



WILLIAM JAMES
COLLEGE
Counseling

One Wells Avenue | Newton, Massachusetts | www.williamjames.edu
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COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT Master of Arts in Clinical Mental Health Counseling (CMHC) PROGRAM HANDBOOK

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 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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One Wells Avenue
Newton, MA -2459

Accreditation

William James College is a recognized non-profit institution of higher learning offering graduate certificates and degrees. **The Board of Regents for Higher Education of the Commonwealth of Massachusetts** has authorized William James College to award the Psy.D., M.S., 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 departmental guide for the William James College M.A. program in Clinical Mental Health Counseling. This departmental guide 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

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

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

In 2016, in order to reflect the fact that we are training clinical mental health counselors, we reorganized our programs into one M.A. in Clinical Mental Health Counseling, with five choices of departmental areas of emphasis, and several choices of college-wide concentrations:

Departmental Areas of Emphasis:

- General Track
- Couples and Family Therapy
- Expressive Arts Therapy (not admitting students starting Spring 2018)
- Forensic and Correctional Counseling
- Health and Behavioral Medicine
- Substance Use and Addiction Counseling (starting Fall 2019)

College-wide Concentrations (available to students in all programs at the college):

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

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

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

Nilda M. Laboy, Psy.D.
Associate Professor and Chair

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.

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 CLINICAL MENTAL HEALTH COUNSELING PROGRAM

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

TIME COMMITMENT

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

GOALS

The primary goal of the Clinical Mental Health Counseling program is to prepare its graduates to be professional mental health counselors. Upon program completion, students will have the requisite skills to work under supervision in a wide range of settings, until they complete the post-master's field experience and the board examination to obtain their independent license. Some of the settings where our graduates have obtained employment include community mental health centers, hospitals, clinics, substance abuse treatment facilities, college and university counseling and health centers, government agencies, elder care facilities, correctional settings, court clinics, and faith communities. Some of our graduates choose to continue their education at the doctoral level, and find that our program provides a solid foundation for their doctoral studies.

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 clinical mental health counselors in eight core areas:
 - a. Professional counseling orientation and ethical practice
 - b. Social and cultural diversity
 - c. Human growth and development
 - d. Career development
 - e. Counseling and helping relationships
 - f. Group counseling and group work
 - g. Assessment and testing
 - h. Research and program evaluation

2. Apply theories and methods derived from the mental health counseling field to the assessment, prevention and treatment of mental health conditions.
3. Obtain knowledge and demonstrate the ability to critically examine the interaction between sociocultural variables and mental health and illness, including how counselors' own backgrounds and biases can have an impact in their capacity to provide respectful, competent, and effective services.
4. Establish that they possess the requisite knowledge to become licensed to practice as mental health counselors within the behavioral healthcare workforce.

Our Department's Core Competency Areas map out to CACREP's Core Areas as follows:

| DEPARTMENT CORE COMPETENCY AREA | CORRESPONDING CACREP CORE AREA |
|--|---|
| Ethics and Professional Development | Professional counseling orientation and ethical practice |
| Development of Leadership Skills | Professional counseling orientation and ethical practice |
| Research and Evaluation | Research and program evaluation |
| Assessment and Diagnosis | Assessment and testing Human growth and development |
| Counseling, Prevention and Intervention | Career development Group counseling and group work Professional counseling orientation and ethical practice |
| Cultural Competence | Social and cultural diversity |
| Consultation, Collaboration and Advocacy | Counseling and helping relationships Professional counseling orientation and ethical practice |

THE CLINICAL MENTAL HEALTH COUNSELING PROGRAM COMPETENCY AREAS

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

Each one of these competencies is described in detail:

Ethics and Professional Behavior

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

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

Therapists, the International Expressive Arts Therapy Association, National Association of Forensic Counselors Standards and Code of Ethics and the Association of Family and Conciliation Courts Guidelines for Court Involved Therapy.

