



THE FAMILY
INSTITUTE

at Northwestern University

**Counseling On-campus
Master of Arts Degree in Counseling
Campus Site**

Student Handbook Program Policies & Procedures 2019-2020

Northwestern

The Center for Applied
Psychological and Family Studies



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IMPORTANT DISCLAIMER: The information in this handbook applies to the academic years stated on the handbook and is updated periodically. Counseling- On-campus reserves the right to change, without notice, any statement contained in this handbook concerning, but not limited to, rules, policies, tuition, fees, curricula, and courses. Once the handbook is provided to a student, failure to read this information does not excuse a student from knowing and complying with its content. In addition to The Graduate School program policies ([See TGS Policies](#)) graduate students are subject to and should be aware of the [Northwestern Student Handbook](#) and University policies pertaining to students ([See Northwestern University Policies](#))

COUNSELING- ON-CAMPUS DIRECTORY

LEADERSHIP (CLINICAL TRAINING)

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ADMINISTRATION

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IMPORTANT STUDENT SUPPORT INFORMATION

TFI Tech Support	helpdesk@family-institute.org
NUIT (CAESAR & @northwestern email issues)	1-847-491-4351



I. PROGRAM OVERVIEW

The Counseling Department centered at The Family Institute, Northwestern University delivers the Master of Arts degree program in Evanston, Illinois, and online via a digital learning platform. This handbook pertains to Counseling-On-campus, the program's brick and mortar site on the Northwestern campus. While guidelines and policies of online and on-campus program sites are well aligned, there are nuances related to degree completion in a traditional learning environment that are reflected in this guiding document for students. Further, the policies and procedures in this student handbook are guided by those of Northwestern University, The Graduate School (TGS), The Family Institute (TFI), the program's accreditation body (the Council for Accreditation of Counseling and Related Educational Programs and the American Counseling Association (ACA).

A. PROGRAM VISION, MISSION AND OBJECTIVES

i. PROGRAM VISION

- ii. We are leaders in preparing psychodynamically-informed, culturally responsive, clinical mental health counselors to promote the mental health and wellness of people.

iii. PROGRAM MISSION

Our mission is to deliver innovative clinical mental health counselor training that is grounded in contemporary psychodynamic theory, best practices from multiple perspectives, and a multicultural worldview, preparing students to become competent counselors, mental health advocates and leaders.

iv. PROGRAM OBJECTIVES

On completing our graduate degree students will:

1. Possess an in-depth understanding of Clinical Mental Health Counseling
2. Demonstrate self-reflective counseling skills honed through extensive and closely supervised clinical practice
3. Demonstrate rich multicultural awareness that embraces and advances diversity and social justice values
4. Embody a professional counselor identity
5. Showcase a scientific mindset and interest in scholarship and profession-centered activities
6. Understand strategies to integrate psychodynamic thought and emerging best practices into clinical work

B. PROGRAM PILLARS

Northwestern University's nationally renowned Master of Arts in Counseling program is dedicated to the cutting-edge preparation of tomorrow's counselors and stands on four pillars of excellence.

i. NORTHWESTERN UNIVERSITY

Northwestern University combines innovative teaching and pioneering research in a highly collaborative environment that transcends traditional academic boundaries. Northwestern provides our students and faculty with exceptional opportunities for intellectual, personal and professional growth.

ii. DYNAMIC CLINICAL TRAINING VIA NATIONAL MODEL

While students are in their first practicum, they are already immersed in clinical work. The "learning by doing" model exposes students to clinical work while providing complementary academic experiences. At each stage in the development of the counselor, students are equipped with the necessary clinical skills and knowledge to foster growth and facilitate well-being for clients presenting with a multitude of mental health concerns.



iii. TRADITIONAL COUNSELING FOUNDATION

Influenced by the theoretical and intellectual traditions of the field and profession of counseling, our students are prepared to support and protect the mental health and welfare of those who use counseling services. Students complete the necessary education and supervised clinical experiences required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). We conceptualize every course in the context of the ethics of professional practice, multiculturalism, life span development, advocacy, outreach, and evidence-based practice. These traditions lead to the development of a strong counselor identity and prepare the students to achieve licensure in the field.

iv. THE PROGRAM'S HISTORICAL PERSPECTIVE

Our program has unique historical roots in Counseling Psychology with degrees having been offered in this discipline as recently as 2014. With the identity transition from counseling psychology to counseling, the program's DNA remains, that is, the dedication to training and mentoring the mental health innovators and leaders of tomorrow. Simultaneously, students delve into research and scholarly projects that relate the program's rich history to current best practices in the field. They become informed consumers who not only understand the research foundations of the profession but help expand it with new initiatives. Students readily exchange their clinical ideas within the counseling field through conference presentations and academic publications. We take pride in our reflective practitioners who have an aptitude to generate future research that will advance the field of counseling.

C. FOUNDATIONS OF COUNSELING PROGRAM

Our master's program is infused with psychodynamic theory and each quarter, academic and training experiences are designed to allow the theory to emerge across subject domains. Our cutting-edge faculty is comprised of leading practitioners in psychodynamic thought and other areas of academic expertise. Faculty members use real case examples to illustrate the clinical application of psychodynamics and other theories to her/his academic subject. Additionally, our clinical supervisors, reflective practitioner supervisors, case conference supervisors and group immersion staff help students test and apply the theories they have learned in the clinical realm. By the program's conclusion, not only can students understand the psychodynamic underpinnings of each core curricular area and academic experience, but also, they can skillfully apply new learning to clinical work.

D. COUNSELING PROGRAM CORNERSTONE EXPERIENCES

The program's psychodynamic foundation rests on two cornerstone experiences that facilitate counselor development. Emerging from our program as reflective practitioners, our graduates can accurately evaluate their own clinical knowledge and skills. Students' strengths are sharpened, and internal and learning barriers are identified and reworked into clinical effectiveness. Emphasis on the reflective practitioner and comprehensive immersion in clinical work promote this powerful transformation, as described below.

E. EMPHASIS ON THE REFLECTIVE PRACTITIONER

While academic coursework is integrated and therapeutically potent skills are emerging, we offer opportunities to reflect on the training experience in a supportive environment. It is here that students' own personal and professional strengths and struggles are examined, barriers to learning are identified, and strategies for navigating the training process are developed. Three powerful, reflective experiences provide building blocks to this training foundation.

Reflective Practitioner Group Supervision — During Practicum training, students meet weekly in small groups with a group supervisor, an experienced practitioner, in a training process vetted to ensure high-quality skill development. The Reflective Practitioner Group Supervision focuses on helping students to understand client



transferences and therapist countertransference, helping students to identify biases that affect therapeutic objectivity and removing personal barriers to enable counselors to stay fully present with clients.

Case Conference Supervision— During Internship training, students meet weekly with a seasoned practitioner to present challenging cases and receive consultation steeped in a psychodynamic perspective. Here, our rich coursework comes alive when applied to cases. Through exploration of challenging or difficult cases, students learn how to assess their therapeutic effectiveness and articulate areas of concern that can be addressed in consultation to increase efficacy.

Group Immersion Experience — In Practicum training, students participate in the “Tavistock” Group Immersion experience — a three-day Group Relations Conference guided by a team of seasoned practitioners. The group dynamics immersion is a living laboratory in which students experience and examine group, institutional, and diversity dynamics. Embedded in our group dynamics course, the group dynamics immersion generates powerful experiential learning. The process unfolds throughout the program as knowledge of the unconscious and covert processes in groups and organizations is applied to the students’ therapeutic work.

Capstone Experience — Nearing conclusion of the internship year, students participate in Capstone Conference on Northwestern’s Evanston campus. The immersion is facilitated by the program’s faculty and includes conference presentations and feedback. Students can present workshops that may be submitted to actual professional conferences and workshops. This experience allows students to hone areas of clinical expertise and address areas that need growth in a conference-like setting.

i. COMPREHENSIVE IMMERSION IN CLINICAL WORK

From the moment students enter the program, they are immersed in clinical practice experiences. The “learning-by-doing” model starts the process while providing complementary academic experiences. At each stage of the development of the counselor, students are equipped with the necessary clinical skills and knowledge. The Standard Curriculum is an intensive program for students entering the counseling field with prior clinical experiences and academic and experiential background in psychology or human services. Standard students complete a Practicum and Internship. The Two-Plus (2+) Counseling Curriculum is designed for qualified students entering the Counseling field for the first time following a career in another discipline and with a minimum academic and experiential background in psychology or human services. Two Plus students complete a Pre-Practicum prior to completing a Practicum and Internship.

In Pre-Practicum training, students spend 12-16 hours/week working in group and milieu settings such as Psychosocial Rehabilitation Programs (PSP), Partial Hospitalization Programs (PHP) or Intensive Outpatient Programs (IOP). Here they are exposed to more serious forms of mental illness and work with a multidisciplinary team in a group setting. They receive weekly supervision and participate in didactic and clinical case conferences and trainings. They also attend the 479-1,2,3 Introduction to Clinical Practice sequence.

In Practicum training, students spend approximately 4–5 hours per week working directly with clients in the Bette D. Harris Clinic at The Family Institute. They complete a minimum of sixty (60) hours of face-to-face counseling and receive supervision from their site supervisors. Additionally, students meet weekly with a Reflective Practice Group Supervisor and participate in the Group Immersion Experience.

In Internship, students spend 8–10 hours each week working with clients directly at community sites throughout Chicagoland. They complete a 600-hour internship experience with a minimum of 240 hours of face-to-face counseling and spend a minimum of thirty hours in clinical supervision with their site supervisors.



Additionally, students meet weekly with a Case Conference Supervisor and participate in a Capstone experience near the end of the training year.

II. GENERAL POLICIES

A. DEGREE

Counseling- On-campus offers the degree of Master of Arts (MA). On the student's transcript, *Clinical Mental Health Counseling* is noted as the major of study.

To receive the MA degree, all Northwestern University graduate students must fulfill these requirements:

- Residency
- Approved coursework
- Grades
- Filing for graduation

The program's leadership must approve each student's plan of study for a master's degree. In addition to requirements directly related to awarding of a degree, all students are required to maintain standards of [Academic Integrity](#) and adhere to a code of academic ethics. For the Master of Arts in Counseling Degree requirements, see Student Handbook Section III: Program Degree Requirements.

B. DEGREE POLICIES

i. TIMEFRAME FOR DEGREE COMPLETION

Students must complete all requirements for the master's degree within five years of the date of their initial registration in The Graduate School. Students who do not complete their degree within five years will be considered not in good academic standing and will be placed on [Academic Probation](#). Only rarely, under extenuating circumstances, will students be granted permission to continue beyond five years.

ii. RESIDENCY REQUIREMENTS

Counseling-On-campus requires *continuous enrollment for Fall, Winter and Spring quarters*. No courses are offered in summer.

iii. COURSE WAIVERS

In Counseling- On-campus no courses will be waived. No coursework will be accepted from another academic institution since licensure requirements for most states suggest that all courses should be taken within a *single* integrated degree program designed to teach and train professional counselors.

iv. CREDIT-BEARING COURSES

Course requirements for the master's degree are listed on the [Counseling- Oncampus's website](#).

v. DEGREE COMPLETION

To receive the Master of Arts Degree, students must:

- Complete the Application for a Degree form by the date specified in the [Academic Calendar](#).
- Complete the Master's Degree Completion form and receive program approval of the form by the date specified in the Academic Calendar.
- Have at least a B average and no X or Y grades. All grades must be entered and Change of Grade forms must be submitted by the grade deadline specified by the Office of the



Registrar.

- Complete the program's CAPSTONE requirement.

B. REGISTRATION POLICIES

i. REGISTRATION

Only students who have been officially admitted to The Graduate School may register for courses to earn credits toward a Graduate School degree. The [Office of the Registrar](#) maintains a complete, up-to-date class schedule, which can be found by selecting the "View the Quarterly Class Schedule" link on [CAESAR](#). All students must register online through CAESAR. Registration dates are listed on the Office of the Registrar's website. If students have difficulty registering, they may contact Coordinator of Education Programs by email (deidre-hicks@northwestern.edu). For courses requiring program consent prior to registration, students should also contact the program's operation manager.

ii. COURSE CREDIT

In Counseling- On-campus all courses carry one unit of credit. Students must successfully complete all course units for which they register to receive full credit toward residency. Students must be enrolled on a full-time basis. The curricula options, described below, determine courses students take quarterly.

C. PROGRAM CURRICULA

i. OPTIONS SELECTED AT ENROLLMENT

Admitted students must enroll in one of two curriculum tracks that determines the duration and sequencing of education and training. The two tracks are: *Standard Curriculum* and *Two- Plus curriculum*. For each of two curricular plans, based on their selection during the admission process, students enroll in our generalist (adult) or child tracks.

Standard Curriculum – The Standard Curriculum is an intensive program for students entering the Counseling field with academic and experiential background in psychology or human services and prior clinical experiences. Immediately upon starting the program, the Practicum fieldwork experience begins at The Family Institute at Northwestern University. This first year is closely supervised experience of counseling clients while taking courses and participating in Reflective Practitioner Supervision. It is this closely supervised experience that allows students to participate in a "learning-by-doing" model.

Students in the Standard Curriculum attend the program full-time and complete 24 courses over two years. In the Practicum year, students enroll in the three-quarter Counseling Methods course along with two additional courses, meet weekly with a site supervisor and complete the Practicum at The Family Institute where a minimum of 60 hours of direct client contact is accrued. In the Internship year, students work at an external field site where a minimum of 600 hours is accrued of which 240 hours are spent in direct client contact. Students take two additional courses per quarter and attend a weekly Case Conference. in Appendix I.

