



THE FAMILY
INSTITUTE
at Northwestern University

**Master of Arts in Counseling Program
On-Campus**

Student Handbook Program Policies & Procedures 2018-2019

Northwestern

The Center for Applied
Psychological and Family Studies

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I. PROGRAM OVERVIEW

A. Program Mission

In this program, students will explore the depth and complexities of the psychodynamic perspective, its emphasis on the centrality of the therapeutic relationship and the importance of therapist self-reflection.

B. Program Pillars

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

1. Master of Arts Degree in Counseling from Northwestern University (NU)

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

2. Dynamic Clinical Training Environment of The Family Institute at Northwestern University

Rising above the traditional academic context is The Family Institute where education, clinical services and research are fused. Our students train alongside seasoned practitioners who are leading the way in conducting psychotherapy, setting the standard for innovative research, teaching and service in the field. In the practicum year, students train in The Family Institute's Bette D. Harris Clinic which provides the highest quality mental health services to those who seek services, regardless of their ability to pay. The clinic reaches out to help underserved populations, including racial, ethnic minorities and lesbian, gay, bisexual and transgender individuals. Students are immersed in the process of conducting psychotherapy while learning about innovative developments in treatment.

3. Traditional counseling foundation

Influenced by the theoretical and intellectual traditions of the counseling field, 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 ethics, multiculturalism, lifespan development,



advocacy and 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.

4. The program's historical perspective

Our program has unique historical roots in counseling psychology and is dedicated to training and mentoring the mental health innovators and leaders of tomorrow. Students explore the depth and complexities of the psychodynamic perspective and its emphasis on the centrality of the therapeutic relationship and the importance of therapist self-reflection. 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 base 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. Program Foundation

Our Master's program is infused with psychodynamic theory to a degree that is typically found only at the doctoral level of study. Each quarter, course activities and academic experiences are designed to complement one another to allow the theory to emerge across subjects. Each quarter builds on the one before, adding new psychodynamic dimensions to the student's toolbox. Our cutting-edge faculty is comprised of leading practitioners in their area of academic expertise. Faculty members use real case examples to illustrate the clinical application of psychodynamic and other theory to her/his academic subject. Additionally, our clinical supervisors, preceptors, case conference leaders and Tavistock Conference staff help the students test and apply the theories they have learned in the clinical realm. By the program's conclusion, the students not only understand the psychodynamic underpinnings of each core curricular area and academic experience, but they can skillfully apply it to clinical work.

D. Program Cornerstone Experiences

Upon the program's psychodynamic foundation are two cornerstone experiences that facilitate counselor development. Emerging from our program as reflective practitioners, our graduates are capable of an accurate evaluation of their own clinical knowledge and skills. Strengths within the student 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.



1. 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 one's 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.

Preceptorship Experience — During the Practicum training year, students meet weekly in small groups with a preceptor — a seasoned practitioner — where the training process is viewed through a psychodynamic lens. Students examine their emerging therapeutic skills during this experience to separate what is a therapeutically powerful tool for them from what needs to be sharpened. The Preceptorship focuses on helping understand students' client transference and therapist countertransference, helping students identify biases that affect therapeutic objectivity and removing personal barriers to enable the counselor to stay fully present with the client.

Psychodynamic Case Conference Experience — During the Internship training year, 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 as it is applied to cases to facilitate the therapeutic process. Through the 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.

Tavistock Group Relations Conference Experience — In the Practicum training year, students participate in Tavistock — a three-day Group Relations Conference guided by a team of 25 seasoned practitioners. The Conference is a living laboratory in which students experience and examine group, institutional and diversity dynamics. Embedded in our Group 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.

2. Comprehensive immersion in clinical work

From the moment students enter the program, they are 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. The Standard Curriculum is a two-year intensive program for students entering the Counseling field with academic and experiential



background in psychology or human services and prior clinical experiences. Standard students complete a Practicum and Internship. The Two-Plus Curriculum is a three-year program 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. Two-Plus students complete a Pre-Practicum in addition to the Practicum and Internship.

At the Pre-Practicum training level, Two-Plus students are introduced to theories, concepts and applied aspects of the Counseling field while spending 12-16 hours per week at a clinical field site. Students participate in facilitating groups in a psychosocial rehabilitation setting or partial hospitalization setting under clinical supervision.

In the Practicum training year of the Standard Curriculum, students spend 16-20 hours per week at The Family Institute's clinics. They complete a minimum of 60 hours of face-to-face counseling and receive close to 100 hours of group and individual supervision. Additionally, students meet weekly with a preceptor and participate in the Tavistock Group Relations Conference.

In the Internship year, students spend approximately 20-24 hours per week at an external clinical field site. They complete a 600-hour internship experience with a minimum of 240 hours of face-to-face counseling and spend a minimum of 85 hours in clinical supervision and the case conference experience. The internship placement is tailored to the student's clinical interests and choice of clinical specialization.

II. GENERAL POLICIES

The Graduate School at Northwestern University offers the degrees of:

- Master of Arts (MA)
- Master of Science (MS)
- Master of Public Health (MPH)
- Master of Fine Arts (MFA)

All Northwestern University graduate students must fulfill a set of requirements regarding:

- residency
- approved coursework
- grades
- filing for graduation

Each student's program of study for a master's degree must be approved by the student's academic program. 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. Registration and changes of academic program regulations also apply to all students across degree programs and disciplines.

For the Master of Arts in Counseling Degree Requirements, see Student Handbook Section III: Program Degree Requirements.

A. Degree Policies

1. The Graduate School Master's Degree Policies — Timeframe for Degree Completion

Students must complete all the 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 must register for [TGS 513, Advanced Continuous Registration](#). Students must maintain this registration until completion of all degree requirements: registration is required for fall, winter and spring quarters; the summer quarter is excluded. Tuition for TGS 513 is currently \$1,000 per quarter.

Students who do not complete their degree within five years will not be considered 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.

2. The Graduate School Master's Degree Policies — Residency Requirements

Minimum Residency Requirements: Residency is calculated in terms of quarters of [full-time study](#).

Master of Arts and Master of Science: the equivalent of three quarters of full-time registration in courses authorized by the Graduate Faculty for graduate credit.

Credit earned at an undergraduate institution or at another graduate school or a professional school may, with program approval, be applied toward the program's coursework requirements, but not toward the residency requirements, for a master's degree at Northwestern University.

3. Counseling Program Master's Degree Policies — Course Waiver

Although it is The Graduate School policy that credit earned at an undergraduate institution or at another graduate school or a professional school may, with program approval, be applied toward the program's coursework requirements, it is the Counseling Program policy that courses not be waived due to state licensure requirements. The licensure requirements state that all courses should be taken within a "single integrated degree program designed to teach professional counselors."

4. The Graduate School Master's Degree Policies — Credit-bearing Courses

Course requirements for the master's degree are listed on each program's website. For a full explanation of courses that count for graduate credit, see the [Registration webpage](#).

No more than one-third of the total units presented for the master's degree may be 499. Research 590 is the only course for which the P/N option is acceptable in a master's degree program.

5. The Graduate School Master's Degree Policies - Degree Completion

To receive the master's degree, the student must:

- Complete the Application for a Degree form via TGS Forms in [CAESAR](#) by the date specified in the [Academic Calendar](#).
- Complete the Master's Degree Completion form via TGS Forms in [CAESAR](#) and receive program approval of the form by the date specified in the [Academic Calendar](#). Students in a combined [bachelors/masters degree program](#) who have difficulty accessing TGS Forms should contact [Student Services](#) for assistance.
- Have at least a B average and no X or Y grades. All grades must be entered and Change of Grade forms submitted by the grade deadline specified by the Office of the Registrar.
- Complete the CAPSTONE requirement for the program.

B. Registration Policies

1. The Graduate School — Registration Policy

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 online class schedule, which can be found by selecting the "View the Quarterly Class Schedule" link on [CAESAR](#).

2. The Graduate School Registration Policy — Full-time Study

Full-time study is defined as *no fewer than three and no more than four course units* authorized for graduate credit per quarter. Most courses carry one unit of credit. Registration for more than four (4) units requires permission from the Associate Dean of Student Services at The Graduate School. The minimum registration is one (1) course.

Students must successfully complete all the course units for which they are registered to receive full credit toward residency. Students who fail a course will have the total credit toward residency for that quarter reduced by one third. See the [Grading](#) page for further information.

Students must register full-time if they have:

- graduate assistantships
- research assistantships
- fellowships
- scholarship awards



- F-1 or J-1 visas

3. Center for Applied Psychological and Family Studies Registration Policy — Full-time Study

Although The Graduate School permits students to be enrolled on a half-time, part-time or less than part-time basis, it is the policy of the Center for Applied Psychological and Family Studies that students must register full-time during Fall, Winter and Spring Quarters. In Summer Quarter when the student is participating in a Summer Quarter Clinical Experience, “less than part-time” registration is allowed because Summer Quarter field work courses are only offered for 0 units (costs no tuition). Students can register for an overload with approval of the program and The Graduate School.

4. The Graduate School Registration Policy — How to Register

All students register online through [CAESAR](#). Registration dates are listed on the [Office of the Registrar's website](#). In the case that a student has difficulty registering, he/she may [contact Student Services via e-mail](#).

5. The Graduate School Registration Policy — Permission Numbers and Department Consent

For courses requiring program consent, students should contact the department offering the course to obtain permission numbers.

6. Counseling Program Registration Policy — Permission numbers for Summer Quarter Field Work Courses

COUN students must get approval from the Director of Clinical Training to enroll in a Summer Quarter field work course. Students must contact the Education Coordinator to obtain permission numbers for summer field work courses.

7. The Graduate School Registration Policy — Registration Changes

Registration changes are permitted during the add/drop period (through the fifth day of classes). In the Summer Session, late registration extends only through the fourth day of classes. Students who fail to register for a fall, winter or spring quarter will be automatically discontinued and must apply for [readmission](#).

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.

8. The Graduate School Registration Policy — Course Changes

A student who wishes to change a registration after the end of Add/Drop week must secure a Registration Exception form from the Education Office (room 140), obtain the appropriate signatures, and return the form to the Education Office. The Education Office will forward the form to The Graduate School to be processed. To drop a course, The Graduate School must receive the appropriate form by the end of the sixth week of classes to process any type of refund. To confirm course changes, students may check the class schedule in CAESAR.

9. Center for Applied Psychological and Family Studies Registration Policy — Course Changes

It is the policy of the Center for Applied Psychological and Family Studies that the students must register for courses prior to the end of Add/Drop week to attend classes. It is the student's responsibility to clear all holds and confirm registration. To confirm registration, students may check their class schedule in CAESAR. On the first day of classes following Add/Drop week, course instructors will be given a list of all students registered for the class and only those students on the list will be permitted to attend class.

10. The Graduate School Registration Policy — Continuous Registration

Effective winter 2007, all active students in The Graduate School (TGS) must be registered at Northwestern University in each of the fall, winter and spring terms until all degree requirements have been completed. Students who are not continuously registered in the COUN program must see The Graduate School Continuous Policy.

11. The Graduate School Withdrawal Policy

Students who wish to withdraw from the university must inform their program and email his/her [Student Services Representative](#) immediately. International graduate students should also contact the [International Office](#).

The amount of tuition refunded depends on when during the quarter the withdrawal request is made. View the [refund schedule](#) to determine how much tuition will be refunded based on what percentage of the quarter has elapsed.

12. The Graduate Classroom Policy — Auditing

Course auditors are not given formal recognition by either TGS or the Registrar. The auditing of any graduate course without formal registration by full-time graduate students in good standing is permitted depending on the limitations of space and facilities, and permission of the instructor and the Director of the Counseling Program.

13. Center for Applied Psychological and Family Studies Classroom Policy — Auditing

Although The Graduate School policy permits courses to be audited under specified circumstances, it is the Counseling Program policy that courses may not be audited due to limitations of space and facilities, along with other programmatic constraints.

Only courses listed in CAESAR with a career of “The Graduate School” are authorized for graduate credit. Undergraduate courses may not be used to fulfill graduate degree requirements.

C. Classroom Policies

1. Counseling Classroom Policy — Class Attendance

The Counseling Program requires students to attend **all** class sessions and class attendance will impact the grade assigned in the course. Students should communicate with the course instructor regarding absences from class, what materials are missed and the possibility of make-ups, if available. Making up missed course materials and assignments is decided on a case-by-case basis only and at the sole discretion of the course instructor, in consultation with program faculty. If unavoidably absent, the student might arrange for another student to take notes. As a general attendance policy for all courses in the program, two or more un-excused absences (i.e., absences that are NOT based on emergency or complex circumstances, as determined by the course instructor) will result in course grade deflation, for example, from A to A-, A- to B+, B+ to B, etc. Four or more absences may result in a failing grade and a need to repeat the course for curricula credit. This determination will be made by the course instructor and the Program Director and communicated to the student prior to the final course session.

2. Counseling Classroom Policy — Use of Electronic Media

It is the Counseling Program policy that use of electronic media, including but not limited to laptop computers, iPads and phones, in the classroom, clinic room, supervision, preceptorship and case consultation, must be related to course materials. Students who wish to access or use electronic media via the internet in the classroom may do so only with instructor’s permission.

D. Grading Policies

1. The Graduate School Grading Systems Policy

A minimum grade average of B is required for all work presented for a graduate degree. Grades given for completed, credit-bearing graduate courses not taken on a pass/no credit (P/N) basis are A, A-, B+, B, B-, C+, C, C- and F (for failing work).

- *Y Grades*: given when a student does not submit all assigned work in a course.
- *X Grades*: given when a student fails to take the final examination.
- All X and Y grades are incompletes; work must be made up and grades changed within one calendar year of the date the X or Y grade is incurred (except for 499 Projects in the Robert R. McCormick School of Engineering and Applied Science). After one calendar year, at the discretion of the associate dean for current students, the X or Y becomes a permanent grade on the record.
- *Each grade of F, N, X or Y* (except for 499 Projects in the McCormick School) reduces the total credit toward residency for that quarter by one-third, regardless of the number of courses in the registration for the quarter.
- Neither University scholarships nor teaching assistantships will provide tuition for any additional courses needed to complete the residency requirement when residency is reduced by a permanent F, N, X or Y grade.

2. Center for Applied Psychological and Family Studies Grading Systems Policy — Incomplete Grades

In addition to The Graduate School Grading Systems Policy, the Center for Applied Psychological and Family Studies Grading Systems Policy on Incomplete Grades states that students must request permission from the Program Director to receive an incomplete grade. It is up to the discretion of the Program Director to 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 timeline and it is the student's responsibility to complete the plan in accordance with the specified time.

3. The Graduate School Grading Systems Policy — Pass/No Credit Option

Students will follow individual program requirements regarding graded coursework. Courses may be taken Pass/No Pass (P/N) only when this grading basis is available for selection in CAESAR. No individual exceptions will be allowed.

4. Center for Applied Psychological and Family Studies Grading Systems Policy — Pass/No Credit Option

Although within The Graduate School, many courses may be taken on a pass/no credit (P/N) basis rather than for a letter grade, it is the Center for Applied Psychological and Family Studies policy that no course may be taken for pass/no credit option.

E. Academic Progress Policies

1. The Graduate School Satisfactory Academic Progress Policy

Cases of improper academic and/or research conduct and inappropriate or unprofessional behavior are considered outside the boundaries of “satisfactory academic progress.” These cases are covered separately under TGS’s Academic Integrity policy, as well as the published policies of the Office for Research Integrity, the Office of Equal Opportunity and Access and the Student Handbook. These cases are addressed according to the University’s existing disciplinary procedures and may result in a range of sanctions up to and including exclusion from the University.

TGS sets the minimum standard for satisfactory academic progress. Programs may have additional criteria beyond TGS’s for determining a student’s academic standing. There are four sets of criteria that are considered in determining satisfactory academic progress:

- *Program length:* Master’s students must complete all requirements for the master's degree within five years of initial registration in TGS. Students who do not complete degree requirements by the established deadlines will not be considered in good academic standing and will not be eligible for financial aid. Students may submit a petition to extend the degree deadline, but those students will not be eligible for financial aid and will be subject to TGS 513, advanced continuous registration.
- *Grades and cumulative GPA:* A student whose overall grade average is below B (3.0 GPA) or who has more than three incomplete grades is not making satisfactory academic progress and will be placed on probation by TGS. Individual programs may have stricter criteria.
- *Program criteria:* Failure to make satisfactory academic progress, as determined by the program, may be a result of (but is not limited to): unsatisfactory performance in classes, unsatisfactory performance on qualifying exams, unsatisfactory research progress or failure to meet other program requirements (such as language proficiency).

Each student’s academic progress must be reported annually by the student’s program to the student and to TGS.



Failure to make satisfactory academic progress will result in probation or exclusion. The Graduate School will notify students of probation status on a quarterly basis.

2. Center for Applied Psychological and Family Studies Satisfactory Academic Progress Policy

According to The Graduate School policy on Satisfactory Academic Progress, there are four sets of criteria that are considered in determining satisfactory academic progress. The fourth set is called “Program Criteria.” As per the Center for Applied Psychological and Family Studies Program Satisfactory Academic Progress Policy, in addition to meetings all academic requirements, a student must also be in good clinical standing and must complete all fieldwork requirements to the satisfaction of COUN Program Director, COUN Director of Clinical Training and the fieldwork supervisor.

3. Center for Applied Psychological and Family Studies Satisfactory Academic Progress Policy — 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 adviser and/or the Program Director should be consulted.

4. The Graduate School Satisfactory Academic Progress Policy — Probation

A student who is not making satisfactory academic progress due to one of the reasons outlined above will be placed on probation by The Graduate School and/or the program.

When a decision to place a student on probation is made by **the program**, the student and The Graduate School must be notified in writing.

When a decision to place a student on probation is made by **The Graduate School**, the student will be notified in writing, along with the program’s Director of Graduate Study, and will be given at most two quarters (excluding summers) to resume satisfactory academic standing.

During the probationary period, students will remain eligible to receive federal and institutional assistance (except when they have exceeded their degree deadline). At the end of the probationary period, progress will be reviewed. If a student cannot re-establish satisfactory academic standing during the two probationary quarters, the student will become ineligible to receive financial aid and will be excluded from TGS.



5. The Graduate School Satisfactory Academic Progress Policy — Exclusion

A student who fails to resume satisfactory academic standing after at most two quarters (excluding summers) after being notified of his or her placement on probation by either TGS or the program will be excluded from TGS.

Under certain circumstances, a student can be excluded by a program without first being placed on probation. This may occur only if the criteria for exclusion have been stated clearly by the program and have been disseminated to the students effectively. Exclusion by the program always requires approval from both the director of graduate study and either the chair of the graduate program's student advisory committee or the chair of the student's department.

Funding will cease on the effective date of the exclusion unless other arrangements are made.

6. The Graduate School Satisfactory Academic Progress Policy — Notification of Exclusion

When a decision to exclude is made by the program, both the student and TGS must be informed in writing within five business days of the decision. The notification must include the effective date of the exclusion and a clear statement of the reason(s) for exclusion.

Similarly, when TGS determines that a student is to be excluded, the program and the student will be informed within five business days of the determination.

7. The Graduate School Satisfactory Academic Progress Policy — Appeal process

Students wishing to appeal TGS's probation or exclusion decision must submit their request in writing to The Graduate School's Director of Student Services within ten days of the date of written notification of probation/exclusion to the student and include any supporting materials at that time. If no appeal is filed within the ten-day appeal period, TGS's decision becomes final and not subject to appeal.

Students wishing to appeal a program's probation or exclusion decision must first appeal directly to the program by submitting a request in writing directly to the program's Director of Graduate Studies within ten days of the date of written notification of probation/exclusion to the student. The program must inform both the student and TGS of the outcome of the student's appeal(s) in writing.

A student may appeal final program probation or exclusion decisions to The Graduate School. To appeal a program decision, students should submit a request in writing to the attention of the Director of Student Services within ten days



of the date of the program's final written determination of probation/exclusion to the student and include any supporting materials at that time. If no appeal is filed within the ten-day appeal period, the program's decision becomes final and not subject to appeal.

Appeals will only be considered by TGS based on procedural errors or failure to comply with established program or TGS policy. The Dean of The Graduate School may request additional information from, or a meeting with, the student and/or program before making a final decision. The Dean's decision will be made in a timely manner and will be communicated in writing to the student and program. The Dean's decision shall be final.

8. Center for Applied Psychological and Family Studies Satisfactory Academic Progress Policy — Professional Development and Conduct

- Professional Development

The course content, program activities and clinical training offered in The Counseling Program at The Family Institute at Northwestern University provide a rich environment for students to advance their intellectual and professional development. The emphasis on building reflective practitioners is evidenced in various learning opportunities in the program. This includes the department's commitment to provide students with feedback that assists them in identifying personal strengths, developmental needs, and growth opportunities as counselors-in-training. The Student Professional Developmental Assessment form is a tool that program faculty use to evaluate students' progress towards developing personal and professional attitudes that enhance their ability to function as mental health counselors. The process of evaluating student dispositions and professional comportment are in keeping with our program's alignment with CACREP standards. Students are evaluated on their development of effective professional and personal attitudes throughout the program and at specific intervals. Practicum students are evaluated by the course instructor for 480-1 Counseling Methods: Skills for Counseling & Psychotherapy, and 480-2 Counseling Methods: Strategies for Counseling & Psychotherapy in the Fall and Winter quarters respectively. In addition, Practicum students will be evaluated by their academic advisors during the Spring quarter. Internship Students are evaluated by the course instructor for 483-1 Ethics and Legal Issues in Counseling, and 483-2 Cultural Diversity in Counseling in the Fall and Winter Quarters respectively. Additionally, the form may be used to evaluate any student with respect to their overall program performance as needed by any of the program faculty including, course instructors, preceptors, supervisors, advisors, program staff and administration. Students will discuss the Student Professional Developmental Assessment with their advisors, and students are expected to respond to and incorporate feedback into their ongoing reflective practices and professional development efforts. The Student Professional Developmental Assessment can be found in Appendix E.



Schedule for Student Professional Developmental Assessment

Practicum Year

Fall Qtr. — 480-1 Counseling Methods: Skills for Counseling & Psychotherapy

Winter Qtr. — 480-2 Counseling Methods: Strategies for Counseling & Psychotherapy

Spring Qtr. — Academic Advisor Evaluation

Internship Year

Fall Qtr. — 483-1 Ethics and Legal Issues in Counseling

Winter Qtr. — 483-2 Cultural Diversity in Counseling

- Professional conduct

In addition to the academic criteria for probation and exclusion outlined by The Graduate School, it is the Center for Applied Psychological and Family Studies policy that criteria related to professional conduct may also be grounds for probation or exclusion. Exclusion from the program includes but is not limited to exclusion from a course, fieldwork, Preceptorship or from the program. Students may be placed on probation and/or procedures for exclusion may be initiated for reasons including but not limited to:

- Failure to comply with the American Counseling Association (ACA) Code of Ethics.
- Discovery of psychological problems that compromise the wellbeing or therapeutic progress of clients. When clinically appropriate for clients, the initial solution may involve the student continuing in training, while being required to receive treatment for his/her issues.
- Severity of difficulties and/or level of threat to clients, however, may require immediate dismissal or suspension from the program.