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

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

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

Development of Leadership Skills

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

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

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

Students are encouraged to join professional organizations at the state, regional, national and international levels as student members, in order to develop a professional identity and begin to demonstrate commitment to the profession and its development. All students will be members of either the American Counseling Association and/or the Massachusetts Mental Health Counselors Association in order to obtain their individual student liability insurance while they are registered in practicum and internship.

Research and Evaluation

Students will demonstrate the ability to understand how research and evaluation questions are formulated, concepts of validity and reliability, research designs, and common statistical tests. Students will be discriminating consumers of research. In addition students will write a brief literature review and will learn to design a program evaluation.

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

Assessment and Diagnosis

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

Students will be expected to:

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

Counseling, Prevention and Intervention

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

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

- a. Take a respectful and professional approach to individuals, couples, families, and groups
- b. Establish rapport and therapeutic alliance inclusive of individual and cultural differences
- c. Deal effectively with conflict
- d. Understand and maintain an appropriate professional role

2. With their peers/colleagues, they will be expected to demonstrate the ability to:
 - a. Work collegially and professionally
 - b. Support others in their work
 - c. Enlist support from others in one's own work
 - d. Provide helpful feedback to colleagues and receive the same in a non-defensive manner

3. With their supervisors, they will be expected to demonstrate the ability to make effective use of supervision, as evidenced by the ability to:
 - a. Work collaboratively: collaboration means understanding, sharing, and working by a set of common goals for supervision
 - b. Prepare effectively for supervision
 - c. Accept supervisory input, including direction.
 - d. Follow through on recommendations and directives from supervisors
 - e. Negotiate needs for autonomy from and dependence on supervisors
 - f. Self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary

4. In their dealings with clinic and departmental support staff and clinical teams, they will be expected to:
 - a. Respect support staff persons and their roles
 - b. Understand and respect the team's operating procedures
 - c. Participate effectively as a team member

5. In their contacts with community professionals, they will be expected to:
 - a. Demonstrate the ability to communicate effectively and work collaboratively

6. At each field site, students will be expected to:
 - a. Understand and adhere to the agency's operating procedures
 - b. Participate in furthering the mission of the agency
 - c. Contribute to the agency in such a manner as to enrich the site as a training site for future students

“Intervention” includes preventive, developmental, and remedial techniques and procedures. Together with relationship skills, intervention skills are a fundamental competency for professional mental health counselors.

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

- a. Ability to formulate and conceptualize clinical case material from a framework that is informed developmentally, biopsychosocially, and socioculturally.
- b. Ability to formulate and implement an appropriately-focused treatment plan in a manner that demonstrates and applies knowledge of fundamental psychotherapy theory, research, and evidence-based practice.
- c. Ability to implement a range of fundamental intervention techniques, including but not limited to educational and supportive interventions, counseling, psychotherapy, and crisis intervention, depending on the nature of the site and population served.
- d. Ability to deliver interventions in a developmentally and culturally sensitive manner.

- e. Ability to negotiate and uphold a therapeutic contract.
- f. Ability to establish and maintain a safe therapeutic atmosphere.
- g. Ability to evaluate treatment process and outcome and modify a treatment plan as indicated.
- h. Ability to use supervision effectively to implement and enhance relationship and intervention skills.
- i. Awareness of the role and impact of the self in the therapeutic relationship.

Cultural Competence

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

Counseling students will be expected to demonstrate:

- a. Awareness of self in the context of diversity (e.g., one's own beliefs, attitudes, interpersonal valence, and related strengths and limitations) as they operate in the classroom and in a clinical setting interacting with others.
- b. Knowledge of the nature and impact of diversity in different settings and situations, and recognition of the multi-dimensional and dynamic nature of diversity both within and outside of the clinical setting.
- c. Skills to work effectively with diverse clients in all their field duties and responsibilities.

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

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

Consultation, Collaboration and Advocacy

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

Students will be expected to:

- a. Understand, respect, and appreciate the unique patient care roles of other professionals and their contributions to multidisciplinary systems of care.
- b. Relate effectively to other professionals in accordance with their unique service roles.