Two-Plus Curriculum – Two-Plus is a special curriculum designed for qualified students entering the Counseling field for the first time following a career in another discipline and/or with minimal academic and experiential background in psychology or human services. It is unique to the Northwestern Counseling program and reflects the program's appreciation of the value of a "second career" for those desiring it while recognizing the importance of adequate preparation for practice in this highly complex and challenging field. Students in the Two-Plus Curriculum attend the program full-time and complete 27 courses over three years. The 27 course Two-Plus Curriculum consists of the same 24 courses as the Standard Curriculum, "plus" an



additional three-quarter course, "Introduction to Clinical Practice," which serves to introduce and orient "career-changers" to key theories, concepts and applied aspects of the counseling field. In conjunction with this introductory course, students in the first year or pre-practicum year of the Two-Plus Curriculum spend a minimum of 12 hours per week at a clinical field site and enroll in two additional courses per quarter. In the second year the Practicum fieldwork experience begins at The Family Institute at Northwestern University. This second year is a closely supervised experience of counseling clients while taking courses and participating in the Reflective Practice experience. It is this closely supervised experience that allows students to participate in a "learning-by-doing" model. Students take two additional courses per quarter. In the third-year students complete their internship training at an external field site where a minimum of 600 hours is accrued of which 240 hours are spent in direct client contact. Students take one additional course per quarter and attend weekly Case Conference Supervision. A description of the two-plus curriculum can be found in Appendix I.

ii. REGISTRATION

To register for courses, see [The Graduate School's General Registration Policies](#). It is the student's responsibility to clear all financial holds and confirm their registration for classes. To confirm registration, students should check their quarterly class schedules in CAESAR. After enrolling in courses, changes in registration can only be made by following the policies of The graduate school (see [Changes in Registration](#)). Students may drop a course after the add/drop period and before the "last day to drop a course" deadline. View the [Refund Schedule](#) to determine how much tuition will be refunded based on what percentage of the quarter has elapsed.

iii. STUDENTS ENROLLMENT CHANGES – IMPACTS ON CLINICAL TRAINING

Counseling students on campus are expected to maintain full time status through duration of degree completion. In addition, each academic course is only offered once annually. Therefore, dropping a course can significantly impact a student's curriculum plan, including date of graduation. *Students must receive approval of their academic advisors and/or approval of the Department Chair prior to withdrawing from an established course rotation.* Once informed of the consequences of withdrawing, students must assume full responsibility for the impact of course changes, including delays in advancing towards graduation and additional costs related to curriculum delays.

iv. AUDITING POLICY

There is no option to audit classes in Counseling- On-campus

v. COURSE UNITS AND TUITION

Each course in Counseling- On-campus is taken for one unit of tuition credit (which is four quarter-credit hours). Costs of tuition may vary per academic year. Information on tuition costs can be found [Here](#). All full-time students are required by Northwestern University to pay a mandatory Activity Fee and are entitled to the health insurance subsidy and a basic membership to the Sports and Aquatic Center. Full-time students can take out loans and defer prior loans.

vi. COUNSELING- ONCAMPUS CONTINUOUS REGISTRATION POLICY

All active students in Counseling- On-campus must register continuously in *fall, winter and spring terms* until all degree requirements have been completed. Students approaching graduation, who may have incompletes in coursework or clinical training requirements, must consult their academic advisors and/or the Director of Clinical Training to determine the appropriate registration to fulfill the continuous registration policy.

vii. TAKING COURSES FROM OTHER UNIVERSITIES

In Counseling- On-campus no courses may be transferred from other universities.



viii. SIMULTANEOUS ENROLLMENT IN OTHER DEGREE GRANTING PROGRAMS

Students cannot be enrolled in another degree granting program concurrently with enrollment in Counseling- On-campus.

D. WITHDRAWAL AND READMISSION POLICIES

i. WITHDRAWAL AFTER ACCEPTANCE OF ADMISSION

Students who choose to accept the offer of admission to Counseling- On-campus but cannot begin the program in the Fall quarter of the academic quarter in which they were admitted, must reapply for admission.

Counseling-on-Campus does not offer an admission deferral option.

ii. WITHDRAWAL FROM PROGRAM

Students who wish to withdraw from the program at any time must inform faculty advisors and the Department Chair, and follow The Graduate School's [Withdrawal policy](#).

iii. READMISSION

Students who wish to take a leave of absence from one or more quarters must do so through official leave of absence requests described below. Students who miss one or more quarters of registration and have not gone through the official leave of absence process as described below or who fail to request to return to studies after an approved leave of absence will be discontinued from the program. Students who are discontinued and who wish to return to the university/program must submit an [Application For Readmission](#). The decision to readmit a former student is at the discretion of the Department Chair and The Graduate School.

E. LEAVES OF ABSENCE POLICIES

i. DEFINING A LEAVE OF ABSENCE

Leaves of absence are defined as a temporary separation from the university and program of study for a minimum of one quarter and a maximum of one year. Students wishing to take a leave of absence from Counseling- On campus for any reason should review The Graduate School's [Leave Of Absence Policy](#).

Students should also contact their Academic Advisor to determine how leaves of absence may affect their curriculum plans or clinical training. Note that medical leaves of absence are handled by the Department Chair. All medical leaves of absence documentation and registration paperwork must be submitted to Educational Coordinator, Deidre Hicks (dhicks@family-institute.org) for processing.

ii. LEAVES OF ABSENCE POLICY IN ASSOCIATION WITH CLINICAL TRAINING

The clinical training process requires special care regarding leaves of absence from clinical sites. *In general, leaves of absences from clinical training will be discouraged and endorsed only in emergency circumstances* (e.g., personal or family health issues or crises). Students must seek guidance from the Director of Clinical Training and/or Department Chair due to the integrated nature of the program's clinical and academic learning experience. Student fieldwork credits and assignments will be impacted by a leave of absence, and a plan for completion of fieldwork requirements must be made to access degree completion timeline and to maintain professional expectations at clinical training site. When a leave of absence must be taken, students are expected to work with their sites to provide continuity of care for clients.

iii. PARENTAL ACCOMMODATION POLICY

Counseling- On-campus recognizes the unique needs of new parents (whether by childbirth adoption) and follows The Graduate School's [Parental Accommodation Policy](#).



F. CLASSROOM POLICIES AND REQUIREMENTS

i. COME TO CLASS

Courses run in Fall, Winter and Spring, each over eleven weeks. Eleven weeks is a short time in which to completely cover the range of topics needed for the course. This makes each class session important. Absences from class will affect the final grade. Starting from Week 2 of the course, two or more absences from class, without a serious and documented emergency (or excused circumstance) will result in a dropped final grade, after all other grading factors are calculated (e.g., from A to A-, A- to B+, from B+ to B etc). Four or more absences from class will result in an F or failing grade and a need to repeat the class for credit. Note, missing a substantive portion of any class session such as entering rather late or leaving before class ends will count as an absence. Attending only one part of class session will also count as a absence.

ii. **COME TO CLASS ON TIME.** Avoid habitual, unexcused, and casual lateness to class. Also avoid missing a whole class or being excessively late when assignments are due. Do note, assignments handed in after the instructors due/date and time will be considered late and the late policy as described below will apply.

iii. COME TO CLASS PREPARED.

Each week, read or view assigned materials to be prepared to make a reasonable contribution to class discussions and activities. In many classes participation counts towards the course grade. Participation takes into consideration several aspects of engagement including verbal disclosures into large group discussions, offering feedback during role plays, dyads, small groups, guest presentations etc. Raising ideas and suggestions to heighten an appreciation of course materials will also count. Verbal engagement matters in the classroom

iv. REFRAIN FROM USE OF SOCIAL MEDIA AND INTERNET BROWSING DURING CLASS.

On any device, texting, tweeting, doing emails, surfing, Instagraming, FaceBook etc. are strictly prohibited. Please put away cell phones while class is in session and if a one must take an important call or text then briefly step outside. For **each** infraction in which an instructor must chat with a student about inappropriate use of technology during class a 10-point penalty will applied to the final grade. Students might also be prohibited from using a computer or tablet for note taking in class, with repeated violations. This will be on a case by case basis.

v. KEEP UP WITH ASSIGNMENT DUE DATES/TIMES/REQUIREMENTS

Students will have a detailed assignment guide that clearly indicate dates/times when assignments are due. It is their responsibility to keep up with these deadlines. Get further clarity on assignments before they are due. *Late assignments will earn reduced points as follows: a 10 point-penalty will be automatically deducted if handed in after the due date and time. Thereafter, an additional 5 points will be deducted for each day that the assignment is late, unless students have an approved extension.* Please submit your assignments via CANVAS AND bring a hard copy to class (if requested). Timely submission in CANVAS will follow the same due date/time guidelines.

vi. MAINTAIN CONFIDENTIALITY IN CLASSROOM DISCUSSIONS

In teaching and training, instructors and students might share *de-identified* client scenarios from their clinical practice experiences. These applications enrich course dialogues and make theoretical material come alive. Students and instructors have ethical and legal obligations to maintain confidentiality as outlined in the American Counseling Association (ACA) [Code of Ethics](#)



vii. DEMONSTRATE ACADEMIC INTEGRITY

The Counseling Department adheres *strictly* to [Northwestern University's Academic Integrity Policies](#). Academic integrity is fundamental to the scholarly process and every student is held accountable to honesty and ethical conduct. In every course, *Turnitin* is used to assist students and faculty in tracking plagiarism (including self-plagiarism). Each academic integrity violation will be reported directly to The Graduate School for adjudication and the consequences of violations can be severe, including delayed graduation or expulsion.

viii. SEEK DISABILITY ACCOMODATIONS EARLY AND USE THE FORMAL PROCESS.

Any student needing accommodations for a disability or other condition that may affect academic achievement should register with [AccessibleNU](#) (847-467-5530). They should also do so early to secure the appropriate support and inform instructors as needed.

ix. ADHERE TO NORTHWESTERN UNIVERSITY'S [STUDENT CODE OF CONDUCT \(IN STUDENT HANDBOOK\)](#)

Specifically, students' conduct or dispositions that persistently disrupt classes will be cause for remediation and discipline (see Remediation & Discipline Process).

G. GRADING POLICIES

i. GRADES CONFERRED

Counseling- On-campus abides by The Graduate School's [Grading Policy](#).

ii. INCOMPLETE GRADES

Students must request permission of their course instructors to receive incomplete grades (X or Y grades) and course instructors, in consultation with the Department Chair, will evaluate, and if needed, grant the student's request. If permission is granted for an incomplete grade, a course completion plan must be arranged with the instructor regarding the requirements and timeline for completing the course. It is the student's responsibility to complete the plan within the contracted time. If the student does not complete the course in accordance with the arranged plan and in the timeline required, the student will receive a failing grade.

iii. PASS/FALL, NO CREDIT OPTION

In Counseling- On campus, no courses may be taken for pass/fail grade or zero-credit options.

iv. FAILING A COURSE

If a student fails a course (earns an "F" grade) they must repeat the course in order to earn a passing grade to satisfy curriculum and graduation requirements. *There are no exchange or replacement courses in the Counseling- On campus curriculum.* Additionally, since each course is offered only once annually, failing and repeating a course will have significant impacts on the timing of other program requirements including clinical training and graduation. Students must repeat failed courses when it is offered again. Should students fail the same course a second time (earn two "F" grades for the same course), this will impact their academic standing. If the student's GPA remains at 3.0 or above, after failing for a second time, they may be allowed to repeat the course a third time while pausing all other coursework or clinical training activities. *Note, the student will NOT be allowed to advance in the program without passing the failed course.* If the second failing grade drops, the student's GPA drops below 3.0, they will be on academic probation by The Graduate School, with the possibility of dismissal ([See Academic Probation Policies Here](#)). Also, the Department Chair or other program leader will refer the student to the remediation and discipline process (Step 3) for failure to meet the program's academic standards. Since most courses are required as part of the CACREP-accredited degree program, students should seriously consider the impact of this policy on their academic and financial planning.



v. INCOMPLETE AND PROGRESSING GRADES IN METHODS COURSES AND CLINICAL TRAINING

A grade of Y (incomplete) is given when a student placed at a field site and enrolled in a practicum or internship course, does not submit the required fieldwork paperwork and/or does not accumulate the required number of direct contact hours (face-to-face client contact). However, if all necessary paperwork has been completed and the Director of Clinical Training determines that the student was unable to meet the direct hours required due to circumstances at the field site beyond the student's control, then a continuation grade of "K = in progress" will be given.

In COUN 480-2: Methods II Strategies for Counseling and Psychotherapy, if a student does not submit a transcription and recording assignment using an actual client session, a grade of Y is given for COUN 481-0. When the student completes the assignment and therefore, completes COUN 481-3, a grade is assigned.

A continuation grade of "K = in progress" is given for the Supervised Practicum in Counseling course series (COUN 481-0, COUN 481-2, & COUN 481-3). At the end of both COUN 481-1 (Practicum I) and COUN 481-2 (Practicum II), a "K = in progress" grade is given. At the end of COUN 481-3 (Practicum III), if all the direct hours (face-to-face contact with clients) required for the practicum are accrued and all the required paperwork is submitted, then a single quality (letter) grade is given, and this grade replaces the K grade in both COUN 481-1 (Practicum I) and COUN 481-2 (Practicum II). However, if a student does not complete the required paperwork in any Supervised Practicum in Counseling course (481-1, 481-2, or 481-3) or a student does not accrue the direct hours required to complete the Practicum, a "Y = incomplete" grade will be given in COUN 481-3 (Practicum III). After the student submits the required paperwork and/or completes the direct hours required for Practicum, the Y grade in COUN 481-3 (Practicum III) will be changed to a letter grade, and the K grade in both COUN 481-1 and COUN 481-2 will be changed to the same letter grade.

Similarly, a continuation grade of "K = in progress" is given for the Supervised Internship in Counseling course series (COUN 482-1, COUN 482-2, & COUN 482-3). At the end of both COUN 482-1 (Internship I) COUN 482-2 (Internship II) a "K = continuation" grade is given. At the end of COUN 482-3 (Internship III), if all the direct hours (face-to-face contact with clients) required for the Internship are accrued and all the required paperwork is submitted, then a single letter grade is given, and this grade replaces the K grade in both COUN 482-1 (Internship I) and COUN 482-2 (Internship II). However, if a student does not complete the required paperwork in any Supervised Internship in Counseling course (482-1, 482-2, or 482-3) or a student does not accrue the direct hours required to complete the Internship, a "Y = incomplete" grade will be given in COUN 482-3 (Internship III). After the student submits the required paperwork and/or completes the direct hours required for Internship, the Y grade in COUN 482-3 (Internship III) will be changed to a letter grade, and the K grade in both COUN 482-1 and COUN 482-2 will be changed to the same letter grade.

H. ACADEMIC PROGRESS POLICIES

i. SATISFACTORY ACADEMIC PROGRESS

Counseling- On-campus abides by The Graduate School's [Satisfactory Academic Progress Policies](#). In addition to meeting all academic progress requirements as outlined by TGS, in Counseling- On-campus, students must also be in good clinical standing at training sites and must complete all fieldwork requirements. Students are advised to review the Counseling- On-campus Clinical Training Manual carefully.

ii. PROCEDURES FOR RESOLVING ISSUES WITH INSTRUCTORS

In keeping with the key tenet for issue resolution, students should make a good faith effort to resolve any academic- or course-related difficulty or conflict directly with the instructor. If, after making a good faith effort, the difficulty persists, the student's academic advisor or the Student Experience Liaison (Prof Amy



Freed) should be consulted and if the matter is not resolved at this stage, the student should bring the matter to the attention of the Department Chair.

iii. PROBATION BY THE GRADUATE SCHOOL AND PROGRAM

A student who is not making satisfactory academic progress will be placed on probation by The Graduate School. TGS's academic probation policies can be found [Here](#). In addition to TGS's policies, in Counseling- On-campus, students whose GPA remains below 3.0 for *two consecutive quarters* in the program over Fall, Winter, and Spring will be placed in the program's remediation and discipline process (see Remediation and Disciplinary process).

iv. POTENTIAL FOR EXCLUSION BY THE GRADUATE SCHOOL

The Graduate School may exclude students who are failing to meet the academic progress requirements as described [Here](#).

I. POLICIES GOVERNING BEHAVIORAL STANDARDS AND PROFESSIONAL CONDUCT

i. STANDARDS GOVERNING CONDUCT

Northwestern University and the Counseling Department have established core behavioral standards, with procedures for their fair and equitable enforcement and students are subject to policies of both entities (e.g., [NU Student Handbook](#)). Counseling students are also clinical mental health *counselors-in-training* and have professional responsibilities to provide adequate supervised care for clients in program-endorsed clinical training experiences. This necessitates the application of professional competence standards endorsed by the American Counseling Association ([ACA Code of Ethics](#)).

ii. PROGRAM AND UNIVERSITY INVESTIGATION AND RESOLUTION PROCESSES

Actions by Counseling- On-campus students generally fall under the purview of the Counseling Department at The Family Institute. However, some actions are required to be addressed at Northwestern University as a first recourse. For example, academic integrity violations are investigated by the University, centrally. Also, alleged violations of the University's policy on sexual misconduct and/or its policy on discrimination and harassment are resolved through Northwestern University's sexual misconduct complaint resolution process, and discrimination and harassment complaint resolution guidelines, respectively. *It should be noted that consideration of a matter by Northwestern University, or a law enforcement authority, does not preclude students from also going through Counseling-on-campus's remediation and discipline process. The program may impose its own sanctions or actions it determines to be warranted based on standards of professionalism for Clinical Mental Health Counselors. When it is not clear which remediation or disciplinary procedures apply, the Department Chair will seek guidance from appropriate University officials to decide whether investigation and resolution of an incident of alleged misbehavior will be handled by the program, University or both.*

iii. PROGRAM OBLIGATIONS TO ASSESS STUDENT CONDUCT

Counseling program leaders, core faculty members and relevant affiliated program personnel (e.g., clinical site supervisors) have a professional, ethical, and potentially legal obligation to a) establish criteria and methods through which professional competency areas may be assessed that include but are not limited to emotional stability and wellbeing, interpersonal skills, professional development, and personal fitness for practice; and b) ensure that students who complete the Master of Arts in Clinical Mental Health Counseling are competent to manage future professional relationships in an effective and appropriate manner (e.g., with client, colleagues, supervisors, the public, etc.).

Because of their professional and ethical commitment, and within the parameters of their administrative authority, program's executive leaders and core faculty will not advance, graduate, or recommend students



who fail to achieve minimum levels of expected competence in relationships with clients, professional colleagues, supervisors, employers, or the public at large. As such, program leaders and core faculty will evaluate student competence in areas other than, and in addition to, coursework, clinical training at The Family Institute and field sites, in scholarship and related program requirements and competencies. These evaluative areas include but are not limited to: a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); c) openness to supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and d) resolution of issues that interfere with professional development or judgment or functioning in a satisfactory manner (e.g., by responding constructively to feedback from program faculty members and relevant program personnel; by successfully completing remediation plans).

This policy generally applies to settings and contexts in which evaluation normally occur (e.g., coursework, clinical training, academic events) rather than settings and contexts normally unrelated to the formal process of education and training (e.g., nonacademic, social contexts). However, irrespective of setting or context, when a student's conduct *clearly and demonstrably* a) impacts the performance, development, or functioning of the student, b) negatively impacts the development of other students, c) raises questions of an ethical nature, d) represents a risk to public safety, or e) damages the representation of the clinical mental health counseling profession, the program's leadership and core faculty members may review such conduct within the context of the program's evaluation processes. When there is a question about a student's suitability for the practice of clinical mental health counseling, or if there are allegations of irregular or inappropriate behavior or other specific misconduct, the student will be required to enter the program's remediation and discipline process which includes levels of intervention commensurate with the seriousness of the violations.

J. REMEDIATION AND DISCIPLINE

i. EFFORTS TO FACILITATE STUDENT DEVELOPMENT AND GROWTH

Every effort will be made to retain students and offer support and structure to address challenges and toward that end, Counseling- On-campus remedial steps are described below:

Step 1: On an ongoing basis and throughout the duration of the program, program personnel such as faculty, university and site supervisors, and advisors will discuss with students their strengths and growth areas (deficiencies) as a developmental and systemic part of CACREP-endorsed education and training to become clinical mental health counselors. Student strengths and concerns will be discussed among faculty at program meetings and among supervisors and group supervisors during supervisor and group supervisor meetings. Where there are concerns, faculty members, advisors, or clinical supervisors will first attempt to discuss their concerns directly with the student. This approach will be advisory in nature and will be facilitative of change. Feedback to students about their conduct and/or dispositions will be developmental in focus and linked to education and training missions related to clinical mental health practice. The hope is that many deficiencies will be resolved at this level. Additionally, practicum and internship supervisors will hold regular reviews with the Director of Clinical Training and evaluations from site supervisors will be recorded in the student's online database, Time2Track. Additional fieldwork deficiencies will hopefully be resolved at this level. Supervisors, group supervisors and faculty will inform the Director of Clinical Training of any student concerns and resolutions at this level.

Step 2: Any teaching or training faculty who believes that a student continues to display a deficiency that was



not resolved at Step 1, will discuss the concern with the student's academic advisor, or in consultation with the Student Experience Liaison or Director of Clinical Training. If a student deficiency cannot be resolved at the first step, the academic advisor will meet with the student to discuss the deficiencies that have been identified by faculty and/or supervisors. At this point, the academic advisor will convene a "coaching" meeting with the student alone or with the student and appropriate faculty, advisors, and/or supervisors. This coaching session will be aimed at understanding the student's perspective, resolving the identified deficiency and providing the student with specific ideas on what corrective actions they can take. If requested to attend a "coaching" meeting, the student will be required to show up at the designed time and location. If a student's disposition or conduct does not improve and deficiencies persist, Step 3 will be implemented.

Step 3: If remediation fails at steps 1 and 2, Step 3 will be initiated. At step 3, students will be referred to a designated committee of the program on-campus, the **Student Review Committee (SRC)** who will assess concerns about the student and make recommendations to the Department Chair, for additional remediation and/or discipline. *In addition, for more serious academic or conduct violations, egregious professional competence breaches as determined by academic advisors, the Director of Clinical Training and/or Department Chair, remediation may begin at Step 3.*

ii. STUDENT REVIEW COMMITTEE MEMBERSHIP

The SRC is comprised of two faculty members and one student member appointed by the Department Chair for a one-year term, renewable twice. Student members are appointed by core faculty vote for the duration of their course of study. Student members of the SRC must show evidence of strong academic record and high standards of both personal and professional behavior. One faculty member will be appointed SRC Chair, by the Department chair. SRC faculty will be deeply familiar with coursework, clinical training and standards of competence in the counseling profession. The Director of Clinical training and the Student Support Liaison will be ex officio members of the SRC with non-voting privileges. All SRC committee members must sign confidentiality agreements that comply with the Family Educational Rights and Privacy Act ("FERPA") regulations

iii. REFERRALS TO THE STUDENT REVIEW COMMITTEE

Referrals to the SRC will be made by program faculty including the Director of Clinical Training and advisors or instructors, in consultation with the Department Chair, if Steps 1 and 2 of remediation fail. In addition, the seriousness and/or impact of some student dispositions/conduct will automatically lead the Department Chair to the refer a student to the SRC for initiation of remediation at Step 3.

iv. STUDENT REVIEW COMMITTEE (SRC) HEARINGS

Student Review Committee (SRC) hearings will be held in a private meeting room at The Family Institute and will include the committee and student (or other approved personnel). Students who are requested to attend an SRC hearing should be present at the time and location noted in the meeting request. *Should a student be absent for the requested hearing, the meeting will still proceed.* The SRC's scope of oversight includes: 1) Deciding whether concerns require SRC involvement; 2) working with the student to determine appropriate action; 3) development of a formal *Student Remediation Plan*; 4) Providing recommendations to the Department Chair around sanctions or disciplinary action for student concerns. The SRC will convene at least once monthly or as needed to adjudicate student concerns. At the beginning of any SRC hearing, all members will be asked to declare any conflicts with students who appear. Members with conflicts will be asked to step out of the meeting prior to any discussion of the student and not return until committee actions are final. Decisions will be made by majority vote of the SRC and these decisions will be communicated in writing to the Department Chair.



K. STUDENT REVIEW COMMITTEE ACTION RELATED TO ACADEMIC PERFORMANCE AND PROGRESS

i. ACADEMIC FAILURES

The SRC is notified when a student repeats and fails a course a second time or when a student is dismissed from a training site for cause. The SRC is also notified when a student's official Northwestern University Cumulative Grade Point Average falls below 3.0, the minimum required to graduate. Referral to the SRC for intervention will also be required if short-term remediation efforts by a core faculty, affiliate instructor, or advisor or other program personnel such as the Director of Clinical Training has been unsuccessful or longer-term monitoring is required.

The SRC will develop a plan for intervention. The SRC may gather information from faculty or supervisors to determine whether a significant problem exists. After meeting with the student to discuss their recommendations, and in consultation with the Department chair, the SRC will provide written notification to the student about expectations for change via a formal *Student Remediation Plan*. *Student Remediation Plans* will identify performance objectives and strategies to solve problems and identify expected outcomes. Students who perform unsatisfactorily during clinical training placements will be assigned to work under the direct supervision of a core or affiliate faculty member as part of the remediation plan. If a *Student Remediation Plan* is developed, it will be sent to the student's designated university email and the student will be requested to sign the plan (electronically) to acknowledge its receipt.

Remedial actions by the SRC may include but are not limited to:

- Repetition of a course or other program requirement
- Reduced practicum or course load to improve academic success
- Recommendation to take a Leave of absence
- Consultation with the Office of Services for Students with Disabilities, documentation of disability related information
- Additional practice experiences
- Increased supervision provided by a core program faculty member
- Frequent and regularly scheduled meetings with specific program faculty members or other relevant program personnel, adherence to specific deadlines
- Restriction of participation in professional/program activities, and other modifications or accommodations as appropriate.

The remediation plan will contain specific details as described below. Following the end of the remediation plan timeline, the SRC will review the student's progress and consult with program faculty members, clinical supervisors, and other program personnel as appropriate. At this time, the remediation plan may be ended satisfactorily (if all concerns have been adequately resolved), renewed or extended for a specific time, and/or modified as appropriate.

Written *Student Remediation Plans* will include:

- Description of specific violations or concerns
- Goals and objectives of corrective actions to be achieved



- Resources available to make improvements
- Responsibilities of all including the student and monitors
- Deadlines for achievement of appropriate actions
- Consequences for failing to fulfill the Remediation Plan within the stipulated timeline

ii. FAILURE TO MAKE SATISFACTORY PROGRESS

If a student fails to make satisfactory progress toward remediation (based on the written plan), then the SRC will convene without the student to review the student's status and consider additional remedial steps, in consultation with the Department chair. Potential SRC outcomes for academic issues may include, but are not limited to:

- Ending the Student Remediation Plan with satisfactory resolution of concerns
- Student's voluntary withdrawal from the program
- A period of probation with close monitoring
- Termination of participation in program committees or activities, e.g., clinical training experiences
- Leave of Absence
- Recommendation to the Department Chair of the student's expulsion from the program.
- No action
- Any combination of the above, or other appropriate action.

The SRC will notify the Department chair in writing about its recommendations and resolution of the issue(s) referred. The SRC will make reports at core faculty meetings concerning only those students with whom they have established *Student Remediation Plans*. All documents related to referral to the SRC and reports of the SRC will become part of the student's educational record in the program. The faculty, and those students with established plans, are expected to hold confidential all activities and reports of the SRC.

L. STUDENT REVIEW COMMITTEE OVERSIGHT OF CONDUCT VIOLATIONS

i. CONDUCT VIOLATIONS

Student actions deemed inconsistent with departmental standards or professional competence standards that may be referred to the SRC include - but are not limited to:

- Inappropriate professional behavior or judgement, including but not limited to lying or falsifying records
- Violations of the ACA Code of ethics
- Conduct in The Family Institute, the University or at field sites that provoke lack of respect or confidence from faculty, supervisors and peers, clients, and support staff
- Violation of the existing University or Departmental policies, as defined in the Northwestern Student Handbook or Counseling- On campus Student Handbook
- Consistent violation of established safety guidelines at The Family Institute, affiliated field site or the University



- Repeated unexcused absences or late arrival to classes

ii. SERIOUS OFFENSES INVESTIGATED BY UNIVERSITY AND PROGRAM

Students subject to disciplinary proceedings by University may also be referred to the program's SRC including:

- Physical abuse of any person or any action that threatens or endangers the health or safety of any person at The Family Institute, at field sites or at program or university events
- Physical abuse of any person or any action that threatens or endangers the health or safety of any person at The Family Institute, any University or program employee or agent of Northwestern University or program, whether such abuse or action takes place on University premises; in public or at field sites
- Theft of or damage to property on The Family Institute or Northwestern University premises, field sites facilities or at program events
- Obstruction or disruption of teaching, research, administration, hearing procedures, or other authorized activities at The Family Institute, Northwestern University, or affiliate field sites
- Forgery, alteration, or misuse of The Family Institute or Northwestern University or program documents, electronic records, or identification or knowingly furnishing false information to the university or program;
- Impeding or misguiding a remediation process on a conduct violation.
- Violation of rules and regulations set forth or otherwise enacted and published by The Family Institute, Northwestern University or other delegated authority of the university

NOTE: Certain allegations, for example, alleged sexual misconduct or academic integrity violations will be referred directly to the relevant Northwestern University office or Department and will not be handled by the Counseling Department while the university's resolution process is pending.

iii. PROGRAM OR FIELD SITE OFFENSES

The violation of the University's Code of Conduct/Student Handbook that are grounds for referral to the SRC include, but are not limited to, the following:

- Aggression, harm, abuse, or theft to, of, or from any person or property at The Family Institute, at program -sponsored events, at the University or on property owned by any affiliated field site or individual to which or whom the student may be assigned
- Giving, receiving, or utilizing unauthorized aid on examinations or assignments
- Plagiarism, misrepresenting the source of academic work, or falsifying attendance or clinical records
- Knowingly and intentionally falsifying or manufacturing scientific, educational, or clinical data and representing them as the result of scholarly research or client assessment
- Entering or using affiliate institution facilities without authorization or disrupting teaching, research, administrative, or student functions at The Family Institute, the university or at affiliated field sites



- Misusing institutional documents or instruments of identification to defraud
- Identifying oneself as someone other than a counseling student and student clinician-in-training
- Misusing the computing and network resources of The Family Institute, the university, program sites, or affiliated institutions
- Being arrested and charged
- Participating in academic or clinical endeavors of the Family Institute, the University, program or its affiliated institutions while under the influence of alcohol or a controlled substance
- Placing a client in needless jeopardy
- Disclosing privileged information about a client or fellow student (i.e., violations of HIPAA or FERPA)
- Having behavior, language, attire, or hygiene that provokes a lack of respect and confidence on the behalf of clients, supervisors or members of the training community at field sites
- Refusing to provide care for a client in a supervised experience

M. STUDENT REVIEW COMMITTEE ACTIONS FOR CONDUCT VIOLATIONS

i. SRC actions

In the event of allegations of academic dishonesty and other unprofessional behaviors in violation of existing Family Institute, University or Departmental policies, the SRC shall determine the appropriate action. A student who faces potential discipline will be given written notice of the policy they are accused of violating and an explanation of the conduct alleged to have violated the rule. Notification of specific grounds as well as the time and place of the related hearing will be delivered by email, or by registered mail to the student(s). During the SRC hearing, students will be given the opportunity to again hear the allegations brought against them and will have the opportunity to fully respond to these allegations, including by providing an explanation and offering evidence in support of their position. These hearings will be closed, attended only by SRC members and the student(s) in question. Either the SRC or the student may request witnesses, and the SRC shall decide what witnesses, if any, may appear. Witnesses are present only during their own testimony and any subsequent questioning by the committee.

A student may request the presence of a support person, who is a member of the Department a program affiliated institution, The Family Institute or Northwestern University community such as a trusted mentor. *The support person cannot be a fellow counseling student, family member, therapist, attorney or someone not affiliated with the program.* The support person will be oriented to the hearing by the SRC chair and must abide by its professional code of conduct. This person may be present for support at the hearing but cannot directly address the SRC or otherwise participate in or interfere with the process. Disciplinary hearings may also not be recorded.

The SRC may recommend a variety of actions to the Department Chair concerning the student misconduct, including but not limited to the following:

- No action
- Probation
- Termination of participation in program committees or activities



- Leave of absence
- Expulsion
- Any combination of the above, or other appropriate action.

During disciplinary procedures, a student may continue registration in credit-bearing courses. A suspended student may not register for, or attend classes, nor participate in programs or activities of the Counseling Department. The Department Chair will notify the student of the decision of any disciplinary action by or email, or in writing by registered mail.

N. STUDENT APPEALS COMMITTEE

i. RIGHT OF APPEAL

A student who is the subject of the SRC remediation process shall have the right to a hearing with a Students Appeals Committee, described below. A student will have the right to appeal to the Department Chair any decision of the SRC on the following bases: a) errors of procedure that reasonably could have affected the outcome of the SRC's decision, or b) an SRC decision or sanction that is manifestly unreasonable and unsupported by the great weight of information. The protocol for appeal of a SRC's decision rendered for violation of behavioral or Departmental standards is the same as that for inadequate academic performance. A request for appeal must be made to the Department Chair, setting forth all the reasons for requesting an appeal, within 7 days of the date of the SRC's decision and must indicate the basis for the appeal. The Department Chair may disallow the appeal if these conditions are not met. *The Student Appeal Committee will be convened in any SRC decision or remediation failures that results in a recommendation that a student be expelled from the program.* Students will be allowed only one appeal of remedial or disciplinary action.

ii. THE STUDENT APPEALS COMMITTEE

An *ad hoc* committee is established by the Department Chair specifically for the purpose of serving as a student appeal hearing. The Student Appeals Committee consists of two core faculty members of the Counseling Department (who are not members of the SRC) and a member of the student representative group of Counseling- On campus. All members of the ad hoc Student Appeal Committee and student must be present in a private meeting for official business to be conducted. Decisions are made by majority vote. Following the Student Appeals Committee's analysis, it may recommend to the Department Chair:

- Expulsion in accordance with the SRC's recommendation
- Modification of the *Student Remediation Plan*
- Extension of probation
- An alternative method of removal from probation
- Other appropriate action

In considering the recommendations of the Student Appeal Committee, the Department Chair may wish to examine related documents and meet the committee (without the student). The Department Chair will notify the student of the Student Appeal's Committee's decision in writing via email /or by registered mail and the decision will be final.

Step 4. Repeated failures, marginal academic work, egregious professional behavioral issues or a pattern of professional behavioral problems indicate serious difficulty. Continued failing or marginal performances in multiple or repeated academic or clinical training courses in one or more years will lead the SRC and Student Appeals Committee to consider expulsion. Expulsion will be based on the number and nature of failed or



marginally passed courses and training experiences and the existence of extenuating circumstances. If the Students Appeals Committee endorses an SRC recommendation of expulsion of a student, the Department Chair will notify the student in writing via email /or by registered mail and the decision will be final. *Students expelled from the Counseling Department of the Family Institute Northwestern University, will not be allowed to reapply to complete the Master of Arts Degree in Counseling.* Expelled students will also have a right of further appeal to The Graduate School

O. ACADEMIC INTEGRITY POLICIES

i. THE IMPORTANCE OF ACADEMIC INTEGRITY

Academic integrity is fundamental to every facet of the scholarly process and is expected of every student in The Graduate School in all academic undertakings. Integrity involves firm adherence to academic honesty and to ethical conduct consistent with values based on standards that respect the intellectual efforts of both self and others. Ensuring that there is integrity in academic work is a joint enterprise involving both faculty and students. Among the most critical goals of graduate education are maintaining an environment of academic integrity and instilling in students a lifelong commitment to the academic honesty that is fundamental to good scholarship. These goals are best achieved because of productive dialogue between students and faculty mentors regarding academic integrity and by the examples of members of the academic community whose intellectual accomplishments demonstrate sensitivity to the nuances of ethical conduct in scholarly work.

ii. USE OF TURNITIN AND TRACKING OF VIOLATIONS

In every course, “Turnitin” ([See Website](#)) is used to assist students and faculty in tracking issues of plagiarism (including self-plagiarism). If a student is suspected of violating The Graduate School’s policy on academic integrity/plagiarism, they will be subject to Northwestern University’s guidelines and procedures for academic integrity violations, which can be viewed [Here](#). Each academic integrity violation will be reported to The Graduate School. In addition, to any university sanctions, repeated academic integrity violations will subject students to the program’s remediation and discipline process at Step 3 (See Remediation and Discipline process).

P. PROFESSIONAL PRACTICE POLICIES

i. ENDORSEMENT OF CLINICAL MENTAL HEALTH COUNSELING

The Counseling Program, with online and on-campus sites, is a unified CACREP-Accredited program, offering an MA degree in Counseling with a specialization in Clinical Mental Health Counseling. As a result, students are prepared to utilize the skills and abilities of a Clinical Mental Health Counselor and will be endorsed to practice in multiple settings focused on the mental, emotional, and behavioral health of individuals, couples, and families from all walks of life. When non-counseling work settings are a good match for students’ interests and abilities, they will be encouraged to pursue training in such settings. However, students who wish to focus on alternative counseling-oriented work settings, or to gain specialties other than in the clinical mental health setting, may be encouraged to obtain additional education and training activities, preferably after their Master of Arts degree program in CMHC’s has been completed.

ii. STUDENT LIABILITY INSURANCE POLICY

All Counseling students registering for any field work or clinical experience must acquire student liability insurance. This insurance is available at student rates through professional organizations such as the American Counseling Association (ACA) where applications are available online [Here](#) and the American Mental Health Counselor’s Association (AMHCA) [Here](#). Students must submit a copy of the insurance certificate to the Director of Clinical Training, before they can begin any field work or clinical experience.



iii. COUNSELING PROFESSIONAL PRACTICE POLICY

Students who are enrolled in the Counseling degree Program may not engage in the independent professional practice of counseling or psychotherapy.

Q. INFORMATION TECHNOLOGY POLICIES

The use of technology within Counseling- On-campus is governed by the policies of The Family Institute and Northwestern University Information Technology (NUIT). Students will receive detailed and specific training centered on working with The Family Institute's IT and electronic record system (DASH). NUIT policies can be found [Here](#). The rights and responsibilities for the use of network and computing resources at Northwestern University are summarized [Here](#).

R. GUIDELINES—ELECTRONIC MEDIA, SOCIAL MEDIA, EMAIL

i. ELECTRONIC AND SOCIAL MEDIA

Counseling- On-campus views the use of electronic and social media as an essential part of the learning environment, including but not limited to laptop computers, tablets, phones, recording devices, emailing, etc. Counseling- On-campus promotes healthy and open discourse around electronic and social media free of dishonorable content such as racial, ethnic, sexual, religious, and physical disability slurs. The program upholds the [ACA Code of Ethics](#) as it pertains to electronic and social media, specifically, codes H.4 through H.6.d. Counseling- On-campus encourages students to maintain a professional presence on social media; take steps to protect their identity and security; assume that everything online is permanent. *Students should not engage with clients in social media channels to ensure HIPAA compliance.* Should a student violate this policy, they would be subject to the program's remediation and discipline process (see Remediation and Discipline).

ii. HIPAA-RELATED USE OF ELECTRONIC MEDIA

Counseling- On-campus students are likely to collect, use, manage, and be exposed to protected health information (PHI). The Family Institute gives each student an additional email account with necessary encryption as it is important to respect the privacy and confidentiality of clients per HIPAA guidelines. *This email account (@family-institute.org) should be used for all clinical and client related matters during the Practicum year while students are completing clinical training at The Family Institute.* Additionally, at no time should PHI be downloaded to a personal computer, tablet, smartphone, or other mobile devices, nor portable mass storage devices (Hard disks, USB Flash Drives, etc.). Doing so is a violation of The Family Institute policies and HIPAA and is grounds for remedial action at Step 3 (see Remediation and Discipline). If students have any issues or questions that are electronic email-related, please contact [The Family Institute's Help Desk](#).

Students' primary Northwestern's e-mail address ends with the following domain: @northwestern.edu. The use of this account is for communication with faculty, administration, and the professional staff of Counseling- On campus. All official information and announcements will be delivered to this account. Counseling- On-campus students are expected to read and respond to emails sent from the school.

Messages sent to students' primary Northwestern e-mail addresses will deliver mail to their Microsoft Exchange mailbox, which can be accessed [Here](#). A variety of resources are available to assist in setting up computers and mobile devices. Please see [This link](#).

Counseling- On campus students are required to continue to use the Northwestern University's Exchange account as their primary academic email location. The @northwestern.edu email is not to be forwarded to any Google account or third-party email system.



S. SAFETY AND SECURITY

i. SAFETY AND SECURITY ON CAMPUS

Students will spend most of the time during studies at The Family Institute at other campus locations or at field sites. Although each site will have its safety guidelines, the following can also serve as a general framework to promote safety and security of self and others. Students should first become fully aware of and follow [Campus safety guidelines](#).

ii. SAFETY AND SECURITY AT THE FAMILY INSTITUTE

Students should follow the established protocols to handle threats to safety or security at The Family Institute. These protocols are discussed and disseminated as part of the student's orientation to studying at The Family Institute and to clinical training experiences.

iii. ONLINE SAFETY AND/OR SECURITY THREATS

Students should not assume that threats to safety only happen in physical environments or in person. Threats to security can also occur virtually and students should be aware and alert to such occurrences. This might include concerning behavior from a student or professor, suicidal or homicidal actions from a student or professor, hostile or threatening students or professors, national disasters, and acts of terrorism. *Such threats should be reported immediately to program leaders*

iv. SAFETY AND SECURITY AT FIELD SITES

Students should become fully aware of specific safety and security guidelines at their clinical training field sites and any concerns should be immediately reported to site personnel and to the Director of Clinical Training. Students are also strongly encouraged to follow the generally safety guidelines of the National Homeland Security standards as described below:

What to do if you see or experience a safety concern online: SEE SOMETHING, SAY SOMETHING. In alignment with National Homeland Security standards on how to report suspicious activity when unsure; Counseling-On-campus supports the process of "see something, say something." Thus, if a student, staff, faculty, or others see behavior that is of safety concern, they should report suspicious activity to program faculty, leaders of The Family Institute, to the University or to local law enforcement. Accurately describe what is observed, including:

- **Who or what** is seen;
- **When it was seen;**
- **Where it occurred; and**
- **Why it's suspicious.**

- **If there is an emergency, call 911.**

v. CYBER OR IN-PERSON AGGRESSION: ZERO TOLERANCE POLICY

Students should be aware of Northwestern University's [Policy related to intimidation and aggression towards others](#). Counseling-On-campus adheres to a zero-tolerance policy for acts of in person or virtual bullying. Students are expected to adhere to the student code of conduct both online and on the ground, e.g., in immersion experiences.



III. PROGRAM CURRICULUM

A. REQUIRED COURSES

The courses required for the Master of Arts in Counseling are reflective of the national counseling program standards. See Appendix II for a full breakdown of all coursework. These standards are based on the 2009/2016 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students enroll in one of two separate curricula, each requiring a different number of courses for the degree. All students are required to take 24 courses, which include 15 general courses, 6 fieldwork courses, 1 development course, 1 therapy course, and 1 elective. Students in the Two-Plus (2+) Curriculum are required to take 3 Two-Plus (2+) courses, in addition to the Standard Curriculum, the courses designed to introduce the student to clinical practice. The courses/subject areas can be found in Appendix II and on Counseling- On-campus's website ([See detailed academic curriculum descriptions](#))

B. CHILD AND ADOLESCENT SPECIALIZATION

Prior to entering the program, students are invited to declare and apply to the child/adolescent track, that is dedicated coursework and clinical training related to working with children and adolescents. Accordingly, students enroll in child/adolescent specialization courses to increase their expertise in working with youth and increase their marketability as child/adolescent mental health practitioners. To gain this specialization student must enroll in COUN 414-20 Human Growth & Development (Child & Adolescent Focus), COUN 436 Child and Adolescent Counseling & Psychotherapy and COUN 426-20 Child and Adolescent Counseling and Psychotherapy. Students must also complete fieldwork experience related to this area of professional interest. Students who desire exposure to child and adolescent coursework but do not want to declare a full specialization can work with their advisor to choose one or two child and adolescent courses. Students who are unsure of whether this emphasis is right for them can discuss this with their advisors before the end of their second quarter. Students should be aware that the child/adolescent specialization will NOT be noted on the official transcript but can be proudly acknowledged on the curriculum vita.

IV. CLINICAL FIELDWORK

A. CLINICAL TRAINING DEPARTMENT

i. CLINICAL TRAINING TEAM

A deeply experienced clinical training team, consisting of the Director of Clinical Training and the Assistant Director of Clinical Training, oversees the depth, breadth and quality of student clinical training experiences. They help students each step of the way, from selection of sites, through the interviewing process and formal acceptance of training opportunities. Students are assigned to external placements for their practicum year and participate in the 479-1,2,3 series which supplements their training experience. During Practicum, students train at The Family Institute clinic, across several sites, which serve as their field site. They are assigned in groups of no more than six to a University Supervisor, who provides Reflective Practitioner Supervision (RPS). In the Internship year, students are assigned a clinical supervisor at their field site. In addition, they meet weekly with a University Supervisor who provides Case Conference Supervision (CCS) in groups of no more than twelve students.

ii. CLINICAL TRAINING SUPPORT STRUCTURE

Clinical Training core faculty- The Director of Clinical Training, Assistant Director of Clinical Training and a Reflective Practice Coordinator are core faculty members who oversee various components of supervised professional practice, maintaining close contact with students, supervisors, sites, etc. The Director of the



Bette. D. Harris Clinic also functions as training faculty in overseeing client assignment and concerns. These faculty and staff are the first layer of troubleshooting of any concerns about the clinical training experience.

Site supervisors. Each student practices under the guidance, training and mentorship of a **designed site supervisor** during every stage of Pre-Practicum, Practicum and Internship. *During the Pre-Practicum experience, students are assigned a field supervisor who oversees their training.* During the Practicum experience students train at the Family Institute and receive triadic supervision onsite (i.e., two students and one supervisor meeting together). During internship students train at community field sites and receive individual supervision from one or more site supervisors. Students may also receive additional supervision during their training experiences (e.g., group or team supervision).

University supervisors - University supervisors (distinct from site supervisors) are those who provide oversight of clinical training at the program level. University supervisors work with students in Reflective Practitioner Supervision (RPS) groups during the Practicum year and Case Conference Supervision (CCS) groups during Internship. University supervisors meet regularly with core faculty responsible for clinical training, individually, and collectively.

Documentation manager– The program’s educational coordinator also serves as documentation manager overseeing student records and documentation of clinical training experiences

Time2Track - Clinical training activity is documented in a tracking system called “Time2Track” (T2T). Students, field supervisors, university supervisors, and the clinical Director work together to ensure successful attainment of clinical training experiences.

Other faculty – Clinical training faculty work alongside the faculty of the three courses in counseling methods to ensure transcription requirements are met for students to proceed into Internship. An incomplete grade in any Methods course precludes a student from moving onto the next level of training.

B. PLACEMENT POLICIES AND PROCESS

i. COUNSELING- ONCAMPUS PLACEMENT PROCEDURE, POLICIES, AND EXPECTATIONS

Counseling- On-campus’s training model is immersive and based on "learning by doing." Students are carefully matched to training experiences in all program curricula. In the Two-Plus Curriculum students complete a Pre-Practicum in addition to the Practicum and Internship. In the Standard Program, students complete a Practicum and Internship. Following are policies, procedure, and expectations regarding placement services that students are expected to follow. Failure to do so may result in various consequences including, but not limited to:

- Delayed placement
- Deceleration of program which may result in an additional quarter(s) of coursework
- Coaching (see Remediation and Discipline)
- Immediate suspension from clinical site/clinical work (see Remediation and Discipline)
- Expulsion (see Remediation & Discipline)
- Other consequences as deemed appropriate by the program leadership and Clinical Training team.



ii. PRE-PRACTICUM PLACEMENT

The pre-practicum course, COUN 479-1, 2, 3, Introduction to Clinical Practice, is the beginning experiential component of professional training designed for students entering the Two-Plus Curriculum. It introduces basic concepts related to the practice of professional counseling. Students train in psychosocial rehabilitation centers (PSR) or partial hospitalization programs (PHP), are exposed to a range of clinical activities, client issues, and an interdisciplinary group of mental health professionals. Students observe and co-lead support groups, skills-based groups and treatment groups, interact with clients, assist staff with milieu housing and case management activities. They participate in case consultation meetings and can be assigned individual case management clients. *Students will train for approximately 12-16 hours per week in pre-practicum for 9- 10 months.* The clinical training team will work with each student to secure a pre-practicum placement sites by late summer. Students will receive detailed information orientating them to the site, its requirements, supervision and expectations prior to starting this training. They will also be guided to set up an interview for the pre-practicum placement.

iii. PRACTICUM PLACEMENT

The Practicum courses, COUN 481-1, 481-2, 481-3, Supervised Practicum in Counseling (also referred to as Practicum I, II and III) occur within the overall developmental training model. Practicum accommodates the student's initial level of professional development, to promote counselor identity, self-awareness, multicultural awareness, and the development of clinical skills. Practicum serves primarily to introduce students to clinical work, professional and clinical roles, exposure them a diverse range of clients, the counseling process and professional practice, supervision and the supervisory relationship.

Practicum students train in the [Bette D. Harris Clinical at The Family Institute](#). They are required to accrue **200** hours of supervised fieldwork, **60** of which are in direct face-to-face contact with clients. Direct contact hours with clients are defined by face-to-face contact with clients in the same physical room. Students can expect to spend about 10 hours per week at the clinic for a minimum of 3 quarters. Find a detailed breakdown of practicum requirements in Appendix III.

Site supervisors are selected and trained for triadic supervision, by the clinical training team. Prior to orientation week, students will be emailed their supervisor assignments and triadic teams. Hours for practicum can only be counted toward the required direct and indirect hour totals when enrolled in a practicum course. Thus, any observation or pre-authorized experiences before the start of practicum on term start day one, that was requested by the student will not count toward required practicum hours. Accrual of face-to-face client hours will be closely tracked by the triadic supervisor in conjunction with the Director of Clinical Training. The numbers will be monitored at the end of each month at the Triadic Supervisor Meetings. *The following guidelines have been suggested to help students stay on track to meet the 60-hour requirement:*

- Suggested to accrue 20 Face-to-Face Client Hours by end of January 2020 (the start of Winter Break)
- Suggested to accrue 40 Face-to-Face Client Hours by March 2020 (the start of Spring Break)
- **REQUIRED** to accrue 60 Face-to-Face Client Hours by June 2020 (Or will continue into Summer Quarter)



NOTE: these are the *recommended number of sessions per week* that students should have in order to reach the 60-hour requirement. Triadic supervisors work with each student to ensure that hours are met and will help if there are problems.

iv. INTERNSHIP PLACEMENT

v. The internship courses, COUN 482-1, 482-2, 482-3, Supervised Internship (also referred to as Internship I, II, and III) equip students with advanced client management tasks and skills. The courses also allow students to participate fully in additional role-related clinical service and training activities as permitted or required by the site. The selection of a specific internship site is coordinated between the student and the Director and Assistant Director of Clinical Training. Internship students are required to accrue **600 hours** of supervised fieldwork, of which, **240 hours must be Face-to-Face** and the remaining 360 hours will be acquired through indirect hours and supervision hours. Students spend a minimum of 19-20 hours per week with the site for a minimum of 3 quarters. Many internships begin over the summer months.

Hours for the internship can only be counted toward the required direct and indirect hour totals when enrolled in an internship course. During the break between practicum and internship, hours count toward practicum, not internship. Internship hours begin to accrue on the actual start date of the internship, so on day one in when Internship I begins.

vi. INTERNSHIP: GETTING STARTED

Students begin the process by completing a Fieldwork Placement form requesting information about clinical interests, specialty areas of training, other preferences, logistics and constraints. This form serves as the basis for discussion at individual Internship meetings where Internship placements are identified. The Placement process begins once these documents are submitted and accepted and students then sign up for a placement meeting. Throughout the placement process, students should stay in close communication with the Director and Assistant Director of Clinical Training. All placement communication will be sent to student's Northwestern email account. Students are expected to respond promptly to ensure the process moves along smoothly.

vii. SECURING AN INTERNSHIP SITE

ALL internship training sites occur in placements external to The Family Institute and require interviews before being placed. Students work closely with the Director and Assistant Director of Clinical Training who have established relationships with settings. They contact fieldsite directors and provide students with contact information, timelines and other necessary information so students can arrange interviews accordingly. Due to the highly competitive clinical training context in Chicago, students are encouraged to apply and interview at several thoughtfully selected sites. Students are encouraged to accept an offer if it is extended and to inform the Director of Training once they have done so. They also must withdraw their applications from other placements once they have officially accepted an Internship.

Once students are placed at an internship site, they are expected to maintain the policies and procedures of that site as outlined. However, should challenges arise, students should follow the conflict resolution procedure described in this student handbook. Should this conflict resolution procedure not produce meaningful change and the site not meet expectations to help the student meet program demands towards graduation, students should consult with the Director of Clinical Training. Every effort will be made to resolve problems at the Internship site between the intern and the supervisor/ agency. Only if the Director of Clinical Training deems it necessary, a supplemental or alternative placement site may be pursued to fulfill



requirements. In very rare instances, a replacement site will be suggested, and site termination will be initiated with the original site. *Clinical training leadership must approve supplemental, and replacement sites, which can only be pursued at the discretion of the Director of Clinical Training.*

viii. DECLINING AN INTERNSHIP SITE

Significant program resources are dedicated to identifying premier training sites and developing relationships with training directors throughout the city of Chicago. Students are involved in the process of identifying areas of clinical interest and engaging in discussion with the Director and Assistant Director of Clinical Training throughout the placement process. Every effort is made to identify sites which align with students' clinical interests. By formally applying to a site, students are exercising their own choice and interests. *Once they apply to sites, students are strongly encouraged to review and accept clinical training offers and they should work closely and communicate directly with the Director and Assistant Director around their choice and through each phase of this process.* Declining two sites or more, without significant extenuating circumstances or prior approval may result in remediation (see Remediation and Discipline)

C. INTERNSHIP PROFESSIONALISM EXPECTATIONS

i. SCHEDULING

As clinical mental health counselors- in -training, students are required to adjust their schedules to that of sites, supervisors, and clients to complete the required training hours. Additionally, students must be available during regular business hours on training dates when classes are not in session (e.g., 8am-8pm). *When there is a scheduling conflict between site requirements and classes, students must prioritize attending classes.*

ii. CODES OF CONDUCT

Students must meet and maintain the academic, ethical, and professional competencies and standards related to clinical training. Students are expected to comport themselves professionally at their internship training site. This includes regular and on-time attendance, adherence to clinical site expectations, upholding Northwestern University's Code of Conduct, the American Counseling Association Code of Ethics, and Counseling- On campus's student handbook policies. Professional comportment also relates to following the site's dress code and professional expectations for personal grooming.

iii. AREA OF INTEREST POLICY

The primary goal of the placement process is to assist students in their efforts to secure placements that help the student develop their area of clinical interests, align with their professional training goals and meet graduation requirements.

iv. FAILURE TO SECURE AN INTERNSHIP PLACEMENT

Counseling- On campus recommends supervisors and clinical sites based on students' areas of clinical interest and preferences (e.g., location). The clinical training team makes concerted efforts to identify highly skilled and top tiered placements and supervisors throughout the city of Chicago. Although every attempt is made to assist students in their efforts to secure an appropriate clinical setting in a time frame that is conducive to completing the program on the student's desired schedule, Counseling- On campus cannot guarantee **timely** placement, though this is rarely (NEVER) a problem.

v. DENIED PLACEMENT AFTER INTERVIEW

Students denied placement after an interview should proceed through the following steps:

- a.** Alert the Director of Clinical Training to the denied placement after interview



- b. The Director will obtain clarification regarding the denial of placement from the site interviewer/supervisor
- c. She will debrief with the student the site's feedback and assess areas for potential growth (i.e., interview skills, disposition, experience, professionalism, other limitations,
- d. If coaching is necessary, based the Director's assessment or student request, the Director will work with the student to support growth in areas to succeed in interviewing
- e. A student may proceed to other placement interviews once other sites indicates interest
- f. If a student is not placed after one or more interviews, the same process will resume from step 1
- g. If a student is denied placements after all interviews, the Director will decide if the student is placed in the Remediation and Discipline process (see Remediation and Discipline Process). Important to this decision will be the student's personal and professional capacity to complete required clinical training components of the degree program

D. PRACTICUM AND INTERNSHIP OVERALL REQUIREMENTS

i. REQUIRED SUPERVISION, DOCUMENTATION AND RECORDS

The following process are part of the clinical training experience (see Appendix III)

- a. Students are expected to join the American Counseling Association (ACA) or the American Mental Health Counseling Association (AMHCA) as a student member, where they will secure membership and Professional Liability Insurance. Failure to do so may result in suspension from the clinical training site until insurance is valid. Proof of this insurance must be submitted to the Director of Clinical Training prior to participating in clinical training. in Practicum I and Internship I only (No need to re-submit for Practicum II and III and Internship II and III).
- b. A Fieldwork contract, that documents the nature and parameters of the experience, must be completed with the student's site supervisor before beginning internship experience. Students are advised to discuss a maximum of 3 weeks off (including between quarters)
- c. Students are required to complete monthly Time Logs that document their direct service, indirect service, and supervision hours in Time2Track. Students must have them electronically approved by the site supervisor, and turn them in every month, by the 5th of each month (CACREP Section III-PP-G5). Students must take great care to confirm they are entering hours under the correct Quarter (Fall, Winter, Spring), and the right course (Practicum or Internship I, II, or III). Failure to complete Time logs promptly can incur disciplinary action or sanctions. Timely completion of logs affords appropriate programmatic monitoring of the experience.
- d. Practicum and Internship students are required to attend weekly triadic or individual site supervision for at least one hour/week, where they will experience personal clinical supervision to discuss cases, develop skills, understand different professional expectations in their region, and develop a greater clinical counselor identity.
- e. Practicum and Internship students are required to meet weekly in a university supervision group. Practicum students attend the reflective practitioner supervision (RPS) group to develop areas of professionalism, self-awareness, and group engagement in conjunction with emerging counseling skills (required participation verified at the end of the quarter). An RPS/University Supervisor will facilitate understanding client transference and counselor countertransference, identifying biases that affect clinical objectivity and



removing personal barriers to staying fully present with the client. Internship students are required to meet weekly with a case conference supervision (CCS) group to develop areas of professionalism, self-awareness, group engagement, and clinical skill development. CCS/University Supervisors will provide discussion for intensive, individualized practice of clinical skills and professional development (required participation verified at the end of the quarter).

f. Students are required to adhere to The Family Institute's and clinical site or agency policies and procedures and represent themselves and the profession well by following all ethical guidelines of the American Counseling Association, their local state, and Counseling- On-campus student handbook.

E. CLINICAL TRAINING HOURLY REQUIREMENTS

See Appendix III for a detailed breakdown of clinical training hourly requirements.

i. ABSENCES FROM CLINICAL TRAINING

ii. On occasion, a student will be unable to attend a required experience related to the Practicum or Internship such as attendance at supervision. The student must contact the supervisor as soon as possible to explain why the experience will be/was missed. Students with extenuating circumstances will be excused from attendance by the supervisor on a case-by-case basis. This can be indicated on the Activity Log by selecting "Excused" in the "Attendance Status" column for the experience. Failure to contact the supervisor will result in an unexcused absence and the student will need to make up the missed hours. This can be indicated by selecting "Unexcused" in the "Attendance Status" column for the experience.

Note: A student with unexcused absences must make up the required hours. A student will not be excused from accruing the total required direct and indirect hours.

iii. LOGGING CLINICAL TRAINING HOURS

Students in Practicum and Internship log all hours through Time2Track (T2T), the online database provided by Counseling- On campus. Both students and supervisors are provided technical assistance in setting up their T2T accounts. The three categories in which students log their hours are direct contact hours, indirect hours, and supervision hours. Activities available in each type are listed in the table below. All hours are submitted in T2T and are reviewed by the site supervisor. Once site supervisors approve the hours, they are included in the student's permanent count of hours. Both students and site supervisors are expected to complete monthly time logs no later than the 5th of the following month. Note, hours documented in T2T are a permanent record that can be accessed post-graduation as students seek licensure.

iv. K GRADE RATIONALE

A "K" grade means that the student's practicum is "In Progress." Students in either Practicum I or II or Internship I or II will either receive a K, Y, or F grade based on the requirements listed in the above rubric. Once a student completes their training, they will be eligible for a letter grade. The grade will reflect the average score from the prior evaluations. At that point, the Fall, Winter and Spring quarter "K" grades will be replaced by a letter grade.

v. LEAVE OF ABSENCE FROM CLINICAL TRAINING

A student's leave of absence from the training site and experience must follow a meticulous process to ensure proper care of clients. Any student needing a leave of absence must be in close conversation with the Director of Clinical Training to create a clear plan that will support the needs of the clients, site, and trainee. To the



extent possible, advanced planning is highly recommended. For ANY leave of absence (unless emergencies in which a student should follow emergency site protocols or ensure their safety), the student must take the following steps:

- Meet with the Director of Clinical Training to discuss the nature of the need for leave.
- Partner with Director of Clinical Training and site supervisor to develop a plan for supporting client continuity of care
- When a student is preparing to resume Practicum or Internship classes after a leave of absence, the following plans must be followed:
- The student must inform the Director of Clinical Training of their intent to return from leave (even though they may have also contacted the program or graduate school to take necessary steps). Telling the Director of Clinical Training is key to re-establishing training linkages.
- The Director of Clinical Training will decide the timeframe by which the student will return to a field site. The Director will also assess the student's readiness to continue seeing clients (with consultation as needed)
- The Director of Clinical Training will liaise with the site to support the student's re-entry to the clinical training experience
- If the initial site cannot accommodate the students return after a leave of absence, the Director of Clinical Training will decide what options may be possible, such as finding a new site (Note: students must expect delays in being placed into another site)

vi. CONTINUING FIELD TRAINING BETWEEN TERMS

Students who continue to see clients after completing Practicum will not begin accruing hours toward Internship until the quarter in which the student is officially enrolled in Internship. Internship students must complete their total required internship hours before the end of the term to complete graduation requirements. Failure to do so will result in delayed graduation and enrollment for an additional quarter. See information below under "Completing Internship, conferring your degree."

vii. COUNTING HOURS IN PRACTICUM VERSUS INTERNSHIP

Clinical training hours earned when enrolled in any Practicum class may only be credited to Practicum requirements. There is NO procedure to roll over Practicum clinical training service hours to meet Internship requirements. Completion of Practicum training is about more than hourly requirements. Practicum training is designed to give students foundational clinical competency and develop strong counselor identity using an integrated model of coursework, site and university supervision and other program elements (e.g., course prerequisites). Once students achieve required number of hours for Practicum completion, additional hours are not wasted, in that they also serve to expand skills and counselor identity.

viii. COMPLETING INTERNSHIP, CONFERRING DEGREE

Students must complete all required clinical training hours and documentation requirements for both Practicum and Internship to confer their degree. Conferral may be delayed if the student is being investigated for concerns related to clinical, ethical, or dispositional issues at the clinical internship site. When a student does not finish their/them Internship, several considerations will be necessary:

- Students still working to complete hours for Internship III after the quarter has ended must enroll in the following quarter in TGS-512, which currently costs \$100/quarter (See [Here](#))



- Students must receive clinical supervision from their site supervisor until hours are accrued and required documentation is completed, as indicated in the fieldwork contract signed in Internship
- Students with an incomplete in Internship who are still accruing hours must continue in TGS-512 until all clinical training requirements are met.

ix. STUDENT PARTICIPATION IN UNIVERSITY SUPERVISION GROUPS

Participation in university supervision groups (RPS and CCS) is required for both Practicum and Internship and students are expected to attend all sessions. With well documented extenuating circumstances, students may be excused from attendance by the supervisor on a case-by-case basis. Failure to contact the University Supervisor will result in an 'Unexcused' absence. *Missing two or more university supervision sessions for any reason unapproved absence result in a failing grade for practicum or internship that quarter.* Failing supervision course for one quarter may require the student to repeat the course to ensure that the practicum or internship supervision is completed for three full quarters.

Students unable to finish Practicum requirements after taking the last quarter of Practicum will receive an incomplete grade until all requirements for Practicum are completed.

F. SITE SUPERVISORS

i. QUALIFICATIONS

Site supervisors must meet the requirements outlined in CACREP standards. These include:

- A minimum of a master's degree, preferably in counseling, or a related mental health profession (social work, counseling psychology, marriage, and family therapy)
- Relevant certifications and state licensure for independent practice (preferably LPC, LCPC, LMHC, but also LCSW, LMFT, LP etc). A psychiatrist (MD) may also be used as a site supervisor.
- A minimum of two years pertinent professional experience in the program area in which the student is enrolled
- Knowledge of the Counseling- On-campus's expectations, requirements, and evaluation procedures for students
- Relevant training in clinical supervision.

ii. SITE SUPERVISION

Site supervision both at the Family Institute during the Practicum year and at field sites during Internship, includes both clinical supervision and administrative supervision. For example, Clinical supervision may be considered a process or interventions provided by a senior member of a profession to a junior member or members of that same (or similar) profession. This relationship is evaluative, extends over time, and has the simultaneous purpose of enhancing the professional functioning of the junior colleague. Supervision also involves monitoring the quality of professional services offered to the clients and serving as a gatekeeper for those who are to enter the profession (Bernard & Goodyear, 2013). Administrative supervision ensures that the junior professional fully understand the training context, climate and culture such as the site's mission and vision and operations and infrastructure, schedule, paperwork, evaluations and the like. There will be overlap between clinical supervision and administrative supervision. Site supervision is continuous, mostly face-to-face, and examines the interface between life experiences and clinical practice. Best practices associated with site supervision and associated modalities are modeling, role-reversal, and reviewing audio or videotapes. *Students and site supervisors should schedule site supervision in person, on-site routinely.*



Exceptions are always needed, but phone or online guidance will not substitute for forming an in-person supervisory rapport. Students should prepare to meet weekly with site supervisors in a physical location.

iii. STUDENT SAFETY

The Family Institute and other placement sites are responsible and accountable for ensuring the safety of students at their places of practice. While some risk to safety is reasonably expected with any natural experience, site supervisors and sites agree to provide safety supports, standards, and protocols that address the physical, emotional, and psychological needs of the student placed in practicum or internship. Whenever any concerns arise around student safety, the Director of Clinical Training must be notified immediately so an appropriate plan can be established. Students who believe that safety standards or well-being are compromised might first attempt to address concerns directly with site supervisors (unless this further endangers the student). While many situations will be likely be resolved satisfactorily, student safety is paramount, in some situation, Counseling- On-campus will summarily terminate a site/student relationship to protect student's wellbeing.

If a site supervisor is not available physically or virtually (e.g., by phone) the student must have a clearly outlined plan with the site supervisor to manage unanticipated emergencies. The student and site supervisor must work together to ensure the policy protects all involved. If the student does not have a plan in place, they are to inform their University Supervisor or Director of Clinical Training to facilitate the resolution of this issue.

iv. CLINICAL TRAINING ONLINE PLATFORMS – T2T

Counseling- On-campus strives to use the best student-friendly resources to support the clinical experience. Students are expected to maintain proper documentation in Time2Track (T2T) for Practicum and Internship. Students will be trained in using this system and are advised to follow the instructions very carefully to avoid a loss of points for turning in hours or documents late.

G. RESOLVING CONFLICTS

i. HONORING CONFLICT RESOLUTION VALUES IN COUNSELING

Students represent themselves, their future careers, and the Counseling department at their placement sites. The time spent in the training environment is just as important as times in class. This responsibility is enhanced with students' engagement with real-world clients in a helping role. While flexibility is significant at all placement sites, students must be every effort to fulfill agreements outlined in the fieldwork contract signed at the beginning of the Practicum and Internship experiences.

Conflict Resolution with Site Supervisors: Whenever there is a conflict or problem with a site supervisor during Practicum or Internship, students must follow the appropriate steps toward resolution:

- a. Speak with the site supervisor directly (unless there is an ethical violation with the supervisor that needs to be reported immediately to the Director of Clinical Training).
- b. Contact the Director of Clinical Training immediately
- c. The Director of Clinical Training will discuss steps to facilitate further resolution of that problem, which may include:

- Offering additional feedback and coaching for the student to back to approach the site supervisor
- Speaking directly with the site supervisor to address the issue
- Calling a conference to include the site supervisor, the student, and a member of the training team



- Removing the student from the site (in extreme cases, such as ethical violations)
- Appropriate referral to the remediation and discipline process for further action
-

IMPORTANT: Students are not permitted to end the relationship with a site supervisor during Practicum at The Family Institute or during Internships at field sites before following the steps described above, as this violates standards of professionalism and site-program relationships. The student risks a failing grade, and/or remediation/discipline for premature and unannounced withdrawal from the supervisory relationship. Under certain conditions, clinical training faculty may terminate a student's relationship with a site and/or supervisor (e.g., for reasons of safety) and program personnel will manage all site communications related to such termination actions.

If fieldwork or clinical experience concerns arise, students are expected to address these concerns directly with their site supervisor and, if necessary, the Director of Clinical Training. Resolving any problems that emerge around fieldwork or clinical experiences promptly will allow for a quicker resolution. If the resolution continues to be problematic, the matter is brought to the attention of the Department Chair, who will consult with the Director of Clinical Training and talk directly with parties, consult other members of the program as applicable, and facilitate a resolution.

If a supervisor has concerns about a student's clinical competence or interpersonal limitations (beyond a typical developmental trajectory for psychotherapy training) during any phase of fieldwork or clinical experience, the site supervisor will first address the matter directly with the student and in a timely fashion. Such conversations will involve devising an action plan to address the deficiencies. All reasonable efforts will be made to assist the student to acquire the necessary skills to be competent and capable as a professional counselor. In the event those efforts fail, and severe concerns persist, the student will be referred to Director of Clinical Training for coaching and/or to the remediation and discipline process (See Remediation and Discipline).

Conflict resolution with university supervisors: The very nature of University Supervision groups is to process content regarding self as a counselor-in-training. Yet, even in this process, student-supervisor conflicts may arise. Whenever a student has a problem with their University Supervisor (RPS or CCS), Clinical training faculty will hold students accountable to following appropriate steps toward resolution:

- a. Address the concern directly in the RPS or CCS group, respectfully and sensitively, to invite peer input and process the experience together to acquire a reasonable resolution together.
- b. Speak with the University Supervisor directly (unless there is an ethical violation with the supervisor that needs to be reported immediately to the appropriate Director of Clinical Training) to express concerns.
- c. Contact the appropriate Clinical Training Faculty to discuss the issue.
- d. The Director of Clinical Training and other training personnel will discuss the matter with the clinical training team and take steps to facilitate further resolution, which may include:
 - Offering additional feedback and coaching for the student to go back and approach the University Supervisor differently, or explain a policy that may apply
 - Visiting the university supervision group meeting to assist the reflective process and consider a resolution; or setting up a separate meeting with the student and supervisor involved, depending on the nature of the concern.
 - Speaking directly with the University Supervisor to address the issue
 - A conference call with the University Supervisor, the student



- Removing the student from the university supervision group (in extreme cases, such as ethical violations)

IMPORTANT: Students are not permitted to switch university supervision groups (that is RPS and CCS). These groups remain the same throughout the three-quarters of Practicum and three-quarters of Internship. Only in extreme cases will changes be made to group arrangements, for example, when students take a leave of absence, or when students are unable to continue for any other well-justified reason.

H. STUDENT CLINICAL PERFORMANCE EVALUATION

i. TIMING OF EVALUATIONS

Students are formally evaluated quarterly by their site supervisors. Evaluations will be sent to supervisors electronically. After completing the evaluation, the supervisor will review the evaluation with the trainee, and it will be available to the student. Once the student reviews and approves the evaluation it will be received and reviewed by the Director of Clinical Training. The supervisor's fieldwork evaluation is one component of the course grade.

ii. EVALUATION IN METHOD COURSES

Students' clinical skills are also evaluated in courses Methods I, II, and III in conjunction with the Practicum courses. Students are required to complete all transcriptions/recordings and requirements in Methods I, II, and III before they are permitted to proceed to Internship. In cases where students have not turned in a transcription but have finished Practicum III; they still will not be permitted to register for Internship I until those assignments are completed. The Clinical Training team will work closely with the Methods instructors to ensure clarity and support throughout the process of securing missing assignments necessary for advancement.

iii. ASSESSMENT OF PERSONAL AND PROFESSIONAL DISPOSITIONS

In addition to the knowledge, skills, and practices essential to become a professional counselor, students will also be formally assessed on several personal and professional dispositions. This includes but is not limited to: openness to new ideas, flexibility, cooperativeness with others, cross-cultural awareness, willingness to receive and implement feedback, awareness of your impact on others, ability to deal with conflict effectively, ability to accept personal responsibility, ability to express feelings and opinions effectively and appropriately, attention to ethical and legal considerations, and initiative and motivation.

For any student about whom there are dispositional concerns—to the extent that those concerns raise questions about the student's ability to complete their/them program or to succeed professionally—those concerns will be addressed as soon as possible to achieve the best possible outcome.

Our training model and guidelines are meant to be preemptive and proactive; the idea is to support students' development throughout the duration of the academic program. Students should be aware that failing to abide by policies and standards set forth by The Family Institute, Northwestern University, the Counseling-Department and the *ACA Code of Ethics* will result in remediation and discipline (See Remediation and Discipline)

iv. REMOVAL FROM A FIELDWORK PLACEMENT SITE

Students must be able to complete their required hours within their fieldwork placements at The Family Institute for Practicum and at community sites for Internship. Students must satisfactorily follow all the policies and procedures associated with the site. To be in good standing in the program, a student must remain in good standing with the policies of clinical training. This includes, at the end of the clinical training



experience, appropriate termination of clients and successful completion of all paperwork associated with termination/transfer of clients. Being in good standing also includes making appropriate arrangements, to the extent possible, in emergencies to prevent disruptions in client care.

IMPORTANT: Dismissal from a training during internship for cause will be grounds for remediation at Steps 3. See Remediation and Discipline process in this handbook and the policies and procedures documentation offered by placement site.

v. STUDENT DISCLOSURE STATEMENT EXPECTATIONS

Students are expected to work with their site supervisors to provide ethical disclosure statements to their clients. While students and site supervisors must work together to satisfy any requirements of the state in which they live, students must **provide** open disclosure to clients about 1) their status as a “student” or a “counselor-in-training”, and 2) the need for recording the session.

Other areas of consent and disclosure:

- Level of experience
- Supervision
- Nature of Counseling
- Counseling Relationship
- Effects of Counseling
- Appointments and Cancellation
- Postponement and Termination
- Crises
- Permission to Participate and Confidentiality
- Safety
- Client Rights
- Privacy Rights under HIPAA

I. OBSERVATION HOURS IN PRACTICUM ONLY

Observation hours include students’ non-direct participation in therapeutic interaction. Observation hours are only available as a Practicum experience for example via Project Strengthen and a student may count some hours toward their direct contact hours. *Internship students cannot log observation hours (as described above for practicum trainees). Instead, observation hours for interns should be recorded as personal growth hours.* Observation hours MAY include observing individual sessions with adults or kids, couples counseling, family counseling, group counseling. This does NOT include co-therapy, viewing a counseling **session** from behind a 2-way mirror, viewing a counseling session over video, hours during the internship, or any other time when the student is not in the same physical space as the client

J. OFF-SITE COUNSELING

On occasion, students may be required to participate in clinical training experiences away from The Family Institute or the designated clinical training site, also known as supplemental training. All off-site supplemental counseling will require special arrangements by the Director of Clinical Training before participating.



K. PRACTICUM COMPLETION AND INTERNSHIP

i. PRACTICUM AND METHODS SEQUENCE OF COURSES

The full Practicum sequence (quarter I, II, and III) is taken simultaneously with Methods I, II, and III. Successful completion of the Methods courses requires recording counseling sessions during the Practicum clinical training experience. Students must complete all requirements in all Methods courses before completing Practicum and moving into Internship. The nature of recordings must be discussed between supervisors and students, with full and proper disclosure being offered to clients following the state laws governing the placement site. Further details about Methods requirements may be found through the Methods course instructors and syllabi.

ii. MOVING INTO INTERNSHIP

Students may not complete Practicum and move onto Internship when any of the following circumstances are present:

- The student has not completed the required clinical training hours for practicum
- The student is being investigated for concerns related to clinical, ethical, or dispositional issues at the clinical practicum site
- The student has incompletes (Y) or in progress (K) grades in Methods I, II, or III, or a failing grade in Methods I, II, or III
- Students with an incomplete grade in Practicum III but still accruing hours for supervision until Practicum clinical training hours are completed

L. ACADEMIC INTEGRITY IN CLINICAL TRAINING

In addition to The Graduate School policy on academic integrity, all records submitted for any fieldwork/clinical training documentation must adhere to all standards of authenticity and accuracy. Misrepresenting or falsifying clinical training experiences violates the academic integrity policy of Counseling-On-campus and will result in immediate remediation action at Steps 3 (see Remediation and Discipline)

M. STUDENTS WITH DISABILITIES

Counseling- On-campus welcomes all students regardless of disability status. Any student admitted to the program will receive support to obtain a fieldwork clinical placement site that supports their needs. *Students must register a disability status with [AccessibleNU](#) to receive accommodations.* Accommodations do not change the number of hours required to complete Practicum or Internship, nor do they change the required documentation indicated in each course. Students are encouraged to work closely with the Director of Clinical Training to determine what disability accommodations they may need to address their unique needs with clinical fieldwork placement.

N. PERSONAL FITNESS FOR SITE PLACEMENT

A. CRIMINAL BACKGROUND CHECKS

Counseling- On campus requires a background check during the admissions process, well before students seek clinical fieldwork placements. However, placement sites may also require their background checks before confirming students at a site. Counseling- On campus supports placement site requests for a criminal background check. Students should be prepared to transparently address any issues with their criminal background with their site supervisor and program leadership. *Note, sites have the right to refuse training to a student with a documented criminal background.* Further, Counseling-On-campus has little or no mediational role in assisting a student with a documented clinical background to become a fully licensed



professional counselor in a specific state. *Students are responsible for understanding the implications of having a criminal record when seeking future employment or in following state licensure processes.*

B. DRUG AND ALCOHOL POLICY

Counseling- On-campus, Northwestern University, and The Family Institute are drug-free environments. All students, professors, instructors, supervisors, and staff are strictly prohibited from misusing controlled substances, intoxicants, alcohol, and prescription drugs while working, engaging in the online classroom, attending group immersion or capstone, other university-sponsored events, and all field training site experiences. In accordance with Northwestern University's [Student Code of Conduct \(in Student Handbook\)](#). Counseling- On-campus maintains and enforces a **zero-tolerance** policy regarding substance use in program related events and experiences, that leads to professional misconduct. Students in violation of this drug and alcohol policy will be subject to remediation and discipline policies of Northwestern University and/or Counseling-On-campus.

C. ETHICAL CODE OF CONDUCT

Counseling- On-campus adheres to the code of ethics of the American Counseling Association (ACA) found [here](#). The school has an ethical and professional responsibility to ensure all students enrolled in the counseling program display ethical, professional, and personal behaviors that comply with the ethical codes of ACA and given locals of which students are practicing. Students, supervisors, and professors all regularly engage in ethical decision making and the gatekeeping process. Failure to abide by the ACA Code of Ethics will result in remedial and disciplinary action (see Remediation and Discipline)

O. STATE LICENSURE AND ACCREDITATION

Counseling- On-campus adheres to CACREP requirements for all clinical training procedures which should privilege students to become licensed in any state of their choosing. However, some states go beyond CACREP requirements in their requirements and standards for obtaining a professional counseling or a mental health license. To the extent possible, the Department will support students to acquire the necessary experiences to maximize their chances of getting licensed in the states in which they want to reside post-graduation. Students are encouraged to work closely with their teaching and training faculty and regularly check state licensure requirements to remain abreast on changes in local and state licensing laws that affect their ability to achieve licensure post-graduation. Students needing documentation regarding degree or clinical training hours completion may contact the Coordinator of Education Programs, Deidre Hicks dhicks@family-institute.org

P. POLICY ON DISCRIMINATION, SEXUAL MISCONDUCT AND HARASSMENT

Counseling- On campus abides by The Graduate School's policies related to discrimination, harassment, sexual misconduct and harassment (See [Northwestern University's student handbook](#))

Important: Northwestern University's policies on discrimination, harassment, sexual harassment, and sexual misconduct apply to the conduct of the entire University community, including vendors, contractors, visitors, guests, and third parties.

V. PROCEDURES FOR COURSE AND PROGRAM EVALUATION

A. COURSE EVALUATIONS (COURSE AND TEACHER EVALUATION COUNCIL-CTEC)

Students are urged to evaluate each course and instructor at the end of every quarter utilizing the University's online course evaluation system (CTEC). The University provides written feedback about the evaluations of the course instructor and program leadership. Course instructors will provide additional guidance on completing course evaluations.



B. EXIT INTERVIEWS & EXIT SURVEYS

Before graduation, all students are asked to complete a COUN Student Exit interview and Exit Survey to provide feedback, reflections, and recommendations regarding all aspects of the program including but not limited to admissions, curriculum, student advising, clinical training, Comprehensive Examinations, assistantships, program events and the relationship with the Counseling- On-campus. Results of the survey are anonymous to allow honest feedback. Also, all students are required to meet with program leadership for an exit interview to provide feedback, reflection, and recommendations regarding all aspects of the program. Results from the Exit Survey and Exit Interviews are used to improve the program. Results from the Exit Survey and Exit Interviews are used to enhance the program. Also, as part of ongoing program evaluation activities, following graduation from the program, graduates will be asked to complete the triennial alumni survey.

VI. EXAMINATIONS

A. NATIONAL COUNSELOR EXAMINATION FOR LICENSURE AND CERTIFICATION

i. EXAMINATION OVERVIEW

The National Counselor Examination for Licensure and Certification (NCE) is offered by the National Board for Certified Counselors (NBCC). The primary national certification offered by NBCC is the NCC (National Certified Counselor). The NCC is a master's level, a voluntary credential held by many counselors in addition to their state licensure.

ii. EXAMINATION PROCESS

In the Winter or Spring Quarter of the Internship year of the program, students have the option to register for the NCE. This is an opportunity for interns to begin the national certification application process while still enrolled in the Counseling program. Taking the NCE before graduation may facilitate the student obtaining a state license. Starting early in Fall Quarter, interns will receive information regarding the application, preparation and examination process.

B. CAPSTONE RESEARCH PRESENTATION

In their last quarter of studies, students are required to give an in-person 45-minute oral presentation with supporting visuals and handout at a Capstone Conference. The audience will be the Counseling-on Campus community of faculty, mentors, and students. Family and friends may also be invited. The presentation, directed at an area/topic of study, should demonstrate a) integration of various aspects of training (e.g., theory, science, practice), and b) novel work or ideas in this area. Rather than merely reviewing or regurgitating well- established scholarship, the Capstone project should build upon the knowledge students have learned throughout the program, applying existing knowledge to new areas, in new ways, or even creating something new altogether. Students are encouraged to reflect upon their time of student and create a presentation that taps into their strengths, passion, creativity, and growing identity as a professional counselor. This project could take many forms: clinical intervention development or assessment, evidence-based practices in an area of specialty, case study, a formal research presentation. Students receive additional information and guidance in the process of selecting and preparing a Capstone.

C. PROGRAM EVENTS

i. JUMPSTART YOUR CAREER

The Jumpstart Your Career series is designed to help Counseling Internship students obtain postgraduate employment and/or enter a doctoral program. A series of workshops and activities are offered throughout the Internship Year. This series in combination with Alumni Association services and events, offers students the



support needed for transition to the workplace. See the appendix for the Counseling Program Calendar with dates, times and locations of Jumpstart workshops and activities.

ii. GROUP RELATIONS IMMERSION (“TAVISTOCK”)

The Tavistock Group Relations Conference Experience takes place in the Practicum training year for Standard students and in the Pre-Practicum training year for Two-Plus Students. Tavistock is a three-day Group Relations Conference that is held at The Family Institute from Friday at 5:00 pm through Sunday at 4:30 pm. The conference is guided by a team of seasoned practitioners and it is a living laboratory in which students experience and examine group, institutional and diversity dynamics. Embedded in the COUN 412 Group & Organizational Dynamics course, the conference generates powerful experiential learning. The process unfolds throughout the program, as knowledge of the unconscious and covert processes that are active in groups and organizations, is applied to the students’ therapeutic work.

iii. YEAR END SUPERVISOR LUNCHEON AND COLLOQUIUM

The 39th Annual Supervisor Luncheon and Colloquium will be held at Maggiano’s Old Orchard Mall in Skokie. The Colloquium is a time-honored tradition for over three decades in the Master’s Program in Counseling where supervisors are recognized for their contributions to the development of student trainees. The event includes a luncheon, award ceremony and professional continuing education presentation by a notable speaker in the supervision field. The event is attended by program staff, supervisors, students, faculty and preceptors. This is a mandatory event for all students in the program.

iv. CAREERS NIGHT

Students spend an exciting and informative evening with Counseling Program alumni as they share their wisdom and experience regarding professional opportunities in the counseling field. Panel members represent a wide range of settings and professional specialties. As such, they discuss their career paths, highlight career opportunities and hiring trends for counselors and offer career planning suggestions and advice on conducting a successful job search. A networking reception follows the panel discussion.

v. ALUMNI MENTORING PROGRAM

As part of the Jumpstart Your Career Services, the TFI Alumni Association offers an Alumni Mentoring Program. This program matching students will TFI alumni who are graduated from either the MFT program or the Counseling program. These alumni work with students on professional development tasks including understanding the specific mental health setting a student might wish to enter (private practice, agency), networking, and/or other specific job search tasks. Attempts are made to match Alumni and students with similar interests and geographic locations.

vi. GRAND ROUNDS AND RESEARCH PRESENTATIONS

TFI sponsors several postdoctoral clinical research fellowships. Fellows participate in monthly grand rounds meetings, during which a clinical case or intervention topic is presented and discussed in a theoretical or empirical context. Each Fellow is required to conduct one presentation per year. Counseling students are invited to attend these presentations. Students are able to learn about current advancements therapeutic fields and, as well, Fellows act as research models/mentors.



vii. CONFERENCE WORKSHOPS

Students are encouraged to attend workshops offered by the professional Counseling community. These include the Annual TFI conference, the Illinois Counseling Association conference, the Illinois Mental Health Counseling conference and the American Mental Health Counseling conferences. In addition to attending the conferences, Students are also encouraged to seek out and attend conferences related to their own individual counselling interests. Counseling students are also encouraged to partner with Counseling faculty, staff, supervisors and other students to submit poster and presentation proposals. Financial support may be available to students who present at conferences (see program director).

VII. SUPPORT SERVICES

A. GRADUATE WRITING PLACE

The Graduate Writing Place provides individual writing consultations with Graduate Writing Fellows (Ph.D. candidates at Northwestern) to review a variety of writing, including papers for coursework. For graduate students at Northwestern who live outside the Chicago-area, online appointments may be more appropriate. These appointments take place via phone, Skype, or chat, and the student should attach their writing to the appointment block within the system beforehand. In rare instances (generally due to time differences) it is impossible to conduct online appointments with a student. In such cases, students should email writingplace@northwestern.edu to ask about setting up an online appointment. Clients should also learn that writing consultants will not perform grammatical line editing during such meetings. For more information on Writing Place policies, please visit [This Site](#)

B. DISABILITY ACCOMMODATION POLICY AND PROCEDURE

Counseling- On-campus supports the needs of students with disabilities and follows the university's policies and procedures for those students seeking accommodations. These policies and procedures can be found [here](#).

C. LIBRARY SUBJECT LEAD

The Northwestern Library collects commonly used reference materials in the counseling profession. On this site, you can access various journals, research databases, books, and even videos of expert counselors and psychotherapists in action. Click here for [Library Resources](#).

D. STUDENT ASSISTANCE PROGRAM: NU COUNSELING AND PSYCHOLOGICAL SERVICES - 1-847-491-2151

If students find themselves struggling with mental, emotional or physical health issues, approach the instructor or advisor to discuss options. Be aware that even though instructors are trained therapists they cannot provide students therapeutic support, as that constitutes dual relationships and violations of ethical counseling practices. [Counseling and Psychological Services](#) (CAPS) Northwestern CAPS is fully committed to providing services that affirm the dignity, worth, and value of all individuals. We believe in creating an atmosphere of openness, trust, respect, and safety where diverse attitudes, beliefs, values, and behaviors can be explored and discussed. We seek to understand and honor individual differences, including but not limited to experiences related to: race, ethnicity, national origin, religious and spiritual beliefs, gender, sexuality, physical and mental abilities, size and appearance, and socio-economic status.

E. CAREER ADVANCEMENT COUNSELING

The mission of Northwestern Career Advancement (NCA) is to foster excellence in career development, preparation, and professional opportunities for undergraduate and graduate students and alumni by providing



comprehensive services and programming and by promoting strong partnerships with employers, academic departments, and the university community. Students desiring career development information should [See Here](#)

F. SEXUAL MISCONDUCT AND PREVENTION

Northwestern University is committed to fostering an environment in which all members of the campus community are safe and free from sexual misconduct of any form. Please visit this website for additional resources and supports. These policies are in place for all Counseling- On-campus students for on-campus events such as Group immersion weekends and Capstones. See [Get Help For Sexual Misconduct](#).

VIII. PROFESSIONAL ORGANIZATIONS FOR COUNSELING STUDENTS

A. CONFERENCE WORKSHOPS

Students are encouraged to join professional Counseling organizations such the American Counseling Association, the American Mental Health Counseling, the International Association of Marriage and Family Counselors. In addition to attending the meetings, students are also encouraged to seek out and attend conferences related to their counseling interests. Counseling students are also encouraged to partner with counseling faculty, staff, supervisors and other students to submit poster and presentation proposals.

The professional organizations below are appropriate for graduate students in Counseling. Joining one or more of them is a great way to become informed about what is happening in the counseling field, have opportunities for networking with other professionals, receive continuing education such as podcasts, webinars, workshops, and conferences. The organizations offer liability insurance to students. Apart from national professional organizations, the student should also join their regional and state counseling associations.

National Professional Organizations For Masters-Level Counseling Students

Organization	Student Activities & Opportunities for Professional Involvement
<p>American Counseling Association (ACA) The world's largest association representing 55,000 counselors from all specializations including Clinical Mental Health Counseling</p>	<ul style="list-style-type: none"> ▪ Present/Do a Poster Session or volunteer at the ACA Annual Conference ▪ Use ACA Career Center for job listings, and career opportunities ▪ Join a Division that welcomes graduate students to learn about a specialty area ▪ Use ACA resources such as 24-hour access to our journals and literature
<p>American Mental Health Counseling Association (AMHCA) A community of 7,000 Community Mental Health Counselors</p>	<ul style="list-style-type: none"> ▪ Present/Do a Poster Session or volunteer at the AMHCA Annual Conference ▪ Learn about how you can be part of advocacy initiatives in Congress
<p>Association for Counselor Education and Supervision (ACES) Is the premier organization dedicated to quality education and supervision of counselors in all work settings. ACES members are counselors, supervisors, graduate students, and faculty members who strive to improve the teaching and supervision of counselors in training and practice.</p>	<ul style="list-style-type: none"> ▪ Present/Do a Poster Session or volunteer at the ACES Conference ▪ Read the journal associated with this association ▪ Learn about task forces, interest networks, committees, and elected positions.



APPENDIX

APPENDIX I: PROGRAM CURRICULA

I. Standard Curriculum

Two Year Program

Requires 24 courses

The Standard Curriculum is an intensive program for students with an academic background in psychology or human services and prior clinical experience. Immediately upon starting the program, the Practicum fieldwork experience begins at The Family Institute. This first year includes closely supervised client counseling while taking courses and participating in the Preceptorship experience. It is this closely supervised experience that allows students to participate in a "learning-by-doing" model.

Coursework Details

The Standard Curriculum is a full-time two-year program with 24 courses to complete.

Practicum Details

In the Practicum year, you will enroll in the three-quarter Counseling Methods course along with two additional courses, meet weekly with a preceptor and complete the Practicum at The Family Institute, where a minimum of 60 hours of direct client contact is accrued.

Internship Details

In the Internship year, you will work at an external field site to accrue a minimum of 600 hours of experience, with 240 hours spent in direct client contact. Two additional courses per quarter and attendance at a weekly Case Conference is required during your internship.

II. TWO-PLUS (2+) CURRICULUM

Three Year Program

Requires 21 courses

Two-Plus is a special curriculum designed for qualified students entering the counseling field for the first time following a career in another discipline and/or with minimal academic and experiential background in psychology or human services. It is unique to the Northwestern Counseling program and reflects the program's appreciation of the value of a "second career," while recognizing the importance of adequate preparation for practice in this highly complex and challenging field.

Course Details

Attend the program full-time and complete 27 courses over three years. The 27 course Two-Plus Curriculum consists of the same 24 courses as the Standard Curriculum, plus an additional three-quarter course – "Introduction to Clinical Practice," which serves to introduce and orient you to the key theories, concepts and applied aspects of the counseling field.



Pre-Practicum Details

In conjunction with this introductory course, in the first year or pre-practicum year of the Two-Plus Curriculum, you will spend a minimum of 12 hours per week at a clinical field site and enroll in two additional courses per quarter.

Practicum Details

In the second year, the Practicum fieldwork experience begins at The Family Institute. This second year is a closely supervised experience of counseling clients while taking courses and participating in the Preceptorship experience. It is this closely supervised experience that allows you to participate in the "learning-by-doing" model. Students take two additional courses per quarter.

In the third year, you will work at an external field site where a minimum of 600 hours are accrued, of which 240 hours are spent in direct client contact. Students take one additional course per quarter and attend a weekly Case Conference.

APPENDIX II COURSE SCHEDULE 2019-2020

Master of Arts in Counseling Program Course Schedule 2019-2020	
Fall Quarter (Tuesday, 9/24/2019 – Friday, 12/13/19)	
Two-Plus Year 1	479-1 Introduction to Clinical Practice (1); Tuesdays 8:30 am – 11:30 am, FI LL00
Standard Year 1 Two-Plus Year 2	480-1 Counseling Methods: Skills for Counseling & Psychotherapy (1); Tuesday, 8:30 am – 11:30 am, FI 200
Standard Year 1 Two-Plus Year 1	411 Individuals & Systems: Psychodynamic Viewpoints (1); Tuesday, 12:30 pm – 4:30 pm, FI 200 w/ breakouts in LL00, 200, 300 3:30 – 4:30
Standard Year 1 Two-Plus Year 1	416 Theories of Counseling & Psychotherapy (1); Wednesday, 8:30 am – 11:30 am, FI 300
Standard Year 2 Two-Plus Year 2	422- Foundations of Family, Marital and Couples Counseling (1); Wednesday, 12:30 pm – 3:30 pm, FI 200
Standard Year 1 Two-Plus Year 2	481-1 Supervised Practicum in Counseling (1); Supervision Groups, Thursday, 9:30 am – 12:30 pm Practicum Reflective Practice Supervisor Group; Times & Locations Vary
Standard Year 2 Two-Plus Year 3	483-1 Ethics and Legal Issues in Counseling (1); Friday, 8:30am – 11:30 am, FI 200
Standard Year 2 Two-Plus Year 2	417 Cognitive Behavioral Therapy (1) , Friday, 12:30 pm – 3:30 pm, FI 200 or 436 Child and Adolescent Counseling and Psychotherapy (1), Friday, 12:30 pm – 3:30 pm, LL00
Standard Year 2 Two-Plus Year 3	482-1 Supervised Internship in Counseling (1); Supervision , Times & Locations Vary Internship Case Consultation Supervision Group; Times & Locations Vary
Standard Year 2 Two-Plus Year 3	455-0 Psychopharmacology (1) - Tuesdays 8:30 am – 11:30 am, FI LL00
Winter Quarter (Monday, 1/6/20 – Friday, 3/20/20)	
Two-Plus Year 1	479-2 Introduction to Clinical Practice (1); Tuesdays 8:30 am – 11:30 am, FI LL00
Standard Year 1 Two-Plus Year 2	480-2 Counseling Methods: Strategies for Counseling & Psychotherapy (1) Tuesday, 8:30 am – 11:30 am, FI 200
Standard Year 1 Two-Plus Year 1	412 Group & Organizational Dynamics (1); Tuesday, 12:30 pm – 4:30 pm FI 200 w/ breakouts in LL00, 200, 300 3:30-4:30pm
Standard Year 1 Two-Plus Year 1	415 Psychopathology in Counseling (1); Wednesday, 8:30 am – 11:30 am, FI 300



Standard Year 2 Two-Plus Year 2	426-20 Assessment in Counseling (Child & Adolescent Focus) (1) ; Wednesday, 12:30 pm – 3:30 pm, LL00 Or 426-21 Assessment in Counseling (Adult Focus) (1) ; Wednesday, 12:30 pm – 3:30 pm, FI 200
Standard Year 1 Two-Plus Year 2	481-2 Supervised Practicum in Counseling (1); Supervision Groups, Thursday, 9:30 am – 12:30 pm Practicum Reflective Practice Supervisor Group; Times & Locations Vary
Standard Year 2 Two-Plus Year 3	483-2 Cultural Diversity in Counseling (1); Friday, 8:30 am – 11:30 am, FI 200
Standard Year 2 Two-Plus Year 2	452- Theory & Technique of Substance Abuse (1) ; Friday, 12:30 pm – 3:30 pm, FI 300
Standard Year 2 Two-Plus Year 3	482-2 Supervised Internship in Counseling (1); Supervision, Times & Locations Vary Internship Case Consultation Supervision Group; Times & Locations Vary
Standard Year 2 Two-Plus Year 3	429-0 Sex Therapy (1 TBA) FI 300 (May be offered in Winter as well as Spring)
Spring Quarter (Tuesday, 3/31/20 – Friday, 6/12/20)	
Two-Plus Year 1	479-3 Introduction to Clinical Practice (1); Tuesdays 8:30 am – 11:30 am, FI LL00
Standard Year 1 Two-Plus Year 2	480-3 Counseling Methods: Outreach, Prevention & Advocacy (1); Tuesday, 8:30 am – 11:30 am, FI 200
Standard Year 1 Two-Plus Year 1	414-20 Human Growth & Development (Child & Adolescent Focus) (1); Tuesday, 12:30 pm – 3:30 pm, LL00 Or 414-21 Human Growth & Development (Adult Focus) (1); Tuesday, 12:30 pm – 3:30 pm, FI 200
Standard Year 1 Two-Plus Year 1	406 Research Methods in Counseling (1); Wednesday, 8:30 am – 11:30 am, FI 300
Standard Year 2 Two-Plus Year 2	427 Career Development (1); Wednesday, 12:30 pm – 3:30 pm, FI 200
Standard Year 1 Two-Plus Year 2	481-3 Supervised Practicum in Counseling (1); Supervision Groups, Thursday, 9:30 am – 12:30 pm Practicum Reflective Practice Supervisor Groups; Times & Locations Vary
Standard Year 2 Two-Plus Year 3	483-3 Advanced Topics in Clinical Mental Health Counseling (1); Friday, 8:30 am – 11:30 am, FI 200
Standard Year 2 Two-Plus Year 2	453 Evaluation and Treatment of Trauma Disorders (1) - Elective; Friday, 12:30pm – 3:30 pm, FI 200
Standard Year 2 Two-Plus Year 3	482-3 Supervised Internship in Counseling (1); Supervision , Times & Locations Vary Internship Case Consultation Supervision Group; Times & Locations Vary

APPENDIX III: CLINICAL TRAINING COURSES

Required Practicum Experiences	
There are 38 weeks in the 2019-2020 Clinical Training Year. Of the 38 weeks, 3 are during NU school breaks. Students participate in training activities for a minimum of 35 weeks and for approximately 9 hours/week.	
NU School Breaks	<p>Thanksgiving Break</p> <ul style="list-style-type: none"> • See program calendar <p>Winter Break</p> <ul style="list-style-type: none"> • See program calendar <p>Spring Break</p> <ul style="list-style-type: none"> • See program calendar
Description of Experience	Minimum Total Hours Required



<p>Face-to-Face Client Hours</p>	<p>*Minimum of 60 face-to-face client hours are required Face-to-face hours include direct client contact and observation of clinical activity.</p> <p>Accrual guidelines:</p> <ul style="list-style-type: none"> • Should accrue 20 Face-to-Face Client Hours by Winter Break • Should accrue 40 Face-to-Face Client Hours by Spring Break • REQUIRED to accrue 60 Face-to-Face Client Hours by Last day to see clients at FI
<p>Triadic Supervision</p>	<p>Minimum of 51 triadic supervision hours are required Individual supervision is when the supervisor and the student participate in supervision together or when the supervisor and two students participate in supervision together (triadic supervision).</p> <p>Students attend 1 ½ hours of triadic supervision on all Thursdays except holiday's:</p> <ul style="list-style-type: none"> • Fall Quarter 2019 = 18 hours • Winter Quarter 2020 = 16.5 hours • Spring Quarter 2020 = 16.5 hours
<p>RPS Group Supervision</p>	<p>Minimum of 66 Preceptorship group supervision hours are required (2 hrs/wk x 33 weeks) Group supervision includes supervision with one supervisor and any number of students greater than two. The RPS is the Practicum Group Supervision Experience. RPS group supervision is held each week of the academic quarter in fall, winter, and spring.</p> <p>Students attend 2 hours of group supervision on the following weeks:</p> <ul style="list-style-type: none"> • Fall Quarter 2019 = 22 hours • Winter Quarter 2020 = 22 hours • Spring Quarter 2020 = 22 hours



<p>Record Keeping</p>	<p>Minimum of 100 hours required (approximately 2-3 hours/week) Record keeping hours include those activities that pertain to clinical orientation and training, paper or computer based clinical records, and/or TIER.</p> <p>Students attend the following mandatory:</p> <p>Clinical Training Orientations</p> <ul style="list-style-type: none"> • Counseling Program Orientation to Fieldwork • Counseling Program Orientation to Child Track • FI Clinic Orientation • Orientation to TIER and AV <p>Triadic Supervision Training</p> <ul style="list-style-type: none"> • Orientation to Triadic Supervision for All Practicum Students/Triadic Supervisors <p>RPS Group Supervision Training</p> <ul style="list-style-type: none"> • Fall Quarter Orientation to RPS Group Supervision • Fall Quarter RPS Wrap-up & Winter Quarter Orientation • Winter Quarter RPS Wrap-up & Spring Quarter Orientation • Spring Quarter RPS Wrap-Up <p>TFI Clinical Trainee Exit Process</p>
<p>Personal Growth</p>	<p>Minimum of 18 hours personal growth activities required (approximately .5 hour/week) Personal growth hours include participation in professional organizations, seminars, FI Grand Rounds, workshops, or other activities that contribute to personal growth. These hours also include attendance at conferences and giving presentations.</p> <p>Students attend the following mandatory experiences:</p> <ul style="list-style-type: none"> • Two Plus Luncheon • Careers Night • Resume Writing for Internship Applications • Preparing for the Internship • Interviewing for Internship • 39th Annual Supervisor Luncheon/Colloquium • TFI Grand Rounds – Attend at least 1 • Any professional conference – at least 1 hour <p>Some experiences that students are encouraged to attend:</p> <ul style="list-style-type: none"> • Pursuing Doctoral Studies • ICA Conference • ACA Conference • Applying to Doctoral Programs

**If there are any problems meeting the supervision hours requirements, please contact Ava Carn-Watkins to discuss the issue.*



Required Internship Experiences	
There are 38 weeks in the 2019-2020 Clinical Training Year. Of the 38 weeks, 3 are during NU school breaks. Students participate in training activities for a minimum of 35 weeks and for approximately 17 hours/week.	
NU School Breaks	<ul style="list-style-type: none"> • Thanksgiving Break – See program calendar • Winter Break – See program calendar • Spring Break – See program calendar
Description of Experience	Minimum Total Hours Required
Face-to-Face Client Contact/ Group Work	240 Hours Required, with the following targets for accrual of hours:
	<p>Face-to-Face Contact with Clients Face-to-face hours include but are not limited to the following: intake; assessment; individual, family, and couple counseling; phone contact; IEP; & outreach; advocacy; prevention; and making referrals & sharing community resources.</p> <p>Group Work with Clients Group work hours include hours spent leading/co-leading groups with clients.</p>
Individual Supervision	35 Hours Required (1 hour/week x 35 weeks) Individual supervision is when the supervisor and the student participate in supervision together or when the supervisor and two students participate in supervision together (triadic supervision).
Case Consultation Group Supervision	49.5 Hours Required Group supervision includes supervision with one supervisor and any number of students greater than two. The Case Conference is the Internship Group Supervision Experience. Case Consultation group supervision is held each week of the academic quarter in fall, winter, and spring. Students attend weekly case consultation
**Other Group Supervision	The Internship field site <i>may</i> also require group supervision. Group supervision includes supervision with one supervisor and any number of students greater than two. Hours will vary by Internship site. The “other group supervision” hours cannot be used in lieu of the 49.5 hours that are required for the Case Consultation Group Supervision.
Record Keeping & Personal Growth	275.5 Hours Required for Record Keeping, Personal Growth, and Other
	Record Keeping Hours include but are not limited to: Record keeping; learning, scoring and interpreting assessment instruments; information and referral; in-service; staff meetings; research; reviewing recordings of counseling sessions; case-related consultation; and case-related peer consultation.
	Personal growth hours include but are not limited to: Participation in professional organizations, seminars, FI Grand Rounds, JumpStart events, workshops, or other activities that contribute to personal growth. These hours also include attendance at conferences and giving presentations. Other hours include but are not limited to: Observation of clinical activity or other indirect activities that are not face-to-face client contact.



<p>Mandatory Record Keeping Hours</p> <p>Mandatory Orientation</p> <ul style="list-style-type: none">• Counseling Program Fieldwork Orientation to Fieldwork (.5 hour) <p>Mandatory Meetings</p> <ul style="list-style-type: none">• Information meeting for the NCE• Graduation Meeting• Exit from FI Clinic (FI Interns only)• Graduation Rehearsal• Exit Interview with Program Director and/or Program Faculty <p>Mandatory Training</p> <ul style="list-style-type: none">• JumpStart Your Career Series: Networking• JumpStart Your Career Series: Resume• JumpStart Your Career Series: Career Ladder• JumpStart Your Career Series: Job Search• JumpStart Your Career Series: Career Ladder• JumpStart Your Career Series: Interviewing <p>Mandatory Events</p> <ul style="list-style-type: none">• Two Plus Luncheon• Careers Night• 39th Annual Supervisor Luncheon/Colloquium• TFI Grand Rounds – <i>Optional</i>• Any professional conference <p>Recommended Events</p> <ul style="list-style-type: none">• Loan Repayment Seminar• NCE Exam	
*600 Total Hours	