F. Retention Policy

Students are continually evaluated by supervisors, preceptors and faculty for their appropriateness to the Counseling profession. Should a student be found to have difficulty in developing the appropriate professionalism in terms of self-reflection, clinical skills, openness to supervision and/or other aspects of professionalism, this difficulty will be brought to the students' attention by the appropriate staff/faculty member(s) in consultation with the Program Director. If necessary, a remediation plan will be developed and monitored. If remediation is not successful, a student may be asked to leave the program. Every effort will be made to retain students and only under extreme circumstances will a student be removed from the program.



The Counseling Program takes seriously the responsibility to admit into the programs only those individuals who are appropriately qualified to enter the field of Clinical Mental Health Counseling. Our emphasis on the reflective practitioner represents our firm commitment that counselors be self-aware and only those who can participate in high levels of ethical and self-reflective practice should graduate from the program. As a result, efforts are made throughout the program to identify students who are struggling with the reflective practitioner components of the program, their skill development, and their clinical experiences. Supervisors, preceptors and faculty members are continually monitoring students' professional development and offer remediation suggestions when needed. Because of this emphasis, students tend to engage in remediation activities including the need for therapy.

Expectations

The following represents specific expectations of the Counseling Program. Any deficiencies in these areas will result in some type of remediation.

Students are expected to be able to appropriately apply theoretical material in the clinic and internship settings. Additionally, students are expected to be able to appropriately develop both beginning and advanced counseling skills. Both skill and theoretical application relates to engaging clients in therapy, assessing problems and relationship dynamics, and designing and implementing interventions strategies. These expectations include an integration of psychodynamic theory into case conceptualizations and into therapeutic interventions. It is expected that students will use a wide variety of different types of treatment interventions that are developmentally appropriate to their growth as counselors and influenced by both their supervisors and their practicum/internship settings. A deficiency may exist when a student appears not to be growing in their skill development and application of theoretical material in a way that seems developmentally appropriate. This includes satisfactory movement from pre-practicum (when relevant), to practicum and internship.

Students must make satisfactory progress toward the accumulation of required clinical hours. This includes 60 hours of direct client contact in practicum and 600 hours in internship, 240 of which must be direct client contact.

Students must be able to complete their required practicum hours within the Betty D. Harris Child and Family Clinic (the Clinic) and satisfactorily follow all the policies and procedures associated with the Clinic. To be in good standing in the program, a student must follow clinic policies and remain in good standing with the Clinic. This includes, at the end of the practicum experience, appropriate termination of Clinic clients and successful completion of all paperwork associated with termination/transfer of clients within the Clinic. Permanent revocation of Clinic privileges results in dismissal from the program. See the Clinic Policies and Procedures Manual.

Students must be able to complete their required internship hours within the internship site(s) that they are assigned. This includes satisfactorily following all the program policies and procedures associated with internship as well as all relevant policies and procedures associated with the internship site(s). This includes, at the end of internship, successful completion of all paperwork associated with termination/transfer of clients with the internship site(s).



Students are expected to consistently succeed in their work with faculty, supervisors, preceptors, and other students. Students are expected to behave in a professional fashion, taking care to discuss cases in confidential and sensitive ways, approaching colleagues with respect, and responding to feedback given by faculty and supervisors. When a student disagrees with the feedback of faculty or supervisors, the student is expected to discuss this with that person. While it is appropriate for students to seek support from others, it is expected that students will communicate their concerns directly to all other Counseling faculty, supervisors, and preceptors that are involved. Similarly, students are expected to be sensitive when giving feedback to fellow students and to meet the same standard of professional communication used with faculty, supervisors, and preceptors.

Students are expected to adhere to the ACA Code of Ethics and the laws of the State of Illinois and the United States.

Students are expected to demonstrate enough emotional strength and stability to avoid negative effects on their clients or fellow students as judged by faculty, supervisors and/or preceptors. The demonstration of mature emotional expression and psychological stability is especially important in the preceptor experience where all students are expected to be able to discuss emotional and psychological personally sensitive material.

Students are expected to make efforts to resolve personal problems and/or engage in therapy to make enough changes to continue in the practice of professional Counseling.

Students are expected to develop cultural proficiencies including personal multicultural awareness, knowledge of other cultural groups, and the development of multicultural counseling skills. Students are expected to apply their skills in practicum and internship settings and interact with all clients with cultural sensitivity and respect.

Students are expected to maintain ethical and legal obligations to clients as outlined in the ACA Code of Ethics and relevant Illinois laws. Especially important is the need to preserve confidentiality, including the client's identity, in both verbal and written communication. Confidentiality can be broken in many ways including careless talk in public places, leaving confidential notes in inappropriate places (such as observations rooms, offices, hallways, or supervision rooms), and thoughtless conversations.

In the case that remediation is necessary, the Counseling Program will engage in the following steps:

Step 1: Supervisors, preceptors, advisors and faculty members discuss with students their strengths and growth areas as a systemic part of the Counseling Program. Student strengths and concerns are discussed among supervisors and preceptors during monthly supervisor and preceptor meetings. Such information may also come from Professional Development assessments by various faculty and programs staff. When necessary, faculty members first discuss their concerns directly with the student. Pre-practicum, practicum and internship supervisors' complete quarterly evaluations that are reviewed by the Clinical Director and placed in the students' fieldwork files. Many deficiencies are resolved at this level. Supervisors, preceptors and faculty will inform the Clinic Director and/or Program Director of any student concerns and resolutions at this level.

Step 2: Any faculty member, supervisor, or preceptor who believes a student is displaying a deficiency and has attempted unsuccessfully to resolve it will discuss the concern with the Clinical or Program Director. If a student



deficiency cannot be resolved at the first step, the Clinic Director and the Program Director meet to discuss the student and the deficiencies that have been identified by faculty, supervisors, and/or preceptors. At this point, the Program and Clinic directors may suggest an informal remediation plan to the faculty, supervisors, and/or preceptors to resolve the identified deficiency. If this does not remediate the deficiency, Step 3 is implemented.

Step 3: At this step, a meeting is arranged between the student, the Clinical Director, the Program Director and a support person of the student's choice. This person acts as an advocate for the student and helps to equalize the effects of power differences students may experience. This support person is typically the students' advisor, but may also be another TFI staff member, supervisor, preceptor and/or any other professional associated with the program or TFI. At this step, a formal remediation plan is developed and implemented. This remediation plan will include who is responsible for monitoring the plan and a remediation plan outcome target. When this target has been achieved, the remediation plan is completed. If the target is not achieved, another remediation plan may be created. At any point in the remediation process, students may ask to meet individually with the Program Director. In some cases, the Program Director may act to remediate the deficiency independently from the remediation plan. If the development/implementation of a remediation plan is not successfully leading to the identified target, step 4 is implemented.

Step 4: If a remediation plan does not resolve the deficiencies, the student will be asked to leave the program and is notified (in writing) that he/she will be dismissed. If he/she does not withdraw from the program, he/she will receive a letter from the Program Director notifying them of his/her dismissal from the program. Copies of the letter will also be sent to the Executive Vice President and the Dean of The Graduate School and one placed in the student's file. A student has the right to file a grievance if he or she feels that the dismissal decision is unjust.

Grievances

While every effort will always be made to resolve disputes in the Program, there may be occasions when a student is not satisfied with the suggested resolution. In that case, the student has the right to grieve the process. The grievance process is always designed to ensure that the student is treated fairly and that alternative resolutions can be formulated to resolve the dispute. When all internal efforts have been exhausted, the grievance process is as follows:

The student should prepare a brief written statement of his or her position and submit the statement to the Chief Academic Officer. Additionally, the Program Director will also prepare a brief written statement of the remediation plan, the deficiency process and the program's position. The Chief Academic Officer will consider possible resolutions to the dispute that will resolve the grievance and present the resolution in the meeting attended by the Director of Clinical Training, the Program Director, the student and their identified support person. The Chief Academic Officer's decision will be final.

Once a final decision is made by the Chief Academic Officer, the student and The Graduate School must be notified in writing.

G. Academic Integrity Policies

1. The Graduate School Academic Integrity Policy

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 oneself and others.

Ensuring integrity in academic work is a joint enterprise involving both faculty and students. Among the most important 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 effective 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.

Standards of academic integrity are violated when a student engages in actions as outlined on the [Office of the Provost, Principles Regarding Academic Integrity webpage](#) under "A. Basic Standards of Academic Integrity."

Academic dishonesty is a serious matter for graduate students committed to intellectual pursuits, and will be adjudicated in accordance with [procedures](#) approved by the Graduate Faculty.

2. Counseling Program Academic Integrity Policy — Original Coursework

In addition to The Graduate School policy on grading, as a Counseling Program policy, all coursework must be original to the course in which the work is completed. Coursework including but not limited to papers, presentations and exam essays which was completed for another course, whether that course was part of the NU COUN curriculum or a course at another institution, may not be used as original coursework.

3. The Graduate School Academic Integrity Policy — Dishonesty Procedures

Research misconduct issues will be investigated by the [Office for Research Integrity](#) (ORI). The Provost will determine final sanctions in consultation with The Graduate School once a determination has been made as to whether there was research misconduct. If you have concerns regarding potential research misconduct:

- Review ORI's guidelines on research misconduct;



- Contact the Office for Research Integrity at nu-ori@northwestern.edu or 312.503.0054;
- Contact your supervisor, program chair or dean; or
- Contact [Ethics Point](#). Northwestern University has contracted with Ethics Point, a third-party vendor that will allow you to report concerns online or by dialing 866.294.3545.

Issues of academic dishonesty not involving research, such as cheating on exams or plagiarism, will be addressed using the following procedure, which was adopted by the Graduate Faculty.

4. The Graduate School Academic Integrity Policy — Reporting of Alleged Academic Dishonesty

Any case of alleged academic dishonesty involving a student in TGS should be referred by a member of the faculty to the Associate Dean of Student Services at The Graduate School. Referral should be made in writing no later than thirty days from the date the faculty member becomes aware of the alleged dishonesty. The faculty member may confer with the student prior to making a written referral if doing so would help rule out the possibility of misunderstanding regarding the alleged academic dishonesty.

5. The Graduate School Academic Integrity Policy — Notice of alleged misconduct

Once the charge is made, TGS will notify the student/former student in writing by email. The notification will indicate:

- the charges made
- the date of the incident
- the faculty member(s) reporting the charges
- the nature of the alleged violation
- the sanctions that may be imposed

The student will be allowed to view the case brought against him or her in TGS and to respond to the accusation in writing.

6. The Graduate School Academic Integrity Policy — Case Review

After the initial report by the faculty member/program and notification to the student, the Associate Dean will review the case of alleged academic dishonesty to determine whether there are enough grounds to warrant a hearing. In reaching this judgment, the Associate Dean will review all statements and supporting materials and may request

additional information and/or interview individuals who may have information relevant to the incident, including the faculty member who made the referral and the student involved.

Appointment of committee for hearing

Should it be determined that a hearing is warranted, the Associate Dean will appoint a committee to adjudicate the accusation. The Associate Dean will chair this committee. The other members of the committee will be the chair or director of graduate studies of the program in which the student is enrolled (or his or her representative) and a member of the graduate faculty of Northwestern University. The committee shall not include the faculty member(s) reporting the alleged academic dishonesty. The accused student will be informed in writing of the establishment of the adjudicating committee, the date of the hearing, and reminded of his or her hearing rights at least 10 days before the scheduled hearing.

Hearing

The committee shall meet on call by the chair (Associate Dean of The Graduate School) to review all statements and supporting materials to determine whether an act of academic dishonesty occurred. The committee may also request additional information and/or interview individuals who may have information relevant to the incident. If the student chooses to do so and has informed the Associate Dean via email, he or she may appear before the committee. Following the hearing, the committee shall reach a judgment regarding the charges and sanctions to be imposed and will make a recommendation to the Dean of The Graduate School.