- c. Understand and accept the role and limitations of the consultant as an information-provider to another professional who ultimately will be the primary decision-maker in the case.
- d. Be able to dialogue with other professionals in a manner that avoids excessive use of psychological jargon.
- e. Recognize the usefulness of psychoeducational and other types of programming and community outreach efforts.
- f. Be able to advocate for clients, and teach the clients to advocate for themselves.

ADMISSION REQUIREMENTS

Application Process

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

Requirements for Admission to the M.A. in Clinical Mental Health Counseling 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 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 (e.g., the required work samples) 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.

DEPARTMENTAL AREAS OF EMPHASIS

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

- General Track
- Couples and Family Therapy
- Forensic and Correctional Counseling
- Health and Behavioral Medicine
- Substance Use and Addictions Counseling

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

COLLEGE-WIDE CONCENTRATIONS

There are four college-wide concentrations available to students in different programs at WJC. Counseling students who would like to participate in one of these concentrations would have to meet with the concentration director in the fall semester of their first year, and if accepted, fill out a declaration of concentration form, available in the Registrar's webpage. Several of these concentrations require an immersion experience during the Summer II session (it will not interfere with the counseling academic Summer I session). The four available concentrations are as follows:

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

Counseling students participating in any of these will add the credits of the concentrations to the requirements of the counseling program. Please refer to the webpage for the most updated information.

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 Counseling Association (ACA) *Code of Ethics* and the American Mental Health Counselors Association (AMHCA) *Code of Ethics*. In addition, students pursuing an area of emphasis will know the ethical and professional codes of the American Association of Marriage and Family Therapists, the International Expressive Arts Therapy Association, National Association of Forensic Counselors Standards and Code of Ethics and the Association of Family and Conciliation Courts Guidelines for Court Involved Therapy.
- C. **Professional Designation.** Students may sign their email signature and any other documents with their year of study and the program in which they are matriculated. For example:

John Smith
1st year student
M.A. in Clinical Mental Health Counseling program, Class of 201x
Area of Emphasis X (if applicable)
[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.

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

- D. **Psychotherapy with Faculty or Supervisors.** Students may not establish or continue psychotherapy with any department or affiliate faculty member (including adjunct faculty) under any circumstances while registered in his or her course or while under his or her supervision. Any pre-existing therapeutic relationship with a faculty member should be resolved prior to program matriculation. 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 mental health counseling. In accordance with state law, no student may serve under the title of “mental health counselor” or any closely related title or function until granted an appropriate license by the state. A student shall not perform any function that exceeds his/her level of training. 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). **Please note that students cannot use private practice settings to accrue pre-masters and/or post-masters supervised hours for licensure as LMHC, as stipulated by the Board of Registration of Allied Mental Health and Human Services Professionals in Massachusetts.** Students who may consider supervised employment by licensed mental health professionals apart from their programmatically prescribed field training are referred to the Associate Director of Field Education for consultation regarding clarification of the legal, professional, and ethical issues attendant to professional involvement outside of the WJC training experience. In addition, the Counseling and Behavioral Health Chair or any other WJC faculty/staff is available to students who might seek opinions in such matters. Students are reminded that they are bound by the ACA and AMHCA Codes of Ethics.
- G. **Student Liability (Malpractice) Insurance.** WJC has a school-wide Professional Liability Insurance Policy which covers work done by students in connection with their school-approved field placements. This policy does **not** cover work done by students in other functions or for experience beyond the scope or the time boundaries of the Field Placement Contract. Students are required to have, in addition to the liability insurance provided by WJC, an individual liability policy. Such policy is included with membership in the American Counseling Association (www.counseling.org). You may also obtain an individual liability insurance policy through the Massachusetts Mental Health Counselors Association, not included in their membership fee (www.mamhca.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 Counseling. Should a student show signs that he or she is likely to cause harm to those we serve, immediate action will be taken to **mitigate** such risk of harm, ranging from requiring additional education and remediation to disciplinary action. Students who fail to comply with ethical and professional behavior guidelines or despite remediation efforts fail to demonstrate the appropriate competencies or ethical behavior required for practice in the field of counseling are subject to department remediation and/or referral to the Academic Policies and Standards Committee, up to dismissal from the 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 VidGrid). 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.

