health Sciences at Old Dominion University. The Program Director monitors and manages Studio and Gallery Director and the Student Assistant.

The Program Director enforces policies and procedures related to the display and ownership of artwork.

1. Program will not be held responsible for damage or loss for any artwork.

2. All unclaimed artwork will become the property of the program.

Facilities Use

Students must request to use any ODU or CAT facilities and space. Students may reserve ODU and CAT facilities for student activities, academic assignments, and capstone project work (workshops, groups, individual clinical work).

1. Submit letter/email request describing need for space, dates, and times to the Program Director and Program Coordinator
2. Once approval is given in writing from the Program Director, students may request assistance in reserving space from the Program Coordinator.

Student E-mail Accounts

All students will be assigned an ODU e-mail account upon matriculation to the CAT. These email accounts are used by all school departments for timely communication with students (not just the program). These accounts are essential to facilitate this communication.

1. Students are required to check their ODU email accounts at least five (5) times a week, with daily review recommended, and are responsible for knowledge of all school or program information contained in the e-mails.
2. All students must use ODU e-mail for correspondence to faculty.
3. Assignments should not be submitted via email unless it is to document a problem with Canvas.
4. Assignments must be submitted to Canvas and technical problems resolved to archive all assignments. Email is not a documented solution to archive assignment submissions.
5. Students may text faculty to schedule appointments or communicate tardiness, students may not use text to communicate and document absences.
6. Students may not use text to discuss grades, assignments, academic standing, student progress, internship, or client/patient concerns. Texting is not secure. Texting is not FERPA or HIPAA compliant.

Class Officers

President

The class president is the main contact person for the class and acts as a liaison to the faculty, officials in the ODU EVMS School of Health Professions and Virginia Health Sciences at Old Dominion University. She/he/they links with all the other class presidents regarding information that needs to be communicated to the class related to ODU community events (community care day, haunted hallway, health professions health fair, the retreat). She/he/they is in direct contact with the SGA student council representative. The president organizes the monthly class meetings to discuss class business and communicate class concerns to the program director and faculty as needed. She/he/they attends any necessary committee meetings to represent the CAT class, is in contact with the ODU media, and keeps current on events at ODU, in the community, and other benefits to students.

Secretary

The secretary communicates with the class and president to create the agenda for the class meetings. She/he/they takes meeting minutes and sends the meeting minutes to classmates. The secretary may communicate with faculty and staff as needed. The secretary sends class meeting minutes to the Program Director for review and comments.

Treasurer

The treasurer is responsible for maintaining an accurate balance of the funds allotted annually to each class from student fees. The funds may be accessed for events (e.g. The CAT students are hosting a meeting for SGA Student Council and decide to provide food) but are typically used for the class graduation party. The treasurer would also collect and record any funds raised and/or donated by the class. The treasurer works closely with the Office of Student Affairs, and the class president. Please contact student affairs (ragoac@odu.edu) for policies & procedures for regarding accessing class funds.

Honor Council Representative

The Student Body of ODU conducts its affairs by means of an honor system. This is done in the belief that responsible professional behavior in the Health Professions is developed and nurtured in a maturing process of student self-government. In the spirit of human values in healthcare philosophy, and implicit in such an honor system, is the fostering of a sense of trust in the ODU community. Each student subscribes to the honor system by signifying in writing his/her/their support at the time of matriculation. On entering ODU, each student shall sign and abide by the ODU Honor Code and rules of enforcement.

The Honor Council representative attends the meetings of the Honor Council and participates in the decision-making process enforcing the ODU Honor Code. Representatives of the Honor Council serve as the jury for trials that determine the innocence or guilt of students who are accused of dishonesty or honor code violations. The Honor Council representative adheres to

the ODU Honor Code and Honor Council policies and procedures while respecting the rights of students' privacy.

Social Chair

The Social Chairperson shall organize periodic social functions for the class. The social chair should work with the other class social chairpersons to organize social functions that encourage participation of multiple classes and programs. The social chair should be assertive in collaborating with other students and with students from other programs. The social chair should act in the best interest of all class members by being inclusive and welcoming. The social chair should take the opportunity to facilitate celebrations for the class and support class members (i.e. Birthdays, milestones, bereavement, graduation celebration). The social chair should consult with class officers, specifically, the treasurer to ensure fiscal responsibility in the development of and payment for social events.

