



WILLIAM JAMES
COLLEGE

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

Master of Arts in Psychology PROGRAM HANDBOOK

COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT

2019-2020

About this Handbook

This Handbook supplements and elaborates upon the material in the William James College *Graduate Student Handbook*, providing information specific to the M.A. in Psychology program.

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 M.A. in Psychology program 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 Council on 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 Council on Higher Education, 209 Burlington Road, Bedford, MA 01730; 781-271-0022.)

INTRODUCTION

The following is the program guide for the William James College M.A. program in Psychology. This program handbook is in effect for the Academic Year 2019 – 2020 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

We are pleased that you have chosen WJC and our program to enhance your education. Our curriculum and faculty will provide you with a strong 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.
Associate Professor and Chair

GENERAL CAMPUS POLICIES/INFORMATION

GRADUATE STUDENT HANDBOOK

This manual is specific to the Counseling and Behavioral Health. 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

PHILOSOPHY OF THE MA IN PSYCHOLOGY PROGRAM

Graduate training in Psychology at William James College is grounded in an integrative philosophy of training and education. 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 all.

TIME COMMITMENT

This program is delivered fully online in an asynchronous model, with no residency requirements. Individuals who participate in the program may be able to work full-time while completing the program. The program can be completed full-time (3 semesters in one year) or part-time (6 semesters in two years). Courses run for 7 weeks at a time.

GOALS

The goal of the MA in Psychology program is to prepare its graduates for a variety of paths: pursue an advanced degree; integrate graduate-level psychological principles into their current expertise; change career into the psychology field; or clarify interests within psychology. This program does not prepare graduates to meet any educational licensure requirements (such as LMHC or as a psychologist). Upon program completion, students will have the requisite skills to work under supervision in a wide range of settings. The program provides students the opportunity to gain exposure to the field of psychology while exploring the avenues available in the mental health field, whether that is advancing their current career or gaining experience to apply for an advanced degree (typically a PhD or PsyD in clinical psychology or counseling psychology).

PROGRAM OBJECTIVES

APA GUIDELINES ON CORE LEARNING GOALS FOR MASTER'S DEGREE GRADUATES IN PSYCHOLOGY

Although the American Psychological Association does not accredit master's programs, they have published guidelines on core learning goals for master's degree graduates in psychology that were approved in March of 2018. Specifically, they have 5 domains: Knowledge base in psychology; Scientific Mindedness; Ethical and Social Responsibility in a Diverse World; Communication; and Professional Development.

<https://www.apa.org/about/policy/masters-goals-guidelines.pdf>

We designed this program to meet these core learning goals. Please see below information copied from the APA document:

GOAL 1

KNOWLEDGE BASE IN PSYCHOLOGY

The master's graduate in psychology demonstrates a broad knowledge of psychology's core domains, knowledge of psychology as a science, and advanced knowledge in an area of concentration. Broad



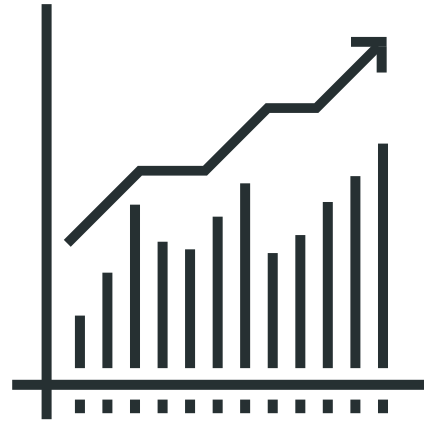
knowledge is apparent in the graduate’s ability to articulate historical and contemporary issues and apply scientific principles in psychology. The knowledge base is further distinguished from the baccalaureate level by the ability to analyze and integrate information across the major domains of psychology. An area of concentration is marked by comprehensive knowledge of relevant theories, concepts, and methods in a focused area. The graduate is able to place an area of concentration in appropriate context and explain how dimensions of diversity relate to the knowledge base. The student should demonstrate evaluation and synthesis of specialized knowledge, typically in a culminating experience such as an internship or thesis.

OUTCOMES Graduates	INDICATORS Graduates
1.1 Characterize the nature of psychology in science and practice	Identify current concerns regarding the status of psychology as a discipline and professional practice Describe historical development and contemporary concerns of relevant area of concentration
1.2 Deepen comprehensive knowledge of psychology’s core foundation content domains <ul style="list-style-type: none"> • Affective, biological, cognitive, developmental, and social aspects of behavior • Advanced integrative knowledge of basic discipline-specific content areas • Psychometrics • Quantitative and qualitative methods • Research methods • Learning and motivation 	Identify prevailing psychological perspectives and orientations Summarize key figures, central concerns, and methods that cut across content domains Predict the kinds of questions and methods that emerge from different content domains Explain complex behavior by integrating concepts from different content domains Synthesize psychological perspectives reflecting the relevant influences of the social, political, and historical context Use statistical methods to answer research questions Understand/evaluate statistical methods in journal articles, such as their appropriateness to answer a research question and for the type of data collected

GOAL 2

SCIENTIFIC MINDEDNESS

By being scientifically minded, students apply appropriate techniques to identify and answer research questions and to make informed decisions as knowledgeable consumers of the research literature. The skills involved in achieving this goal enable the student to evaluate literature sources with informed critical thinking; integrate various concepts, principles, and theories to formulate plausible explanations for behavior; solve problems in a variety of settings; and carry out their roles in science and practice with appropriate attention to cultural diversity and intersecting identities. These skills are essential for master’s-level graduates whether they become practitioners or scientists. Scientifically minded graduates can make an impact on society by ensuring that they solve problems and employ interventions with the knowledge that their strategies have been tested with scientific rigor.



OUTCOMES Graduates	INDICATORS Graduates
2.1 Demonstrate psychological literacy	Identify researchable questions at appropriate level of complexity Access/navigate relevant databases to gather pertinent peer-reviewed data Evaluate quality of sources using critical thinking
2.2 Formulate plausible psychological explanations for behavioral phenomena	Integrate an appropriate range of psychology concepts to explain behavior Identify and rule out alternative explanations. Recognize and defend against biases (e.g., personal, cultural, cognitive) that might distort conclusions
2.3 Engage in innovative and integrative applications to solve problems	Apply specialized expertise to solve problems in applied research, consulting, and/or innovating Make decisions informed by convergence of evidence in literature
2.4 Incorporate sociocultural factors in scientific inquiry	Employ research and professional interventions that take into account individual and cultural diversity and its complexity. Design interventions for specific age groups and target populations, considering intersecting identities

GOAL 3

ETHICAL AND SOCIAL RESPONSIBILITY IN A DIVERSE WORLD

Graduates earning a master’s-level degree recognize that serving in the profession, regardless of the specific area of concentration, involves recognizing and embracing the ethical standards of the discipline. They understand that they are likely to manage complex ethical circumstances in research and/or practice contexts. They strive to respond appropriately to ethical challenges that may arise when working with diverse individuals, groups, and communities who represent various cultural and personal backgrounds (see APA’s [2002] definition of *diversity* and *multiculturalism*). Their competence includes exhibiting cultural humility about the potential limitations that may transpire from their own background and worldview. Finally, they are prepared to be effective change-agents who can successfully strategize and seek consultation when necessary regarding how to work with people who have diverse backgrounds.

OUTCOMES Graduates	INDICATORS Graduates
3.1 Behave in accordance with the ethical standards of the discipline	Articulate psychology’s core values that support formal ethics codes Describe the relevant professional and ethical codes as necessary for career and professional goals Embrace APA Code of Ethics as guidelines for managing ethical conduct (e.g., Maintain confidentiality where conditions warrant) Recognize potential conflict areas between formal code and personal values
3.2 Make defensible ethical decisions	Articulate personal process for making ethical decisions Describe ethical expectations and challenges typical of area of concentration Address legal and ethical challenges in area of concentration Observe appropriate boundaries in area of concentration Seek appropriate consultation on ethically compromising matters
3.3 Deepen understanding of self	Articulate how one’s own biases and social relationships and assumptions affect one’s ability Describe dimensions of own identity, how they may intersect, and how they influence interaction Demonstrate understanding and limits of one’s role
3.4 Strengthen personal integrity and interpersonal effectiveness	Take responsibility for own actions Exhibit concern for the welfare of others Demonstrate honesty and integrity, even in difficult situations
3.5 Exercise values that reflect commitment to diversity	Describe how culture and context and developmental processes shape behaviors, ways of thinking, and expression of emotion Anticipate the impact of within-group differences and multiple intersecting identities on interaction Interact effectively and sensitively with diverse others Recognize and acknowledge how discrimination and oppression may adversely influence interaction

GOAL 4

COMMUNICATION

Master’s graduates in psychology demonstrate competence in written, oral, and interpersonal communication skills in multiple formats and contexts. They express psychological concepts clearly and with culturally appropriate adaptations for different audiences. Graduates interact effectively and collaborate collegially with professional peers. The skills in this domain include using technology ethically and effectively in professional and personal communication.



OUTCOMES Graduates	INDICATORS Graduates
<p>4.1 Express ideas effectively by writing and speaking in multiple formats</p>	<p>Follow project instructions (e.g., time or page limit)</p> <p>Adhere to APA style in authoring scholarly material and presenting research (including grammar and formatting)</p> <p>Present ideas in clear, coherent, and well-organized manner</p> <p>Align expression of ideas with the specific mode of the communication</p> <p>Anticipate or adjust details of communication to meet the needs of audience</p> <p>Adapt ideas for different contexts and different audiences</p>
<p>4.2 Interact effectively with others</p>	<p>Collaborate collegially with others, including effective teamwork</p> <p>Give affirming and critical feedback to others</p> <p>Respond constructively to feedback from others</p>
<p>4.3 Use technology effectively</p>	<p>Use technology to enhance professional and personal communication</p> <p>Assess strengths and limitations of specific technologies as tools for professional and personal communication</p> <p>Demonstrate ethical and responsible use of technology as a tool for professional and personal communication</p> <p>Discuss impact and importance of social media as a tool in professional psychology</p> <p>Describe cautions, pitfalls, downsides, and personal and professional vulnerabilities when using social media</p>

GOAL 5

PROFESSIONAL DEVELOPMENT

Individuals with a master’s degree in psychology are able to apply their knowledge and skills to achieve professional success. Graduates may pursue professional opportunities in a variety of areas, but they will display a higher level of independence in their professional performance than would be evident at the baccalaureate level. Master’s graduates effectively evaluate and monitor their own performance. They should be knowledgeable about professional opportunities for which they are qualified and develop plans to pursue a professional career. Having identified a professional concentration, the individual should establish and communicate a clear professional identity. The master’s graduate demonstrates a level of sophistication in adhering to professional standards. In summary, graduates are not only knowledgeable but also skilled in the application of their knowledge to a chosen profession.

OUTCOMES Graduates	INDICATORS Graduates
5.1 Exhibit continuous self-reflection and self-regulation in the context of professional work	Continuously and accurately self-assess performance quality in professional settings Accept and use feedback in a constructive manner to improve performance Accurately identify gaps in own knowledge and abilities and work to improve them Identify impact of their professional role on their own health and well-being
5.2 Identify appropriate professional career options based on accurate assessment of knowledge, skills, and abilities	Develop a realistic individual development plan for a professional career Display appropriate interview skills Identify multiple career paths, trajectories, and training requirements
5.3 Apply knowledge base and scientific thinking skills in professional settings	Identify and solve problems in professional settings by using content knowledge and scientific reasoning Demonstrate understanding and limits of one’s role
5.4 Observe professional workforce standards	Demonstrate professional conduct and appropriate communication across professional settings Adhere to organization protocols, taking into consideration ethical issues, standards, and/or principles in psychology
5.5 Enhance professional identity	Represent themselves appropriately based on training and level of education Display emerging identity with psychology and in area of concentration Participate in appropriate professional organizations Pursue appropriate continuing education opportunities Maintain current knowledge of the field by reading appropriate professional journals
5.6 Exhibit refined project management skills	Incorporate individual and cultural diversity perspectives into project planning and implementation Work effectively alone or with teams to accomplish professional tasks Manage project work timeline to accommodate contingencies Accept responsibility for failure to meet expectations and develop recovery strategy

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

1. Knowledge Base in Psychology
 - a. Characterize the nature of psychology in science and practice
 - b. Deepen comprehensive knowledge of psychology's core foundation content domains
 - i. Affective, biological, cognitive, developmental, and social aspects of behavior
 - ii. Advanced integrative knowledge of basic discipline-specific content areas
 - iii. Psychometrics
 - iv. Quantitative and qualitative methods
 - v. Research methods
 - vi. Learning and Motivation
2. Scientific Mindedness
 - a. Demonstrate psychological literacy
 - b. Formulate plausible psychological explanations for behavioral phenomena
 - c. Engage in innovate and integrative applications to solve problems
 - d. Incorporate sociocultural factors in scientific inquiry
3. Ethical and Social Responsibility in a Diverse World
 - a. Behave in accordance with the ethical standards of the discipline
 - b. Make defensible ethical decisions
 - c. Deepen understanding of self
 - d. Strengthen personal integrity and interpersonal effectiveness
 - e. Exercise values that reflect commitment to diversity
4. Communication
 - a. Express ideas effectively by writing and speaking in multiple formats
 - b. Interact effectively with others
 - c. Use technology effectively
5. Professional Development
 - a. Exhibit continuous self-reflection and self-regulation in the context of professional work
 - b. Identify appropriate professional career options based on accurate assessment of knowledge, skills, and abilities
 - c. Apply knowledge base and scientific thinking skills in professional settings
 - d. Observe professional workforce standards
 - e. Enhance professional identity
 - f. Exhibit refined project management skills

Our program follows the APA Guidelines on Core Learning goals for Master's Degree Graduates in Psychology*

*(Please note that APA does not accredit master's programs in psychology, and that this program does not lead to licensure as a psychologist, which is state regulated and requires a doctoral degree.)

ADMISSION REQUIREMENTS

Application Process

Admissions information and application forms are available online on the William James College website. Once completed, applications are reviewed by the admissions committee. Applications are accepted year-round and admissions are granted on a “rolling” basis until the year’s spaces are filled. The MA in Psychology program admit students to start in the Fall and Spring semesters of each year, with a required online orientation prior to the start of classes.

Requirements for Admission to the M.A. Psychology Program

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 2.75 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.

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 Psychological Association (APA) *Ethical Principles of Psychologists and Code of Conduct* (<https://www.apa.org/ethics/code/index>)
- 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 Psychology program, Class of 201x
[add phone number where you can be reached and where you receive messages]

There is no signature designation as “M.A. Candidate” or “M.A. in Psychology 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. 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 psychology. In accordance with state law, no student may serve under the title of “mental health counselor” or “psychologist” 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.
- F. **Engaging in Private Practice.** WJC students are not permitted to engage in independent, private practice unless they are independently licensed to do so.
- G. **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. Students who fail to comply with ethical and professional behavior guidelines are subject to department remediation and/or referral to the Academic Policies and Standards Committee, up to dismissal 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. Students will be expected to be able to use Zoom (an easy to use video conferencing platform) to participate in life office hours with faculty. Online training is provided for the use of our education technology tools (Canvas, TurnItIn and VidGrid). Additional support is available for these tools.

Succeeding as an Online Learner

Student Services: William James College is committed to serving all learners, and recognize that distance learners may face some additional barriers, often related to their geographical distance from our physical campus. We strongly encourage our distance learners to participate in student life. WJC has a number of student services that are available to all students, regardless of proximity to campus. These services fall under our Dean of Students office and include, but are not limited to, academic support -- available through our Academic Resources Center (ARC), career services, professional and academic enhancement programs, and personal assistance for any type of concern. To learn more about the full scope of the programs, services, and support offered, please visit the Dean of Students website at <https://www.williamjames.edu/student-life/dean-of-students/index.cfm>.

Orientation: All incoming students are required to complete the online student technology orientation course, which is embedded in their program orientation course page. This course contains important information about Netiquette (online etiquette) and strategies for being a successful distance learning student. The norms and expectations for distance learning have evolved and been updated over the last 20 years. The college keeps current on empirically based research and findings related to successful online learning. During your matriculation there will possibly be updates to our educational technology tools.

Educational Technology: William James College provides a robust set of educational technology tools that help promote effective digital teaching and learning. A full list of systems and tools available to students can be found inside their program orientation pages in Canvas.

Technical Support: If students have questions or concerns related to course technology, they are instructed to contact the WJC IT Help Desk, or create a Help Desk Ticket. The Help Desk serves as Tier 1 support, however some questions may be elevated to the Department of Online and Professional Education.

William James Help Desk

Website and Tickets: <http://support.williamjames.edu>

Email: support@williamjames.edu

Phone: 617-327-6777 x 1600

Stop By: Ground Floor @ William James

Online and Professional Education

Jenny Hopf, M.Ed., Director – Jenny_Hopf@williamjames.edu

Caroline Foley, MA, Instructional Technologist – Caroline_Foley@williamjames.edu

ACADEMICS

ATTENDANCE AND PARTICIPATION

Attendance to online classes 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 Masters of Psychology 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, 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 your grade. Please refer to the section "Class and Field Placement Attendance" in the *Graduate Student Handbook* for specific details about the attendance policy.

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).

STUDENTS WITH DISABILITIES

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 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. 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 CMHC 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 M.A. in Psychology has the following general academic requirements:

1. 33 semester credits of coursework
2. There are two tracks of coursework: one for individuals interested in improving their chances of applying to a doctoral program (Track 1) and another track for those who are either exploring psychology as an option for further graduate studies leading to clinical practice, or learning more about psychology to use in their personal life or career (Track 2).
3. Track 1:
 - a. LS659- Lifespan Development
 - b. CC524- Diversity, Difference and Inclusion
 - c. RS526- Statistics
 - d. CN520- Psychopathology
 - e. PS603- Social Bases of Behavior
 - f. CN515- Substance Use and Addiction Evaluation and Treatment
 - g. PS801- Ethics, Standards, and Professional Practice
 - h. OP600- Leadership and the Use of Self
 - i. RS610- Research and Program Evaluation
 - j. PAC550- Organizational Assessment: Quantitative and Qualitative
 - k. CX510- Theories of Counseling and Psychotherapy
4. Track 2:
 - a. 9 Core Courses:
 - i. LS659- Lifespan Development
 - ii. CC524- Diversity, Difference and Inclusion
 - iii. RS526- Statistics
 - iv. CN520- Psychopathology
 - v. PS603- Social Bases of Behavior
 - vi. CN515- Substance Use and Addiction Evaluation and Treatment
 - vii. PS801- Ethics, Standards, and Professional Practice
 - viii. OP600- Leadership and the Use of Self
 - ix. CX510- Theories of Counseling and Psychotherapy
 - b. 2 electives (choose from one of the following):
 - i. BX701- Adult CBT Theory and Practice
 - ii. RS610- Research and Program Evaluation
 - iii. PA550- Organizational Assessment: Quantitative and Qualitative
 - iv. TR602- Trauma: Theory and Treatment
 - v. FX510- Introduction to Family Therapy

COURSE DELIVERY OPTIONS

All courses are delivered fully online in an asynchronous model. This means you can participate in the online weekly requirements at your convenience. Each 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. Faculty provides feedback about the students' participation and return graded activities via email. Faculty will hold live office hours on a weekly basis through Zoom (an easy to use video conferencing platform). Students also can schedule times to talk individually to the faculty via telephone or Zoom as needed.

Grading and Academic Performance Feedback

Grading and Evaluation

Grades are assigned for each and every course. Course grades assist the school, the Program Director, 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.

1. Please refer to the *Graduate Student Handbook* for institutional standards on grading.
2. Within the MA in Psychology 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. Students are required to submit course evaluations and field evaluations at the end of each term.
 - c. Additionally, students are asked to evaluate their advisors.
 - d. 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 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 Corrective Action Notice 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. Please note that students who have 2 absences in a course in a given semester for will receive a CAN documenting the attendance issue, regardless of whether the student has presented documentation related to the absence. This CAN does not reflect an evaluation of the nature of the absence, but an accounting of the attendance to the course.

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

The M.A. in Psychology Counseling 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. 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.

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 MA in Psychology 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.
- Assessing students' academic backgrounds, strengths, training needs, and goals.
- Discussing students' registration, coursework selections, and reviewing field site selections.
- Convening a meeting 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.
- 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.
- Helping to address problems; consulting with course instructors, 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.

Assignment of Advisees

The Department Chair 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 for review. A student who wishes to change advisor must email the Department Chair and ask for a meeting to discuss the request.

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. 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.

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

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 may 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 in order to qualify for licensure in multiple areas without significantly expanding graduate program length.

WRITTEN ENDORSEMENT POLICY FOR RECOMMENDING STUDENTS FOR CREDENTIALING AND EMPLOYMENT

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 MA in Psychology 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.