ACADEMICS

ATTENDANCE AND PARTICIPATION

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

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

1. Come to class prepared to discuss the assigned readings.
2. Complete all course readings and assignments for the dates for which they are assigned.
3. **Attend all 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. In a typical 15-week semester, students are not allowed more than 2 absences. Any class time missed will have an impact on your grade. After two absences during a 15-week semester course or during a summer, traditional format course, the student will receive a Corrective Action Notice documenting the attendance issue. For blended courses, missing the meeting times on campus may result in failure of the course.
4. Arrive to class on time. Failing to arrive to class on time (i.e., before the door closes at the start of class) or to return to class after a break more than twice 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).

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 Clinical Mental Health Counseling has the following general academic requirements:

1. The degree has to be completed in a maximum of four years (two years if full-time, and four years if part-time).
2. 60 semester credits of coursework (if you choose an area of emphasis or a college-wide concentration, you may be required to take extra credits).
3. A minimum of 960 hours of field work distributed across two years of study (first year practicum: 360 hours; second year internship: 600 hours)
4. 13 core courses:
 - a. CN500 – New Student Counseling Program Orientation (no academic credit)
 - b. CX510 - Theories of Counseling and Psychotherapy
 - c. LS659 - Lifespan Development
 - d. PS635 - Professional Issues and Ethics
 - e. CC524 - Diversity, Difference and Inclusion
 - f. CN520 - Psychopathology
 - g. CN515 – Substance Use and Addiction Evaluation and Treatment
 - h. FX510 - Introduction to Family Therapy
 - i. CD501 - Career Counseling
 - j. RS610 - Research and Program Evaluation
 - k. PA535 - Psychological Assessment for Counselors
 - l. CO500 - Consultation, Collaboration & Community Partnerships, FS651 - Consultation, Collaboration and Testimony, or FX680 -Consultation with Larger Systems
 - m. GR501 - Group Counseling and Psychotherapy
5. Electives or Directed Specialty Coursework
 - a. Students will complete a minimum of 9 credits on elective course work if they are enrolled in the **general track**.
 - b. Students will complete a minimum of 6 credits on directed course work and 3 credits on elective course work if they are enrolled in the **Forensic and Correctional Counseling** area of emphasis.
 - c. Students will complete a minimum of 9 credits on directed course work if they are enrolled in the **Health and Behavioral Medicine** area of emphasis.

- d. Students will complete a minimum of 9 credits on directed course work if they are enrolled in the **Substance Use and Addiction Counseling** area of emphasis.
 - e. Students will complete a minimum of 12 credits on directed course work if they are enrolled in the **Couples and Family Therapy** area of emphasis, for a total of 63 credits.
 - f. Students will complete a minimum of 9 credits on directed course work if they are enrolled in the **Expressive Arts Therapy** area of emphasis.
 - g. Students in the college-wide concentrations will pursue the concentration requirements above (in addition of) the requirements of their counseling degree.
6. Field training sequence that includes field placement and clinical seminars over a two-year period:
- a. First year:
 - i. CN501 - Clinical Skills and Practicum I
 - ii. CN502 - Practicum II
 - b. Second year:
 - i. CN601 - Mental Health Counseling Internship I
 - ii. CN602 - Mental Health Counseling Internship II
7. A Comprehensive Examination

Information about the Comprehensive Examination will be provided to the students during the second week of classes of the fall semester.

COURSE DELIVERY OPTIONS

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

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

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

At this time we do not offer online-only courses in the CMHC program.