Counseling and Art Therapy Program Student Representatives

The student representatives communicate the mission of the Counseling and Art Therapy Program to prospective students. The student representatives participate in giving campus tours to include the CAT program offices, classrooms, and studio. The student representatives attend orientation events and other ODU sponsored events to welcome new and prospective students, as well as share the experience of graduate education at ODU and living in the local area. Student representatives may be called up to share their experiences with prospective students during student recruitment sessions. The student representatives promote the fields of counseling and art therapy and have a strong identity as developing counselors and art therapists.

Student Council Representatives

As representatives of the student body, the Student Council strives to be a resource for students in promoting the ideals of leadership, responsibility, and achievement. SC represents the students to the administration, faculty, and staff of ODU. Each graduating class of each program will have a minimum of two SC representatives with voting rights. The class selects the SC representatives. The SC representatives attend monthly meetings with the Dean/Provost, Associate Dean for Academic Affairs, and student representatives from the School of Medicine and School of Health Professions to receive updates and discuss current issues and ODU events, participate in student government, participate and advertise opportunities and events for students, and review other relevant items such as student clubs. The SC representatives deliver reports from the meetings to the members of their art therapy class.

Phoenix Committee Representative

The Phoenix Committee helps students with mental health concerns such as anxiety, depression, substance abuse, eating disorders, and family concerns. Phoenix maintains complete confidentiality in any assistance sought. The Phoenix Committee Representative is an advocate who exemplifies integrity through clear boundaries and confidentiality.

Student Affairs Representative

The Office of Student Affairs works closely with students in both the School of Health Professions and the Medical School to promote student life and a positive campus climate. The Student Affairs Representative participates in monthly meetings to monitor, discuss, and recommend improvements to ODU faculty and leadership for the benefit of ODU campus life.

Work Study and Employment Opportunities

Student assistants must remain in good academic standing in the Counseling and Art Therapy Program. Students who fall out of good academic standing may be asked to resign or be terminated from employment in the program.

Program Teacher Assistant

1. maintains organization and cleanliness of the clay work and kiln supplies and equipment and operates the firing of the kiln.
2. works with the Studio & Gallery Director to plan and hang/install art exhibitions (typically two per semester) in designated areas.
3. works with the Studio & Gallery Director to maintain organization and cleanliness of the studio, the classroom, the art supplies, and the equipment.
4. A student may be employed in the role of Teacher Assistant at the discretion of the Studio & Gallery Director and the Program Director.
5. The Teacher Assistant reports directly to and receives assignments from the Program Coordinator.

Research Assistant(s)

The Research Assistant is ideally familiar with arts-based and counseling research and current practices in the fields of counseling and art therapy. The research assistant assists full time counseling and art therapy faculty researchers in carrying out their research endeavors through work on and contributions to collaborative research teams. Students may apply to work with faculty on a variety of grant and unfunded projects. Not all research assistant positions and opportunities are funded. Unfunded work is voluntary and not a required component of the education program. Funded work is voluntary and not a required component of the education program. The Research Assistant reports directly to the Program Director.

Student Employment

Due to the academic and clinical demands of the CAT curriculum, the CAT Program recommends that students not be employed during full-time study in the CAT Program. The following

guidelines are meant to help the student in making decisions about work during participation in the CAT Program.

1. Students should keep in mind that while they may be able to work during breaks in curriculum, variable schedules and travel associated with clinical placements during the clinical internships may make balancing employment and the demands of the program difficult.
2. Students who choose to work are encouraged to make this known to their faculty advisor.

Degree Requirements

Requirements for Graduation are:

1. Complete all coursework with a B/3.00 average or above,
2. Complete the Oral Exam with a score of 84 or above,
3. Complete all Practicum, Internship, individual supervision, and group supervision requirements,
4. Complete a Capstone Project,
5. Meet expectations on the Professional Performance review in all areas,
6. Be recommended for graduation by the Program Director and CAT Faculty,
7. Complete all course evaluations each semester,
8. Student must file the appropriate graduation application,
9. Student must have paid all debts to the school, returned all borrowed books, and
10. Complete the Graduation Checklist.

Graduation

Students meeting the requirements for graduation can participate in the graduation ceremony to receive their diploma. Students and their families are invited to attend a graduation ceremony held by Old Dominion University. Students graduate with fellow students from the EVMS School of Health Professions.

Endorsement Policy

CAT program faculty provide references and recommendations for employment and credentialing for students in good standing. References and recommendations by faculty may be submitted orally or in writing.

