



WILLIAM JAMES  
COLLEGE  
Counseling

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## COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT Graduate Certificate in Marriage and Family Therapy PROGRAM HANDBOOK

2026-2027

### About this Handbook

This Handbook supplements and elaborates upon the material in the William James College *Graduate Student Handbook*, providing information specific to the Counseling and Behavioral Health 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 and Behavioral Health Department community will be informed via appropriate and means.

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

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# WILLIAM JAMES COLLEGE

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## 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., M.A., and B.S. 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 Commission of Higher Education, Inc. (NECHE)**, 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 Commission of Higher Education, 301 Edgewater Place, Suite 210, Wakefield, MA 01880; 781-425-7785; info@neche.org.)

## INTRODUCTION

The following is the program guide for the William James College Graduate Certificate in Marriage and Family Therapy. This program guide is in effect for the Academic Year 2026- 2027 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 accordingly.

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

## DEPARTMENT CHAIR'S MESSAGE

This Graduate Certificate in Marriage and Family Therapy arose from the need of individuals who desire to pursue licensure as marriage and family therapists (LMFT) in Massachusetts and who did not attend a specialty master's program that would qualify them for licensure. Thus, this certificate program provides them with the required courses in the required areas of competency, plus a supervised field experience as dictated by the Board of Allied Mental Health and Human Services Professionals in Massachusetts.

The certificate program takes a minimum of one academic year. Each applicant's graduate academic background is assessed and an individualized course sequence or study plan is created.

The offering of this certificate program aligns with the Department of Counseling and Behavioral Health mission.

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 program offers 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 curriculum and faculty provide future marriage and family therapists 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 and alumni throughout life.

Nilda M. Laboy, Psy.D.  
Program Director  
Professor and Chair  
Assistant Vice President for Academic Affairs

## Counseling and Behavioral Health Mission

*We support the WJC mission by providing Counseling and Behavioral Health 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 and marriage and family therapists.*

## GENERAL CAMPUS POLICIES/INFORMATION

### GRADUATE STUDENT HANDBOOK

This manual is specific to the Graduate Certificate in Marriage and Family Therapy. For Institutional policies and procedures, please refer to the *Graduate Student Handbook* on the WJC 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** — Integrate rigorous academic instruction with substantial clinical experience.

**Social Responsibility** — Educate providers to meet a diverse society's evolving mental health need, including cultural competence and language training. Develop programs and partnerships to ensure access to mental health care for all persons.

**Personal Growth** — Foster a supportive, challenging and available learning environment that pays careful attention to personal and professional development.

# COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT

## TIME COMMITMENT

Students in this program will have to attend classes in person one to two days per week. Each course requires at least 6 hours of outside the classroom work on a weekly basis. In addition, because of the time requirements of field placement, individuals who work full-time during traditional day hours may not be able to pursue this certificate on a full-time basis or even on a part-time basis without adjusting their work schedule.

## GOALS

The primary goal of the Graduate Certificate in Marriage and Family Therapy is to prepare its graduates to be professional marriage and family therapists and to complete the pre-masters' educational and field experience requirements for licensure as a marriage and family therapist (LMFT) in Massachusetts. 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.

## PROGRAM OBJECTIVES

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

1. Demonstrate understanding of the current knowledge and projected needs, as well as the skills, attitudes and values that uniquely embody marriage and family therapists as evidenced in completing the courses they need for licensure.

The following table delineates the requirements from the Board for LMFT licensure in MA, and how our respecialization certificate meets this criteria.

<b>MA Board of Allied Mental Health and Human Services Professions Requirement for LMFT</b>	<b>William James College Graduate Certificate in Marriage and Family Therapy Course Requirements</b>
Completion of a 60-credit program from a recognized educational institution.	At the end of the respecialization certificate, the student will have completed 60 graduate credits (including the credits from the original master's degree and the certificate credits). Our college is accredited by the New England Commission of Higher Education (NECHE), a regionally accrediting agency.
Successful completion of the three graduate level courses in each of the following areas:	

1) Marital and Family Studies	FX675 Trauma and the Contemporary Family FX690 The Role of Intimacy and Human Sexuality in the Family FX680 Collaborative Consultation with Larger Systems
2) Marital and Family Therapy	FX510 Introduction to Family Therapy FX635 Advanced Family Therapy FX650 Therapy with Couples
3) Human Development	CN520 Psychopathology LS659 Lifespan Development CX510 Theories of Counseling and Psychotherapy
One graduate level course in each of the following content areas (A total of 2 courses is required):	
1) Professional Studies	PS635 Professional Issues and Ethics
2) Research	RS610 Research and Program Evaluation
<b>Practicum and Clinical Internship</b>	
A minimum of 300 hours of direct/face to face client contact with individuals, family groups, couples, groups or organizations (public or private) under the direction of an approved supervisor. The supervision shall consist of 100 face to face hours, of which 50 must be individual supervision.	<p>If the student has not completed a clinical skills course or a practicum, they will be required to complete the MFT600 Clinical Skills 3 credit course before starting internship.</p> <p>MFT601 Marriage and Family Therapy Internship I MFT602 Marriage and Family Therapy Internship II</p> <p>The total minimum clinical hours for the two courses are 600 hours, with a minimum of 300 direct face-to-face clinical hours. Supervision is provided for a minimum of 30 weeks at an average of 1.5 hours per week for individual supervision and 2 hours per week for group supervision, exceeding the LMFT requirements.</p> <p>Our Field Education Office ensures that the field experience and supervision meets the Board established criteria.</p>

## LICENSURE

Licensed marriage and family therapists are legally permitted to practice autonomously. Licensed marriage and family therapists may work in agencies and other settings. Once licensed, marriage and family therapists may also work in private practice, and many accept third-party insurance reimbursement. Many LMFTs also provide consultation and supervision.

This respecialization certificate has been designed to meet criteria for LMFT licensing in Massachusetts. The requirements for the LMFT are state-specific and include additional post-master's supervised clinical hours (usually at least 2 years) and a board examination. Individuals intending to obtain licensure in other states will have to review the requirements of that specific state board. Since licensing boards may change regulations at any point in time, it is the student's responsibility to keep track of any changes in the state where they intend to practice.

## ADMISSION REQUIREMENTS

### **Application Process**

Admissions information and application forms are available online on the William James College website. Once completed, applications are forwarded to the Department Chair and Faculty, who review the application and decide whether the applicant will be granted an interview. Candidates may be invited to interview on selected Interview Days or on other, alternative dates. Interviews are conducted via Zoom and applicants participate in individual and group interviews. Applications are accepted year-round and admissions are granted on a "rolling" basis until the entering cohort's spaces are filled. The Graduate Certificate admit students to start in the Fall semester of each year, with a required orientation the week prior to the start of classes.

### **Requirements for Admission**

Eligible applicants must hold a master's degree in psychology, clinical psychology, or counseling from a regionally-accredited institution (or its equivalent). Cutoff scores are not strictly applied, but the most competitive candidates for admission will have an GPA of 3.2 or higher. The GRE is not required. For applicants whose primary language is not English, the preferred TOEFL combined scores are expected to be at least 110 on the internet-based test. Applicants whose scores are substantially lower than these should qualify the reasons for this in their application. Applicants must submit three letters of recommendations, two of which are preferably from a faculty member familiar with the applicant's academic work. The written components of the application are also vital for this evaluation.

### **Concurrent Application to other programs at William James College**

Although the William James College 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 consider applying to more than one program of study. When this is the case,

the individual may choose to apply to more than one program 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.

## **ETHICAL AND PROFESSIONAL BEHAVIOR**

- A. Please refer to the section entitled "William James College Guidelines on Professional Behavior" in the *Graduate Student Handbook* for other issues important for students in the Counseling and Behavioral Health.
- B. **Ethics Codes.** Students are expected to adhere to the ethical and professional behavior guidelines as established by the American Association of Marriage and Family Therapists.
- 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 (pronouns)  
1<sup>st</sup> year student  
Graduate Certificate in Marriage and Family Therapy, Class of 202x  
William James College  
[add phone number where you can be reached and where you receive messages]

At their field placement, they can sign as "Practicum Student" or "Intern" according to their status in their placement. The class year is the expected graduation year.

- 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. Please consult with the Department Chair if you have any questions regarding this policy.

- 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 marriage and family therapy. In accordance with state law, no student may serve under the title of “marriage and family therapist” 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. Fieldwork 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 fieldwork 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, RN, among others). 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 and Behavioral Health 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 AAMFT Code 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. Such policy is included with membership in the American Association of Marriage and Family Therapists ([www.aamft.org](http://www.aamft.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, fieldwork, 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 program should be suited for professional work in Marriage and Family Therapy. Should a student show signs that they are 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 program. 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 program. Please refer specifically to the sections on Grievances and Dismissal in the *Graduate Student Handbook*.

## 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, *MyCampus* (our extranet) and *Canvas* as our learning management system. Online training is provided for the use of our education technology tools (Canvas, TurnItIn and YuJa). Additional support is available for these tools. Please inquire with the department coordinator for more information.

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 will receive a *Corrective Action Notice* and may be referred to an interim Assessment and Planning (Interim A & P) meeting if you continue to not comply with this requirement.

For courses that meet live remotely (via Zoom): please make sure that you are dressed as if you are attending classes in person, that your surroundings look appropriate to a classroom setting, and that noises are kept to a minimum. Given that you may be discussing sensitive material, we ask students to wear a headset to prevent others from hearing the content of your classmates and/or professors talk. You should also ensure that others cannot hear you to preserve confidentiality. The college's policy on drugs and alcohol contained in the *Graduate Student Handbook* apply to the online instruction.

### **WJC Artificial Intelligence Tool Policy**

The allowed use of Artificial Intelligence (AI) tools is at the discretion of each faculty within their course. Students are responsible for the accuracy of any information in their work including AI-generated content. Students must disclose AI tools for their specific purposes, such as editing. It is never appropriate for students to submit assignments not written by themselves, nor is it appropriate to submit assignments without a proper citation and reference, including the use of any AI tool.

Inputting client information into an AI tool is a HIPAA violation and is not permitted. To protect their privacy and data security, students should avoid putting sensitive, identifiable information into AI tools. These systems can inadvertently store, misuse, or share this data.

If work produced by an AI tool without proper citation is submitted, it is a violation of the William James College Academic Integrity Policy and is a form of plagiarism. Further information on plagiarism can be found at the Academic Resource Center (ARC) webpage.

## 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 Graduate Certificate 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 meetings assigned.** This includes class time, appointments with Academic Advisors, Faculty Supervisors, 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. Please refer to the section "Class and Field Placement Attendance" in the *Graduate Student Handbook* for specific details about the attendance policy. Students who are absent from live classes or from posting to their asynchronous courses for one week will receive a warning. Missing two weeks without discussing it with the instructor may result in failing the course.
4. For courses that are held live remotely or during require residency times: 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 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, or it is so noted in the course syllabus), and students will receive "zero" points for that learning activity (unless otherwise specified in the syllabus), but students still have to complete all required assignments in order to pass the course.

#### CORRECTIVE ACTION NOTICE

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 should file a *Corrective Action Notice* for students who are having academic difficulties either in the classroom or in the field and may receive an unsatisfactory grade. The Department Chair will take appropriate intervening or consultative action.

#### STUDENT ACCESSIBILITY SERVICES

Please refer to the *Graduate Student Handbook* for detailed information on how to access services through the office of the Dean of Students, specifically the Office of Accessibility Services ([accessibility@williamjames.edu](mailto:accessibility@williamjames.edu)). It is important that students access any accommodations needed through the office of the Dean of Students as individual instructors are not allowed to make ADA accommodations on their own. More information about the student's responsibilities in this area are specified in each course syllabus.

#### ACADEMIC INTEGRITY

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 program may be uploaded to Turnitin.com or other resources 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. Please refer to the *Graduate Student Handbook* for more information in this area.

#### GENERAL ACADEMIC REQUIREMENTS

The applicant to the Certificate of Respecialization will meet with the Department Chair or with the Director of the Couples and Family Therapy track to have their transcript from the previous completed degree reviewed to ascertain if they have met any of the course requirements for the certificate. An individualized course sequence will be prepared for the student.

The following courses are required. Each one is 3 credits except when noted:

FX675 Trauma and the Contemporary Family FX690 The Role of Intimacy and Human Sexuality in the Family FX680 Collaborative Consultation with Larger Systems
FX510 Introduction to Family Therapy FX635 Advanced Family Therapy FX650 Therapy with Couples
CN520 Psychopathology LS659 Lifespan Development CX510 Theories of Counseling and Psychotherapy
One graduate level course in each of the following content areas (A total of 2 courses is required):
PS635 Professional Issues and Ethics
RS610 Research and Program Evaluation
Practicum and Clinical Internship
If the student has not completed a clinical skills course or a practicum, they will be required to complete the MFT600 Clinical Skills 3 credit course before starting internship. MFT601 Marriage and Family Therapy Internship I MFT602 Marriage and Family Therapy Internship II
The total minimum clinical hours for the two courses are 600 hours, with a minimum of 300

direct face-to-face clinical hours. Supervision is provided for a minimum of 30 weeks at an average of 1.5 hours per week for individual supervision and 2 hours per week for group supervision, exceeding the LMFT requirements.

Our Field Education Office ensures that the field experience and supervision meets the Board established criteria.

## COURSE DELIVERY OPTIONS

All courses are offered live, in person, on campus.

## 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 Program Director, 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 academic 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 template where they can do a self-rating and prepare for the meeting. This meeting is used to give the student feedback about their progress, to complete the final A & P Meeting Summary Form 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 *Graduate Student Handbook* for institutional standards on grading.
2. Within the Graduate Certificate in MFT program, 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. Formal clinical field evaluations are submitted by field supervisors at the end of each term during practicum and internship years. The faculty supervisors are responsible for submitting grades for field experience based on the field supervisor's evaluation and the faculty supervisor's evaluations of the applied work.
  - c. Students' professional disposition is evaluated at the end of each fall and each spring by their faculty supervisors when the student is in practicum and in internship. Part-time students who are not in the field are evaluated by their academic advisor. This is

- accomplished using the PCPE (Professional Counseling Performance Evaluation form).
- d. Students are required to submit course evaluations and field evaluations at the end of each term.
  - e. Additionally, students are asked to evaluate their advisors.
  - f. Periodically, students are asked to participate in overall program evaluation through meetings with administration and/or surveys.

### **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. The expectation that all students assume a responsibility for evaluating their professional training experience as well as themselves throughout the scope of professional training is critical to instill a sense of professional responsibility in the students.

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 Council on Higher Education (NECHE), 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 of Academic Data, Development, and Institutional Effectiveness (ADDIE) 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.
- ADDIE 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 Department Chair 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 in the Program Coordinator notifying the student and asking that the evaluations are completed. Repeated non-compliance with this

requirement will result in a Corrective Action Notice filed for failure to meet standards of responsible professional behavior, and it may lead to a probationary status.

#### ATTENDANCE NOTIFICATION AND PLAN FORM AND CORRECTIVE ACTION NOTICE

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 should file a *Corrective Action Notice* for students who are having academic difficulties either in the classroom or in the field and may receive an unsatisfactory grade. The Department Chair will take appropriate intervening or consultative action.

Our MA in Clinical Mental Health Counseling online program has been designed to foster an engaging and rich learning environment. Thus, we require our students to be present and partners in creating an engaged experience in the online classroom. Our program has not been designed as an independent study. We understand that sometimes absences are inevitable, but we are also tasked with ensuring that students are meeting the learning objectives and expectations of each course in the program and that we comply with licensure regulations.

The Absence Notification and Plan form has been created to make sure students are complying with the program objectives and expectations. When a student is absent for a week in a 7 week course, or for 2 weeks in a 15 weeks course, the student will receive this notification (for each course where this occurs). This will prompt a meeting with the faculty member and the student's advisor to create a plan to address any barriers to attendance and related engagement concerns. Outcomes of the meeting and subsequent plan may include, but are not limited to, a referral to the Office of Accessibility Services) in case a temporary (or permanent) accommodation is needed.

In order to pass the course, the student is required to complete all assigned materials for the week in which they were absent. Given the nature of the accelerated 7 week courses, falling behind for more than a week may impact the ability to finish the course.

Please note that students will receive an *Attendance Notification and Plan Form* documenting the attendance issue, regardless of whether the student has presented documentation related to the absence.

#### ACADEMIC STANDARDS

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

#### STUDENT MEETINGS WITH FACULTY, ADMINISTRATION AND STAFF

This program is designed for adult learners. Students have many meetings over the course of an academic year with their professors, with staff members and with administration (all held live either in person or via Zoom). 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 (2024), ACA (2014), AAMFT (2026) and AMHCA (2020) 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, students are assessed at the end of the fall semester and the spring semester using the Professional Counseling Performance Evaluation Form, a copy can be in the appendix area of this handbook. Typically, seminar instructors fill it out; if a student is not in a seminar course, their advisor will fill it out. Students 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 or failing the class. Failing the course would only occur if students were to receive a rating of zero (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 Graduate 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 and Behavioral Health 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 Certificate of Respecialization 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 advises students about their field assignments 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 and discuss this with the student in order to recommend appropriate resources.

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 is important, especially as students enter the program.
- Assessing students' academic backgrounds, strengths, training needs, and goals.
- Discussing students' registration, coursework selections, and reviewing field site selections.
- Managing the annual Assessment and Planning (A & P) Meeting. If necessary, convene an Interim 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, 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 Education).
- Monitoring the students' progress toward completion of degree requirements.
- Identifying the student's personal issues if they impinge on learning and provides appropriate guidance or intervention. It is within the province of an advisor to recommend personal therapy where such a need is perceived.
- Monitoring student progress toward completion of degree requirements, addressing 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.
- Collaborating with the Director of Field Education and relevant Faculty supervisor to help resolve problematic field situations should they arise.

- Helping to address problems; consulting with course instructors, field supervisors, Department Chair, Dean, 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.

### **Assignment of Advisees**

The Department Chair or Program Director assigns each entering student an academic advisor shortly before the Orientation to the program when students will have their first advising meeting. 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 or Program Director for review. A student who wishes to change advisor must email the Department Chair or Program Director and ask for a meeting to discuss the request.

### **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
  - discuss the A & P Meeting process
  - discuss the PCPE evaluation in the fall and spring semesters
  - talk about future plans of practice; help look up licensing regulations in intended state of practice
  - set up meetings for the rest of the academic year
- End of first Fall semester:
  - Review of progress that semester
- End of Year 1 in program (Must be completed by the end of summer semester):
  - Review general performance in classes
  - Complete and review the Assessment and Planning Meeting Summary Form
- Beginning of second Fall semester:
  - Start addressing plans post-graduation
  - Address licensing questions
  - Discuss potential applications for doctoral programs if the student is interested in pursuing this avenue
- End of second Fall semester of study:
  - Review the Interim Field Supervisor Evaluation of Practicum Student and general performance in classes
  - Address future professional plans
- End of second Spring semester:
  - Review the Final Field Supervisor Evaluation of Practicum Student and general performance in classes
  - Discuss after-graduation plans
  - Ensure that students have met all requirements for graduation
- Beginning of third Fall semester:
  - Make sure the student has specific plans to take the Counseling Comprehensive Examination
  - Continue addressing plans post-graduation

- Address licensing questions
- Discuss potential applications for doctoral programs if the student is interested in pursuing this avenue
- End of third Fall semester of study:
  - Review the Interim Field Supervisor Evaluation of Internship Student and general performance in classes
  - Address future professional plans
- End of Program Evaluation (end of third Spring semester):
  - Review the Final Field Supervisor Evaluation of Internship Student and general performance in classes
  - Discuss after-graduation plans
  - 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 (at least twice per semester). Missing advising meetings is a serious problem that will trigger a Corrective Action Notice and a meeting with the Department Chair or Program Director. Continuous disregard to this matter may warrant probation for unprofessional behavior. Students are also expected to complete the Advisor Survey once a year, distributed by the Office of Institutional Research. We expect 100% participation of all students.