Possible sanctions

Sanctions may include, but are not limited to, the following:

- reduced or failing grade
- withdrawal of university funding
- notation on the official record (transcript)
- termination of graduate study; the phrase, “Excluded for academic dishonesty” will be placed on the transcript of any student who is excluded from TGS for violations of academic integrity
- revocation of an awarded degree

Notification of Committee Decision

The chair of the committee (Associate Dean of The Graduate School) will notify the student/former student of the decision of the committee in writing by email within 10 days of the decision. In that communication, the student/former student will also be informed of the right to file a written appeal to the Provost of the University within 10 days of receipt of the decision letter.

In the absence of an appeal, the decision of the committee shall be implemented at the end of the appeal period. In the event of an appeal to the University Provost, implementation of the committee decision will be suspended until a decision on the appeal is rendered by the Provost. The Provost's decision is final.

H. Leaves of Absence Policies

1. The Graduate School Leaves of Absence Policy

A student who needs to take a leave from the university (general leave, medical leave, [family leave](#) or [childbirth accommodation](#)), must request an official leave of absence. Students use the "Petition for Absence" form via TGS Forms in [CAESAR](#) to apply for a leave of absence, citing why leave is necessary. The form is reviewed by both the program and The Graduate School.

No leave is granted for less than one quarter or more than one calendar year. If a student requests renewal of a leave of absence beyond one year, the student's record will be reviewed to determine whether an extension of the leave will be approved.

Any student who is granted a leave of absence must register for [TGS 512 Continuous Registration](#) for each Fall, Winter and Spring quarter the student is absent.

All international students must consult with the [International Office](#) before applying for leave of absence.

2. Counseling Program Leaves of Absence Policy

In addition to The Graduate School Leaves of Absence Policy, it is the Counseling Program Policy that to determine whether a leave of absence from the Counseling Program is warranted, a student should meet with the Program Director. Due to the nature of an integrated clinical and academic learning experience, leaves of absences are strongly discouraged. Student fieldwork assignments will likely be impacted by a leave of absence and a plan for completion of fieldwork requirements will need to be made with the Director of Clinical Training and the Program Director.

3. The Graduate School Readmission Policy

Per The Graduate School's [Continuous Registration policy](#), all active students in The Graduate School must be registered at Northwestern University in each of the fall, winter and spring terms until all degree requirements have been completed.

Students who miss one or more quarters of registration (excluding summer) will be discontinued from their program. Students who fall into this category and who wish to return to the University must submit the [Application for Readmission form](#) six weeks before the desired date of reentry. Once approved by the program the form must be sent to TGS for review no later than the first day of classes of the quarter in which the readmission is requested.

All graduate students who have previously been enrolled at Northwestern University as degree-seeking students but have had a break in their enrollment will be subject to a readmission fee. Students applying for readmission must pay \$250 plus the equivalent of [TGS 512 or TGS 513](#) tuition for each quarter.

I. Northwestern University Equal Opportunity Policy

It is the policy of Northwestern University not to discriminate against any individual based on race, color religion, national origin, sex, sexual orientation, marital status, parental status, age, disability, citizenship or veteran status in matters of admissions, employment, housing or services or in the educational program or activities it operates, in accordance with civil rights legislation and University commitment.

J. Professional Practice Policies

1. Endorsement Policy

The Counseling Program is a unified program offering a MA degree in Counseling with the CACREP Professional Practice track of Clinical Mental Health Counseling. As a result, students are prepared to work in settings that utilize the skills and abilities of a Clinical Mental Health Counselor and will be endorsed to practice in these settings. When non-counseling work settings are a good match for students' interests and abilities, they will be encouraged to pursue work in those settings. However, students who wish to enter alternative counseling-oriented work settings will be encouraged to obtain additional education and will not be endorsed for practice.



2. Student Liability Insurance Policy

It is the Counseling Program policy that students registering for any field work or clinical experience 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 at <http://www.counseling.org/>. 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.

3. Counseling Professional Practice Policy

It is the Counseling Program policy that students who are enrolled in the Counseling Program may not engage in the professional practice of counseling or psychotherapy.

III. PROGRAM CURRICULUM

A. Required Courses

The courses required for the Master of Arts in Counseling Degree are reflective of the national counseling program standards. These standards are based on the 2009 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. The Standard Curriculum requires 24 courses while the Two-Plus Curriculum requires 27 courses, 24 of which are the same as in the Standard Curriculum, plus the year-long course, COUN 479-1, 2, 3 Introduction to Clinical Practice. The courses/subject areas are as follows:

Master of Arts in Counseling Program Required Courses	
COUN -411 (1)	Individuals and Systems: Psychodynamic Viewpoints
COUN -412 (1)	Group and Organizational Dynamics
COUN -414-20 (1)	Human Growth and Development (Child & Adolescent Focus)
- or -	
COUN -414-21 (1)	Human Growth and Development (Adult Focus)
COUN -415 (1)	Psychopathology in Counseling
COUN -416 (1)	Theories of Counseling and Psychotherapy
COUN -422 (1)	Foundations of Family, Marital, & Couples Counseling
COUN -427 (1)	Career Development
COUN -452 (1)	Theory and Technique of Substance Abuse
COUN -406 (1)	Research Methods in Counseling
COUN -417 (1)	Cognitive Behavioral Therapy
- or -	
COUN -436 (1)	Child and Adolescent Counseling & Psychotherapy
COUN -426-20 (1)	Assessment in Counseling (Child & Adolescent Focus)
- or -	
COUN -426-21 (1)	Assessment in Counseling (Adult Focus)
COUN -479-1, 2, 3 (3)*	Introduction to Clinical Practice
COUN -480-1 (1)	Counseling Methods: Skills for Counseling & Psychotherapy
COUN -480-2 (1)	Counseling Methods: Strategies for Counseling & Psychotherapy
COUN -480-3 (1)	Counseling Methods: Outreach, Prevention, & Advocacy
COUN -481-1, 2, 3 (3)	Supervised Practicum in Counseling
COUN -482-1, 2, 3 (3)	Supervised Internship in Counseling
COUN -483-1 (1)	Ethics and Legal Issues in Counseling
COUN -483-2 (1)	Cultural Diversity in Counseling



COUN -483-3 (1)	Advanced Topics in Clinical Mental Health Counseling
* COUN PSY 479-1, 2, 3 Introduction to Clinical Practice for Two-Plus students only	

B. Child and Adolescent Specialization

By the Winter Quarter of the first year of the program, students declare an interest in the Child and Adolescent Specialization. This specialization is designed to enable students to gain expertise in the area, increase their marketability as experts and become professionally identified during their training. The specialization requires the student to enroll in a "cluster" of courses that includes an assessment (COUN 426-20 Assessment in Counseling [Child & Adolescent Focus]), development (COUN 414-20 Human Growth & Development [Child & Adolescent Focus]) and therapy (COUN 436 Child and Adolescent Counseling & Psychotherapy) course and complete a fieldwork experience related to the area of professional interest. These specialization courses are included in the 24 courses required for the Standard Curriculum and the 27 courses required for the Two-Plus Curriculum. Students who desire exposure to child and adolescent coursework but don't want to declare a full specialization can work with their advisor to choose one or two child and adolescent courses. Students who are unsure whether this specialization is right for them have many opportunities to discuss this with their advisor before the end of Winter Quarter of the first year of the program.

The declaration of a Child and Adolescent Track is made in a meeting with the academic advisor. The Curriculum Plan is modified to include the courses that are required for the child specialization. The student must communicate this specialization to the Director of Clinical Training so that appropriate field work can be discussed and arranged.

C. Program Curricula

1. 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 the Preceptorship experience, allowing 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 preceptor 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.

2. 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 Preceptorship experience, allowing students to participate in a "learning-by-doing" model. Students take two additional courses per quarter. In the third 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 one additional course per quarter and attend a weekly Case Conference.

3. Student Enrollment Status

All full-time students (registered for no fewer than three {3} and no more than four {4} tuition units each quarter) are required by Northwestern University to pay a mandatory Activity Fee and are entitled to receive the U-PASS, the health insurance subsidy and a basic membership to SPAC (Sports and Aquatic Center). Full-time students can take out loans and defer prior loans.

- Full-time student status in the third year of the Two-Plus Curriculum

To maintain their status as full-time students, Two-Plus students will be enrolled in 499: Independent Study during their third year. This will happen automatically and will not result in any tuition cost to the student. The course will not be counted as part of the student's program. Each student will receive a "pass" for the course that will not count toward their GPA. As a full-time student, those in the Two-Plus Curriculum are entitled to receive the U-PASS, the health insurance subsidy and a basic membership to SPAC. Full-time students can take out loans and defer prior loans.

The automatic enrollment in this course will allow Two-Plus students to maintain their full-time status in the third year without incurring any additional tuition expense.



- Less than half-time status of students enrolled in summer fieldwork courses

Students who are enrolled in Summer Quarter fieldwork courses will be charged no tuition units and will therefore have “less than half-time status”. Students who are not full-time do not pay the Activity Fee and are ineligible for Activity Fee benefits. They are not required to have university health insurance or to show proof of health insurance and will not receive the health insurance subsidy. They will not receive a UPass or membership to SPAC. They will not qualify for Federal Loans but will qualify for Supplemental and/or alternative loans. For more information on the alternative loans, please visit the Northwestern University web site at: <http://www.tgs.northwestern.edu>.

D. Course Schedule

The Counseling Program is a cohort model where all students enter at the same time and take the same sequence of courses. The course schedule is as follows:

Master of Arts in Counseling Program Course Schedule 2018-2019	
Fall Quarter (Thursday, 9/27/2018 – Friday, 12/14/18)	
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 Preceptor 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
Two-Plus Year 3	499 Independent Study (1) <i>No tuition is paid for this course</i>
Winter Quarter (Monday, 1/7/19 – Friday, 3/22/19)	
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 Preceptor 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
Two-Plus Year 3	499 Independent Study (1) <i>No tuition is paid for this course</i>
Spring Quarter (Monday, 4/1/19 – Friday, 6/14/19)	
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 Preceptor 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
	AND/OR
	MSFT 429-0 Sex Therapy (1 TBA) FI 300 (May be offered in Winter as well as Spring)
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
Two-Plus Year 3	499 Independent Study (1) <i>No tuition is paid for this course</i>

IV. CLINICAL FIELDWORK

A. Overview of Supervised Fieldwork Experiences

Comprehensive Immersion in Clinical Work — From the moment students enter the program, they are 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. The Standard Curriculum is a two-year intensive program for students entering the Counseling field with academic and experiential background in psychology or human services and prior clinical experiences. Standard students complete a Practicum and Internship. The Two-Plus Curriculum is a three-year program 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. Two-Plus students complete a Pre-Practicum in addition to the Practicum and Internship.

B. Pre-Practicum (Two-Plus Students Only)

Approximately 12-16 hours per week for 10 months.

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.

C. Practicum

Minimum of 9 hours per week for 10 months.

Practicum students are required to accrue 60 hours of face-to-face contact with clients.

The Practicum course, COUN 481-1, 481-2, 481-3, Supervised Practicum in Counseling, is designed to teach practicum trainees how to provide direct clinical service to clients and to apply a basic repertoire of clinical skills. All Practicum students train at one of 3 clinics at The Family Institute. Students obtain a general introduction to supervision and the supervisory relationship. Students meet weekly with an assigned clinical supervisor.

1. Required Hours for Practicum



Required Practicum Experiences		
There are 38 weeks in the 2018-2019 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	Thanksgiving Break <ul style="list-style-type: none"> See program calendar Winter Break <ol style="list-style-type: none"> See program calendar Spring Break <ol style="list-style-type: none"> See program calendar 	
Description of Experience	Minimum Total Hours Required	CACREP Standard
Face-to-Face Client Hours	<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 	III.B.1., D.1.-D.5., D.9., F.1., F.3., H.1.- H.4., J.1.- J.3.
Triadic Supervision	<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 holidays:</p> <ul style="list-style-type: none"> Fall Quarter 2017 = 18 hours Winter Quarter 2018 = 16.5 hours Spring Quarter 2018 = 16.5 hours 	II.G.1.e., III.D.9, F.2.
Preceptorship Group Supervision	<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 Preceptorship is the Practicum Group Supervision Experience. Preceptorship 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 2018 = 22 hours Winter Quarter 2019 = 22 hours Spring Quarter 2019 = 22 hours 	II.G.1.e., III.D.9., F.3



Record Keeping	<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>Preceptorship Group Supervision Training</p> <ul style="list-style-type: none"> • Fall Quarter Orientation to Preceptorship Group Supervision • Fall Quarter Preceptorship Wrap-up & Winter Quarter Orientation • Winter Quarter Preceptorship Wrap-up & Spring Quarter Orientation • Spring Quarter Preceptorship Wrap-Up <p>TFI Clinical Trainee Exit Process</p>	
Personal Growth	<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 • 37th 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 	II.C., G.1.f.

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

2. Required Documentation of Practicum Fieldwork Activity

Responsibility for monitoring the Practicum Fieldwork Activity Log



- Time2Track is the online verification program that will be used for tracking clinical hours, documentation and completing evaluations for practicum. Specific instructions will be provided at Orientation (for Practicum Supervisors only).
- Practicum supervisors monitor all Practicum field work activity to ensure that the student is completing the required hours in a timely fashion. All required Practicum Fieldwork hours must be recorded in the Time2Track. The hours will be accrued during the Practicum Training Experience which begins on the day of orientation. Students will have two different meetings on that day. The first is a meeting to train students to use Time2Track. The second is an Orientation to Preceptorship and/or an orientation to the Child Track Training. The hours spent in these meeting will be the first hours that the student will record in Time2Track.
- If 60 face-to-face hours are not accrued by May 2019, then the Practicum experience will continue in summer 2019. The last day to see FI clients will be arranged by the Triadic Supervisor in conjunction with the FI Clinic.
- Time2Track documents all required clinical training hours in the following categories:
 - Face-to-Face Client Contact
 - Triadic Supervision
 - Preceptorship Group Supervision
 - Record Keeping
 - Personal Growth
 - Record Keeping

Responsibility for Entering Hours in Time2Track

It is the trainee's responsibility to enter hours in Time2Track. From October 201 to June 2018, on the 5th of each month, all activity must be documented for the prior month.

Time2Track will be used to monitor progress toward accrual of required hours. Please be sure to submit hours in Time2Track by the stated deadline as this is essential for the triadic supervisor and the Director of Clinical Training to track the number of hours accrued to date.

Document all face-to-face client contact hours

A minimum of 60 face-to-face client hours are required for Practicum students. Face-to-face hours include direct client contact and observation of clinical activity. A face-to-face client hour is a direct service contact defined as one hour of therapy with a client and includes but is not limited to the following modalities: individual, group, couple, and family. Accrual of face-to-face client hours will be closely monitored by the triadic supervisor in conjunction with Ava Carn-Watkins, the Director of Clinical Training. The numbers will be checked at the end of each month at the Counselor Supervisor Meeting. 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 2018 (the start of Winter Break)
- Suggested to accrue 40 Face-to-Face Client Hours by March 2018 (the start of Spring Break)
- REQUIRED to accrue 60 Face-to-Face Client Hours by June 2018 (Or will continue into Summer Quarter)

NOTE: these are the recommended number of sessions per week that the student should have in order to reach the 60 hour objective.

Document all supervision hours

This category of required hours includes both triadic and group supervision.

Triadic supervision hours

A minimum of 46.5 hours of triadic supervision 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).

Preceptorship supervision hours

A minimum of 66 hours of Preceptorship group supervision are required. Group supervision includes supervision with one supervisor and any number of students greater than two. The Preceptorship is the Practicum Group Supervision Experience.

Record Keeping Hours

Students are required to spend a minimum of 100 hours required (approximately 2-3 hours/week) in record keeping activities. Record keeping hours include those activities that pertain to clinical orientation and training, paper or computer based clinical records, and/or TIER.

Personal Growth Hours

During the Practicum training year, **students are required to spend a minimum of 18 personal growth hours which are required over the training year (approximately 0.5 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.

3. Excused and Unexcused Absences from Clinical Experiences

On occasion, a student will be unable to attend a required experience related to the Practicum, such as attendance at supervision. The student must contact the triadic or group supervisor (Preceptor) 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 on the Activity Log by selecting "Unexcused" in the "Attendance Status" column for the experience. While a student with excused absences may have fewer than the



number of hours required in the triadic supervision, Preceptorship group supervision, record keeping and personal growth sections of the Activity Log, **a student with unexcused absences must make up the required hours. A student will not be excused from accruing a total of 60 face-to-face client hours.**

D. Internship

1. Required Hours for Internship

Required Internship Experiences			
There are 38 weeks in the 2018-2019 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		CACREP Standard Met
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>	III.B.1., III.D.1-D.5., D.9., III.G.1, H.1-H.4., J.1.-J.3.
Individual Supervision	<p>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).</p>		II.G.1.e., III.G.2., D.9.
Case Consultation Group Supervision	<p>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.</p> <p>Students attend weekly case consultation</p>		II.G.1.e., III.D.9., G.3.
**Other Group Supervision	<p>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.</p>		II.G.1.e., III.D.9., G.3.
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.	II.C., G.1.f., III.B.1, C.2., C.7., D.7., G.4., J.1., K.1.-K.2., L.1.-L.2.



		<p>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.</p> <p>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>	
	<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 37th 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		III.G.

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

2. Required Documentation of Internship Fieldwork Activity

Overview of Internship Fieldwork Activity Log

All required Internship Fieldwork hours must be recorded in the Internship Clinical Fieldwork Activity Logs. The hours will be accrued during the Internship Training Experience.

The **Internship Clinical Fieldwork Activity Log** documents all required clinical training hours in the following categories:

- Face-to-Face Client Contact
- Group Work
- Individual
- Case Consultation Group Supervision
- Other Group Supervision
- Record Keeping
- Personal Growth

Responsibility for Completing the Activity Log

It is the trainee's responsibility to complete the Internship Clinical Fieldwork Activity Log. **On the 5th of each month, the Activity Log for the previous month is due.**

- At the beginning of the year, Deidre Hicks will email an Internship Clinical Fieldwork Activity Log to the student to be used for the coming months.
- The student will save a copy of this log on his or her own computer and fill it out electronically EACH MONTH (fill it out for each month).
- The student will fill in his or her name at the top of the log.
- The student will indicate the type of fieldwork activity on each day of the month, the number of hours spent in the fieldwork activity and the Attendance Status for all required fieldwork activity and for any optional event attended that counts for fieldwork hours. The three options for attendance status are "Attended", "Excused" (supervisor excused the absence), or "Unexcused" (supervisor did not excuse the absence).
- At the bottom of the log, the student will tally the monthly totals for each category as well as the totals for the clinical training year. See Appendix B for a sample Internship Fieldwork Activity Log.
- The student will print a copy of the completed Activity Log and give it to the **individual supervisor** for a signature.
- The supervisor will check the log for accuracy and sign it.
- The student will **submit the log to Deidre Hicks by email NO LATER THAN THE 5TH of EACH MONTH**. The student should also retain a copy.
- The log will be placed in the student's file and a copy will be given to Ava Carn-Watkins for monitoring purposes.



The Activity Logs will be used to monitor progress toward accrual of required hours. Please be sure to submit the Activity Logs by the stated deadline so that hours can be accurately tracked, and the exact number of hours accrued to date can be determined on a monthly basis.

Document all face-to-face client contact/group work hours

A minimum of **240 face-to-face client hours** are required for Internship students. These hours must be accrued by the last day of the Internship (see program calendar). If 240 face-to-face client hours have not been accrued by the last day of Internship, you must meet with the Director of Clinical Training to arrive at a plan for the completion of the required hours.

- **Of the 240 face-to-face client hours, SOME OF THE HOURS MUST BE SPENT DOING GROUP WORK which includes leading or co-leading groups with clients.**
- The remaining hours are face-to-face client hours which are more defined for the Internship. Just like in the Practicum, a face-to-face hour can be one hour of therapy with a client which includes but is not limited to the following modalities: individual, couple, and family. In addition for the Internship, a face-to-face client hour also includes intake; assessment; individual, family, and couple counseling; phone contact; IEP; & outreach; advocacy; prevention; and making referrals & sharing community resources.

In order to reach 240 required hours, the following guidelines have been suggested to help you stay on track:

- 80 by the end of the Fall quarter
- 175 by the end of Winter quarter
- 240 hours REQUIRED by the end of the internship (Spring quarter)

Document all supervision hours

This category of required hours includes both individual and case consultation group supervision

Individual Supervision Hours

A **minimum of 35 hours** is required (1 hour per week). Individual supervision is when the supervisor and the student participate in supervision together or when the supervisor and two students participate in supervision together (called triadic supervision).

Case Consultation Group Supervision Hours

A **minimum of 49.5 hours of case consultation are required** (1.5 hour per week). The mandatory Case Consultation experience serves as Group Supervision for the Internship. Group supervision includes supervision with the Case



Conference Leader and any number of students greater than two. Case Consultation groups are held each week of the academic quarter in fall, winter, and spring.

Other Group Supervision Hours

In addition to the 49.5 hours of Case Consultation that are required for the internship, group supervision may also be required at the Internship site with one supervisor and any number of students greater than two. The “other group supervision” hours cannot be used in lieu of the 49.5 hours that are required for the mandatory Case Consultation Group Supervision.

Students are required to complete 275.5 hours in the combined categories of **Record Keeping** and **Personal Growth**.

Document all Record Keeping, Personal Growth, and Other Hours

Record Keeping Hours include but are not limited to the following: 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 the following: 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.

3. Excused and Unexcused Absences

Practicum and Internship students are required to attend the following experiences: Triadic Supervision (Practicum), Preceptorship Group Supervision (Practicum), Individual Supervision (Interns), and Case Conference Group Supervision (Interns). Supervisors will take attendance at each supervision. On occasion, a student will be unable to attend a required clinical experience such as a supervision group. **(The student must contact the supervisor as soon as possible to explain why the experience will be 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 event. Failure to contact the supervisor will result in an “Unexcused” absence. This can be indicated on the Activity Log by selecting “Unexcused” for the “Attendance Status” for the event. **Although there may be students who have excused or unexcused absences indicated on the Activity Log, the student must still accrue a total of 600 hours, of which 240 must be face-to-face/group work hours.** For example, a student who is excused from an individual supervision session due to illness may make up that hour by attending a workshop or participating in another personal growth activity.



4. Internship Attendance Log

The Practicum Attendance Log (see Appendix E) contains a checklist of all mandatory program orientations, trainings, meetings, events, and classes, as well as several recommended events. Students are responsible for completing the attendance log on an ongoing basis. Completion of the log includes recording the attendance status (Attended, Excused, or Unexcused). If “Excused” is selected in the attendance status column, then the student must also fill in the column “Who excused you (if applicable)?” with the name of the individual who excused the student from attendance. To ask to be excused the student should contact the person who oversees the orientation, training, meeting, event or class. In cases where there is no person “in charge” (e.g. Grand Rounds or Conference) the Academic Advisor can be contacted to excuse the student.

Complete the Internship Attendance Log electronically, print it, and secure any necessary signatures. Bring the original to the Exit Interview with your Program Director at the end of Spring Quarter 2018. Retain a copy for your records. Your signature on this form serves as testimony that you attended or were excused from the mandatory program experiences. The Program Director will sign the Internship Attendance Log and secure the signature of the academic advisor. This log will be retained in your student record as proof of attendance at mandatory program experiences.



V. PROCEDURES FOR COURSE AND PROGRAM EVALUATION

A. CTEC

Students are urged to evaluate each course and instructor at the end of every quarter by means of the University's on-line course evaluation system (CTEC). The University provides written feedback about the evaluations to the course instructor and Program Director.

B. Exit Interviews & Exit Surveys

Prior to graduation, all students are required to complete a COUN Student 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 Center for Applied Psychological & Family Studies. Results of the survey are anonymous to allow honest feedback. In addition, all students are required to meet with the Program Director 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.

VI. EXAMINATIONS

A. National Counselor Examination for Licensure and Certification

1. Examination overview

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

2. Examination process

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

B. Capstone Research Presentation

In the Spring Quarter of the Internship year of the program, students are required to give an in-person 30 minute oral presentation with supporting PowerPoint and handout at the Counseling Capstone Project Conference (CCPC). Your audience will be the Counseling Program community of faculty, mentors, and colleagues. Your presentation, directed at a particular area/topic of study should demonstrate: a) an integration of various aspects of your training (e.g., theory, science, practice), and b) your novel work or ideas in this area. Rather than simply reviewing or regurgitating well-established scholarship, this project should build upon the knowledge you have learned throughout the program, tap into your own voice and aim to apply existing knowledge to new areas, in new ways, or even create something new altogether. You are encouraged to reflect upon your time with the Counseling Program and create a presentation that taps into your strengths, passion, creativity, and growing identity as a professional counselor. This project could take many forms: clinical intervention development and/or assessment, evidence-based practices in an area of specialty, case study, a formal research presentation, etc. The following deadlines have been created to help you stay on track:

- Submit project proposal via online submission portal by January 31st
- Gain project topic approval by end of Winter Quarter
- Submit professional bio and project abstract for conference program by end of Winter Quarter
- Submit final PowerPoint for review 14 calendar days prior to conference date



- Attend entirety of CCPC, including presentation of your own project
- Develop and provide during your presentation a supporting handout

Failing to adhere to aforementioned deadlines and performance benchmarks is a failure to meet program requirements and may compromise graduation requirements.

VII. PROFESSIONAL LICENSURE

A. Illinois Professional Counselor Licensure

Students planning to apply for the Illinois Professional Counselor licensure must take all of the following courses which are required by for Illinois licensure as well as for the master's degree:

Master of Arts in Counseling Program Courses Required for Illinois Licensure			
Human Growth and Development	One of the following:		
	414-20	Human Growth and Development (Child Focus)	1
	Or		
	414-21	Human Growth and Development (Adult Focus)	1
Counseling Therapy	416	Theories of Counseling and Psychotherapy	1
Counseling Techniques	480-1	Counseling Methods I: Interviewing and Assessment	1
	480-2	Counseling Methods II: Intervention	1
	480-3	Counseling Methods III: Special Issues	1
Group Dynamics, Processing and Counseling	412	Group and Organizational Dynamics	1
Appraisal of Individuals	One of the following:		
	426-20	Assessment of Individual Differences Across the Lifespan (Child Focus)	1
	Or		
	426-21	Assessment of Individual Differences Across the Lifespan (Adult Focus)	1
Research and Evaluation	406	Research Methods in Counseling	1
Professional, Legal and Ethical - Responsibilities relating to professional counseling, especially as related to Illinois law	483-1	Professional Ethics	1
Social and Cultural Foundations	483-2	Cultural Diversity	1
Lifestyles and Career Development	427	Career Psychology	1
Practicum/Internship	481-1, 2, 4	Supervised Practicum in Counseling	1
	482-1, 2, 3	Supervised Internship in Counseling	1
Substance Abuse	452	Substance Abuse	1



Maladaptive Behavior and Psychopathology	415	Psychopathology Through the Adult Life Course	1
Family Dynamics	422	Marriage and Family Therapy	1

B. Students Planning to Apply for Licensure in Another State

Students applying for licensure outside of Illinois are encouraged to gather information about the licensure requirements for the respective state. This information can be located by contacting the mental health division of the state's counseling association and/or the state's division of financial regulation. The program director is able to assist students with documenting the Counseling Program in order to meet state licensure requirements. Students/applicants should contact the program director for additional information.

VIII. PROGRAM EXPERIENCES

A. Jumpstart Your Career Series

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.

B. Tavistock Group Relations Conference

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.

C. Year End Supervisor Luncheon & Colloquium

The 37th 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.

D. 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 particular 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.

E. Alumni Mentoring Program

As part of the Jumpstart Your Career Services, the TFI Alumni Association offers an Alumni Mentoring Program. This program matching students with 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.

F. Grand Rounds

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.

G. 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 encourage to seek out and attend conferences related to their own individual counseling 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).



IX. Professional Organizations for Counseling Students

The professional organizations below are appropriate for graduate students in Counseling. Joining one or more of them is a great way for students to become introduced to the activities and opportunities of the profession. All of the organizations keep you informed about what is happening in the counseling field, have opportunities for networking with other professionals, offer continuing education such as podcasts, webinars, workshops and conferences. The organizations offer liability insurance to students.

Professional Organizations that are Appropriate for Masters-Level Counseling Students	
Organizations	Student Activities & Opportunities for Professional Involvement
American Counseling Association (ACA) The world's largest association representing 55,000 counselors from all specializations including Clinical Mental Health Counseling	<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
Illinois Counseling Association (ICA) Illinois Branch of ACA representing 2,600 Counselors	<ul style="list-style-type: none"> • Present/Do a Poster Session or volunteer at the ICA Annual Conference • Keep informed as to what is happening in the counseling field • Understand the laws that affect your profession, the bills that are being considered, and what you can do to influence legislation to promote your profession • Join one of the 14 Divisions for detailed information about a specific area of Counseling
American Mental Health Counseling Association (AMHCA) A community of 7,000 Community Mental Health Counselors	<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
Illinois Mental Health Counseling Association (IMHCA) The Illinois State Chapter of AMHCA representing X Clinical Mental Health Counselors	<ul style="list-style-type: none"> • Receive information on a variety of issues important to Illinois mental health counselors • Get assistance in understanding the licensing process • Attend Counselor Licensure preparation workshops • Learn about how you can be part of advocacy initiatives in state legislatures



Appendix A: Counseling Internship Fieldwork Activity Log

Counseling Internship Fieldwork Activity Log											
Trainee Name:		Supervisor Name:						Supervisor Signature:			
		Required Hours for COUN 482-1,2,3 Supervised Internship in Counseling									
		Face-to-Face Hours		Supervision Hours				Other Hours			
		Client Contact	Group Work	Individual Supervision	Attendance Status	Group Supervision/Case Consultation	Number of Hours	Attendance Status	Record Keeping	Personal Growth	Other
SUN	Insert date				Enter	Enter		Enter			
M	Insert date				Enter	Enter		Enter			
TU	Insert date				Enter	Enter		Enter			
W	Insert date				Enter	Enter		Enter			
TH	Insert date				Enter	Enter		Enter			
F	Insert date				Enter	Enter		Enter			
SAT	Insert date				Enter	Enter		Enter			
SUN	Insert date				Enter	Enter		Enter			
M	Insert date				Enter	Enter		Enter			
TU	Insert date				Enter	Enter		Enter			
W	Insert date				Enter	Enter		Enter			
TH	Insert date				Enter	Enter		Enter			
F	Insert date				Enter	Enter		Enter			
SAT	Insert date				Enter	Enter		Enter			
SUN	Insert date				Enter	Enter		Enter			
M	Insert date				Enter	Enter		Enter			
TU	Insert date				Enter	Enter		Enter			
W	Insert date				Enter	Enter		Enter			
TH	Insert date				Enter	Enter		Enter			
F	Insert date				Enter	Enter		Enter			
SAT	Insert date				Enter	Enter		Enter			
SUN	Insert date				Enter	Enter		Enter			
M	Insert date				Enter	Enter		Enter			
TU	Insert date				Enter	Enter		Enter			
W	Insert date				Enter	Enter		Enter			
TH	Insert date				Enter	Enter		Enter			
F	Insert date				Enter	Enter		Enter			
SAT	Insert date				Enter	Enter		Enter			
SUN	Insert date				Enter	Enter		Enter			
M	Insert date				Enter	Enter		Enter			
TU	Insert date				Enter	Enter		Enter			
W	Insert date				Enter	Enter		Enter			
TH	Insert date				Enter	Enter		Enter			
F	Insert date				Enter	Enter		Enter			
SAT	Insert date				Enter	Enter		Enter			
SUN	Insert date				Enter	Enter		Enter			
M	Insert date				Enter	Enter		Enter			
TU	Insert date				Enter	Enter		Enter			
W	Insert date				Enter	Enter		Enter			
TH	Insert date				Enter	Enter		Enter			
F	Insert date				Enter	Enter		Enter			
SAT	Insert date				Enter	Enter		Enter			
Subtotal											
Monthly Total											
Yearly Total											
		Client Contact	Group Work	Individual Supervision		Group Supervision/Case Consultation		Record Keeping	Personal Growth	Other	
Required Hours		240		35		49.5		275.5			

Appendix B: Calendar of Important Dates (May be updated by program staff)

Master of Arts in Counseling Program Calendar 2018-2019					
Key for the 2018-2019 Training Year					
Two-Plus Pre-Practicum		Matriculated in Fall 2018 & Graduating in Spring 2021			
Two-Plus Practicum		Matriculated in Fall 2017 & Graduating in Spring 2020		Standard Practicum	Matriculated in Fall 2018 & Graduating in Spring 2020
Two-Plus Interns		Matriculated in Fall 2016 & Graduating in Spring 2019		Standard Interns	Matriculated in Fall 2017 & Graduating in Spring 2019
September 2018					
4	Tuesday	Core COUN faculty	Combined Faculty Meeting		TBD
11	Tuesday	Core COUN faculty	Program Meeting – Dr. Donna Baptiste and Core Faculty		9:00am-3:00pm TFI
13	Thursday	All COUN faculty	Counseling Faculty Meeting – Dr. Donna Baptiste		9:00am- 11:30am FI 300
13	Thursday	All COUN Supervisors Faculty Preceptors Case Conference Leaders	Program Lunch, Review and Multicultural Presentation– Dr. Donna Baptiste and Faculty		11:30am – 2:00pm FI 300
13	Thursday	All COUN Triadic Supervisors	Triadic Supervisors – Team Meeting - Dr. Ava Carn-Watkins & Heidi Hayden		2:00 pm - 3:00pm FI 300
13	Thursday	Preceptor Team	Preceptor Meeting - Dr. Lee Blum		1:00pm - 3:00pm FI 300
16	Sunday	All students & faculty	COUN Meet and Greet Happy Hour		4:00pm - 6:00pm
17	Monday	All New Students	The Graduate School New Student Orientation		8:30am - 5:00pm Norris
18	Tuesday	Two Plus Pre-Practicum Standard Practicum	COUN New Student Orientation and Lunch - Dr. Donna Baptiste and Core COUN Faculty		8:30am - 2:00pm FI 300
18	Tuesday	All Fieldwork Students PRACTICUM (Standard and Rising Two-Plus)	COUN Orientation to Fieldwork - Dr. Ava Carn-Watkins and Deidre Hicks Time2Track Training / Fieldwork Contracts/ Student Handbook		2:00pm – 3:00pm FI 300
18	Tuesday	MANDATORY – ALL STUDENTS	COUN Orientation Child Track/ Supplemental Training - Dr. Ava Carn-Watkins (CTS)		3:00pm - 3:30pm FI 300
18	Tuesday	All Interns	JumpStart Your Career Series: Career Center Orientation – Dr. Brett Boettcher/ Career Advancement		2:00pm - 3:00pm FI 200
20	Thursday	All Fieldwork Students PRACTICUM (Standard and Rising Two-Plus) ALL COUN SUPERVISORS	Clinic Orientation - Heidi Hayden and Staff		8:30am - 12:30pm FI 200
20	Thursday	All Fieldwork Students PRACTICUM (Standard and Rising Two-Plus) COUN Practicum Supervisors (optional)	Triadic Supervision Training for Practicum Students		1:30pm - 3:00pm FI 200
20	Thursday	All Fieldwork Students PRACTICUM (Standard and Two-Plus)	COUN Orientation to Preceptorship – Dr. Lee Blum		3:00 pm – 4:00 pm FI 300



21	Friday	Triadic Groups #1 and #2	AV Training – Diana Moronta	9:00 am – 11:00 am	LL Training Room
21	Friday	Triadic Groups #3 and #4	AV Training – Diana Moronta	1:00 pm – 3:00 pm	LL Training Room
24	Monday	Triadic Groups #5 and #6	AV Training – Diana Moronta	9:00 am – 11:00 am	LL Training Room
24	Monday	Triadic Groups: #7 and #8	AV Training – Diana Moronta	1:00 pm – 3:00 pm	LL Training Room
24	Monday	All Students All Fieldwork Students PRACTICUM (Standard and Rising Two-Plus)	New Student Registration Begins at 9:00am, Fall Quarter		
25	Tuesday	Triadic Groups: #1 and #2	AV Training – Diana Moronta	9:00 am – 11:00 am	LL Training Room
25	Tuesday	Triadic Groups: #3 and #4	AV Training – Diana Moronta	1:00 pm – 3:00 pm	LL Training Room
26	Wednesday	Triadic Groups: #5 and #6	AV Training – Diana Moronta	9:00 am – 11:00 am	LL Training Room
26	Wednesday	Triadic Groups: #7 and #8	AV Training – Diana Moronta	1:00 pm – 3:00 pm	LL Training Room
27	Thursday	All students	Fall Quarter Add/Drop Period begins	8:00am	
27	Thursday	All students	Fall Quarter classes begin	8:30am	
27	Thursday	All Practicum	First Triadic Supervision	9:30am - 12:30pm	
28	Friday	All interns	<i>JumpStart Your Career Series: Networking</i> - Dr. Brett Boettcher/ Career Advancement	11:30am - 12:30pm	FI 200
October 2018					
1	Monday	All COUN Triadic Practicum Supervisors	COUN Triadic Supervisor Meeting – Dr. Ava Carn-Watkins	11:00am – 12:00pm	FI 300
1-5	Mon-Fri	All Interns	First Case Consultation Groups	Varies	Varies
1-5	Mon-Fri	All Practicum	First Preceptor Groups	Varies	Varies
3	Wednesday	All students	Fall Quarter Add/Drop Period Ends		
5	Friday	All Students	Fieldwork Contracts Due		
12	Friday	All Interns	Mandatory Informational Meeting for the National Counselor Examination (NCE) - Dr. Kesha Burch	11:30am - 12:30pm	FI 200
18-20	Thurs – Sat.	COUN Core Faculty	NCACES		Cleveland, OH
22	Monday	All COUN Practicum Supervisors	COUN Triadic Supervisor Meeting – Dr. Ava Carn-Watkins	11:00am – 12:00pm	FI 300
24	Wednesday	All Two-Plus	Two Plus Luncheon – Dr. Ava Carn-Watkins	11:30am - 12:30pm	FI 300
25	Thursday	Prospective Applicants	COUN Informational <i>Open House</i>	3:30pm - 5:30pm	FI 300
25	Thursday	All students Prospective Applicants	Annual COUN <i>Careers Night</i> – Dr. Ava Carn-Watkins	6:30pm - 9:00pm	TBD
November 2018					
1	Thursday	Preceptors	Preceptor Meeting - Dr. Lee Blum	12:00pm - 3:00pm	FI 300
8-10	Thurs – Sat.	Optional - all students	ICA Conference		Itasca
12	Monday	All students	Registration for Winter Quarter begins		



13	Tuesday	All Practicum	Fieldwork Workshop: Resume Writing for Internship Applications – Dr. Brett Boettcher/ Career Advancement	11:30am - 12:30pm	FI 200
19-23	Mon-Fri	All Practicum	No Preceptor Groups		
21	Wednesday	All students	Thanksgiving vacation begins	6:00pm	
26	Monday	All students	Classes for Fall Quarter resume	8:00am	
26	Monday	All COUN Practicum Supervisors	COUN Triadic Supervisor Meeting – Dr. Ava Carn-Watkins	11:00am – 12:00pm	FI 300
30	Friday	All interns	<i>JumpStart Your Career Series:</i> Resume Writing - - Dr. Brett Boettcher/ Career Advancement	11:30am - 12:30pm	FI 200
December 2018					
4	Tuesday	All Practicum	Preceptorship Fall Wrap-up & Winter Quarter Orientation – Dr. Lee Blum	11:30am - 12:30pm	FI 200
5	Wednesday	All COUN & MFT Students	Center Holiday Party - TFI	11:30am - 1:30pm	FI 300
6	Thursday	Preceptors	Preceptor Meeting – Dr. Lee Blum	12:00pm - 3:00pm	FI 300
7	Friday	All Students	Fall Quarter Field Evaluations Due		
10	Monday	All COUN Practicum Supervisors	COUN Triadic Supervisor Meeting – Dr. Ava Carn-Watkins	11:00am – 12:00pm	LL
12	Wednesday	Core COUN faculty	Combined Faculty Meeting		TBD
14	Friday	All students	Fall Quarter Classes end & Winter vacation begins	6:00pm	
15	Saturday	Prospective Applicants	Application Deadline	Midnight	
17	Monday	All Fall Quarter Faculty	Grades - Due by 3:00pm		
January 2019					
7	Monday	All students	Winter Quarter Add/Drop Period begins	8:00am	
7	Monday	All students	Classes for Winter Quarter begin	8:00am	
8	Tuesday	All Practicum	Fieldwork Workshop: Preparing for the Internship – Dr. Ava Carn-Watkins and Amy Freed	11:30am - 12:30pm	FI 200
11	Friday	All students	Last day for add/drop		
11	Friday	All Interns	Capstone Question and Answer Session – Dr. Jessica Pryor	11:30am - 12:30pm	FI 200
15	Tuesday	All Practicum	Fieldwork Workshop: Interviewing for the Internship - Dr. Brett Boettcher/ Career Advancement	11:30am - 12:30pm	FI 200
18	Friday	Admissions Applicants	Admissions Applicants Notified Regarding Interview Date		
21	Monday	All students	Martin Luther King, Jr. Day observance		
28	Monday	All COUN Practicum Supervisors	COUN Triadic Supervisor Meeting – Dr. Ava Carn-Watkins	11:00am – 12:00pm	FI 300
30	Wednesday	All FI Clinic Students	Clinic Meeting – Heidi Hayden	11:40am - 12:30pm	FI 200
February 2019					
1-3	Friday - Sunday	All COUN 412 Students	NU Tavistock Group Relations Conference	Fri 5pm - Sun 4:30pm	
7	Thursday	Preceptors	Preceptor Meeting – Dr. Lee Blum	12:00pm - 3:00pm	FI 300
16	Saturday	Admissions Applicants	Admissions Applicants Interviews – Core COUN Faculty	10:00am - 4:00pm	TFI
22	Friday	All Interns	Loan Repayment Seminar – Ken Brown – Student Financial Services	11:30am - 12:30pm	FI 200
25	Monday	All students	Registration for Spring Quarter begins		
25	Monday	All COUN Practicum Supervisors	COUN Triadic Supervisor Meeting – Dr. Ava Carn-Watkins	11:00am – 12:00pm	FI 300
March 2019					
1	Friday	All Interns	<i>JumpStart Your Career Series:</i> Job Search - Dr. Brett Boettcher/ Career Advancement	11:30am - 12:30pm	FI 200
12	Tuesday	All Practicum	Preceptorship Winter Wrap-up & Spring Quarter Orientation – Dr. Lee Blum	11:30am - 12:30pm	FI 200
14	Thursday	Preceptors	Preceptor Meeting – Dr. Lee Blum	12:00pm - 3:00pm	FI 300



15	Friday	All students	Fieldwork Evaluations Due		
15	Friday	All Interns	<i>JumpStart Your Career Series: Interviewing</i> - - Dr. Brett Boettcher/ Career Advancement	11:30am- 12:30pm	FI 200
20	Wednesday	Core COUN faculty	Combined Faculty Meeting		TBD
22	Friday	All students	Winter Quarter Classes end & Spring vacation begins	6:00pm	
25	Monday	All Winter Quarter Faculty	Grades - Due by 3:00pm		
25	Monday	All COUN Practicum Supervisors	COUN Triadic Supervisor Meeting – Dr. Ava Carn-Watkins	11:00am – 12:00pm	FI 300
27-31	Thur - Sun	Optional –all students	ACA Conference		New Orleans
April 2019					
1	Monday	All students	Spring Quarter Add/Drop Period begins	8:00am	
1	Monday	All students	Classes for Spring Quarter begin	8:00am	
5	Friday	All Interns	COUN & MSFT Application for a Degree Forms due to TGS		
8	Monday	All students	Spring Quarter Add/Drop Period ends	8:00am	
17	Wednesday	All COUN Practicum Students Exiting the Clinic	Clinic Meeting – Heidi Hayden	11:40am-12:30pm	FI 200
22	Monday	All COUN Practicum Supervisors	COUN Triadic Supervisor Meeting – Dr. Ava Carn-Watkins	11:00am -12:00pm	FI 300
24	Wednesday	COUN INTERNS at TFI graduating and exiting the Clinic	Clinic Meeting – Heidi Hayden	11:30am -12:30pm	FI 200
25	Thursday	Preceptors	Preceptor Meeting – Dr. Lee Blum	12:00pm – 3:00 pm	FI 300
May 2019					
3	Friday	All Interns	COUN and MSFT Master's Degree Candidate Certification forms & all Graduate's Change of Grade forms due to TGS		
11	Saturday	All Students	3 rd Annual Capstone Presentations – Dr. Jessica Pryor and Core COUN Faculty		TFI
13	Monday	All Pre-Practicum & Practicum	Pre-Registration for Fall Quarter 2018-2019		
17	Friday	All students, supervisors & faculty	38 th Annual Supervisor Luncheon/Colloquium – Dr. Ava Carn-Watkins	12:30pm - 4:00pm	Maggiano's Skokie
20	Monday	All COUN Practicum Supervisors	COUN Triadic Supervisor Meeting – Dr. Ava Carn-Watkins	11:00am – 12:00pm	FI 300
21	Tuesday	All Practicum	Preceptorship Spring Quarter Wrap-up – Dr. Lee Blum	11:30am - 12:30pm	FI 200
21	Friday	Core COUN faculty	Combined Faculty Meeting		TBD
25	Saturday	All Practicum & All FI Interns	Last day to see clients at TFI (if required hours have been met)		
27	Monday	All students	Memorial Day – No Classes – TFI Closed		FI 300
June 2019					
6	Thursday	All Preceptors	Preceptor Luncheon – Drs. Lee Blum and Donna Baptiste	12:00pm - 3:00pm	Allen Center
6	Thursday	All Practicum & FI Interns	MANDATORY Last group supervision	9:00am - 12:00pm	Varies
7	Friday	All Non-FI Interns	Absolute last day to see clients at non-FI internship sites		
7	Friday	All students	Fieldwork Evaluations Due		
10	Monday	All COUN Practicum Supervisors	COUN Triadic Supervisor Meeting – Dr. Ava Carn-Watkins	11:00am – 12:00pm	FI 300
14	Friday	All students	Spring Quarter Classes end & Summer vacation begins	6:00pm	
17	Monday	All Spring Quarter Faculty	Grades - Due by 3:00pm		
18	Tuesday	All Interns	COUN Exit Interviews	9:00am – 3:30pm	



18-19	Tue / Wed	All Interns	JumpStart Your Career Series: University Career Services Walk-In Appointments	TBD	Univ Career Services
19	Wednesday	All Interns	COUN Exit Interviews	9:00 am – 2:30 pm	
19	Wednesday	All Interns	Graduation rehearsal	3:00pm – 3:30pm	Alice Millar Chapel
19	Wednesday	All Interns & faculty	COUN Graduation Party	4:00pm – 6:00pm	
21	Friday	All Interns, guests & faculty	Northwestern Commencement – all students		Ryan Field
22	Saturday	All Interns, guests & faculty	COUN & MFT Graduation Ceremony & Brunch	9:00am - 12:00pm	Alice Millar Chapel
July 2019					
9	Tuesday	All Core Faculty Program Staff	Core Faculty and Staff Retreat – Dr. Donna Baptiste	9:00am- 2:00pm	FI 300
September 2019					
TBD	Friday	All Faculty	Faculty Program Review & Retreat	10:00am – 1:00pm	FI 300
TBD	Friday	All Faculty All Case Conference Leaders All Preceptors All Supervisors	Case Conference Leaders and Preceptors Lunch with Program Review & Retreat	12:00 – 1:00pm	FI 300
TBD	Friday	All Supervisors	Supervisor Program Review & Retreat	12:00pm – 3:00pm	FI 300

*Be sure to consult event information as date, time & location of events are subject to change.

Revised 9/21/2018



Appendix C: CACREP 2009 Standards Counseling Practicum and Internship

Master of Arts in Counseling Program CACREP Standards for Practicum and Internship		
	Section I: The Learning Environment: Structure and Evaluation	Practicum and Internship
I.S.	Programs provide evidence that students are covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.	Practicum and Internship
	Section II-Professional Identity KNOWLEDGE	Practicum and Internship
II.C.	Students actively identify with the counseling profession by participating in professional organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.	Practicum and Internship
II-F.	Evidence exists of the use and infusion of technology in program delivery and technology's impact on the counseling profession.	Practicum and Internship
II.G.	Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.	Practicum and Internship
II.G.1.	Professional Orientation and Ethical Practice—studies that provide an understanding of all of the following aspects of professional functioning:	Practicum and Internship
II.G.1.e.	counseling supervision models, practices, and processes;	Practicum and Internship
II.G.1.f.	professional organizations, including membership benefits, activities, services to members, and current issues;	Practicum and Internship
	Section III-Professional Practice SUPERVISOR QUALIFICATIONS AND SUPPORT	
III.E.	Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.	
	Section III-Professional Practice PRACTICUM	
III.F.	Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:	Practicum
III.F.1.	At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	Practicum
III. F.2.	Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.	Practicum
III.F.3.	An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.	Practicum
III.F.4.	The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.	Practicum
III.F.5.	Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.	Practicum
	Section III-Professional Practice INTERNSHIP	
III.G.	The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:	Internship
III.G.1.	At least 240 clock hours of direct service, including experience leading groups.	Internship
III.G.2.	Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.	Internship
III.G.3.	An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.	Internship
III.G.4.	The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).	Internship
III.G.5.	The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.	Internship
III.G.6.	Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.	Internship
	Section III Professional Practice Clinical Mental Health Counseling FOUNDATIONS Skills and Practices	



III.B.	Skills & Practices	
III.B.1.	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	Practicum and Internship
	Section III Professional Practice Clinical Mental Health Counseling COUNSELING PREVENTION AND INTERVENTION	
	Section III Professional Practice Clinical Mental Health Counseling COUNSELING PREVENTION AND INTERVENTION Knowledge	
III.C.	Knowledge	
III.C.2.	Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	Practicum and Internship
III.C.7.	Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	Practicum and Internship
	Section III Professional Practice Clinical Mental Health Counseling COUNSELING PREVENTION AND INTERVENTION Skills and Practices	
III.D.	Skills & Practices	
III.D.1.	Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Practicum and Internship
III.D. 2.	Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	Practicum and Internship
III.D.3.	Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	Practicum and Internship
III.D.4.	Applies effective strategies to promote client understanding of and access to a variety of community resources.	Practicum and Internship
III.D.5.	Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	Practicum and Internship
III.D.7.	Applies current record-keeping standards related to clinical mental health counseling.	Practicum and Internship
III.D. 9.	Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	Practicum and Internship
	Section III Professional Practice Clinical Mental Health Counseling ASSESSMENT Skills and Practices	
III.H.	Skills & Practices	
III.H.1.	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	Practicum and Internship
III.H.2.	Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	Practicum and Internship
III.H.3.	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	Practicum and Internship
III.H.4.	Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	Practicum and Internship
	Section III Professional Practice Clinical Mental Health Counseling RESEARCH AND EVALUATION Knowledge	
III.J.	Skills & Practices	
III.J.1.	Applies relevant research findings to inform the practice of clinical mental health counseling.	Practicum and Internship
III.J.2.	Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	Practicum and Internship
III.J.3.	Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	Practicum and Internship
	Section III Professional Practice Clinical Mental Health Counseling DIAGNOSIS Knowledge	
III.K.	Knowledge	
III.K.1.	Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> .	Practicum and Internship
III.K.2.	Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.	Practicum and Internship
	Section III Professional Practice Clinical Mental Health Counseling DIAGNOSIS Skills and Practices	Practicum and Internship
III.L.	Skills & Practices	Practicum and Internship
III.L.1.	Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	Practicum and Internship



Appendix D: Internship Attendance Log

Master of Arts in Counseling Program Internship Attendance Log			
First Name:	Last Name:	Curriculum:	
		<input type="checkbox"/> Two-Plus <input type="checkbox"/> Standard	
Mandatory Orientation (Record Keeping)	Day, Time, Location	Attendance Status	Who excused you (if applicable)?
Counseling Program Fieldwork Orientation to Fieldwork	Specify:		
Mandatory Meetings (Record Keeping)	Day, Time, Location	Attendance Status	Who excused you (if applicable)?
Information meeting for the NCE	Specify:		
Graduation Meeting	Specify:		
Exit Process from Clinic (TFI interns only)	Specify:		
Graduation Rehearsal	Specify:		
Exit Interview with Program Director	Specify:		
Mandatory Training (Personal Growth)	Day, Time, Location	Attendance Status	Who excused you (if applicable)?
JumpStart Your Career Series: Networking (presented by UCS)	Specify:		
JumpStart Your Career Series: Resume Writing (presented by UCS) (1 hour)	Specify:		
JumpStart Your Career Series: Career Ladder (presented by Fran) (1 hour)	Specify:		
JumpStart Your Career Series: Job Search (Presented by UCS) (1 hour)	Specify:		
JumpStart Your Career Series: Career Ladder (presented by Fran) (1 hour)	Specify:		
JumpStart Your Career Series: Interviewing (Presented by UCS) (1 hour)	Specify:		
Mandatory Events (Personal Growth)	Day, Time, Location	Attendance Status	Who excused you (if applicable)?
Two Plus Luncheon (Two Plus only; 1 hour)	Specify:	Choose an item.	
Careers Night	Specify:	Choose an item.	
36 th Annual Supervisor Luncheon	Specify:	Choose an item.	
TFI Grand Rounds – Attend at least 1 Specify topic:	Specify:	Choose an item.	
Any professional conference – at least 1 hour (1+ hours) Specify conference:	Specify:	Choose an item.	
Recommended Events (Personal Growth)	Day, Time, Location	Attendance Status	Who excused you (if applicable)?
Loan Repayment Seminar	Specify:		N/A
NCE Exam	Specify:		N/A
Mandatory Classroom Attendance	Day, Time, Location	Attendance Status	Who excused you (if applicable)?
<input type="checkbox"/> 417 Cognitive Behavioral Therapy	Specify:		



<input type="checkbox"/> 436 Child and Adolescent Counseling and Psychotherapy			
422- Foundations of Family, Marital and Couples Counseling	Specify:		
482-1 Supervised Internship- Case Conference	Specify:		
483-1 Ethics and Legal Issues in Counseling	Specify:		
<input type="checkbox"/> 426-20 Assessment (Child)	Specify:		
<input type="checkbox"/> 426-21 Assessment (Adult)			
452 Theory & Technique of Substance Abuse	Specify:		
482-2 Supervised Internship- Case Conference	Specify:		
483-2 Cultural Diversity in Counseling	Specify:		
427 Career Development	Specify:		
<input type="checkbox"/> 429-0 Sex Therapy	Specify:		
<input type="checkbox"/> 453 Treatment of Trauma Disorders			
482-3 Supervised Internship- Case Conference	Specify:		
483-3 Advanced Topics in Clinical Mental Health Counseling	Specify:		
<p>Complete the Internship Attendance Log electronically, print it, and secure any necessary signatures. Bring the original to the Exit Interview with your Program Director at the end of Spring Quarter 2018. Retain a copy for your records. Your signature on this form serves as testimony that you attended or were excused from the mandatory program experiences. The Program Director will sign the Internship Attendance Log and secure the signature of the academic advisor. This log will be retained in your student record as proof of attendance at mandatory program experiences.</p>			
		Click here to enter a date.	
Student Name	Student Signature (Type Your Name)	Date	
		Click here to enter a date.	
Advisor Name	Advisor Signature	Date	
		Click here to enter a date.	
Program Director Name	Program Director Signature	Date	



Appendix E: The Student Professional Developmental Assessment

STUDENT DEVELOPMENTAL ASSESSMENT	
Student's Name: _____	Quarter: <u>Fall 2018</u>
Advisor: <u>Baptiste</u>	Faculty/ Course: _____
<input type="checkbox"/> <i>End of Qtr.</i>	<input type="checkbox"/> <i>Other</i>

Competency Rating	ND	1	2	3	4	5
Definition	Not Demonstrated	Very Low Average	Low Average	Average	High Average	Superior
Percentile Rank		1-8	9-24	25-74	75-90	91-100

Openness to Feedback

Uses professional communication verbal, non-verbal and written.
Demonstrates ability to respond constructively to feedback from instructors with minimal defensiveness

Resolution of Problems/Issues that Interfere with Professional Development

Demonstrates ability to acknowledge own role in creating problems such as, contributions to or exacerbation of a situation
Demonstrates ability to act constructively to prevent and resolve issues and openness to solutions proposed by others

Self-Awareness, Self-Reflection, and Self-Evaluation

Is aware of and understands areas in need of growth
Ability to formulate and express observations/impressions
Understands own level of cultural development (including spiritual, ethnic, gender, race, cognitive, etc.) and how it impacts interactions with others

Ability to Actively Engage in Learning Process

Demonstrates critical thinking
Demonstrates ability to integrate course work
Appears invested in the work
Participates in class discussion
Demonstrates regular attendance and punctuality
Demonstrates ability to follow through on projects



Interpersonal and Professional Competence

- Demonstrates effective time management skills
- Demonstrates ability to follow instructions
- Demonstrates respect for the ideas and integrity of others
- Demonstrates respectful peer and faculty interactions
- Demonstrates good coping skills and composure when faced with challenging situations
- Demonstrates ability to interact respectfully with people of diverse backgrounds

Comments are required on each student. Please comment on:

- 1) *Any competency rating below 3*
- 2) *Any significant area of strength (e.g. student has significantly increased performance in writing skills; student has shown increased depth of understanding of self; student demonstrates critical thinking skills; student demonstrates improved openness to supervision, etc.)*
- 3)

Please check and initial

☐ Form completed

☐ Reviewed with student

☐ Copy given to student

☐ Returned original to office

☐ Copy kept for your files

Instructor's Signature

Date

Department Chair Signature

Date