GRADING AND ACADEMIC PERFORMANCE FEEDBACK

Grading and Evaluation

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

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

1. Please refer to the *Graduate Student Handbook* for institutional standards on grading.
2. Within the CMHC 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.
 - g. The Assessment and Planning (A & P) Meeting represents the culmination of the reciprocal evaluative paradigm in its year-end review of the integrative experience of a student in all domains of professional training.

Evaluation Completion

Policy Statement on Course Evaluation completion:

The *Integrative* philosophy of professional education at WJC includes an understanding of the importance and reciprocal nature of evaluation. All students are evaluated in the classroom and in the field throughout all ranges of professional growth. 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 traditional classes in 7 or 15 weeks 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 Clinical Mental Health 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.

PROFESSIONAL COUNSELING PERFORMANCE EVALUATION (PCPE)

There is a well-established relationship between clinical competence and personal and professional development; therefore, counselor educators have a professional and an ethical obligation to evaluate student development in areas other than academic performance and skills acquisition. CACREP (2000), ACA (1995), and AOA (2002) ethical guidelines require counselor educators to assess and evaluate students' professional and personal growth and development and ensure competence in these areas. These areas include, but are not limited to: 1) interpersonal and professional competence; 2) self-awareness, self-reflection, and self-evaluation; and 3) multicultural sensitivity and awareness in professional and interpersonal interactions. As a result, students are assessed at the end of the fall semester and the spring semester using the Professional Counseling Performance Evaluation Form, a copy to be found in the Department's page on MyCampus (and in the appendix area of this handbook). 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 and/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 Clinical Mental Health Counseling program, every incoming student is assigned a Faculty Advisor who will oversee the student's progress throughout his/her course of study and will deliver ongoing feedback regarding the student's status in the program. Advisors are available to students as mentors, aids in problem solving and career planning, and facilitators of professional growth and development. The advisor reviews and 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 Intermediate Assessment and Planning (A & P) Meeting; this is usually required when some problem or difficulty has arisen academically or in the field. In such cases, the Advisor completes a Corrective Action Notice (CAN). The CAN form is then submitted to the Department Chair, Dean of Students, Registrar's Office and other relevant parties, and a meeting is scheduled with the student, Advisor, Department Chair, and any other relevant parties (e.g., Field Placement).
- Monitoring students' progress toward completion of degree requirements.

- Identifies the student's personal issues if they impinge on learning and provides appropriate guidance and/or intervention. It is within the province of an advisor to recommend personal therapy where such a need is perceived.
- Monitors student progress toward completion of degree requirements, addresses difficulties as they may arise and facilitates, where possible, resolutions of problematic situations. Advisors are responsible for maintaining an awareness of changes in policy and/or program requirements as they may affect a student's course of study.
- Collaborates with the Associate Director of Field Education and relevant Faculty supervisor to help resolve problematic field situations should they arise.
- Helping to address problems; consulting with course instructors, field supervisors, Department Chair, Deans, and/or the Academic Policies and Standards Committee in situations where problems arise; and advocating on behalf of the student in such situations when such advocacy is appropriate.

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 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 the Interim Field Supervisor Evaluation of Practicum Student (if applicable) and general performance in classes
 - Discuss possible internship placements for 2nd year (or practicum placements for part-time students)
- End of Year 1 in program (Must be completed by the end of summer semester):
 - Review the Final Field Supervisor Evaluation of Practicum Student (if applicable) and general performance in classes
 - Complete and review the Assessment and Planning Meeting Summary Form
- Beginning of second Fall semester:
 - Make sure the student has specific plans to take the Counseling Comprehensive Examination
 - 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 Internship Student (or Practicum Student, if part-time) and general performance in classes
 - Address future professional plans
- End of Program Evaluation (end of second Spring semester):
 - Review the Final Field Supervisor Evaluation of Internship Student (or Practicum Student, if part-time) and general performance in classes
 - Discuss after-graduation plans
 - Ensure that students have met all requirements for graduation

For part-time students in their third year:

- Beginning of third Fall semester:
 - Make sure the student has specific plans to take the Counseling Comprehensive Examination
 - 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 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. 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

Students within the CMHC program who wish to change their area of emphasis (i.e., from the Forensic and Correctional Counseling, to Couples and Family Therapy or to the General Track), should talk to their

advisor, and then make an appointment with the Department Chair. Upon exploring the reasons for changing an area of emphasis within the department, the student will be required to fill out a form requesting the change. After the Department Chair's approval, the student will review his/her program of study to determine the courses to take to complete the chosen area of emphasis within the program. Depending on the curriculum sequence and the point at which the student wants to make the change, the length of attendance to the program may be affected.

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.

APPLYING TO THE WILLIAM JAMES COLLEGE CLINICAL OR LEADERSHIP PSYD PROGRAMS

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

FIELD EDUCATION / FIELD PLACEMENT

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

Specific information and policies regarding field education are provided under a separate handbook entitled *Clinical Mental Health Counseling Field Education Handbook*.

PROFESSIONAL COUNSELING ORGANIZATIONS AND OPPORTUNITIES FOR PROFESSIONAL INVOLVEMENT

Students are required to join either the American Counseling Association or the Massachusetts Mental Health Counselors Association 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, regional and national levels. Some of these counseling organizations include:

- American Mental Health Counselors Association (AMHCA)
- National Association of Forensic Counselors (NAFC)
- International Expressive Arts Therapy Association (IEATA)
- Massachusetts Association for Marriage and Family Therapy (MAMFT)
- 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 from the CMHC program) 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.

LICENSURE

Students are responsible for obtaining information about licensure requirements in the state(s) where they intend to practice after graduation. Although it is impossible to predict where one would live in the future and all the possible requirements permutations that one may encounter, if the student knows they will be relocating after graduation, they should look up the requirements for licensure in that state and discuss it with their academic advisor. The Department Chair is also available for consultation on these matters.

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

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

- a. 3,360 hours of supervised clinical experience of which no fewer than 960 must be direct client contact.
- b. 130 hours of face-to-face supervision of which no fewer than 70 must be individual and must occur at a ratio of no fewer than one hour of supervision for every 16 hours of client contact.
- c. A passing score on the National Clinical Mental Health Examination (NCMHE).
- d. At least 75 hours of supervision, either, pre-masters or post-masters were provided by a LMHC approved supervisor.

Individuals who meet the above and are awarded licensure may then use the formal title of LMHC. Please refer to the Board of Registration of Allied Mental Health and Human Services Professionals in Massachusetts for detailed information: <http://www.mass.gov/ocabr/licensee/dpl-boards/mh/>

License as a professional or mental health counselor in a state other than Massachusetts

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

Individuals who wish to engage in the independent practice of mental health counseling are urged to consult directly the licensing boards of any state in which they may intend to practice to obtain their licensure requirements. **Information regarding state licensure requirements can also be found on the website for the National Board for Certified Counselors (NBCC) www.nbcc.org/directory/Default.aspx.**

COURSE DESCRIPTIONS

The course descriptions are available in the Academic Course Catalog, published by the Division of Academic Affairs, and available on the school website in the Counseling 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
ACA CODE OF ETHICS
(Click to open the document)



aca-code-of-ethics.
pdf

APPENDIX B

AMHCA CODE OF ETHICS (Click to open document)



AMHCAethics2015FI
NAL.pdf



AMHCAStandards20
16FINAL.pdf

APPENDIX C

NATIONAL ASSOCIATION OF FORENSIC COUNSELORS STANDARDS AND CODE OF ETHICS



NAFC Ethical
Standards and Code

ASSOCIATION OF FAMILY AND CONCILIATION COURTS GUIDELINES FOR COURT INVOLVED THERAPY



Guidelines for Court
Involved Therapy AF

APPENDIX D

AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY

AAMFT Code of Ethics
Effective January 1, 2015



AAMFT-code-of-ethi
cs.pdf

APPENDIX E

IEATA PROFESSIONAL STANDARDS COMMITTEE FOR EXPRESSIVE ARTS THERAPISTS. (N.D.). CODE OF ETHICS FOR REGISTERED EXPRESSIVE ARTS THERAPISTS



Code of Ethics for
REAT.pdf

APPENDIX F

PROCEDURES AND POLICIES REGARDING COMPREHENSIVE ASSESSMENTS OF STUDENT COMPETENCIES WHILE ENROLLED IN THE COUNSELING PROGRAM AT WILLIAM JAMES COLLEGE

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

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

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

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

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

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

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

WILLIAM JAMES COLLEGE

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

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

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

Signature

Date

Interpersonal Competencies
Procedures for Implementation

How do students learn of our expectations?

1. A copy of the General Statement on Interpersonal Competence will be in the 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 (2000), ACA (1995), and AOA (2002) ethical guidelines require counselor educators to assess and evaluate students' professional and personal growth and development and ensure competence in these areas. These areas include, but are not limited to: 1) interpersonal and professional competence; 2) self-awareness, self-reflection, and self-evaluation; and 3) multicultural sensitivity and awareness in professional and interpersonal interactions. As a result, you will be assessed at the end of the Fall semester and the Spring semester using the Professional Counseling Performance Evaluation Form, a copy to be found in the Department's page on MyCampus. Your seminar instructor will fill it out; if you are not in a seminar course, your advisor will fill it out. You may also be evaluated with this form in case of deficiencies noted by any faculty member, which will be attached to a 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 (2000), ACA (1995), and APA (2002) ethical guidelines require counselor educators to assess and evaluate students' professional and personal growth and development and ensure competence in these areas. These areas include, but are not limited to: 1) interpersonal and professional competence; 2) self-awareness, self-reflection, and self-evaluation; and 3) multicultural sensitivity and awareness in professional and interpersonal interactions. As a result, you will be assessed at the end of the Fall semester and the Spring semester using the Professional Counseling Performance Evaluation Form, a copy to be found in the Department's page on MyCampus. Your seminar instructor will fill it out; if you are not in a seminar course, your advisor will fill it out. You may also be evaluated with this form in case of deficiencies noted by any faculty member, which will be attached to a 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 (PCPE)

Student _____ Semester/Year _____

Person Initiating the Form _____

Area of concern (i.e., Course Number) _____

Date _____

Rating Scale

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

A. Counseling Skills and Abilities

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

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

B. Professional Responsibility

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

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

2 Rate this item such that it includes professional attire.

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

C. Competence

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

D. Maturity

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

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

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

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

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

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

E. Integrity

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

I. Ethics and Professional Development

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

Counseling, Prevention and Intervention

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

II. Assessment and Diagnosis

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

III. Research and Evaluation

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

IV. Cultural Competence

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

V. Consultation, Collaboration and Advocacy

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

VI. Development of Leadership Skills

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

Has the student led or co-led a therapy group during this year? ____ Yes ____ No

If so, please indicate if this happened during practicum, or internship, and what type of group(s). If the student has not had this opportunity, please make sure the student will have that opportunity during the next field experience by notifying the Associate Director of Field Education.

ACADEMIC STANDING

Check all that apply:

- Good academic standing,
- Corrective Action Notice (CAN) filed
- Interim Assessment and Planning meeting
- Academic probation-ongoing
- Academic probation-completed

Comments (if necessary)

STUDENT SELF-ASSESSMENT OF PROGRESS

Please note the student should complete this section prior to the scheduled A&P meeting. These items may be answered in list/bullet form.

Student's Self-Identified Strengths

Student's Self-Identified Areas for Growth

Student's Self-Identified Goals for the Coming Academic Year:

ADVISOR'S COMMENTS

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

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

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

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

Areas that need intervention to maintain satisfactory academic standing:

SIGNATURES:

Student:

Date:

Advisor:

Date: