



WILLIAM JAMES COLLEGE

Counseling

One Wells Avenue | Newton, Massachusetts | www.williamjames.edu
617-327-6777

COUNSELING DEPARTMENT Master of Arts in Clinical Mental Health Counseling PROGRAM HANDBOOK

2016-2017

About this Handbook

This Handbook supplements and elaborates upon the material in the William James College *Student Handbook*, providing information specific to the Counseling Department.

In order to retain necessary flexibility in the administration of program-specific policies and procedures, William James College reserves the right to change, revise, or eliminate any of the policies or procedures described in this Handbook. Revisions to the policies or procedures contained in this Handbook will only become effective when approved by the Department Chair. When such changes are made the Counseling Department community will be informed via appropriate and means.

Information, policies, and/or procedures described in this Handbook will be overridden by the *Student Handbook*, but supersede those described in any manual, brochure, publication, or oral presentation provided by or through any component of the Counseling Department of William James College.

William James College

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One Wells Avenue
Newton, MA -2459

Accreditation

William James College is a recognized non-profit institution of higher learning offering graduate certificates and degrees. **The Board of Regents for Higher Education of the Commonwealth of Massachusetts** has authorized William James College to award the Psy.D., M.S., and M.A. degrees and the Certificate of Advanced Graduate Study C.A.G.S. (Contact information: The Board of Regents of Higher Education of the Commonwealth of Massachusetts, 1 Ashburton Place, Room 1401, Boston, MA, 02108; 617-994-6950.)

William James College is accredited by the **New England Association of Schools and Colleges, Inc.** (NEASC), the accrediting body for the six New England states. Accreditation by this association signifies that the institution has been determined to have the available resources to achieve its stated purposes through its educational program and gives evidence that it will continue to do so in the foreseeable future. (Contact information: The New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730; 781-271-0022.)

The Psy.D. degree program in Clinical Psychology is accredited by the **American Psychological Association (APA)**, demonstrating its compliance with the *APA Criteria for Accreditation* implemented in a manner consistent with its publicly stated goals and objectives. (Contact information: The Office of Program Consultation and Accreditation of the American Psychological Association, 750 First Street, NE, Washington, D.C., 20002-4242; 202-336-5500.)

The Psy.D. degree program in School Psychology is accredited by the **American Psychological Association (APA)**, demonstrating its compliance with the *APA Criteria for Accreditation* implemented in a manner consistent with its publicly stated goals and objectives. (Contact information: The Office of Program Consultation and Accreditation of the American Psychological Association, 750 First Street, NE, Washington, D.C., 20002-4242; 202-336-5500.)

The program leading to the Certificate of Advanced Graduate Study in School Psychology is accredited by the **National Association of School Psychologists (NASP)**. (Contact information: National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, Maryland 20814; 301-657-0270.)

INTRODUCTION

The following is the departmental guide for the William James College programs in Counseling. This departmental guide is in effect for the Academic Year 2016 – 2017 and beyond.

All policies and procedures of William James College are subject to change in response to the evolving needs and/or demands of the programs. Appropriate notification of any such changes will be made.

Information, policies, and/or procedures described in this Handbook will be overridden by the *Student Handbook*, but supersede those described in any manual, brochure, publication, or oral presentation provided by or through any component of the Counseling Department of William James College.

Department Chair's Message

The Counseling Department started as a single program (M.A. in Counseling) with the entering class of 2007-2008. The M.A. in Forensic & Counseling started with the entering class of 2008-2009. We added several programs as follows:

- M.A. in Counseling and Community Mental Health – entering class of 2011-2012
- M.A. in Counseling and Global Mental Health – entering class of 2012-2013
- M.A. in Counseling and Primary Care – entering class of 2012-2013 (later renamed to M.A. in Counseling and Health Psychology)
- M.A. in Counseling and Expressive Arts Therapy – entering class of 2013-2014
- M.A. in Counseling and Couples and Family Therapy – entering class of 2013-2014

In 2016, we reorganized our programs into one M.A. in Clinical Mental Health Counseling, with 4 choices of departmental areas of emphasis, and several choices of college-wide concentrations:

Departmental Areas of Emphasis:

- Couples and Family Therapy
- Expressive Arts Therapy
- Forensic and Correctional Counseling
- Health and Behavioral Medicine

College-wide Concentrations:

- African and Caribbean Mental Health
- Global Mental Health
- Latino Mental Health
- Military and Veterans Psychology®

Our department's mission is as follows:

We support the WJC mission by providing Counseling Department students, faculty, and staff with a learning community that fosters dedication, collaboration, respect for

diversity/difference, and transparency. We believe in providing a safe environment that empowers, supports, and validates students' self-exploration and self-awareness to facilitate transformative development toward becoming professional mental health counselors.

Our training model is grounded in the three core values of William James College: experiential education, social responsibility, and personal growth. You will find that our programs offer an excellent interweaving of theoretical and practical knowledge and experience, with ongoing application of classroom learning in well-supervised field experiences. We have a sustained focus on the development of the professional self and an orientation to community service, guided by an excellent faculty.

Our programs will prepare you for the pre-master's licensure requirements as a mental health counselor (LMHC) in Massachusetts. For licensure requirements in other states, please contact the respective state licensure board. A list of the state boards can be found at: <http://www.nbcc.org/directory>

Our curriculum and faculty provide future mental health counselors with the strongest foundation for a fulfilling career. We are proud to offer an exceptional, rigorous training in a warm and supportive environment that will reward our students throughout life.

Nilda M. Laboy, Psy.D.
Associate Professor
Chair, Counseling Department

GENERAL CAMPUS POLICIES/INFORMATION

Student Handbook

This manual is specific to the Counseling Department. For Institutional policies and procedures, please refer to the Student Handbook that can be found in the Registrar's page in our website.

The Mission of William James College

William James College strives to be a preeminent school of psychology that integrates rigorous academic instruction with extensive field education and close attention to professional development. We assume an ongoing social responsibility to create programs to educate specialists of many disciplines to meet the evolving mental health needs of society.

The Core Values of William James College

Experiential Education — The William James College community believes that the integration of rigorous academic instruction with substantial clinical experience is a value-enhancing component of our educational experience, and the institution is committed to providing well-planned, systematic pre-professional experiences throughout the entirety of the various academic curricula.

Social Responsibility — The William James College community has accepted and embraced its responsibility to meet our diverse society's evolving psychological well-being and mental health needs,

including assurance of cultural competence and language training. The School develops programs and partnerships to ensure access to mental health care for all persons.

Personal Growth — The William James College community is committed to fostering the development and maintenance of a supportive, challenging and available learning environment that pays careful attention to personal and professional development.

THE COUNSELING DEPARTMENT

Philosophy

Graduate training in Counseling at William James College is grounded in an integrative philosophy of training and education, with ongoing application of classroom instruction in structured, closely supervised field experiences. Underlying this approach to professional training is a sustained focus on the development of the personal and professional self, an orientation towards community service, and respect for colleagues and clients.

Time Commitment

Because of the time requirements of field placement, individuals who work full-time during traditional day hours may not be able to pursue this degree on a full-time basis or even on a part-time basis without making adjustments to their work schedule. The first year field placement is a practicum that requires 12 to 16 hours per week in addition to the required coursework. The second year field placement is an internship that requires 20 to 24 hours per week in addition to the required coursework. Students are expected to take 6 credits during the summer between the first and second years (courses that may not be offered during the Fall and Spring semesters), especially if they would like to complete the program in 2 years.

Goals and Objectives

The primary goal of the Counseling Department is to prepare its graduates to be professional mental health counselors. Upon completing the program, students will have the requisite skills to work under supervision in a wide range of settings, until they complete the post-master's field experience and the board examination to obtain their independent license. Some of the settings where our graduates have obtained employment include community mental health centers, hospitals, clinics, substance abuse treatment facilities, college and university counseling and health centers, government agencies, elder care facilities, correctional settings, court clinics, and faith communities.

Consistent with the above, all students in the program will:

1. Review and examine critically the major contemporary theories of counseling and psychotherapy.
2. Acquire knowledge of human development throughout the lifespan.
3. Acquire knowledge of abnormal behavior, psychopathology, and the major current systems of psychiatric diagnosis and nomenclature.
4. Acquire knowledge of the counseling and psychotherapeutic processes, their dynamics, nuances, and subtleties, and the major contemporary theories of therapeutic change.
5. Acquire fundamental counseling, psychotherapeutic, consultative and advocacy skills as applicable to individuals, groups, and systems.
6. Acquire familiarity with the basic principles of individual psychological assessment and appraisal, including interview methods, the mental status examination, and the administration, scoring and interpretation of standardized assessment instruments.

7. Learn and examine critically the interaction between sociocultural variables and mental health and illness, including how counselors' own backgrounds and biases can impact their capacity to provide respectful, competent, and effective services.
8. Learn how to integrate knowledge of human development, theoretical knowledge of counseling and psychotherapy, and assessment data into a focused, biopsychosocially-informed treatment plan that takes into account individual and cultural variables.
9. Learn how to formulate and implement a treatment plan and evaluate its effectiveness in the context of evidence-based practice.
10. Learn how to evaluate the efficacy of research, be informed consumers of the scientific literature, and appreciate the relationship between research and clinical practice.
11. Acquire knowledge of ethical principles and standards and their application to contemporary practice.
12. Become familiar with the development and foundations of the profession of mental health counseling, the roles of the mental health counselor, and the major contemporary ethical, legal, and sociopolitical issues pertinent to their development as members of the profession.