Please note that all advising meetings will take place via Zoom (unless you would like to meet in person and coordinate that with your advisor), and that some advising meetings may happen during the summer residency.

### **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 a discounted rate. 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. There are a number of online programs available, or students in the WJC geographical area may attend in person trainings.

### **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 Certificate of Respecialization curriculum. 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.

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

## PROFESSIONAL COUNSELING ORGANIZATIONS AND OPPORTUNITIES FOR PROFESSIONAL INVOLVEMENT

Students are required to join the American Association of Marriage and Family Therapy in order to obtain their student individual liability insurance for practicum and internship.

Students are encouraged to enhance their professional careers by joining professional organizations and participating in meetings at the local, state, regional and national levels. Some of these counseling organizations include:

- American Mental Health Counselors Association (AMHCA)
- Massachusetts Mental Health Counselors Association (MaMHCA)
- National Association of Forensic Counselors (NAFC)
- International Expressive Arts Therapy Association (IEATA)
- American Association for Marriage and Family Therapy (AAMFT)
- Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC)
- Association for Counselor Education and Supervision (ACES)
- North Atlantic Region Association for Counselor Educator and Supervision (NARACES)
- Massachusetts Association of Alcoholism and Drug Addiction Counselors (MAADAC-MA)
- The National Association for Addiction Professionals (NAADAC)
- The International Association of Addictions and Offender Counselors (IAAOC), a division of the ACA

All of these organizations encourage the participation of graduate students in their committees and conference planning. Belonging to a professional organization, starting as a graduate student, provides a great opportunity for networking and being involved in advocacy and professional issues in counseling. We encourage our students to join and be an active participant in the organization of their choice.

## WRITTEN ENDORSEMENT POLICY FOR RECOMMENDING STUDENTS FOR CREDENTIALING AND EMPLOYMENT

Students seeking letters of recommendation during the search for internship placement should ask professors and their academic advisor one month in advance. Students seeking letters of recommendation for admission to other graduate programs (either as a transfer or to attend a program after graduation) should make an appointment with the professor(s) and advisor to address this. Professors may elect to decline to give a recommendation for students or alumni seeking admission to other graduate programs.

For licensure and other credentialing purposes, students should follow the instructions posted in the Registrar's office webpage to obtain transcripts and certifications. For academic requirement verification as well as practicum and internship verification, please contact the Department Chair by using the form published in the Registrar's webpage.

For employment recommendations, please contact the faculty member and/or advisor directly and obtain permission to use them as a reference prior to giving their name to a future employer. Professors may elect to decline to give a recommendation for students or alumni seeking employment.

## 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 and Behavioral Health Department page.

## STUDENT GOVERNANCE

The Dean of Student's Office published the following Student Governance structure:

### **Four Academic Department Student Leadership Bodies – Department Academic Councils Engaging Students (Department ACES)**

Each academic department will have its own student leadership to represent student needs as they relate to their department. These Councils will be set up in each individual department to meet the needs of their students. This will be done by a team comprised of the Department Chair, the Dean of Students team, and students. The size, scope, number of meetings, and how they are chosen will be done in a way to best suit that department. The Dean of Students Office will meet with them as often as they wish, and will also offer financial support to these Councils.

The main function of these Councils is to be the voice of the discipline's students to their Department Chair on anything and everything related to academics. This group must also select one student to be the department representative to the Leading Excellence Across Departments Team.

### **Four Academic Department Student Representatives – Leading Excellence Across Departments Team (LEAD Team)**

Each academic department will choose a student leader representative to serve as a liaison between their department's faculty, staff, students and the upper administration of the college. The four student leaders will meet monthly with the Dean of Students Office team and the VPAA to discuss nonacademic related issues, academic issues that are relevant to all students, and anything else pertinent to student life. These student leaders will report to their Department Chair and respective Academic Council Engaging Students.

### **Three Open Student Committees**

The four student representative leaders will also provide leadership, along with support from the Dean of Students office for three school-wide committees: Social Committee, Community Service Committee and Interprofessional Committee. These committees are open to the entire student body and anyone can volunteer, with no limits to department and or overall number. Each committee will only meet to accomplish their designated event with no other responsibilities assigned. These committees give students the opportunity to be involved in a meaningful way that is not over burdensome in terms of time. An estimated commitment for each of these would be a handful of meetings with the rest of the collaboration done online.

- ***Social Committee***

This Committee will plan one social mixer for all students either on or off-campus, once per semester. One event will take place at the beginning of the school year (Aug/Sept) and one will take place at the end of the school year (April/May).

- ***Community Service Committee***

This Committee will plan one community service event for all students either on or off-campus, once per semester. One event will take place at the beginning of the school year (Aug/Sept) and one will take place at the end of the school year (April/May).

- ***Inter-professional Committee***

This Committee will plan one lecture/panel with social networking component on a topic that appeals/is relevant to all programs at William James College. This program may happen either on or off-campus. The presentation will be one hour and the social networking will be one hour with food/beverages. An example of a topic: Stigma in Mental Health – a NAMI member or two can talk about their experience navigating the mental healthcare system.

APPENDIX A

AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY

AAMFT Code of Ethics  
Effective January 1, 2026



AAMFT-code-of-ethi  
cs.pdf



## APPENDIX B

### 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, 2014) *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 AND BEHAVIORAL HEALTH 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 (2024), ACA (2014), and AAMFT (2026) 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 GC MFT 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 Clinical Mental Health Counseling Handbook. Additionally, incoming Counseling 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 receipt 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 Corrective Action Notice, 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 (2024), ACA (2014), and AAMFT (2026) 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 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 zero 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 (2024), ACA (2014), and AAMFT (2026) 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 Corrective Action Notice. 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 zero on one or more of the evaluation areas.

## Professional Counseling Performance Evaluation

Student Name: \_\_\_\_\_ Course Number: \_\_\_\_\_

Faculty: \_\_\_\_\_ Semester & Year: \_\_\_\_\_

This form is used to assess a practitioner's counseling skills and dispositions during a semester.

**Ratings:** N – Not applicable/No opportunity to observe; 0 – Does not demonstrate this skill; 1 – Demonstrates this skill minimally; 2 – Demonstrates this skill variably; 3 – Demonstrates this skill consistently

Skill/Disposition	Skill/Disposition Description	Rating	Comments
<b>Professional Skills &amp; Dispositions</b>			
Multicultural Competency	Demonstrates awareness, appreciation, & respect of cultural differences (e.g., ethnicity, spirituality, sexual orientation, SES, etc.). Engages in broaching when appropriate.		
Attendance & Participation	Attends all class meetings & supervision sessions in their entirety, is prompt, & is engaged in the learning process.		
Appearance & Grooming	Practitioner is dressed professionally and groomed appropriately for class and sessions.		
Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, & AAMFT. Demonstrates consistent ethical behavior & judgment.		
Personal & Professional Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.		
Emotional Stability	Demonstrates emotional stability and self-control in relationships with supervisors, peers, & clients.		
Confidence	Demonstrates appropriate levels of self-assurance and trust in own ability.		
Record Keeping and Class Assignments	Completes all required records (e.g., session notes, Tx plan, etc.), client documentation, and assignments in a timely & comprehensive fashion.		
Adherence to Site Policies	Demonstrates adherence to all classroom, clinic, and site policies & procedures.		
Adaptability and Flexibility	Demonstrates ability to adapt to changing circumstances, unexpected events, & new situations.		
Consultation and Professional Development	Takes initiative to seek consultation, supervision, outside resources, and professional development opportunities to get personal learning needs met and improve counseling skills..		
Openness to Feedback	Responds non-defensively & changes behavior in accordance with supervisory feedback.		
Motivation	Demonstrates enthusiasm for professional and personal growth & development.		
<b>Basic Counseling Skills &amp; Dispositions</b>			
Therapeutic Relationship Building	Demonstrates ability to create a therapeutic alliance (e.g., safety, connection, trust, respect) with client in such a way that therapeutic work can take place in accordance with their developmental level		
Empathy	Warmly communicates an accurate understanding of client's perception of their world.		
Unconditional Positive Regard	Communicates positive regard to client and that regard is not dependent on client behavior or feelings.		
Non-Verbal Skills	Demonstrates effective use of nonverbal skills (e.g., open posture, head nods, leaning forward)		
Invitational Skills	Demonstrates appropriate use of minimal encouragers and door openers (e.g., "Tell me more about..."), which invite clients to open up further.		
Reflecting Content/ Paraphrasing	Demonstrates appropriate use of paraphrasing what the client has verbally communicated. Avoids parroting.		
Reflecting Feeling	Demonstrates reflection of feeling when client has expressed a feeling verbally or nonverbally. Avoids under or overshooting.		
Reflecting Meaning	Demonstrates reflection of clients' values, core beliefs, and the deeper meaning of what clients communicate. Avoids jumping to conclusions.		
Immediacy	Demonstrates ability to be present with clients, process here-and-now experiences in the counseling room, and use		

	immediacy to point out client patterns and dispositions in the moment.		
Summarization	Demonstrates ability to focus and summarize client content, feelings, behaviors, and meaning at appropriate times during the session (e.g., beginning, middle, and end of session).		
Recognition of Client Resources	Identifies and acknowledges individual client strengths (e.g., resilience, determination) and external client resources (e.g., social support system, medication, hobbies) to support client success.		
Challenging Skills	Demonstrates ability to challenge clients by identifying inconsistencies & discrepancies in the client's words or actions in a supportive manner.		
Redirection	Redirects client as needed to focus on clinical goal. Discusses reasons for redirecting or interrupting clients in relation to the clinical goal.		
Questions	Demonstrates appropriate use of open-ended and close-ended questions, with an emphasis on open-ended questions.		
Emphasizing Process Over Content	Demonstrates ability to focus on patterns and processes rather than overemphasizing content.		
<b>Advanced Counseling Skills &amp; Dispositions</b>			
Structuring Session	Demonstrates ability to initiate, plan, conduct, and terminate a session. Maintains time limits for session.		
Goal Setting	Collaborates with client to establish realistic and measurable goals that address the presenting problem. Facilitates movement toward goals.		
Treatment Planning	Demonstrates ability to construct & adhere to a comprehensive & appropriate treatment plan.		
Application of Theory	Demonstrates understanding and appropriate application of a counseling theory.		
Interventions	Utilizes appropriate and timely interventions that allow clients to express themselves verbally and nonverbally, and that facilitate movement toward goal.		
Intentionality	Able to articulate rationale for therapeutic interventions and goals based on counseling theory.		
Trauma-Informed Care	Demonstrates awareness of traumatic experiences and responses to trauma. Responds sensitively to client disclosures. Avoids victim-blaming. Utilizes trauma-informed care, such as regulation strategies, to support client wellness.		
Case Conceptualization	Presents & summarizes client history & demonstrates an appreciation of the multiple influences on a client's level of functioning. Incorporates counseling theory and systems framework.		
Suicide/Risk Assessment	Assesses client for suicidal ideation, child or elder abuse and neglect, intimate partner violence, or other risk factors when client has indicated potential risk.		
Assessment	Demonstrates ability to appropriately administer, score, & interpret clinical assessments.		
Follow Up	Communicates with clients when they miss an appointment, follows up with clients following risk assessments, and follows through on agreements made in session.		
Referrals	Identifies and provides resources and referrals to support client success during counseling and at termination.		

Comments:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date