Awards, Honors, & Scholarships

Student Awards

Altruism

Altruism is a core value in the identity of a counselor and art therapist. Altruism is the practice of concern for the welfare of others, often giving back selflessly to the community and/or profession. The recipient of the Altruism Award must have demonstrated altruistic behavior through altruistic care, concern and generous service to Counseling and Art Therapy Program, Old Dominion University, and/or community. The recipient is nominated and selected by her/his/their peers in the cohort. Members of the graduating class send nominations to the Program Director, who presents the award to the recipient.

Leadership

The Leadership Award honors the student who has demonstrated innovative, motivational leadership impacting his or her academic, clinical, cohort, and/or community environments. The student has served as a class officer and/or as a committee representative. The recipient of the Leadership Award must have demonstrated contribution to leadership within the Counseling and Art Therapy Program, Old Dominion University, and/or community. The recipient is nominated and selected by her/his/their peers in the cohort. Members of the graduating class send nominations to the Program Director, who presents the award to the recipient.

Program Honors & Awards

Academic Honors

Honors are bestowed as recognition of outstanding academic achievement and to further encourage sound scholarship. They are awarded to every counseling and art therapy graduate student attaining the required proficiency. Students also receive certificates. The Counseling and Art Therapy Program supports academic achievement and is pleased to recognize and reward graduate students whose performance merits special attention. The recipient(s) of this honor have achieved a minimum GPA of 3.85 and have demonstrated depth understanding of curricular content, exceptional class participation, and timely response to deadlines for assignments.

Qualifications:

GPA 3.85 or above

Faculty Nomination

Majority Vote from Faculty

Capstone Honors

Honors are bestowed as recognition of outstanding completion of a capstone project that demonstrates the student's ability to integrate foundational knowledge, clinical practice, and investigative and evaluative practices in counseling and art therapy. The recipient(s) have followed deadlines, demonstrated skill in writing and making citations in APA style, designed and executed a project of original excellence, and have extrapolated implications and conclusions relevant to Counseling and Art Therapy. The Capstone Project contributes to the field of counseling and art therapy, the community, or the world.

Qualifications:

Core faculty nominations

Earned an average of 96 or above on components of the Capstone Project

Paul Fink Outstanding Art Therapist Award

The Old Dominion University Counseling and Art Therapy Program began at the birth of the Eastern Virginia Medical School in 1973. Paul J. Fink, M.D., first Chair of the Eastern Virginia Medical School Department of Psychiatry at the Macon and Joan Brock Virginia Health Sciences at Old Dominion University, an internationally known psychiatrist, and past president of the American Psychiatric Association, began the art therapy program within the Department of Psychiatry and Behavioral Sciences. The Paul Fink Outstanding Art Therapist Award honors a tradition of excellence in clinical practice, scholarship, and academics.

Paul Fink Award: The recipient of the Paul Fink Outstanding Art Therapist Award is granted to the student who has excelled in clinical practice, capstone, and academics. She/he/they has demonstrated the core values of integrity, creativity, self-awareness, humanity, collaboration, and depth as an Art Therapist.

Qualifications:

Faculty Nomination

Excellence in Clinical Practice- recommendations from Clinical Site Supervisors and review for consensus from core faculty

Excellence in Capstone -recommendation from Capstone Course Director and review for consensus from core faculty

Excellence in Academics- GPA 3.85 or above

Electives & performance

Professional Performance Reviews

Demonstrated the core values of *integrity, creativity, self-awareness, humanity, collaboration, and depth* Majority Vote from Faculty

Scholarships

Students interested in applying for scholarships should consult with the Office of Financial Aid to determine eligibility.

James J. Consoli Art Therapy Scholarship

This scholarship is awarded by the ODU Graduate Counseling & Art Therapy Program to one rising second year student (a student in good standing who has completed a minimum of 30 credits) who demonstrates financial need, academic excellence, and an outstanding depiction of his/her/their artist-therapist identity in artwork and written commentary. The monetary value of the scholarship varies yearly and is dependent upon the growth of the funding source. The scholarship is awarded as tuition remission.

History/Biography

This scholarship was created in 1997 in memory of art therapist James J. Consoli, ATR-BC, LPC (1956-1997) by the Art Therapy Program at Eastern Virginia Medical School and substantial additional funds were given in 2014 in memory of Meghan Kirkpatrick (1987-2014). In July 2024, EVMS merged with Old Dominion University and the program changed its name to the Counseling and Art Therapy program in the EVMS School of Health Professions at the Macon and Joan Brock Virginia Health Sciences at Old Dominion University.

Jim Consoli earned a Master of Arts in Art Therapy from George Washington University. He was a Registered and Board Certified art therapist, a National Certified Counselor, a Licensed Professional Counselor in TN and VA, and an AAMFT approved supervisor. He held a faculty position at EVMS from 1990-1997. At the time of his early passing, he was the Assistant Director of the EVMS Graduate Art Therapy Program and an Associate Professor of Psychiatry and Behavioral Sciences. He served a term as President of the Virginia Art Therapy Association. He presented locally, nationally, and internationally and was an instructor on the American Art Therapy Association Family Art Therapy Regional symposium team. James Consoli is best remembered for his strong artist-therapist identity and playful sense of humor, and interests in family therapy, hypnosis and visualization, and the creation of educational videos. He was instrumental in his contributions to a major curriculum revision of the Graduate Art Therapy Program in 1990, which included a new studio course in Processes and Materials of Art Psychotherapy, the development of the family therapy specialization track, and alignment of coursework with the potential for licensure of graduates as professional counselors. In his 1991 film, *Psychimagery*, he used a technique he called "ushered imagery" to gently allow patients to serve as their own guide to create personal solutions through their own empowerment. Jim served as the first video reviewer for *Art Therapy: Journal of the American Art Therapy Association*. He is now remembered through the *Jim Consoli Video/Film Award* given by AATA in recognition of a video or film of high quality that adds to the existing fund of knowledge about the field of art therapy.

Meghan displayed through her self-awareness and creativity her artist-therapist self, while in the EVMS Art Therapy and Counseling Program. From a very early age, Meghan Kirkpatrick

discovered her joy and talent were connected to art. That led her to obtain a Bachelor of Arts degree at Dennison University. Upon graduation, unsure of how to best utilize her education, she worked almost 2 years at a graphic design company. During her time there she came to realize that this was not going to be her career. During her time there, she realized that graphic design did not fulfill her desire to help others. In the fall of 2011, she entered the EVMS Art Therapy and Counseling Program. The classes, fellow students, and faculty confirmed her belief that becoming an art therapist was exactly what she wanted to be doing with her life. Always a compassionate person, she looked forward to the opportunity to impact others' lives through art therapy. She was a gifted and inspired student and a fiber artist. Unfortunately, after the completion of her first year at EVMS, the cancer that Meghan had battled as a child recurred and ended her hopes of returning to complete her degree. She passed away March 10, 2014. It is hoped that this award will help art therapy students with the same aspirations as Meghan to complete their studies and allow them to pursue this worthy career.

Scholarship Criteria

1. A student progressing into the second year of the Counseling and Art Therapy Program at ODU. (a student in good standing who has completed a minimum of 30 credits)
2. Student must have a GPA of at least 3.5.
3. Student needs to demonstrate financial need, as determined by the Office of Financial Aid based on the evaluation of submission of the following:
 - a. Financial Aid Application
 - b. FASFA forms
 - c. ODU Supplemental Scholarships

All applicable forms are available on the Student Portal or the Financial Aid website https://www.evms.edu/education/financial_aid/

Please note deadlines posted on the financial aid website.

4. Submission of the completed James J. Consoli Scholarship Award Application.
5. Submission of a qualifying art piece and accompanying written statement. The artwork should conceptualize the development of your **artist-therapist identity**.
 - a. In any 2D media/style that conforms with the following criteria:
 - i. Size:
 1. No less than- 12" x 12"
 2. No larger than- 72" x 72"

- b. The accompanying written statement [one page] (i.e. prose, poetry, dialogue) should describe what you sense, feel, think and know about your artist-therapist identity.
- c. The artwork should be delivered to the program office, and the commentary should be submitted in hard copy and by email to the program.

Scholarship Award Process and Criteria

The James J. Consoli Scholarship Committee, comprised of the Counseling and Art Therapy Program Director and Core Faculty, will select the winner based on completeness of the application and the evaluation of the following:

1. The artwork's ability to stand on its own merit as a work of art.
2. The congruency between the written statement and the artwork.
3. Conceptualization of the theme: Depiction of your artist-therapist identity.

The CAT Faculty will select and announce the winner. The Financial Aid office will process the scholarship award during the summer. The winner of the scholarship award will receive a certificate, a financial tuition remission, and will have his/her artwork and written statement prominently displayed on campus for one year.

The Flamingos (Class of 2004) Art Therapy Scholarship

The Flamingos (Class of 2004) Art Therapy Scholarship honors four alumni and their time in EVMS' Art Therapy and Counseling program. This award was made possible through the generosity of one alumna's mother, Gay Murrill.

The inaugural award will be distributed in the 2025 – 2026 academic year and will be awarded to a student enrolled in the Counseling and Art Therapy Program in the EVMS School of Health Professions at Macon & Joan Brock Virginia Health Sciences at Old Dominion University who demonstrates merit. The student should be in good academic standing as evidenced by documentation filed with the ODU Office of Financial Aid and any other such documentation and information the scholarship committee may require.

This scholarship is renewable, as the student recipient may be eligible to receive this scholarship for more than one year, at the discretion of the ODU Office of Financial Aid.

Louis & Mary Haddad Foundation Scholarship

Criteria: Counseling and Art Therapy student. Preference is given to students who have overcome academic challenges in their academic careers. The student to submit a 250-500 word

essay describing academic challenges. Challenges include dyslexia, attention-deficit disorder, dysgraphia, or any similar disorders. Renewable to a Counseling and Art Therapy student in good academic standing.

EVMS School of Health Professions Scholarship

History

Established in January 2011 in tandem with the Inaugural former EVMS Scholarship Reception at the Macon and Joan Brock Virginia Health Sciences at Old Dominion University, this fund was endowed by the close of the fiscal year ending on June 30, 2011. The first award was made to a student in 2011.

Criteria: The scholarship will be awarded annually on a rotating basis to a student enrolled in one of the following programs at ODU: Master of Physician Assistant, Master of Public Health, Master of Science in Counseling & Art Therapy, and Master of Science in Biomedical Sciences Research.

Andrew J. and Jean W. Mitchell Jr. Scholarship

Criteria: Provide one scholarship each fiscal year to an EVMS School of Health Professions student from Hampton Roads with the greatest financial need. Renewable if the student still demonstrates the greatest need.

Thomas M. and Angela Taylor Health Professions Scholarship

Criteria: Female, minority student from Hampton Roads enrolled in one of the following programs: Physician Assistant, Counseling & Art Therapy, Contemporary Human Anatomy, Pathologists Assistant, Surgical Assisting, Medical Masters 1 year program, and Medical Masters 2-year Program. If no students are eligible from Hampton Roads, the following order will be: 1) a minority student from VA, including graduating from VA high school or college, 2) minority female student from anywhere in the US, 3) a female student from VA, including a graduate of a VA high school or college, 4) female student from anywhere in the US.

EVMS Administrative Resource Council Scholarship

History

The fund was established in 1990 by various donors comprised of ODU administrative staff. The Administrative Resource Council has held many fundraisers on campus over the years and directs the proceeds to this scholarship.

Criteria: The scholarship will be awarded annually to a student enrolled in one of the health professions programs on a rotating basis.

Ethics

Ethical Principles for Counselors

2014 American Counseling Association's Code of Ethics

<https://www.counseling.org/about/values-statements>

Ethical Principles for Art Therapists

American Art Therapy Association's Code of Ethics

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

Art Therapy Credentials Board Code of Professional Practice

<https://www.atcb.org/wp-content/uploads/2020/07/ATCB-Code-of-Ethics-Conduct-DisciplinaryProcedures.pdf>

Appendix A

Counselor Preparation Program Evaluation of Counseling Core Content and Clinical Mental Health Counseling

Key Performance Indicators (KPI)

CACREP Core Area Alignment	KPI	Evidence in Courses are Delineated on Course Syllabi noted here
Professional Counseling Orientation and Ethical Practice	Students will display primary counselor identity and demonstration understanding of the professional roles, responsibilities, and relationships of counselors in clinical mental health. *KPI focus is on oral articulation.	CAT 618 Oral Examination CAT 607 CAT 614
Social & Cultural Diversity	Students will describe the impact of heritage, attitudes, beliefs, understanding and acculturative experiences on their views of others.	CAT 616
Human Growth & Development	Students will be able to define a developmental theory, explain tenets, and apply understandings to a case. *KPI focus is on oral articulation.	CAT 610 CAT 620 Oral Exam CAT 607 CAT 614
Career Development	Students will be able to assess abilities, interests, values, personality, and other factors that contribute to career development.	CAT 621
Counseling & Helping Relationships	Students will identify and define personal model of counseling theoretical approaches, describe models and apply case conceptualization skills to cases. *KPI focus is on oral articulation.	CAT 604 CAT 600 CAT 618 CAT 607 CAT 614
Group Counseling & Group Work	Students will define and apply therapeutic factors of group work for effectiveness and treatment focused group planning.	CAT 603
Assessment & Testing	Students will be able to facilitate intake interviews, risk assessment, and select, administer, score, and interpret psychological and/or educational assessments.	CAT 608 CAT 609 CAT 620 CAT 624
Research & Program Evaluation	Students will apply understanding and skills to develop research proposal informed by the literature.	CAT 615 CAT 690 Capstone Project

Clinical Mental Health Counseling	Students will apply assessment skills (intake interview, MSE, history, other assessments) for treatment planning including techniques and interventions for prevention and treatment of a broad range of mental health problems.	CAT 607 Oral Exam CAT 607 CAT 614 CAT 624 CAT 620 CAT 669 CAT 669 CAT 690
Sub- Specialization	Students will understand and develop specialized skills in sub-specializations	Addictions- CAT 620 Family Counseling & Psychotherapy- CAT 617 Art Therapy- CAT 605, 611, 606, 619, 629, 612, 625 Depth Psychology CAT627, 628
Addictions Counseling	Students will assess symptoms of use and identify strategies for enhancing client motivation to change.	CAT 620

Appendix B

Art Therapy Education Program Evaluation

Art Therapy Education - Secondary Focus

Program Goals:

Graduate Counseling Art Therapy Program Mission: As passionate, creative, and highly skilled educators, our mission is to provide comprehensive, engaging, and in-depth counseling and art therapy education. Our students develop strong counselor and artist-therapist identities through growth-oriented and reflective classroom, studio, community, and clinical experience. We prepare world class counselors and art therapists who are culturally responsive, community-involved, ethical professionals with successful careers.

Program Goals: The graduates of the Counseling and Art Therapy program are:

	prepared as competent entry-level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains
#1	with clinical competence in assessment, diagnosis, and treatment planning, which includes fostering skills in therapeutic use of a broad range of art processes and materials, integrative theoretical approaches, and requisite education needed for credentials and licensure.
#2	to speak and write professionally about mental health services.
#3	to develop an innovative, professional, ethical, research minded, and culturally responsive approach to art therapy through academic inquiry, personal art making, and self-reflection for self-awareness.

Academic Years	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment Method
	WHICH outcome(s) will be examined in each period (by number, i.e. 1.1 etc.)?	WHERE is the evidence of student learning (i.e., what course(s)/program requirements)? Designate for each outcome.	WHAT student work or other evidence will be examined in order to generate conclusions and recommendations? Designate for each requirement.	HOW will the evidence be evaluated; what means are used to quantify the evidence? Designate for each source of evidence.
Assessment Reporting Period 1: AY 2025-2026				
2025-2026	1.1 CAAHEP 3.k.K.1. Describe basic tenets of psychotherapy and counseling theories (including psychodynamic, humanistic, cognitive-behavioral, systemic) ** note – the specific focus is on oral articulation of the competencies and	CAT 604 Individual Counseling & Psychotherapy Theories Oral Exam CAT 607 Case Presentation Skills CAT 614 Clinical Case Conference II Group Supervision	Direct: CAT 604 Theoretical Presentation Oral Exam questions #5 & #6 Case Presentation Rubric Sec 1 #9 Clinical Case Presentations Rubric Sec 1 #9 Visual Case Presentation Oral Articulation Competency Clinical Case Form presentations	85% of students will earn 84% or above on presentation 85% of students will earn an 8 or above on Oral Exam questions 85% of students will earn 8 or above on sec 1 # 8 & #9 of case presentation rubric for case presentation skills course & clinical case presentation II course Review of course evaluations and exit interviews may reveal opportunities for growth and curriculum improvement

	standards and will not be evaluated across all courses, even though the content crosses all courses as documented in the preceding matrix.		Evaluation for Group Supervision- #7, #8	
	1.2 CAAHEP 3.k.S.1. Apply theory to practice through case analysis or critique of clinical scenarios Students will demonstrate application of theoretical approaches ** note – the specific focus is on oral articulation of the competencies and standards and will not be evaluated across all courses, even though the content crosses all courses as documented in the preceding matrix.	CAT 604 Individual Counseling & Psychotherapy Theories Oral Exam CAT 607 Case Presentation Skills CAT 614 Clinical Case Conference II Theories of Development	Direct: CAT 604 Theoretical Presentation Oral Exam questions #5 & #6 Case Presentation Rubric Sec 1 #8 & #9 Clinical Case Presentations Rubric Sec 1 #8 & #9 Parallel Process Presentation- oral articulation of developmental theory	85% of students will earn 84% or above on presentation 85% of students will earn an 8 or above on Oral Exam questions 85% of students will earn 8 or above on sec 1 # 8 & #9 of case presentation rubric for case presentation skills course & clinical case presentation II course Review of course evaluations and exit interviews may reveal opportunities for growth and curriculum improvement
	1.3 CAAHEP 3.i.S.3 Demonstrate case conceptualization skills (case formulation) ** note – the specific focus is on oral articulation of the competencies and standards and will not be evaluated across all courses, even though the content crosses all courses as documented in the preceding matrix.	CAT 604 Individual Counseling & Psychotherapy Theories Oral Exam CAT 607 Case Presentation Skills CAT 614 Clinical Case Conference II Evaluation of Intern by FICSS	Direct: CAT 604 Theoretical Presentation Oral Exam questions #5 & #6 Case Presentation Rubric Sec 1 #9 Clinical Case Presentations Rubric Sec 1 #9 VIII. #7	85% of students will earn 84% or above on presentation 85% of students will earn an 8 or above on Oral Exam questions 85% of students will earn 8 or above on sec 1 #9 of case presentation rubric for case presentation skills course & clinical case presentation II course Review of course evaluations and exit interviews may reveal opportunities for growth and curriculum improvement
	2.2 CAAHEP b.K.1. Define the professional role and function of an Art Therapist	CAT 611 Intro to ATC	Direct: CAT 611 Art Assignment Exam questions #12,23,26,35,37 Reading quizzes- Q1#9, Q3#4,Q4#5,7,9 Definition Voice Thread Assignment (pre & post)	85% of students will earn an 84% or above on Art Assignment 85% of students will earn 84% or above on Exam questions 85% of students will earn 84% or above on Reading Quizzes 85% of students will earn 84% or above on Final post 100% of students will demonstrate improvement on scores

	2.3 CAAHEP b.A.1. Acknowledge the value of developing a strong professional Art Therapist Identity founded in ethical practice	CAT 611 Intro to ATC	Exam questions #12,23,26,35,37	85% of students will earn 84% or above on Exam questions
	2.4 CAAHEP i.A.1. Recognize and display a professional commitment to art therapist characteristics that promote the therapeutic process	Internship- Individual Supervision Evaluation Evaluation of Intern by FICSS	#7 Reciprocal dialogue with individual supervisor #8 self critique and evaluation Final total of section VI	85% of students will earn an 84% or above 85% of students will earn an 84% or above 85% of students will earn an 84% or above
	3.1 CAAHEP b.A.5 Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapist professional role, and continuing education.	CAT 604 Intro to ATC CAT 600 Basic Skills course Professional Performance Reviews Individual supervision Group Supervision Indirect - Exit Interviews Program Provided Materials Pro-Quol Measure	Attendance; engagement Exam questions #39 PPR- stress meters each semester PPR Action Plans PPR Self-care questions 85 & 86 Intern Evaluation by Ind Supervisor- Visual Journaling section Intern Evaluation by Group Supervisor Exit Interviews Course Evaluations Canvas course Weekly Canvas notifications Pre Program, End of each semester- data shared with students about trends in CAT 624 TNICAT	85% of students will demonstrate regular use of the visual journal- documented on PPR #72 100% of new students will attend presentation on Self-care 85% of students will attend self-care program events 85% of students will earn 84% or above on exam questions 85% of students will score = or < medium range each semester and 100% in high range will have an action plan 85% of students will score meets expts - PPR#85 & 86 Score + or > 8 on visual journaling; 8 or above on #13 85% of students will score 8 or above on #3 Exit interview will be reviewed for content related to self-care Course evaluations will be reviewed for indirect feedback about self-care in program and courses. Program will provide monthly materials and resources Program will provide weekly self-care tips Completed, 1 st year track trends for understanding ProQuol of students in program