THE COUNSELING DEPARTMENT'S CORE COMPETENCY AREAS

Students are evaluated in the following dimensions and criteria, each considered to be a fundamental aspect of a professional counselor's development and clinical competence.

Ethics and Professional Development

Development of Leadership Skills

Research and Evaluation

Assessment and Diagnosis

Counseling, Prevention and Intervention

Cultural Competence

Consultation, Collaboration and Advocacy

Each one of these competencies is described in detail:

Ethics and Professional Behavior

A solid anchoring in professional ethics is essential to competent and socially responsible clinical practice. During their fieldwork, practicum and internship students will build on coursework in ethical practice and will develop and demonstrate practical knowledge of ethical standards, practice guidelines, and ethical decision-making.

1. Practicum and internship students will be expected to:
 - a. Know the ethical and professional codes and standards of the American Counseling Association and American Mental Health Counselors Association. In addition, students pursuing areas of emphasis, will know the ethical and professional codes of the American Association of Marriage and Family

Therapists, the International Expressive Arts Therapy Association, and the American Psychology and Law Society.

- b. Know the laws, statutes, and regulations relevant to the practice of mental health counseling at the federal, state and local level as they impact their practice.
- c. Recognize and analyze ethical and legal issues as they arise across the range of their activities in the field.
- d. Recognize and understand the ethical dimensions and features of their own attitudes and practice in their field settings.
- e. Seek appropriate information and consultation when faced with ethical issues.
- f. Practice appropriate professional assertiveness related to ethical issues (e.g., by raising these when they become apparent).
- g. Demonstrate a clear commitment to ethical practice.

Field training is an important formative experience in the professional development of the beginning counselor. Certain central features that characterize professionalism in later life are a focus during field training as well as during the student's experience in classes, and will serve as a foundation for continuing professional development. Among these are:

1. Timeliness: Completing professional tasks (e.g., assignments, evaluations, case notes, reports, treatment plans, and correspondence, among others) within allotted and appropriate time frames.
2. Developing an organized, disciplined approach to writing and maintaining clinical notes and records.
3. Appropriately negotiating / managing fees and payments.
4. Being able to recognize personal distress, particularly as it relates to clinical work.
5. Seeking and using available resources that support healthy functioning.
6. Organizing one's day effectively so as to maximize productivity.
7. Responsibility and accountability: Being accountable for the quality of one's work; being able to acknowledge and correct errors and seek consultation when needed.
8. Self-awareness.
9. Self-care.
10. Ability to create and maintain a professional presentation and demeanor. This includes dressing appropriately and consistent with agency and professional norms.

Development of Leadership Skills

Students will have the opportunity to develop skills that will enhance their capacity and confidence to assume leadership roles as a professional, such as public speaking, formal and informal presentations, staff training and team facilitation.

These opportunities will be provided in any one or more of the following contexts: classroom experience, field training, school-wide opportunities, and/or professional organizations.

Students will also be able to access opportunities to contribute to governance, public policy, and systemic improvements at William James College and in service-providing agencies (training sites, non-profit organizations) and professional communities.

Students are encouraged to join professional organizations at the state, regional, national and international levels as student members, in order to develop a professional identity and begin to demonstrate commitment to the profession and its development.

Research and Evaluation

Students will demonstrate the ability to understand how research and evaluation questions are formulated, the critical distinction between empirical observation and inference, and factors governing the types of conclusions which can be drawn from empirical data. Students will be discriminating consumers of research.

Students will also demonstrate an appreciation of cultural considerations and ethical issues in research studies. They will identify strengths and weaknesses in the design of research studies and identify means to address the limitations.

Assessment and Diagnosis

An appreciation of the value, scope, and functions of psychological assessment is a fundamental competency for mental health counselors. This includes an understanding of the purposes, uses, and limitations of a variety of well-known psychological instruments currently in use.

Practicum and internship students will be expected to:

- a. Recognize the psychometric properties, issues, and bases of a variety of psychological assessment methods.
- b. Recognize the uses and limitation of psychological tests and their data.
- c. Use a systematic approach to gathering and evaluating information based on psychological assessment instruments.
- d. Be able to evaluate critically a report based on psychological test data.
- e. Use only those instruments for which the student has received training and supervision in its administration and/or interpretation.
- f. Diagnose conditions using the nomenclature systems in use by the profession, taking into consideration the client's cultural background.

Counseling, Prevention and Intervention

The ability to form and maintain productive relationships with others is a cornerstone of professional helping. Productive helping relationships are respectful, supportive, professional, and ethical. Helping students develop and refine these skills is a key aim of all clinical practica.

1. With their patients/clients, all practicum and internship students will be expected to demonstrate:

- a. The ability to take a respectful and professional approach to individuals, couples, families, and groups
- b. The ability to establish a rapport and therapeutic alliance inclusive of individual and cultural differences
- c. The ability to deal effectively with conflict
- d. The ability to understand and maintain an appropriate professional role

2. With their peers/colleagues, they will be expected to demonstrate:

- a. The ability to work collegially and professionally
- b. The ability to support others in their work
- c. The ability to enlist support from others in one's own work

- d. The ability to provide helpful feedback to colleague and receive the same in a non-defensive manner
3. With their supervisors, they will be expected to demonstrate the ability to make effective use of supervision, as evidenced by:
 - a. The ability to work collaboratively: collaboration means understanding, sharing, and working by a set of common goals for supervision
 - b. The ability to prepare effectively for supervision
 - c. The ability to accept supervisory input, including direction.
 - d. The ability to follow through on recommendations and directives from supervisors
 - e. The ability to negotiate needs for autonomy from and dependence on supervisors
 - f. The ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary
4. In their dealings with clinic and departmental support staff and clinical teams, they will be expected to:
 - a. Respect support staff persons and their roles
 - b. Understand and respect the team's operating procedures
 - c. Participate effectively as a team member
5. In their contacts with community professionals, they will be expected to:
 - a. Demonstrate the ability to communicate effectively and work collaboratively
6. At each field site, students will be expected to:
 - a. Understand and adhere to the agency's operating procedures
 - b. Participate in furthering the mission of the agency
 - c. Contribute to the agency in such a manner as to enrich the site as a training site
future students

"Intervention" includes preventive, developmental, and remedial techniques and procedures. Together with relationship skills, intervention skills are *the* fundamental competency for professional mental health counselors.

The following intervention skills are expected of practicum and internship students:

- a. Ability to formulate and conceptualize clinical case material from a framework that is informed developmentally, biopsychosocially, and socioculturally.
- b. Ability to formulate and implement an appropriately-focused treatment plan in a manner that demonstrates and applies knowledge of fundamental psychotherapy theory, research, and evidence-based practice.
- c. Ability to implement a range of fundamental intervention techniques, including but not limited to educational and supportive interventions, counseling, psychotherapy, and crisis intervention, depending on the nature of the site and population served.
- d. Ability to deliver interventions in a developmentally and culturally sensitive manner.
- e. Ability to negotiate and uphold a therapeutic contract.
- f. Ability to establish and maintain a safe therapeutic atmosphere.
- g. Ability to evaluate treatment process and outcome and modify a treatment plan as indicated.

- h. Ability to use supervision effectively to implement and enhance relationship and intervention skills.
- i. Awareness of the role and impact of the self in the therapeutic relationship.

Cultural Competence

Because all persons exist in social, political, historical, and economic contexts, mental health care providers must be sensitive to the impact of these contexts on the development and behavior of their clients. Practicum and internship students need to be aware of these contexts and of how individual and cultural differences influence their clients' (and their own) perceptions of problems and their appropriate solutions.

1. At their field placement, Counseling practicum and internship students will be expected to demonstrate:
 - a. Awareness of self in the context of diversity (i.e., one's own beliefs, attitudes, interpersonal valence, and related strengths and limitations) as they operate in a clinical setting with diverse others.
 - b. Knowledge of the nature and impact of diversity in different settings and situations, and recognition of the multi-dimensional and dynamic nature of diversity both within and outside of the clinical setting.
 - c. Skills to work effectively with diverse clients in all their field duties and responsibilities.

Knowledge of special populations is essential to mental health counseling practice in a pluralistic society. In this regard, practicum and internship students will be expected to:

- a. Possess knowledge of special populations and specific treatment interventions for addressing their needs.
- b. Recognize the coexistence of major psychiatric and psychological disorders and the major issues involved in their diagnosis and treatment.
- c. Recognize the importance of variables such as gender, culture, and socio-economic status (SES) in the manifestation, expression, and personal meaning of psychiatric illness.

Consultation, Collaboration and Advocacy

Professional mental health counselors must possess the ability to work collaboratively with other professionals and serve as competent and engaged consultants to individuals, groups, organizations, and systems. Consultation and collaboration skills are particularly essential to the service of populations that are traditionally underserved and / or disenfranchised.

Practicum and internship students will be expected to:

- a. Understand, respect, and appreciate the unique patient care roles of other mental health professionals and their contributions to multidisciplinary systems of care.
- b. Relate effectively to other mental health care professionals in accordance with their unique service roles.
- c. Understand and accept the role and limitations of the consultant as an information-provider to another professional who ultimately will be the primary decision-maker in the case.
- d. Be able to dialogue with other professionals in a manner that avoids excessive use of psychological jargon.

- e. Recognize the usefulness of psychoeducational and other types of programming and community outreach efforts.
- f. Be able to advocate for clients, and teach the clients to advocate for themselves.

ADMISSION REQUIREMENTS

Application Process

Admissions information and application packets are available online on the William James College website. Once completed, application packets are forwarded to the Department Chair and Faculty, who decide whether the applicant will be granted an interview. Candidates may be invited to interview on selected Interview Days or on other, alternative dates. Applications are accepted year-round and admissions are granted on a “rolling” basis until the year’s spaces are filled. The programs begin in the fall of each year, with a required orientation week prior to the start of classes.

Requirements for Admission to the Counseling Department Programs

Eligible applicants must hold a four-year college degree from a regionally-accredited institution (or its equivalent). Although not required, at least some coursework in the field of psychology or human services is strongly recommended. Cutoff scores are not strictly applied, but the most competitive candidates for admission will have an undergraduate GPA of 3.2 or higher. The GRE is not required. For applicants whose primary language is not English, the preferred TOEFL combined scores will be 637 (paper-based), 270 (computer-based), or 110 (internet-based). Applicants whose scores are substantially lower than these should qualify the reasons for this in their application. The written components of the application (e.g., the required work samples) are also vital for this evaluation. Applicants should specify their program of interest.

Concurrent Application to the William James College Clinical Psy.D. and/or School Psychology Program(s)

Although the William James College Clinical Psychology Clinical Psy.D. program, M.A. Clinical Mental Health Counseling program, and School Psychology programs involve distinctly different graduate experiences and career opportunities, it is conceivable that at times a prospective applicant’s interests may be sufficiently diverse as to lie within the realm of all three. When this is the case, the individual may choose to apply to all three programs concurrently. Applicants should take note, however, that the programs have different deadlines for submission of application materials, different dates for interview days, and different requirements for completion.

Individuals applying to more than one program must submit each application by the respective program’s deadline, bearing in mind that the application review process will be different for each, and that each will operate on its own timeline with regard to interviews and admissions decisions. Once an applicant has been offered and has accepted admission to one program, his/her application to another will no longer be considered. Similarly, applicants who are waitlisted into a program and in the meantime accept admission to another will have their waitlisted applications withdrawn.

Application for Courses as a Non-Matriculating Student

Non-matriculating students seek professional growth, licensing compliance, credit transfer, career advancement or to explore William James College. Applicants may enroll in non-matriculating courses for either academic or continuing education (CE) credit. Both options require administrative approval. Since the objectives of our program are to develop specific competencies relevant to professional practice, there is substantial emphasis on continuous comprehensive evaluation. Only certain courses are available to non-matriculating students and are accessible on a space available basis. Enrollment in specific courses may require prior academic preparation and or professional experience. The application is available on the William James College website.

Departmental Areas of Emphasis

During the application process, applicants select one of the following areas of emphasis within the department:

- General Track
- Couples and Family Therapy
- Expressive Arts Therapy
- Forensic and Correctional Counseling
- Health and Behavioral Medicine

Students who choose an emphasis area (as opposed to the general track) will have 9 credits of directed coursework, and their internship experience will be more focused on that particular area. For more details about the course offerings, please refer to the Counseling Department page in the WJC website.

College-wide Concentrations

The information posted here about the college-wide concentrations may change and the changes will be updated on the WJC website. Please refer to the webpage for the most updated information.

Lucero Latino Mental Health Program (LMHP)

William James College Counseling Department students may also choose to participate in the Lucero Latino Mental Health Program (LMHP), a concentration that was created in response to the increasingly urgent need for culturally and linguistically competent professionals to serve the growing Latino population in the United States. The program is the result of a collaborative effort between William James College faculty, William James College students, and professionals in the greater Boston community and owes its inspiration to the work of the late Cynthia Lucero, Psy.D., an William James College Clinical Psychology graduate whose career was in part devoted to addressing the needs of Spanish-speaking people.

Graduates of the program will demonstrate advanced Spanish fluency and sensitivity and cultural knowledge to work as competent clinicians with this population, thus contributing to reduce the reported significant disparities in health care that disproportionally affect Latinos in the U.S. (2001, Satcher/Surgeon General's report).

For students of Latino descent, the program fosters self-awareness of the influence of their own cultural

beliefs and values in their clinical work and familiarity with other Latino cultures. It will also offer those with limited Spanish fluency an opportunity to enhance their linguistic competence.

The goals of the LMHP are:

1. To increase the number of Latino mental health service providers in the United States by providing specialized master's and doctoral level training in clinical, counseling, and school psychology.
2. To provide mental health professionals (both Latino and non-Latino) with the language skills, cultural sensitivity, and clinical competence that will enable them to deliver high-quality care to Latino populations.
3. To train mental health leaders who can create, direct, and deliver high-quality services so as to help eliminate societal disparities that exist with regard to access and quality of mental health care.

Program Outline

Broadly stated, the LMHP includes three major components:

1. Specific coursework at William James College.
2. Sociocultural activities at William James College.
3. A fieldwork immersion experience in a Latin American country.

Included in the first component are a course on Psychology of Diversity and Difference, three one-credit courses specific on Social Context, and completion of a scholarly project on a topic of relevance to Latino mental health. Included in the second area are a conversational Spanish support group and exposure to films, music and dance presentations, folk healing rituals, and other aspects of Latino culture. Included in the third component is a field work immersion experience in a Latin American country during the summer.

LMHP Program Requirements and Levels of Participation

Eligibility. The LMHP is open to any student who has preferably an intermediate level understanding of Spanish and expresses serious interest and/or commitment to working with Latino populations.

Enrollment. Student apply in the fall semester of their first year (mid-October), and formally start the program in the spring of that academic year. The application process consists of a short essay describing interest in Latino mental health and level of Spanish fluency, followed by an interview with faculty.

Levels of Participation. The Program can be attended on a Certificate or Non-Certificate basis. Students who participate on a Certificate basis will complete all required LMHP activities and will be awarded a certificate. Students who participate on a Non-Certificate basis can take part in any of the Program activities but will not earn a certificate.

For Counseling Department students who choose to attend on a Certificate basis, the requirements are as follow:

- 1. Completion the LMHP core courses (4 credits):**

- COU CC549 Introduction to Latino Culture (1CR) 2 hours every other week
 - COU CC550 The Experience of Latinos in the United States (1CR) 2 hours every other week
 - COU CC551 Clinical Work with Latinos in the United States (1CR) 2 hours every other week)
 - COU CC560, LMH Summer Immersion II Seminar (1CR) preparation for Immersion and supervision during immersion
2. **Completion of one four-week summer immersion experience in a Latin American country – includes language, field work and cultural aspects** (this experience may be substituted for an immersion in a local community serving the Latino population by approval of the LMHP program director).
 - COU CC563, LMH Summer Immersion II (OCR) e.g., Ecuador (fee assessed every year depending on costs)
 3. **Completion of a Capstone Project on a topic relevant to Latino mental health.**
 4. **Completion of a field placement in a setting that serves a substantial Latino population.** A minimum of 25% direct contact with individuals/couples/families of Latino backgrounds and Spanish speaking individuals by completion of the Master’s degree.
 5. **Attendance to at least 6 hours of training (conferences, CEs) at WJC or another site in topics related to Latino mental health** before graduation.

Recommended Sequence

Program Year	Courses	Field Placement 25% work with Latino population by time of graduation	Other
Year 1 fall	<ul style="list-style-type: none"> • Application for admissions to LMHP 	General Site (option: 25% or more work with Latino population)	
Year 1 spring	<ul style="list-style-type: none"> • COU CC549, <i>Introduction to Latino Culture</i> (1CR) 	General site (option: 25% or more work with Latino population)	
Year 1 Summer Session	<ul style="list-style-type: none"> • COU CC562, <i>LMH Summer Immersion I</i> (OCR) • COU CC560, <i>LMH Summer Immersion Seminar</i> (1CR) (<i>preparation for immersion</i>) 	Summer Immersion in Guayaquil, Ecuador for 4 weeks	Domestic Immersion option
Year 2 fall	<ul style="list-style-type: none"> • COU CC550, <i>The Experience of Latinos in the United States</i> (1CR) 	General Site (option: 25% or more work with Latino population)	
Year 2 spring	<ul style="list-style-type: none"> • COU CC551, <i>Clinical Work with Latinos in the United States</i> (1CR) 	General Site (option: 25% or more work with Latino population)	

Mari Carmen Bennasar, Psy.D. Director; Nilda M. Laboy, Psy.D.; Paola Michelle Contreras, Psy.D. Students who are interested in participating in the LMHP should inform their advisor and should contact Dr. Mari Carmen Bennasar, the LMHP Program Director.

Military and Veterans Psychology Program

Throughout the deployment cycle and after discharge or deactivation, many military service members are at substantial risk for depression, anxiety, suicidal ideation, interpersonal aggression, substance abuse, post-traumatic stress, relational difficulties, and severe problems of adjustment. Many families facing separation from or reunion with service members are also burdened with increased demands for coping that require professional psychological assistance. High rates of divorce, suicide, homelessness, and chemical dependence among active and retired service members all point to considerable inadequately addressed strain in these populations.

The Military and Veterans Psychology® (MVP) concentration includes academic, experiential, research and hands-on components designed for students who intend to develop a significant professional focus with military and veteran communities in active-duty contexts, VA hospitals, Vet Centers and community mental health settings. MVP field training, community service, and classroom experiences have been specifically developed to give students—many military Veterans themselves—heightened sensitivity to the needs and challenges of working with service members, veterans, and their families. MVP students learn the evidence-based relationship and therapeutic skills necessary to be effective with these populations. Through the combined features of the concentration students develop the psychological maturity required to be fully responsive to these at-risk and often traumatized groups.

Enrollment Process

Students may apply to enter the MVP concentration prior to the end of fall semester year one.

Recommended sequence

Program Year	Courses	Notes
Year 1	<u>Spring</u> : TR-540 Meeting the Needs of Returning Veterans	Students must take an introductory substance abuse course prior to or concurrent with MV-522 . (SB515 Substance Abuse Evaluation and Treatment should be taken in the spring semester of the first year).
Year 2	<u>Summer</u> : MV-522 (one credit) Psychoactive Substance Abuse in Military and Veteran Communities <u>Fall</u> : MV-540 Trauma and the Military <u>Spring</u> : MV-515 Military Families and The Cycle of Deployment	Students must take an introductory trauma course prior to or concurrent with MV 540 . (TR602 Trauma, Theory and Treatment should be taken in the spring semester of the first year).

		<p>Students must take an introductory course in family theory or therapy prior to or concurrent with MV-515. (FX510 Introduction to Family Therapy should be taken in the fall of the second year if not before).</p>
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Other Concentration Requirements:

Experiential learning:

MVP students are required to participate in an experiential learning group facilitated by MVP faculty. Veteran-only groups and non-military student groups will meet for 15 hours per semester for one academic year. These are offered at no fee to students, and are not graded. Veterans are strongly encouraged to take part in their first year; other students are advised to do so while working with veterans in the field.

Field Education:

Cases involving veterans or their families must comprise at least 20% of the entirety of MVP students' WJC fieldwork. Students who secure a training position in a veteran-only center, clinic, or hospital will fulfill this requirement in a single year. When access to veterans or their families is limited or not possible, students will work with training directors to gain additional experience with trauma, depression, and substance abuse. Service learning projects will complement and extend the contact that students have with the veteran community. The concentration director will determine if field placement and service learning experiences fulfill MVP requirements.

Service Learning

MVP students will do six service or community learning projects over a 2-year period. The Associate Director of Veterans Relations (Travis Bickford) will assist students in the planning and evaluation of their service learning projects. Students with outstanding independent involvement in the veteran community may apply to waive this requirement.

Faculty:

Robert Dingman, Ed.D., Gerald Sweet, Ph.D., Gary Rose, Ph.D., Richard Amodio, Ph.D., Shellee Robbins, Ph.D., Sonia Suri, Ph.D., David Haddad, Ed.D.

Travis Bickford is the Associate Director for Military and Veterans Affairs.
 Dr. David Haddad is the MVP Coordinator for the Counseling Department.

New College-wide Concentrations

More information will be available within the next few weeks on the following concentrations:

- African and Caribbean Mental Health
- Global Mental Health

ETHICAL AND PROFESSIONAL BEHAVIOR

- A. Please refer to the Student Handbook for “William James College Guidelines on Professional Behavior”. In addition, this section elaborates on other issues important for students in the Counseling Department.
- B. **Ethics Codes.** Students are expected to adhere to the ethical and professional behavior guidelines as established by the American Counseling Association (ACA) *Code of Ethics* and the American Mental Health Counselors Association (AMHCA) *Code of Ethics*. In addition, students pursuing an area of emphasis, will know the ethical and professional codes of the American Association of Marriage and Family Therapists, the International Expressive Arts Therapy Association, and the American Psychology and Law Society.
- C. **Professional Designation.** Students may sign their email signature and any other documents with their year of study and the program in which they are matriculated. For example:

John Smith
1st year student
M.A. in Clinical Mental Health Counseling program
Area of Emphasis X (if applicable)

At their field placement, they can sign as “Practicum Student” or “Intern” according to their status in their placement.

There is no signature designation as “M.A. Candidate” or “M.A. in Clinical Mental Health Counseling Candidate.” You are a candidate for the degree during the few weeks between completing all requirements and commencement. Please do not use this designation.

- D. **Psychotherapy with Faculty or Supervisors.** Students may not establish or continue psychotherapy with any department or affiliate faculty member (including adjunct faculty) under any circumstances while registered in his or her course or while under his or her supervision. Any pre-existing therapeutic relationship with a faculty member should be resolved prior to program matriculation.
- E. **Practicing Outside of Training Scope.** No student shall obtain part-time or full-time employment that is beyond the scope of their cumulative training in their field of mental health counseling. In accordance with state law, no student may serve under the title of “mental health counselor” or any closely related title or function until granted an appropriate license by the state. A student shall not perform any function that exceeds his/her level of training. Field work is covered by the school’s liability policy, **only** during the terms established by the contract with the field sites. Any work performed outside of field work approved by William James College is not covered under the school’s liability policy.
- F. **Engaging in Private Practice.** WJC students are not permitted to engage in independent, private practice unless they are independently licensed in another specialty to do so (e.g., LICSW). Please note that students cannot use private practice settings to accrue pre-masters and/or post-masters supervised hours for licensure, as stipulated by the Board of Registration of Allied Mental Health Professionals in Massachusetts. Students who may consider supervised

employment by licensed mental health professionals apart from their programmatically prescribed field training are referred to the Associate Director of Field Education for consultation regarding clarification of the legal, professional, and ethical issues attendant to professional involvement outside of the WJC training experience. In addition, the Counseling Department Chair or any other WJC faculty/staff is available to students who might seek opinions in such matters. Students are reminded that they are bound by the ACA and AMHCA Codes of Ethics.

- G. **Student Liability (Malpractice) Insurance.** WJC has a school-wide Professional Liability Insurance Policy which covers work done by students in connection with their school-approved field placements. This policy does **not** cover work done by students in other functions or for experience beyond the scope or the time boundaries of the Field Placement Contract. Students are required to have, in addition to the liability insurance provided by WJC, an individual liability policy which is included with membership in the American Counseling Association (www.counseling.org).
- H. **Protection of Public Welfare.** Our primary responsibility is to the public. Academic integrity is expected in all aspects of the students' graduate work, and this includes scholarship, course work, field work, professional working relationships, collegial relationships and client contact, as well as participation in any official activity sanctioned by William James College. In addition, students who are pursuing a degree in our department should be suited for professional work in Counseling. Should a student show signs that he or she is likely to cause harm to those we serve, immediate action will be taken to **mitigate** such risk of harm, ranging from requiring additional education and remediation to disciplinary action. Students who fail to comply with ethical and professional behavior guidelines or despite remediation efforts fail to demonstrate the appropriate competencies or ethical behavior required for practice in the field of counseling are subject to department remediation and/or referral to the Academic Policies and Standards Committee, up to dismissal from the school. Any changes in the student's ability to engage in professional practice, for example, through the commission of a crime that prevents licensure, may prompt the Department to determine that completion of the program is not possible and the student may be dismissed from the school.

USE OF TECHNOLOGY

William James College strives to use technology as an integral component of education, training and communication. Students are expected to be able to use electronic mail (email), computer software (the school uses Microsoft Office programs as the standard, which are provided to students free of charge), the internet, and *MyCampus*, our extranet. Students who are not proficient in the use of technology can and will be assisted by the Education Technology Department (EdTech) to obtain the training needed to use the tools required for their work at William James College. If you need assistance, please communicate with this department at edtech@williamjames.edu.

Technology, however, must not be used to disrupt classes. Your instructors will give you specific instructions or requirements regarding the use of technology in the classroom. Please note that you will receive a warning (the first time) if you do not comply with the instructor's policy in the classroom. You may be referred to an interim Assessment and Planning (interim A & P) meeting if you continue to not comply with this requirement.

ACADEMICS

Attendance and Participation

Attendance to classes, field placement and appointments with faculty advisors and other academic-related meetings are an essential component to the participation in our department's programs. Students who fail to comply with our attendance and participation policy will be referred to the Department Chair and their standing in the program may be affected.

Students in the Clinical Mental Health Counseling program are expected to:

1. Come to class prepared to discuss the assigned readings.
2. Complete all course readings and assignments for the dates for which they are assigned.
3. Attend all meeting times. This includes class time, appointments with Faculty Advisors, appointments with the Field Education Office, scheduled times at assigned field placement, and any other required departmental or William James College activity. Students are expected to contact their instructors or the person they are meeting should an absence be anticipated. Any class time missed due to an **unexcused** absence (excused absences are defined as due to illness, car accidents, and/or death in the family) will impact upon your grade. Missing 3 sessions may result in automatic loss of one letter grade (A to B) and missing 4 or more sessions may result in failure of the course. For blended courses, missing the meeting times on campus may result in failure of the course.
4. Arrive to class on time. Failing to arrive to class on time (i.e., before the door closes at the start of class) or to return to class after a break more than twice without an excusable reason (see # 3) will result in a reduction in your class participation grade.

Late work is not accepted (unless you have spoken to the instructor before the due date), and students will receive "zero" points for that learning activity.

Students with Disabilities

Please refer to the *Student Handbook* for detailed information on how to access services through the office of the Dean of Students, specifically the Academic Resource Center. It is important that students access any accommodations needed through the office of the Dean of Students. Individual instructors are not allowed to make ADA accommodations on their own.

Academic Integrity

Please refer to the *Student Handbook*.

Academic dishonesty is a very serious matter. It includes plagiarism, cheating and fabrication.

In all formal written work (with the exception of closed book exams), all sources must be documented through references and citations. Submitted work containing undocumented sources will be considered plagiarism and may result in failure of the course and referral to the student's academic advisor and academic disciplinary actions up to and including expulsion from the program. All papers submitted for all courses in the Counseling Department may be uploaded to Turnitin.com, a resource to verify the originality of submitted work. Instructors will provide students with pertinent information at the beginning of the courses if it is not specified elsewhere on the syllabus.

General Academic Requirements

The M.A. in Clinical Mental Health Counseling has the following general academic requirements:

1. The degree has to be completed in a maximum of four years (two years if full-time, and four years if part-time).
2. 60 semester credits of coursework (if you choose an area of emphasis or a college-wide concentration, you may be required to take extra credits).
3. A minimum of 960 hours of field work distributed across two years of study (first year practicum: 360 hours; second year internship: 600 hours)
4. 13 core courses:
 - a. Orientation to the Profession and its Practice (no academic credit)
 - b. Theories and Techniques of Counseling and Psychotherapy
 - c. Lifespan Development
 - d. Professional Issues and Ethics
 - e. Diversity, Difference and Inclusion
 - f. Psychopathology
 - g. Substance Abuse Evaluation and Treatment
 - h. Introduction to Family Therapy
 - i. Career Counseling
 - j. Research and Program Evaluation
 - k. Psychological Assessment for Counselors
 - l. Consultation, Collaboration & Community Partnerships, Consultation, Collaboration and Testimony, or Consultation with Larger Systems
 - m. Group Counseling and Psychotherapy
5. Electives or Directed Specialty Coursework
 - a. Students will complete a minimum of 9 credits on elective course work if they are enrolled in the **general track**.
 - b. Students will complete a minimum of 6 credits on directed course work and 3 credits on elective course work if they are enrolled in the **Forensic and Correctional Counseling** area of emphasis.
 - c. Students will complete a minimum of 9 credits on directed course work if they are enrolled in the **Health and Behavioral Medicine** area of emphasis.
 - d. Students will complete a minimum of 12 credits on directed course work if they are enrolled in the **Couples and Family Therapy** area of emphasis, for a total of 63 credits.
 - e. Students will complete a minimum of 9 credits on directed course work if they are enrolled in the **Expressive Arts Therapy** area of emphasis.
 - f. Students in the college-wide concentrations will pursue the concentration requirements above (in addition of) the requirements of their counseling degree.
6. Field training sequence that includes field placement and clinical seminars over a two-year period:
 - a. First year:
 - i. Clinical Skills and Practicum I
 - ii. Practicum II
 - b. Second year:
 - i. Mental Health Counseling Internship I
 - ii. Mental Health Counseling Internship II

7. Comprehensive Examination

We will implement the **Counselor Preparation Comprehensive Examination**. This is a standardized exam that is recognized in the counseling profession. Over 400 programs use it. From their website:

<http://www.cce-global.org/AssessmentsAndExaminations/CPCE>

“The CPCE:

- Provides a master’s program comprehensive exam that meets high psychometric standards.
- Gives programs an objective view of the knowledge level of their students.
- Allows programs to examine student functioning in various curricular areas.
- Promotes longitudinal self-study.
- Compares a program’s results to national data.
- Stimulates student integration of knowledge learned in separate courses.
- Gives students comparative strength and weakness feedback.”

The listed cost is \$50 per student. If WJC becomes a testing site for them, the cost may be lower.

- a. We will set the pass rate for the exam, once we have a representative cohort taking the CPCE test.
- b. Students be given 3 attempts to pass the test. The exam will be offered in the fall semester and in the spring semester. We will also apply to become a testing site.
- c. We will select a number of students who are representative of this year’s graduating class (2017) and have them take the exam (at our expense) in order to be able to set our expected passing rate.
- d. We will then implement this requirement for the class graduating in 2018 (all entering students in 2016-2017 will have this requirement, as well as the part-time students that entered in 2015-2016).

Course Delivery Options

All clinical seminars, and group counseling courses are offered only in person on a weekly basis at the William James College campus. Specialty courses in expressive arts therapy, couples and family therapy and health psychology are offered only in person as well. All core courses in the department are also offered in person in a traditional format. We offer many other courses in a blended (hybrid) format.

All **traditional format courses** are what we call “traditional-enhanced” courses. They are aided by the use of educational technology. All courses have a course page in Moodle where faculty and students can share materials, and participate in online discussions.

Each **blended (hybrid) course** consists of 7 weeks of instruction that include asynchronous (not live) lectures, assigned readings, and learning activities consisting of discussion on a discussion board, and completing other learning activities as assigned by the faculty. Although students don’t have to log in at a specific time (e.g., to see a live lecture), they have deadlines to complete work on a weekly basis. In addition, 2 full days of in-person sessions are required (may be one weekend or two days in different weeks). Faculty provides feedback about the students’ participation and return graded activities via

email. Students also can schedule times to talk to the faculty via telephone, video conferencing (through Zoom) or to meet in person as needed.

We do not offer online-only courses in this department.

Grading and Academic Performance Feedback

Grading and Evaluation

Grades are assigned for each and every course. Course grades assist the school, the Department Chair, the academic advisor and the student to monitor the student's progress in the program. Faculty and academic advisors may discuss students who are having academic or other professional difficulties during departmental faculty meetings and appropriate referrals may be made for follow up with the Department Chair, the Dean of Students, the Academic Resource Center, and/or the Academic Policies and Standards Committee.

At the end of each academic year, the progress of every student is evaluated formally at a faculty meeting designated specifically for this purpose. Feedback from this meeting is incorporated into the Assessment and Planning (A & P) Meeting with the advisor. At the end of the first full time year of study (or at the end of each year of part-time study), the academic advisor writes an "Assessment and Planning Meeting Summary Form." Previous to this meeting, the student receives a blank form where they can do a self-rating and prepare for the meeting. This meeting is used to give the student feedback about their progress and to prepare for their next year in the program. A copy of this report is filed in the Academic File.

1. Please refer to the Student Academic Policies Handbook for institutional standards on grading.
2. Within the Counseling Department, evaluation is regarded as routine, regular, ongoing and reciprocal.
 - a. Formal student evaluations are completed by instructors at the end of each term in each class, at the same time that grades are submitted.
 - b. Field evaluations are submitted by field supervisors who submit formal clinical field evaluations at the end of each term during practicum and internship years. The clinical seminar instructors are responsible for submitting grades for field experience on the basis of field and instructor's evaluations of the applied work.
 - c. Students are required to submit course evaluations and field evaluations at the end of each term.
 - d. Additionally, students are asked to evaluate their advisors.
 - e. Periodically, students are asked to participate in overall program evaluation through meetings with administration and/or surveys.
 - f. The Assessment and Planning (A & P) Meeting represents the culmination of the reciprocal evaluative paradigm in its year-end review of the integrative experience of a student in all domains of professional training.

Evaluation Completion

Policy Statement on Course Evaluation completion:

The *Integrative* philosophy of professional education at WJC includes an understanding of the importance and reciprocal nature of evaluation. All students are evaluated in the classroom and in the field throughout all ranges of professional growth. Equally important is the expectation

that all students assume a responsibility for evaluating their professional training experience as well as themselves throughout the scope of professional training.

Equally relevant is the systemic need for evaluative feedback. We consider course and faculty evaluations, among other sources of data, as necessary information regarding ongoing quality assurance review of the WJC program. Moreover, accrediting and regulatory bodies and the New England Association of Schools and Colleges (NEASC), require that we regularly generate such information.

It is a **requirement** of all WJC programs that students complete a Course Evaluation on each of the classes in which they have been enrolled during any given term. The Department announces the availability of the online Course Evaluations within two weeks of the end of a given term and provides instructions to the student body regarding access to and completion of the evaluations. All information is communicated via WJC email.

Please note the following:

- Course Evaluation results are presented anonymously.
- Course Evaluation content is received electronically and aggregated. No student feedback is presented with any identifying information.
- The department generates two kinds of reports:
 1. An overall report aggregating all data, including narrative statements, as an evaluative summary for each class.
 2. A record of who has or has not completed evaluations based upon course enrollment records during a given academic term. This list is presented administratively to the Registrar's Office and the Department Coordinator; individual course instructors are not informed of who has or has not completed a Course Evaluation.
- Course Evaluations must be completed as stipulated in the Academic Calendar.

Failure to complete Course Evaluations will result the Program Coordinator notifying the student and asking that the evaluations are completed. Repeated non-compliance with this requirement will result in a Notice of Difficulty will be filed for failure to meet standards of responsible professional behavior.

Corrective Action Notice (CAN)

In order to respond as quickly as possible to students who are having difficulties at William James College, procedures have been developed to facilitate appropriate intervention in these situations. Instructors of students who are having academic difficulties either in the classroom or in the field and may receive an unsatisfactory grade should file a "Correction Action Notice" in consultation with the Department Chair as early in the semester as possible. The Department Chair will take appropriate intervening or consultative action.

Academic Standards

- Please see the Student Handbook for institutional Academic Standards policies.
- Grievances/Appeals instructions can be found in the Student Handbook.

Miscellaneous: Student Meetings with Faculty, Administration and Staff

William James College is a graduate school for adult learners. Students conduct many meetings over the course of an academic year with their professors, with staff members and with administration. Our policy is that student meetings are between the student and the William James College professional(s) with whom they are meeting. Students cannot bring outside guests to a meeting. This would include a family member, close friend or any other party. The College official may invite another staff member(s) or faculty member(s) who can assist with the business at hand to participate in the meeting. The student may also request that they bring another relevant William James College party (parties) to the meeting. This may include an advisor, a professor, the Dean of Students or the Director of the Academic Resource Center.

PROFESSIONAL COUNSELING PERFORMANCE EVALUATION (PCPE):

There is a well-established relationship between clinical competence and personal and professional development; therefore, counselor educators have a professional and an ethical obligation to evaluate student development in areas other than academic performance and skills acquisition. CACREP (2000), ACA (1995), and AOA (2002) ethical guidelines require counselor educators to assess and evaluate students' professional and personal growth and development and ensure competence in these areas. These areas include, but are not limited to: 1) interpersonal and professional competence; 2) self-awareness, self-reflection, and self-evaluation; and 3) multicultural sensitivity and awareness in professional and interpersonal interactions. As a result, you will be assessed at the end of the fall semester and the spring semester using the Professional Counseling Performance Evaluation Form, a copy to be found in the Department's page on MyCampus (and in the appendix area of this handbook). Your seminar instructor will fill it out; if you are not in a seminar course, your advisor will fill it out. You may also be evaluated with this form in case of deficiencies noted by any faculty member, which will be attached to a Corrective Action Notice. This form will be used to evaluate students and to provide feedback on skill levels in communication, counseling skills, ethical practice, and personality or behavior traits that interfere with providing professional counseling at an acceptable skill level. A poor evaluation on the PCPE will result in either being referred to the Department Chair or designee for review and remediation plan and/or failing the class. Failing the course would only occur if you were to receive a rating of 0 on one or more of the evaluation areas.

Certification of Eligibility for Graduation

Certification of eligibility for graduation is determined in the Registrar's Office. In addition to completing all curricular and field placement requirements, a student must complete the following administrative procedures by the designated deadlines in order to be certified as eligible for graduation:

1. An Application for Graduation must be submitted to the Registrar's Office by the dates stipulated in the Academic Calendar.
2. An "audit" of the student's file is conducted by the Advisor, Department Chair, and the Registrar. Certification of eligibility for graduation can be made only when the student's record has been reviewed and documentation of completion of all degree requirements is on file. Students are then notified whether or not all degree requirements have been met.
3. Students who are anticipating graduation, and who have not met their financial obligations as outlined in the Student Handbook may, only at the discretion of the President, participate in commencement activities. However, until financial obligations are met, students will not be able

to receive services that include, but are not limited to:

- Receiving a diploma/certificate
- Obtaining a transcript
- Verifying enrollment, graduation and/or completion date
- Certifying other documents e.g. for licensing, insurance, etc.

Between the time that a student is certified to be eligible for graduation by the Registrar and before the Board of Trustees confers the degree, names of potential graduates are presented to the faculty *and/or to the Chair of the Counseling Department (in lieu of faculty availability)*. In this review the faculty may raise any last concerns before voting to recommend that the Board confer the degrees on the proposed candidates.

Academic Advising

Good advising and ongoing feedback have been identified as essential components of students' success in and enjoyment of their educational experience at all levels of study. In order to maximize the benefits of the Clinical Mental Health Counseling program, every incoming student is assigned a Faculty Advisor who will oversee the student's progress throughout his/her course of study and will deliver ongoing feedback regarding the student's status in the program. Advisors are available to students as mentors, aids in problem-solving and career planning, and facilitators of professional growth and development. The advisor reviews and approves the student's field program and manages the student review process that takes place at the end of the first year.

Advising is not a confidential and/or therapeutic relationship; advisors might need to identify those issues that belong in personal therapy rather than in advising.

Advisors have significant roles in overseeing students' progress and can have a major impact on the development of their professional identities. As educators, advocates, evaluators, and mentors their responsibilities include:

- Making themselves available for regular contact with advisees. Advisors are allocated an average of ten (10) hours per student per academic year. The frequency of this contact may vary over the course of a student's years at WJC, but regular contact scheduled by the Advisor seems to be quite important, especially as students enter the program.
- Assessing students' academic backgrounds, strengths, training needs, and goals.
- Approving students' registration, coursework selections, field site selections, and field training contracts.
- Managing the annual Assessment and Planning (A & P) Meeting.
- Monitoring students' progress toward completion of degree requirements.
- Identifies the student's personal issues if they impinge on learning and provides appropriate guidance and/or intervention. It is within the province of an advisor to recommend personal therapy where such a need is perceived.
- Monitors student progress toward completion of degree requirements, addresses difficulties as they may arise and facilitates, where possible, resolutions of problematic situations. Advisors are responsible for maintaining an awareness of changes in policy and/or program requirements as they may affect a student's course of study.
- Collaborates with the Associate Director of Field Education and relevant course instructors to

help resolve problematic field situations should they arise.

- Helping address problems; consulting with course instructors, field supervisors, Department Chair, Deans, and/or the Academic Policies and Standards Committee in situations where problems arise; and advocating on behalf of the student in such situations when such advocacy is appropriate.
- If necessary, convene an Intermediate Assessment and Planning (A & P) Meeting; this is usually required when some problem or difficulty has arisen academically or in the field. In such cases, the Advisor completes a Corrective Action Notice (CAN). The CAN form is then submitted to the Department Chair, Dean of Students, Registrar's Office and other relevant parties, and a meeting is scheduled with the student, Advisor, Department Chair, and any other relevant parties (e.g., Field Placement).

Assignment of Advisees

Advising assignments are made by the Department Chair shortly after the conclusion of the admissions process in the spring. Students are generally assigned the same advisor for the entire length of their course of study in the Program. Although students may request a change in Advisor, all such requests must go through the Department Chair for review. A student who wishes to change advisor must fill out a "Petition for Change of Faculty Advisor" form (found in the Registrar's Office page) to be submitted to the Department Chair. If approved, advisor changes will be implemented in the summer or fall term of the following year.

Responsibilities of Advisors

Advisors should have regular contact with their advisees, but must **at a minimum** initiate contact and meet with each advisee at the following times for the stated purposes:

- Beginning of students' first Fall semester:
 - get acquainted
 - talk about future plans of practice; help look up licensing regulations in intended state of practice
- End of first Fall semester:
 - Review mid-year Field Placement Evaluation and general performance in classes
 - Discuss possible internship placements for 2nd year
- End of Year 1 in program (Must be completed by the end of summer semester):
 - Review the final Field Placement Evaluation
 - Complete and review the Assessment and Planning Meeting Summary Form
- Beginning of second Fall semester:
 - Start addressing plans post-graduation
- End of second Fall semester of study:
 - Review mid-year Field Placement Evaluation
- End of Program Evaluation (end of second Spring semester):
 - Review final Field Placement Evaluation
 - Ensure that students have met all requirements for graduation.

Responsibilities of Advisees

Students are expected to be active participants in the advising process as part of their professional training. Students need to meet with their advisors on a regular basis at the college. Missing advising meetings is a serious problem that will trigger a Corrective Action Notice and a meeting with the Department Chair.

Continuing Education

Students are welcomed and encouraged to attend William James College Continuing Education (CE) programs. William James College students can attend most CE programs, space permitting, at no cost. Students must register in advance, and must cancel if unable to attend. Students may only sign up for one event at a time. Information about CE offerings can be found at the William James College website.

Transfer to another William James College Program, or Program Cross-Enrollment

Students within the Counseling Department who wish to change their area of emphasis (i.e., from the Forensic and Correctional Counseling to Expressive Arts Therapy or to the General Track), should talk to their advisor, and then make an appointment with the Department Chair. Upon exploring the reasons for changing an area of emphasis within the department, the student will be required to fill out a form requesting the change. After the Department Chair's approval, the student will review his/her program of study to determine the courses to take to complete the chosen area of emphasis within the program.

A student who intends to transfer to a different department will have to complete an internal application and will follow the procedures for internal applicants. If admitted to that program, the student will be able to transfer some course credits into the new program (at the new program's discretion), but the student should not expect to significantly shorten the duration of the new program. It is generally not feasible to take coursework in both Counseling and another William James College program so as to qualify for licensure in multiple areas without significantly expanding graduate program length.

Applying to the William James College Clinical, School or Leadership PsyD Programs

Students interested in applying to the William James College Clinical PsyD Program should complete an internal application form by the deadline in early December of academic year in which they are expected to complete their MA degree. Students must make sure they comply with all application requirements (including the GRE) by the established deadlines. Students accepted into the Clinical PsyD program from our counseling program are granted advanced standing status, and are able to transfer a number of credits. For specific information, please contact the Chair of the corresponding department.

FIELD EDUCATION / FIELD PLACEMENT

The integration of coursework with field experience is a William James College institutional hallmark. Consistent with this focus, field placements are an essential aspect of the M.A. curriculum for its entire, two-year length (full-time study). Throughout the program - and within the limits of the field sites and placement resources available - great care is exercised to match students with field experiences that will enrich and enhance their classroom learning and promote their professional and personal development.

General Policy

Consistent with the institutional philosophy of integrating classroom work with supervised field experience, master's students are required to complete a fieldwork experience during each of the two years of the program. The overall time commitments for these experiences are as follow:

Practicum (Year One): Minimum of 360 total hours (12 hours per week for 30 weeks)

Internship (Year Two): Minimum of 600 total hours (20 hours per week for 30 weeks)

Field placements run for the length of the academic year and will typically consist of two consecutive semesters (a minimum of 30 weeks) spent at the same site. First-year field experience is called “practicum” and requires a 12-hour per week time commitment; second-year experience is called “internship” and requires a time commitment of 20 hours per week. It should be noted that the above represent the *minimum*: some sites may request or require more hours per week and/or more total weeks (for example, some sites may require students to commit to as many as 40 weeks). It is not possible for a student to shorten, accelerate, or otherwise temporally compress a field placement by committing to more than the required number of hours per week; every field placement *must* run the length of the academic year. No student may participate in a field placement without also participating in the corresponding clinical seminar. Clinical seminars also run the length of the academic year.

First-year (entering) students must secure their field placements prior to the beginning of classes in the fall. Sites will usually require them to submit cover letters with applications and letters of reference (usually the ones used to apply to the program can be used) before interviewing them either by phone or in person. Entering students will be notified by e-mail in the early spring by the Field Education Office with instructions regarding this process.

Second-year students will be expected to initiate the process of securing an internship during their first semester in the program. As with first-year placements, students will be notified ahead of time by the Field Education Office regarding the details of this process.

All field experiences will be expected to follow specific, formalized, and organized plans that afford students supervised opportunities to learn as they practice and practice what they learn. The training goals of first-year practicum will be consistent with the curricular goals of the first year. Together, these should provide students with a fundamental knowledge and skills foundation upon which they can build in their internship year, as they further refine their skills and deepen their understanding of the clinical process and roles of the professional counselor. Integrated closely with their practicum and internship, the year-long clinical seminar for each experience will provide students with additional and ongoing opportunities to evaluate and practice their skills and address issues pertinent to their development as helping professionals.

Students’ performance at field sites will be evaluated on a semester basis by the field site supervisor(s), who will provide students with oral and written feedback.

Specific information and policies regarding field placement are provided under a separate handbook.

LICENSURE

Licensure: *When can I refer to myself as an LMHC?*

LMHC stands for “Licensed Mental Health Counselor,” a title that in Massachusetts is reserved for individuals who have met certain educational, experience, and examination requirements and have earned a license to practice independently. Currently, in order to qualify for LMHC status in Massachusetts an individual must hold an appropriate master’s degree and meet the following post-master’s requirements:

- a. 3,360 hours of supervised clinical experience of which no fewer than 960 must be direct client contact.
- b. 130 hours of face-to-face supervision of which no fewer than 70 must be individual and must occur at a ratio of no fewer than one hour of supervision for every 16 hours of client contact.
- c. A passing score on the National Clinical Mental Health Examination (NCMHE).

Individuals who meet the above and are awarded licensure may then use the formal title of LMHC.

License as a professional counselor in a state other than Massachusetts

Licensure laws exist primarily to protect the public and they do so by establishing minimum standards in the areas of education, clinical experience, and examination for individuals who wish to engage in professional practice. In every state except for California, professional counselors are required by law to be licensed in order to earn a formal title and practice independently.

Individuals who wish to engage in the independent practice of mental health counseling are urged to consult directly the licensing boards of any state in which they may intend to practice so as to obtain their licensure requirements. These are also available in summarized form from the American Counseling Association’s Office of Professional Affairs in a publication titled: Licensure Requirements for Professional Counselors: A State-by-State Report (ACA, 2007). A copy of this publication will also be available on reserve in the William James College library. **Information regarding state licensure requirements can also be found on the website for the National Board for certified Counselors (NBCC) www.nbcc.org/directory/Default.aspx.**

COURSE DESCRIPTIONS

The course descriptions are available in the Academic Course Catalog, published by the Division of Academic Affairs, and available on the school website in the Counseling Department page.

APPENDIX A
ACA Code of Ethics
(Click to open the document)

ACA Code of Ethics

As approved by the ACA Governing Council

2005



AMERICAN COUNSELING ASSOCIATION
www.counseling.org

APPENDIX B

AMHCA CODE OF ETHICS
(click to open document)

AMHCA Code of Ethics

Revised October 2015



AMERICAN MENTAL HEALTH
COUNSELORS ASSOCIATION

The only organization working exclusively for the
mental health counseling profession

APPENDIX C

APPENDIX C

Specialty Guidelines for Forensic Psychologists (2011)

http://www.ap-ls.org/aboutpsychlaw/SGFP_Final_Approved_2011.pdf

APPENDIX D

American Association for Marriage and Family Therapy

AAMFT Code of Ethics

Effective July 1, 2001

http://www.aamft.org/resources/LRM_Plan/Ethics/ethicscode2001.asp

APPENDIX E

IEATA Professional Standards Committee for Expressive Arts Therapists. (n.d.). Code of ethics for registered expressive arts therapists. Retrieved from http://www.ieata.org/downloads/reat_ethics.pdf

APPENDIX F

Procedures and Policies Regarding Comprehensive Assessments of Student Competencies while enrolled in the Counseling Program at William James College

The procedures and policies document was adapted from Columbia University Teachers College Counseling Programs, and the specific instrument, the Professional Counseling Performance Evaluation (PCPE), which was developed by Southwest Texas State University is intact in its content, with the exception of a few clarifications that were noted with footnotes.

The following policy was adapted from the American Psychological Association Student Competence Task Force of the Council of Chairs of Training Councils (CCTCT) on December 4, 2003 and follows the American Counseling Association's (ACA, 1995) *Code of Ethics and Standards of Practice* –this statement is policy that governs our training program (both masters and doctoral) in terms of the evaluation of student academic and professional competencies:

Students in training programs that lead to license eligibility in psychology and mental health counseling (at the masters, doctoral, internship and post-degree level) should know –before their training begins– that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional graduate programs in mental health have an ethical obligation to screen out students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers or the public at large.

Therefore, within a developmental framework and with appropriate regard for the inherent power differences between student and faculty, students and trainees should know that their faculty, training staff and supervisors will evaluate their competence in areas beyond the acquisition of general didactic knowledge in the form of theory and specific content. These professional competencies which will be observed and evaluated in didactic and experiential course work with a systematic academic evaluation of counseling competencies include, but are not limited to, demonstration of sufficient:

- a) interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public);
- b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one's own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public);

- c) openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning); and
- d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

Students will be evaluated on the above items as a part of their academic performance. Issues in meeting these expectations can lead to program intervention, including change of program status, course failures or program dismissal. However, faculty aims to work with students on these issues when they arise to aid them in meeting these expectations.

WILLIAM JAMES COLLEGE

COUNSELING DEPARTMENT

INTERPERSONAL COMPETENCE EVALUATION AGREEMENT

PROFESSIONAL COUNSELING PERFORMANCE EVALUATION (PCPE):

There is a well-established relationship between clinical competence and personal and professional development; therefore, counselor educators have a professional and an ethical obligation to evaluate student development in areas other than academic performance and skills acquisition. CACREP (2000), ACA (1995), and AOA (2002) ethical guidelines require counselor educators to assess and evaluate students' professional and personal growth and development and ensure competence in these areas. These areas include, but are not limited to: 1) interpersonal and professional competence; 2) self-awareness, self-reflection, and self-evaluation; and 3) multicultural sensitivity and awareness in professional and interpersonal interactions. As a result, you will be assessed using the Professional Counseling Performance Evaluation Form. This form will be used to evaluate students and to provide feedback on skill levels in communication, counseling skills, ethical practice, and personality or behavior traits that interfere with providing professional counseling at an acceptable skill level. A poor evaluation on the PCPE will result in either being referred to the faculty review committee for review and remediation plan and/or failing the class. Failing the course would only occur if you were to receive a rating of 0 on one or more of the evaluation areas.

I _____, have read the above statement regarding the evaluation process
(Print Name)

using the PCPE and I understand that I will be evaluated using this instrument in all CCPJ coursework.

Signature

Date

Interpersonal Competencies
Procedures for Implementation

How do students learn of our expectations?

1. A copy of the General Statement on Interpersonal Competence will be in the Counseling Department Handbook. Additionally, incoming Counseling Department students will be sent a copy of the general statement, evaluative instrument, and the ethical code on admission to the program. A signed statement verifying the reception of the materials and agreement regarding faculty expectation must be returned by the student with their initial deposit. The statement must be returned with the deposit in order to assure admission.
2. Syllabus inserts regarding interpersonal competence will be included in all syllabi.

What is the process if a student is not meeting expectation?

1. The professor will meet with the student individually *before* the end of the semester to address the concern. If the concern is not significantly egregious, they will attempt to strategize to resolve the issue before the end of the course.
2. If the concern is not resolved, then the professor will fill out a PCPE and a Notice of Difficulty, and will forward the concern to the Department Chair or designee. The Chair will meet with the student along with the student's advisor and the professor or other person presenting the concern. After gathering all information, the Chair will make a decision regarding the student's status in the program, including any remediation.
3. The student can then appeal any decision by the Chair to the Academic Policies and Standards Committee (APSC) *in writing* to the APSC Chair, and then, if not satisfied, to Vice President for Academic Affairs.

Interpersonal Competence Syllabi Inserts

Experiential

PROFESSIONAL COUNSELING PERFORMANCE EVALUATION (PCPE):

There is a well-established relationship between clinical competence and personal and professional development; therefore, counselor educators have a professional and an ethical obligation to evaluate student development in areas other than academic performance and skills acquisition. CACREP (2000), ACA (1995), and AOA (2002) ethical guidelines require counselor educators to assess and evaluate students' professional and personal growth and development and ensure competence in these areas. These areas include, but are not limited to: 1) interpersonal and professional competence; 2) self-awareness, self-reflection, and self-evaluation; and 3) multicultural sensitivity and awareness in professional and interpersonal interactions. As a result, you will be assessed at the end of the Fall semester and the Spring semester using the Professional Counseling Performance Evaluation Form, a copy to be found in the Department's page on MyCampus. Your seminar instructor will fill it out; if you are not in a seminar course, your advisor will fill it out. You may also be evaluated with this form in case of deficiencies noted by any faculty member, which will be attached to a Notice of Difficulty. This form will be used to evaluate students and to provide feedback on skill levels in communication, counseling skills, ethical practice, and personality or behavior traits that interfere with providing professional counseling at an acceptable skill level. A poor evaluation on the PCPE will result in either being referred to the Department Chair or designee for review and remediation plan and/or failing the class. Failing the course would only occur if you were to receive a rating of 0 on one or more of the evaluation areas.

Didactic

PROFESSIONAL COUNSELING PERFORMANCE EVALUATION (PCPE):

There is a well-established relationship between clinical competence and personal and professional development; therefore, counselor educators have a professional and an ethical obligation to evaluate student development in areas other than academic performance and skills acquisition. CACREP (2000), ACA (1995), and APA (2002) ethical guidelines require counselor educators to assess and evaluate students' professional and personal growth and development and ensure competence in these areas. These areas include, but are not limited to: 1) interpersonal and professional competence; 2) self-awareness, self-reflection, and self-evaluation; and 3) multicultural sensitivity and awareness in professional and interpersonal interactions. As a result, you will be assessed at the end of the Fall semester and the Spring semester using the Professional Counseling Performance Evaluation Form, a copy to be found in the Department's page on MyCampus. Your seminar instructor will fill it out; if you are not in a seminar course, your advisor will fill it out. You may also be evaluated with this form in case of deficiencies noted by any faculty member, which will be attached to a Notice of Difficulty. Although this class is didactic in nature with letter grades assigned to written and oral work, a poor evaluation on the PCPE will result in either being referred to the Department Chair or designee for review and remediation plan and/or failing the class. Failing the course would only occur if you were to receive a rating of 0 on one or more of the evaluation areas.

Professional Counseling Performance Evaluation (PCPE)

Student _____ Semester/Year _____
 Person Initiating the Form _____
 Area of concern (i.e., Course Number) _____
 Date _____

Rating Scale

- N No opportunity to observe
- 0 Does not meet criteria for program level
- 1 Meets criteria minimally or inconsistently for program level
- 2 Meets criteria consistently at this program level

A. Counseling Skills and Abilities

1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic alliance can be created.	N	0	1	2
2. The student demonstrates therapeutic communication skills including:				
a. Creating appropriate structure – setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining time limits, etc.	N	0	1	2
b. Understanding content – understanding the primary elements of the client’s story.	N	0	1	2
c. Understanding context – understanding the uniqueness of the client’s story elements and their underlying meanings.	N	0	1	2
d. Responding to feelings – identifying client affect and addressing those feelings in a therapeutic manner.	N	0	1	2
e. Congruence – genuineness; external behavior consistent with internal affect.	N	0	1	2
f. Establishing and communicating empathy – taking the perspective of the client without over identifying and communicating this experience to the client.	N	0	1	2

g. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc. ¹	N	0	1	2
h. Immediacy – staying in the here and now	N	0	1	2
i. Timing – responding at the optimal moment	N	0	1	2
j. Intentionality – responding with a clear understanding of the therapist’s therapeutic intention	N	0	1	2
k. Self-disclosure – skillful and carefully considered for a specific therapeutic purpose	N	0	1	2
3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically.	N	0	1	2
4. The student collaborates with the client to establish clear therapeutic goals.	N	0	1	2
5. The student facilitates movement toward client goals.	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner.	N	0	1	2
7. The student creates a safe clinical environment.	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas.	N	0	1	2

B. Professional Responsibility

1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards. ²	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	N	0	1	2

1 Rate this item as appropriate with consideration of student’s individual physical and cultural differences.

2 Rate this item such that it includes professional attire.

4. The student demonstrates application of legal requirements relevant to counseling training and practice. ³	N	0	1	2
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C. Competence

1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies. ⁴	N	0	1	2
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	N	0	1	2
4. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to clients. ⁵	N	0	1	2
5. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.	N	0	1	2

D. Maturity

1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work. ⁶	N	0	1	2
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors.	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2

3 Rate this item as it refers to student's ability to meet required standards such as maintaining confidentiality, providing informed consent, following HIPAA rules, mandated reporting.

4 Rate this item such that it addresses the student's ability to respond appropriately to constructive feedback.

5 Rate this item as appropriate with consideration of student's individual physical and cultural differences.

6 Rate this item inclusive of the "awareness" component of cultural competence.

6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2
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E. Integrity

1. The student refrains from making statements which are false, misleading, or deceptive.	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2
3. The student respects the fundamental rights, dignity, and worth of all people.	N	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2

APPENDIX G

ASSESSMENT AND PLANNING SUMMARY FORM

COUNSELING DEPARTMENT
 M.A. in Clinical Mental Health Counseling
 ASSESSMENT AND PLANNING (A&P) MEETING SUMMARY FORM
 2016

Student's name:

Advisor's name:

Program:

Year of Study:

2 year plan 3 year plan 4 year plan

Certificate/Concentration: Latino Mental Health Military and Veteran's Psychology

African and Caribbean Mental Health Global Mental Health Couples and Family Therapy

Expressive Arts Therapy Health and Behavioral Medicine Forensic and Correctional Counseling

Please attach a copy of the student's degree audit form from SSIG.

The rating guide is as follows:

N/A. Student has not yet completed requirements relevant to this area.

- 0.** Demonstration of competency or skill **does not meet criteria for program level** – Joint meeting with Advisor & Department Chair required
- 1.** Demonstration of competency or skill **meets criteria minimally or inconsistently for program level**
- 2.** Demonstration of competency or skill **meets criteria consistently at this program level** - areas of particular strength can be noted in the narrative for each area

Classroom Performance:

Level of participation in class and quality of oral and written contributions to discussion	N/A	0	1	2
Quality of written work (papers)	N/A	0	1	2
Timeliness in completion of assignments and tasks	N/A	0	1	2
Openness to and effective incorporation of feedback	N/A	0	1	2
Comments:				

I. Ethics and Professional Development

Achievement in the Professional Issues & Ethics Course	N/A	0	1	2
Ability to recognize and respond appropriately to ethical issues	N/A	0	1	2

Ability to conduct self within the ethical parameters and boundaries at school and at field placement	N/A	0	1	2
Professional appearance	N/A	0	1	2
Self-awareness; capacity to objectively self-reflect	N/A	0	1	2
Self-care; student is proactive in planning these activities	N/A	0	1	2
Timeliness and diligence in completing professional tasks both at school and in the field	N/A	0	1	2
Ability to establish and maintain appropriate professional roles and boundaries	N/A	0	1	2
Comments:				

II. Counseling, Prevention and Intervention

Capacity to establish rapport and listen effectively	N/A	0	1	2
Ability to identify areas of concern, treatment goals and objectives, and to write a treatment plan	N/A	0	1	2
Ability to focus and carry out an intervention that addresses a specific target problem	N/A	0	1	2
Ability to relate respectfully and professionally with agency support staff and personnel	N/A	0	1	2
Ability to prepare adequately for supervision	N/A	0	1	2
Willingness to accept supervisory input, including direction	N/A	0	1	2
Ability to follow through on supervisory recommendations	N/A	0	1	2
Comments:				

III. Assessment and Diagnosis

Achievement in the Adult Psychopathology course	N/A	0	1	2
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Achievement in the Psychological Assessment for Counselors course	N/A	0	1	2
Ability to conduct a Mental Status Examination	N/A	0	1	2
Ability to write a Psychosocial Assessment	N/A	0	1	2
Ability to conceptualize a case according to a theoretical perspective	N/A	0	1	2
Field placement evaluation of student's skills in these areas	N/A	0	1	2
Comments:				

IV. Research and Evaluation

Achievement in the Research & Program Evaluation course	N/A	0	1	2
Participation in research and/or evaluation in Field Placement	N/A	0	1	2
Successful completion of Capstone project	N/A	0	1	2
Comments:				

V. Cultural Competence

Achievement in the Diversity, Difference and Inclusion course	N/A	0	1	2
Continued commitment to cultural competence in all courses in the program	N/A	0	1	2
Demonstration of cultural competence in field placement	N/A	0	1	2
Comments:				

VI. Consultation, Collaboration and Advocacy

Achievement in the Consultation, Collaboration & Community Partnerships course	N/A	0	1	2
Appropriate advocacy for clients in Field Placement	N/A	0	1	2
Collaboration with other agencies or team members in Field Placement	N/A	0	1	2
Comments:				

VII. Development of Leadership Skills

Membership as a student member in a professional organization at the state, regional, national, or international level (specify which one/s below).	Yes	No
Attendance to professional conferences, workshops, or meetings (includes CE programs at William James College).	Yes	No
Professional speaking or presentations outside those required for coursework	Yes	No
Comments:		

ACADEMIC STANDING

Areas that need further development:

Please note any Interim Assessment and Planning meetings, Departmental Meetings or Notice of Difficulty filed with the Academic Policy and Standards Committee, as well as the results of these:

Progress toward degree completion (please choose one of the following):

- Certain – Progress is satisfactory for this phase of the program toward meeting of requirements. Student can continue at William James College.

- Uncertain – There are noted areas of difficulty that indicate concern about student’s ability to successfully complete the program. The student may continue with the following conditions (see below) and understanding of steps needed to continue in good standing. Referral to Department Chair is made after this meeting.

Areas that need intervention to maintain satisfactory academic standing:

SIGNATURES:

Student:

Date:

Advisor:

Date: