Master of Arts

in Counseling Program

On Campus

Student Handbook
Program Policies & Procedures
2020-2021

Northwestern

The Center for Applied
Psychological and Family Studies

THE FAMILY
INSTITUTE
at Northwestern University

Master of Arts in Counseling:
On-Campus
618 Library Place, EV, IL 60201
http://www.family-institute.org

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Table of Contents

THE FAMILY INSTITUTE
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SECTION 1: PROGRAM OVERVIEW

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

A.   PROGRAM VISION, MISSION, AND OBJECTIVES

1.   **VISION**
   We are leaders in preparing psycho-dynamically-informed, culturally responsive, clinical mental health counselors to promote people's mental health and wellness.
2.   **MISSION**
   Our mission is to deliver innovative clinical mental health counselor training grounded in contemporary psychodynamic theory, best practices from multiple perspectives, and a multicultural worldview, preparing students to become competent counselors, mental health advocates, and leaders.
3.   **OBJECTIVES**
   On completing our graduate degree, students will:
   - Possess an in-depth understanding of Clinical Mental Health Counseling
   - Demonstrate self-reflective counseling skills honed through extensive and closely supervised clinical practice
   - Demonstrate rich multicultural awareness that embraces and advances diversity and social justice values
   - Embody a professional counselor identity

- Showcase a scientific mindset and an interest in scholarship and profession-centered activities
- Understand strategies to integrate psychodynamic thought and emerging best practices into clinical work

SECTION 2: GENERAL POLICIES

A. DEGREE TYPE

The Counseling Department offers a Master of Arts (MA) degree. On the student's transcript, *Clinical Mental Health Counseling* is the major or plan of study. To receive the MA degree students, fulfill these requirements:
- Residency
- Approved coursework
- Grades
- Filing for graduation

The program's leadership approves all curriculum plans for a master's degree. In addition to requirements directly related to gaining degree, all students must abide by standards of Academic Integrity and program code of academic ethics. For the Master of Arts in Counseling Degree requirements, see Student Handbook's Program Degree Requirements.

B. DEGREE POLICIES

1. TIMEFRAME FOR DEGREE COMPLETION
Students must complete all requirements for the master's degree within five years of the date of their initial registration in The Graduate School. Beyond five years students will be considered not in good academic standing and placed on Academic Probation. Only rarely, under extenuating circumstances, will students be granted permission to continue beyond five years.

2. RESIDENCY REQUIREMENTS
Students must be continuously enrolled for Fall, Winter, Spring. Some students who are career changers (or Bridge students) begin studies in Summer quarter.

3. COURSE WAIVERS
Required course work will not be waived. No coursework will be accepted from another academic institution. All courses must be taken within a single integrated degree program.

4. CREDIT-BEARING COURSES
See a list of the program's credit-bearing courses here Counseling coursework

5. DEGREE COMPLETION
To receive their degree, students must:

    i.   Complete the Application for a Degree form by the date specified in the Academic Calendar.

    ii.   Complete the master's degree Completion form with receive program approval by the date specified in the Academic Calendar.

    iii.   Complete all required coursework and have at least a 3.0 GPA. There should be no incomplete or in process grades on the transcript.

    iv.   Complete the program's CAPSTONE requirement.

C. REGISTRATION POLICIES

1. **REGISTRATION**

   Only officially admitted students can register for courses toward a degree. The Office of the Registrar maintains an up-to-date quarterly class schedule (see the "View the Quarterly Class Schedule" link on CAESAR). Students register in CAESAR, within the assigned period, on the Office of the Registrar's website. Contact the Educational Coordinator, Deidre Hick(dhicks@family-institute.org), for registration assistance.

2. **COURSE CREDIT**

   All courses carry one unit of credit (4 quarter edits). Students must complete all course units for which they register to receive credit toward residency. Students study full-time only. See NU coursework credit breakdown

D. **PROGRAM CURRICULA**

1. **OPTIONS SELECTED AT ENROLLMENT**

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

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

   ii. Students in the Standard Curriculum attend the program full-time and complete 24 courses over two years. In the Practicum year, students enroll in the three-quarter Counseling Methods course along with two additional courses, meet weekly with a site supervisor and complete the Practicum at The Family Institute where a minimum of 50 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. See Appendix I.

   iii. ***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.

   iv. 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. The two plus programs were reorganized and beginning Fall 2020 student study under a new arrangement. The Two-plus curriculum was retooled beginning for students entering in Summer 2020. Below are details of the program before after Summer quarter 2000.

  v. <u>Two-plus before Summer 2020:</u> In conjunction with this introductory course, students in the first year or pre-practicum year of the Two-Plus Curriculum spend a minimum of 12 hours per week at a clinical field site and enroll in two additional courses per quarter. In the second year the Practicum fieldwork experience begins at The Family Institute at Northwestern University. This second year is a closely supervised experience of counseling clients while taking courses and participating in the Reflective Practice experience. It is this closely supervised experience that allows students to participate in a "learning-by-doing" model. Students take two additional courses per quarter. In the third-year students complete their internship training at an external field site where a minimum of 600 hours is accrued of which 240 hours are spent in direct client contact. Students take one additional course per quarter and attend weekly Case Conference Supervision. A description of the historical two-plus curriculum can be found in Appendix I.

  vi. <u>Two -plus Summer 2020 and beyond</u>. Student complete an accelerated summer of study doing two of the three introductory courses (479-1 & 2). They then transition into the standard program, completing the third introductory course 479-3 in the Fall quarter as an overload.

2. **REQUIRED COURSES**
The courses required for the Master of Arts in Counseling are reflective of the national counseling program standards. See Appendix II for a full breakdown of all coursework. These standards are based on the 2016 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students enroll in one of two separate curricula, each requiring a different number of courses for the degree. All students must take 24 courses, including 15 general courses, 6 fieldwork courses, 1 development course, 1 therapy course, and 1 elective. Students in the Two-plus Counseling Curriculum are required to take an additional 3 courses, 24 of which are the same as in the Standard Curriculum, plus an extra quarter of courses designed to introduce the student to clinical practice.

3. **CHILD AND ADOLESCENT EMPHASIS (FORMERLY SPECIALIZATION)**
Prior to entering the program, students declare an interest in working with children and adolescents and are enrolled in the child/adolescent emphasis courses. This emphasis is designed to enable students to gain expertise in the area, increase their marketability as experts, and become professionally identified during their training. The emphasis requires the student to enroll in the development course, COUN 414-20 Human Growth & Development (Child & Adolescent Focus), COUN 426-20 Assessment (child/Adolescent Focus) and the therapy course, COUN 436-6 Child and Adolescent Counseling & Psychotherapy. Students must also complete fieldwork experience related to this area of professional interest. Students who desire exposure to child and adolescent coursework but do not want to declare a full emphasis can work with their advisor to choose one or two child and adolescent courses. Students who are unsure whether this emphasis is right for them to have many opportunities to discuss this with their advisor before the end of their second quarter.

The declaration of interest in the child and the adolescent emphasis is made when the student applies for the program. The curriculum plan is modified to include the courses that are required for child emphasis. The student must communicate this child/adolescent interest at admission so that appropriate fieldwork can be discussed and arranged. Do note that child/adolescent emphasis will NOT be noted on the official transcript.

4. **REGISTRATION**

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

5. **STUDENTS ENROLLMENT CHANGES – IMPACTS ON CLINICAL TRAINING**

Dropping a course can significantly impact a student's degree progress, including readiness to begin clinical training. Students are strongly advised to seek program approval to understand ramifications of withdrawing from an established course rotation entirely. Students must assume full responsibility for the impact of course changes, including time delays in degree completion.

6. **AUDITING POLICY**

Auditing classes is not allowed

7. **COURSE UNITS AND TUITION**

One course or unit of tuition is equal to 4 quarter-credit hours. See the Northwestern formula for credits here (See NU coursework credit breakdown). The tuition rate for each is established by the University and may change each academic year. Tuition rates are set by the university annually. View tuition cost details here.

8. **CONTINUOUS REGISTRATION POLICY**

All active students must register continuously in fall, winter, spring quarters (and summer term for Two-Plus students joining in 2020 and after that) until all degree requirements have been completed. Students approaching graduation who have incompletes in clinical training courses must consult the clinical training team to determine the appropriate registration to fulfill the continuous registration policy.

9. **CONCURRENT ENROLLMENT IN OTHER DEGREE GRANTING PROGRAMS**

Students cannot be enrolled in another degree-granting program concurrently with enrollment in the Counseling program

E. **WITHDRAWAL AND READMISSION GUIDELINES**

1. **WITHDRAWAL AFTER ACCEPTANCE OF ADMISSION**

Students who accept the offer of admission but cannot attend AND who want to begin in the next academic year must request a deferral before the class' registration deadline. Students who register but wish to defer must, in writing, withdraw from the program. Students who are registered but not officially started will be discontinued and will be required to reapply.

2. **WITHDRAWAL FROM PROGRAM**

Continuing students who wish to withdraw from the program must inform program leaders and follow The Graduate School's Withdrawal policy.

3. **READMISSION**

Students who wish to take a leave of absence from one or more quarters must do so through official requests. Students who miss one or more quarters of registration without an official leave of absence or who fail to request to return after an approved leave will be discontinued from the program. Students who are discontinued and wish to return to the university/program must submit an Application For Readmission. The

decision to readmit a former student is at the discretion of the Department Chair and The Graduate School.

F.   LEAVES OF ABSENCE POLICIES

1.   DEFINING LEAVE OF ABSENCE
A leave of absence is a temporary separation from the university and program. Students wishing to take a leave of absence, from for any reason, should carefully review The Graduate School's Leave Of Absence Policy. Students should also contact their academic advisors to determine how leaves of absence may affect their curriculum plans. All medical leaves of absence documentation and registration paperwork must be submitted to the Educational Coordinator, Deidre Hicks dhicks@family-institute.org for processing.

2.   LEAVES OF ABSENCE POLICY IN ASSOCIATION WITH CLINICAL TRAINING
Special care must be taken about leaves of absence from clinical training sites. *In general, leaves of absences from clinical training are discouraged and endorsed only in emergency circumstances (e.g., personal or family health issues or crises).* A leave of absence will impact student fieldwork assignments. A plan for completion of fieldwork requirements will be made with the student's clinical training faculty and the Assistant Program Director and Department Chair. When a leave of absence is requested, students are expected to work with their sites to provide continuity of care for clients.

3.   PARENTAL ACCOMMODATION POLICY
The program recognizes the unique needs of new parents (whether by childbirth adoption) and follows The Graduate School's Parental Accommodation Policy.

SECTION 3: CLASSROOM POLICIES AND REQUIREMENTS

A.   SHOW UP IN CLASS SESSIONS (this relates to classes taught in person or online)
Attend class sessions. Each class session is important and required. The program does not distinguish between excused and unexcused absences. To earn credit to complete courses, you must attend each class session. The consequences of two (2) or fewer absences in class are governed by the course syllabus and your instructor and may vary from course to course. The consequence of three (3) absences is governed by departmental policy, does not vary from course to course. Only extraordinary   circumstances will qualify for exceptions to the three (3) absence/course failure policy. In the face of extraordinary circumstances, a determination regarding the consequences of three (3) or more absences will be made by the instructor, course leadership, and executive program leadership.

B.   ATTEND CLASS USING BOTH VIDEO AND AUDIO ACCESS
Students must be in class to receive credit in person. If online students must be visible and audible to instructors and other students, webcams and phones should be in good working conditions for class each meeting. Students are advised to troubleshoot technical concerns well before, technology glitches are a barrier to participation and engagement. When technology issues become a regular obstacle to class participation, absence, and tardiness policies will apply. In other words, a pattern of technology- related excuses for missing synchronous sessions when studying online, which negatively impacts the ability to attend class, will not be excused. Students are expected to have a "back-up" plan to address technology glitches.

C.   SHOW UP IN SYNCHRONOUS SESSIONS ON TIME
Class will start promptly at the scheduled time. Students should show up 10 minutes before class to ensure they are prepared to join session. Showing up either 15 minutes late or leaving 15 minutes early will be counted as a full absence. Accumulated absences can result in a failing grade in the class

(see the Absence Policy above).

D. COME TO CLASS PREPARED
Each week, students should read or view materials <u>at least 24 hours</u> before class starts. Students should be prepared to discuss the current week's material even if they have considered it in advance. Students are expected to make a reasonable contribution to class discussions and activities. If online, participation in both synchronous and asynchronous class components count towards the course grade.

E. REFRAIN FROM RECREATIONAL USE OF YOUR DEVICES DURING CLASS
Devices are a large part of contemporary lives, and it is hard to put them away. Computers or tablets should be used only for notetaking and attending live sessions. Texting, tweeting, Snapping, Instagramming, Facebooking, emailing, shopping, surfing, etc. are strictly prohibited. Points will be deducted from the student's final course points if behaviors distract from the class session, interfere with participation, interrupt the class flow, etc.

F. KEEP UP WITH DUE DATES/TIMES OF ALL ASSIGNMENTS
Specific due dates for assignments are provided by each instructor on course syllabi. It is the student's responsibility to keep up with these deadlines. Get further clarity on assignments before they are due. Students should communicate with instructors via email if they need help, so both have a record of the communication. Late submissions will be graded with a 10% late submission penalty. Thereafter, an additional 5% will be deducted for each day the assignment is late. Students are urged to communicate with their instructors actively. Extensions may be granted at the instructor's discretion, provided the communication occurs BEFORE the due date, not after.

G. ADHERE TO NORTHWESTERN UNIVERSITY'S STUDENT CODE OF CONDUCT (In Student Handbook)
Specifically, student conduct that persistently disrupts classes will cause remediation and discipline (see Remediation & Discipline Process).

H. GRADING POLICIES

1. GRADES CONFERRED
See The Graduate School's Grading Policy.

2. INCOMPLETE GRADES
Students must request permission from course instructors to receive incomplete grades, and course instructors, in consultation with the Assistant Program Director or Department Chair, will evaluate, and if needed, grant requests. If permission is granted for an incomplete grade, a course completion plan must be arranged with the instructor regarding the requirements and timeline for completing the course. It is the student's responsibility to complete the plan within the contracted time. If the student does not complete the course, following the arranged plan and timeline, the student will receive a failing grade.

3. PASS/FAIL, NO CREDIT OPTION
No coursework can be taken for pass/fail grade or zero-credit options.

4. FAILING A COURSE
    i.   If a student fails a course (earns an "F" grade), they must repeat the course in order to earn a quality grade (e.g., ABC) to satisfy curriculum and graduation requirements. There are no exchange or replacement courses in the curriculum.

    ii.   Students must repeat failed courses immediately in the following quarter (or in the next quarter the course is offered). Should students fail the same course a second time (that is, earn two "F" grades for the same course), this will impact their academic standing. If, after failing for a second time, the student's GPA remains at 3.0 or above, they may be allowed to repeat the course a third time but must pause all other coursework or clinical training activities. Note, the student will NOT be allowed to advance in the program without passing the failed course.

    iii.   If the second failing grade drops, the student's GPA drops below 3.0, they will be on academic probation by The Graduate School, with the possibility of dismissal (See Academic Probation Policies Here). Also, the student will work with the Assistant Program Director or Department Chair on an academic remediation process.

    iv.   Since most courses are required as part of the CACREP-accredited degree program, students should seriously consider the impact of this policy on their academic and financial planning.

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

    i.   In COUN 481-6: Methods II Strategies for Counseling and Psychotherapy, if a student does not submit a transcription and recording assignment using an actual client session (or approved volunteer client), a grade of Y is given for COUN 481-6. When the student completes the assignment and, therefore, completes COUN 481-6, a grade is assigned.

    ii.   A continuation grade of "K = in progress" is given for the Supervised Practicum in Counseling course series (COUN 486-6, COUN 487-6, & COUN 488-6). At the end of both COUN 486-6 (Practicum 1) and COUN 487-6 (Practicum 2), a "K = in progress" grade is given. At the end of COUN 488-6 (Practicum 3), if all the direct hours (face-to-face contact with clients) required for the practicum are accrued, and all the required paperwork is submitted, then a single quality (letter) grade is given, and this grade replaces the K grade in both COUN 486- 6 (Practicum 1) and COUN 487-6 (Practicum 2). However, if a student does not complete the required paperwork in any Supervised Practicum in Counseling course (486-6, 487-6, or 488-6) or a student does not accrue the direct hours required to complete the Practicum, a "Y = incomplete" grade will be given in COUN 488-6 (Practicum 3). After the student submits the required paperwork and completes the direct hours required for Practicum, the Y grade in COUN 488-6 (Practicum 3) will be changed to a letter grade, and the K grade in both COUN 486-6 and COUN 487-6 will be changed to the same quality or letter grade.

    iii.   Similarly, a continuation grade of "K = in progress" is given for the Supervised Internship in Counseling course series (COUN 489-6, COUN 490-6, & COUN 491-6). At the end of both COUN 489-6 (Internship 1) COUN 490- 6 (Internship 2) a "K = continuation" grade is given. At the end of COUN 491-6 (Internship 3), if all the direct hours (face-to-face contact with clients) required for the Internship are accrued, and all the required paperwork is submitted, then a

single letter grade is given, and this grade replaces the K grade in both COUN 489-6 (Internship 1) and COUN 490-6 (Internship 2). However, if a student does not complete the required paperwork in any Supervised Internship in Counseling course (489-6, 490-6, or 491-6) or a student does not accrue the direct hours required to complete the Internship, a "Y = incomplete" grade will be given in COUN 491-6 (Internship 3). After the student submits the required paperwork and completes the direct hours required for Internship, the Y grade in COUN 491-6 (Internship 3) will be changed to a letter grade, and the K grade in both COUN 489-6 and COUN 490-6 will be changed to the same letter grade.

SECTION 4: ACADEMIC PROGRESS POLICIES

A. SATISFACTORY ACADEMIC PROGRESS
Students must follow The Graduate School's Satisfactory Academic Progress Policies. In addition, students must also be in good clinical standing at training sites and must complete all fieldwork requirements. Students are advised to review the clinical training section of this handbook carefully.

B. PROCEDURES FOR RESOLVING ISSUES WITH INSTRUCTORS
In keeping with sound conflict resolution principles, 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 reasonable faith effort, the problem persists, the student should escalate their concern to their advisors. If the instructor the advisor or if the issue is not resolved at the advisor level, the student may escalate their concern to the Student Experience Advocate (Amy Freed at afreed@family-institute.org). The Student Experience Advocate will assess the situation and recommend next steps including, but not limited to, escalation to the Assistant Program Director, a referral to the Student Review Committee, a referral to resources outside of the program, or an escalation to the Department Chair. Once the matter has been addressed by the Department Chair, it is considered resolved and decisions are final.

C. PROBATION BY THE GRADUATE SCHOOL AND PROGRAM
The Graduate Schools' academic probation policies can be found here. Students whose GPA remains below 3.0 for two consecutive quarters in the program over Fall, Winter, Spring will be placed on academic probation by The Graduate School. Students with more than 3 Incomplete (Y) or In Progress grades (K) are   placed on academic probation. Students on academic probation are required to meet with the Assistant Program Director for academic and curriculum coaching and remediation planning. The meetings are documented with a Summary of Conversation outlining expectations to resolve the student's academic probation status.

D. PROGRAM ACTION RELATED TO ACADEMIC PERFORMANCE AND PROGRESS
The Assistant Program Director and Department Chair monitor the student experience from admission to graduation and is notified when a student repeats and fails a course a second time. The Assistant Program Director or Department Chair is also advised when a student's official Northwestern University Cumulative Grade Point Average falls below 3.0, the minimum required to graduate. When is student's academic progress is unsatisfactory, working closely with program faculty, the Assistant Program Director will implement short-term remediation efforts to help the student to improve their academic standing. The Assistant Program Director may gather information from faculty or supervisors to determine whether a significant problem exists. After meeting with the student to discuss remedial recommendations, and in consultation with the Department Chair, the Assistant Program Director will provide written notification to the student about expectations for change via a formal Student Remediation Plan. Student Remediation Plans will identify performance objectives and strategies to solve academic problems and identify

expected outcomes (instructor mentorship, AccessibleNU advising; Writing support or consultations with other NU departments. If a Student Academic Remediation Plan is developed, it will be sent to the student's designated university email and the student will be requested to sign the plan (electronically) to acknowledge its receipt.

E. ACADEMIC INTEGRITY POLICIES

1. **THE IMPORTANCE OF ACADEMIC INTEGRITY**
    Academic integrity is fundamental to every facet of the educational process and is expected of every student in The Graduate School in all academic undertakings. Integrity involves firm adherence to academic honesty and to ethical conduct consistent with values based on standards that respect the intellectual efforts of both self and others.

    Ensuring integrity in academic work is a joint enterprise involving both faculty and students. Among the most critical goals of graduate education are maintaining an academic integrity environment and instilling in students a lifelong commitment to the intellectual honesty that is fundamental to good scholarship. These goals are best achieved because of productive dialogue between students and faculty mentors regarding academic integrity and the examples of academic community members. Their intellectual accomplishments demonstrate sensitivity to the nuances of ethical conduct in scholarly work.

2. **USE OF TURNITIN AND TRACKING OF VIOLATIONS**
    In every course, "Turnitin" (See website) is used to assist students and faculty in tracking issues of plagiarism (including self-plagiarism). If a student is suspected of violating the The Graduate School policy on academic integrity/plagiarism, they will be subject to Northwestern University's guidelines and procedures for academic integrity violations, which can be viewed here. Each academic integrity violation will be reported to The Graduate School. In addition, to any university sanctions, repeated academic integrity violations will subject students to the program's remediation and discipline process at Step 3 (See Remediation and Discipline process).

3. **POTENTIAL FOR EXCLUSION BY THE GRADUATE SCHOOL**
    The Graduate School may exclude students who fail to meet the academic progress requirements. See a full description of exclusion policies Here.

SECTION 5: POLICIES GOVERNING BEHAVIORAL STANDARDS AND PROFESSIONAL CONDUCT

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

B. PROGRAM AND UNIVERSITY INVESTIGATION AND RESOLUTION PROCESSES
Actions by students generally fall under the Department's purview. However, some actions are required to be addressed at Northwestern University as a first recourse. For example, academic integrity violations are investigated by The Graduate School centrally. Also, alleged violations of the University's policy on sexual misconduct and its policy on discrimination and harassment are resolved through Northwestern

complaint resolution guidelines. It should be noted that consideration of a matter by Northwestern University, or a law enforcement authority, does not preclude students from also going through the program's remediation and discipline process. The program may impose its own sanctions or actions it determines to be warranted based on standards of professionalism for Clinical Mental Health Counselors. When it is not clear which remediation or disciplinary procedures apply, the Department Chair will seek guidance from appropriate University officials to decide whether the program, University, or both will handle investigation and the resolution of alleged misconduct.

C. PROGRAM OBLIGATIONS TO ASSESS STUDENT CONDUCT AND DISPOSITIONS

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

2. DISPOSITIONS AND CONDUCT UNDER REVIEW
Because of their professional and ethical commitment, and within the parameters of their administrative authority, the program's leaders and core faculty will not advance, graduate, or recommend students who fail to achieve minimum levels of expected competence in relationships with clients, professional colleagues, supervisors, employers, or the public at large. As such, program leaders and core faculty will evaluate student competence in areas other than, and in addition to coursework in the digital learning community, clinical training at field sites, in scholarship and related program requirements and competencies. These evaluative areas include but are not limited to: a) interpersonal and professional competence (e.g., how students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); c) openness to supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and d) resolution of issues that interfere with professional development or judgment or functioning satisfactorily (e.g., by responding constructively to feedback from program faculty members and relevant program personnel; by completing remediation plans).

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

D. ASSESSMENT OF KEY PROFESSIONAL DISPOSITIONS: AN ACCREDITATION REQUIREMENT

THE FAMILY
INSTITUTE
at Northwestern University

Master of Arts in Counseling:
On-Campus
618 Library Place, EV, IL 60201
http://www.family-institute.org

1. **CACREP POLICY ON ASSESSMENT OF KEY PROFESSIONAL DISPOSITIONS**

   i. All programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) are required to assess Key Professional Dispositions (KPDs) in students to help them to reach their highest potential to become effective professional counselors. KPDs offer a framework to maintain a high standard of professional accountability that protects clients' wellbeing in counseling relationships by assessing and remediating students' deficiencies. Specifically, CACREP's 2016 standards and guiding documents contain the following requirements excerpted:

   ii. **CACREP Standards (2016).** KPD is defined as "The commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues 4.G The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following:

      (1) identification of key professional dispositions,
      (2) measurement of student professional dispositions over multiple points in time, and review or analysis of data.

      4.H The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.

   iii. In keeping with this accreditation requirement, the following procedures are implemented in the program to assess students' key professional dispositions and to use data derived for students' developmental enhancement, personal growth through remediation and discipline. Table 1 below summarizes the four areas of professionalism to which students are held accountable as clinical mental health counselors in training:

Table 1: Operationalizing of Key Professional Dispositions

Key Professional Dispositions	Specific Professional Disposition Description
Professionalism	The student's behavior demonstrates respect, courteousness, dependability, timeliness, and cooperation in the classroom and training environment. The student adheres to program and agency policies and procedures and completes tasks as expected.
Problem resolution	The student demonstrates the ability to act constructively to prevent and resolve issues related to education and training and show openness to others' solutions. The student identifies potential problems on their own or responds to opportunities to address known concerns.

Respect for Cultural Differences	The student displays contextual and cultural awareness by valuing all people's fundamental rights, dignity, and worth (peers, faculty, clients, supervisors, administrators). This includes respect for the intersectionality of all identities including age, culture, disability, ethnicity, race, religion/spirituality, gender, sexual orientation, marital/partnership status, language preference, socioeconomic status, veteran status, military connections, immigration status, or any basis prescribed by law or as defined by individual experience.
Self-Awareness/Self Reflection	The student proactively considers how their personal beliefs, behaviors, and values may impact others. The student is willing to engage in self-examination, challenging assumptions, and receiving/integrating feedback. The student effectively navigates interpersonal differences.

2. PROCEDURES FOR KPDs

i. A review of student dispositions will be ongoing. Specifically, program faculty will formally assess student KPDs at a minimum of three specific and planned time points. Starting Fall 2020, every student will be rated on the KPDs three times a) During their first term; b) at the midpoint in their degree program and c) by midpoint of their Internship year. Assessments will also be completed when (a) there is a critical incident related to one or more of the KPDs defined program faculty or (b) when a student's professional behavior or performance is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during coursework and clinical training (including in class, practica, internships, and co-curricular activities) in the professional judgment of program faculty and leaders. A pattern on low scores on the KPD assessment (i.e., 1 or more ratings indicative of a dispositional concern by program faculty) will lead to a referral to the program's remediation and discipline process (See Remediation and Discipline). Students are informed of the KPD accreditation requirement at orientation and must sign that they understand the KPD rationale, process, and outcomes. (See a more detailed breakdown of KPDs here)

ii. Each KPD is rated on a 3-point Likert scale with the following item indicators

1 = Dispositional Concern

2 = Appropriately Developing

3 = Well-Developed

3. EFFORTS TO FACILITATE STUDENT DEVELOPMENT AND GROWTH
Every effort will be made to retain students and offer support and structure to address challenges and toward that end, the program's remedial steps are described below:

i. **Step 1:** On an ongoing basis and throughout the duration of the program, program personnel such as faculty, university and site supervisors, and advisors will discuss with students their strengths and growth areas (deficiencies) as a developmental and systemic part of CACREP-endorsed education and training to become clinical mental health counselors. Student

strengths and concerns will be discussed among faculty at program meetings and among supervisors and group supervisors during supervisor and group supervisor meetings. Where there are concerns, faculty members, advisors, or clinical supervisors will first attempt to discuss their concerns directly with the student.

This approach will be advisory in nature and will be facilitative of change. Feedback to students about their conduct and/or dispositions will be developmental in focus and linked to education and training missions related to clinical mental health practice. The hope is that many deficiencies will be resolved at this level. Additionally, practicum and internship supervisors will hold regular reviews with the Clinical Training team, and evaluations from site supervisors will be recorded in the online student database, Time2Track. Ideally, fieldwork deficiencies will hopefully be resolved at this level. Supervisors, group supervisors, and faculty will inform the Assistant Program or the Department Chair of any student concerns and resolutions at this level.

ii.   **Step 2:** Any teaching or training faculty or personnel who believes that a student continues to display a deficiency that was not resolved at Step 1, will discuss the concern with the Student Experience Advocate. If a student deficiency cannot be resolved at the first step, the Student Experience Advocate will meet with the student to discuss the deficiencies that have been identified by faculty, advisors, and/or supervisors and to develop a plan to address these deficiencies. At this point, the Student Experience Advocate will convene a "coaching" meeting with the student alone or with the student and appropriate faculty, advisors, or supervisors. This coaching session will aim to understand the student's perspective, resolve the identified deficiency, and provide the student with specific ideas on what corrective actions they y can take. If requested to attend a "coaching" meeting, the student is required to show up at the designed time and virtual location. If the student is unresponsive to Step 2 coaching and remedial strategies, and if a student's disposition or conduct does not improve and deficiencies persist, the Student Experience Advocate in consultation with the Assistant Program Director will refer the student to Step 3.

iii.   **Step 3**: If remediation fails at steps 1 and 2, in consultation with the Department Chair and the Assistant Program Director, the student experience advocate will initiate Step 3. At step 3, students will be referred to a designated committee of the program, the Student Review Committee (SRC), who will assess students' concerns and make recommendations to the Department Chair for additional remediation and discipline. A full description of the SRC progress is described below

> **Note: In addition, for more severe conduct violations, egregious professional competence breaches as determined by the Assistant Program Director and Department Chair, remediation will begin at**

iv.   **Step 4:** Students must demonstrate progress in all areas of academic performance, clinical skills, and professional conduct. Either egregious or unprofessional conduct that violates the Code of Ethics or C@N Policies or a persistent pattern of serious dispositional concerns as indicated on KPD assessments indicates a serious barrier to progression or successful completion of program requirements. Continued failing or marginal performances in multiple or repeated clinical training courses in one or more years will lead the Department Chair to consider SRC or student appeal's committee recommendation expulsion of a student. Expulsion will be based on the number and nature of conduct concerns failed training

experiences in the absence of extenuating circumstances. If the Department Chair endorses a decision for expulsion, the student will be notified in writing via email /or by registered mail, and the decision will be final. Students expelled from the Counseling Department of the Family Institute Northwestern University will not be allowed to reapply to complete the Master of Arts Degree. Expelled students will have a right of further appeal to The Graduate School

E. STUDENT REVIEW COMMITTEE POLICY AND PROCEDURES

1. FACULTY MEMBERSHIP
The SRC is comprised of two core faculty members appointed by the Department Chair for a one-year term, with the possibility of renewal annually. To address scheduling conflicts and conflicts of interest on the part of permanent appointees, other core faculty can also be appointed temporarily and trained to serve as SRC faculty alternates. This ensures that no less than two core faculty are present for each SRC hearing. One faculty member will be appointed SRC Chair by the Department chair, on an annual basis. SRC faculty will be deeply familiar with coursework, clinical training, and competence standards in the counseling profession.

2. STUDENT MEMBERSHIP
The SRC committee will also include two student members appointed by the Department Chair.
A roster of 4 students will be appointed and trained to serve as SRC student alternates. This addresses scheduling conflicts and conflicts of interest on the part of student appointees. At least one student member will be present for each SRC hearing. Student members of the SRC must be in good standing in the program, show strong academic record and high standards of personal and professional behavior. The Assistant Program Directors and Student Experience Advocate will be ex officio members of the SRC with non-voting privileges. All student and faculty SRC committee members must sign confidentiality agreements that comply with the Family Educational Rights and Privacy Act ("FERPA") regulations

3. REFERRALS TO THE STUDENT REVIEW COMMITTEE
Referrals to the SRC will be made by the Assistant Program Director or Student Experience Advocate or other program faculty if Steps 1 and 2 of remediation fail. In addition, the seriousness and/or impact of some student dispositions or conduct will automatically lead the Assistant Program Director Department Chair to refer a student to the SRC for initiation of remediation.

4. SETTING UP HEARINGS
In the event of allegations of unprofessional behaviors in violation of existing university or Departmental policies, the SRC shall determine the appropriate action. A student who faces potential discipline will be given written notice of the policy they are accused of violating and explanation of the conduct alleged to have broken the rule. Notification of specific grounds and the related hearing's time and place will be delivered by email to the student(s). Students who are requested to attend an SRC hearing should be virtually present at the time and location noted in the meeting request. Should a student be absent for the requested hearing, the meeting will still proceed.

5. HEARING LOGISTICS
Student Review Committee (SRC) hearings will be held in a private in-person or virtual meeting room and will include the committee and student (or other approved personnel).

6. PROCEDURES DURING HEARINGS
During the SRC hearing, students will be allowed to hear again the allegations brought against them and will have the opportunity to fully respond to these allegations, including explaining and deferring evidence in support of their position. These hearings will be closed, attended only by SRC members, and the student(s)

in question and approved support person. Program personnel who refers a student or the student may request witnesses, and the SRC shall decide what witnesses, if any, may appear. Witnesses are present only during their own testimony and any subsequent questioning by the committee.

7. **SCOPE OF DECISION MAKING**
The SRC's scope of oversight includes: 1) Deciding whether concerns require SRC involvement; 2) working with the student to determine appropriate action; 3) development of remedial or disciplinary recommendations; 4) Providing recommendations to the Department Chair around sanctions or disciplinary action for student concerns. The SRC will convene at least once monthly or as needed to adjudicate student concerns. At the beginning of any SRC hearing, all members will be asked to declare any conflicts with students who appear. Members with conflicts will be asked to step out of the meeting prior to any discussion of the student and not return until committee actions are final. Decisions will be made by a majority vote of the SRC, and these decisions will be communicated in writing to the Department Chair.

8. **STUDENT USE OF A SUPPORT PERSON DURING HEARINGS**
A student may request the presence of a support person who is a member of the Department, a program affiliated institution, The Family Institute or Northwestern University community such as a trusted mentor. The support person cannot be a core faculty member, current counseling student, family member, mental health practitioner, attorney, or someone unaffiliated with the program. The support person will be oriented to the hearing by the SRC chair and must abide by its professional code of conduct. This person may be present to offer emotional support at the hearing but cannot address the SRC or otherwise participate in or interfere with the hearing process. Disciplinary hearings must not be recorded.

9. **SRC ACTIONS FOLLOWING HEARING**
Following the SRC hearing, the SRC chair will write the Department Chair to present the committee's assessment and recommendations. The SRC chair's communication will indicate a determination as to whether the student is held accountable for the violations(s) and recommended remedial actions that may be recommended to help the student improve. Recommendations to the Department Chair may include, but not limited to, the following:

- No action
- Specific reflective or learning activities design to increase student's awareness, insight, accountability to facilitate behavior or dispositional change
- Termination of participation in selected program committees or activities
- Recommendation for a leave of absence
- Recommendation to the university's dean of student's office
- Probation
- Suspension
- Expulsion
- Any combination of the above or other appropriate action.

10. **COMMUNICATING SRC DECISIONS TO STUDENTS**
Based firmly on the SRC's recommendations, the Department chair will finalize and communicate a written Student Remediation Plan for the student that includes the following elements below. The Department Chair will notify the student of the remediation decisions and plan by email, or in writing by registered mail. The Department Chair's communication will include:

- A description of specific violations or concerns

- A finding of accountability for concerns where so indicated
- Goals and objectives of corrective actions to be achieved
- Requirements and recommendations for improvement
- Program personnel who monitors and to whom requirements are sent
- Resources available to make improvements
- Deadlines for the achievement of requirements
- Consequences for failing to fulfill requirements of the Remediation Plan within the stipulated timeline
- Information on an appeal process

11. **STUDENT FAILURE TO MAKE SATISFACTORY PROGRESS ON REMEDIATION/DICIPLINARY REQUIREMENTS**
    If a student fails to make satisfactory progress toward remediation (based on the written plan), then the Department Chair will reconvene the SRC without the student to review the student's status and consider additional remedial steps. Potential SRC outcomes for persistent conduct issues may include, but are not limited to:

    - Ending the Student Remediation Plan without further action
    - Recommendation for leave of absence or withdrawal
    - A period of probation with close monitoring
    - Termination of participation in program committees or activities, e.g., clinical training experiences
    - Leave of Absence recommendation
    - Recommendation of the student's expulsion from the program.
    - Any combination of the above, or other appropriate action.

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

F. **STUDENT REVIEW COMMITTEE ACTION RELATED TO PERSISTENT DISPOSITIONAL DEFICIENCIES (based on Key Dispositional Assessment)**

1. **DISPOSITIONAL REMEDIATION**
    i. Any student receiving an overall KPD rated as "1" or dispositional concern on one professional disposition will be referred to their advisor for follow up directly. The advisor will support and coach the student to make self-reflect and improvement. Students who receive a mean overall Rating of 1.5 or less OR have more than one KPD evaluated as "1" (needing improvement) will be referred to the *student's advisor for professional coaching. This procedure corresponds to Step 2 in the remediation and discipline process.* In consultation with the Assistant Program Director or Department Chair, consecutive overall ratings of 1 (dispositional concern) over multiple timepoints of assessment will lead to a Referral to Student Remediation Committee (SRC) at Step 3
    ii. The SRC will gather information from program faculty, staff, or site supervisors to determine whether a significant problem exists. After meeting with the student to discuss their recommendations, and in consultation with the Department chair, the SRC will provide written notification to the student about expectations for change via a formal Student Remediation Plan. Student Remediation Plans will identify performance objectives and strategies to solve problems and identify expected outcomes. Students whose dispositional

concerns occur during clinical training placements will be assigned to work under the direct supervision of a core faculty member as part of the remediation plan.

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

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

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

G. STUDENT REVIEW COMMITTEE OVERSIGHT OF CONDUCT VIOLATIONS

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

i.   Inappropriate professional behavior or judgment, including but not limited to lying or falsifying records
ii.   Violations of the ACA Code of ethics
iii.   Conduct in the learning community or at field sites that provoke lack of respect or confidence from faculty, supervisors and peers, clients, and support staff
iv.   Violation of the existing University or Departmental policies as defined in the NU Student Handbook or Program Student handbook
v.   Persistent violations of established safety guidelines in the learning community
vi.   Repeated unexcused absences or late arrival to live classes
vii.   Egregious patterns of poor dispositions as evidenced by persistent low scores on the program's KPD assessment

H. OVERSIGHT OF SERIOUS OFFENSES INVESTIGATED FIRST BY UNIVERSITY
Students subject to disciplinary proceedings by University may also be referred to the program's SRC including:

i.   Physical abuse of any person or any action that threatens or endangers the health or safety of any person in the digital learning community, at field sites or program or Northwestern university events
ii.   Physical abuse of any person or any action that threatens or endangers the health or safety of any University or program employee or agent of Northwestern University or program, whether such abuse or action takes place on University premises; in public, or at field sites
iii.   Theft of or damage to property on Northwestern University premises, field sites facilities, or

at program events
iv. Obstruction or disruption of teaching, research, administration, hearing procedures, or other authorized activities in Northwestern University, the digital learning community, or affiliate field sites
v. Forgery, alteration, or misuse of Northwestern University or program documents, records, or identification or knowingly furnishing false information to the university or program;
vi. Impeding or misguiding a remediation process on a conduct violation.
vii. Violation of rules and regulations set forth or otherwise enacted and published by Northwestern University or other delegated authority of the university

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

I. SRC OVERSIGHT OF CLASSROOM OR FIELD SITE OFFENSES

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

i. Aggression, harm, abuse, or theft from any person or property in digital learning community, at the program -sponsored events, or on property owned by any affiliated field site or individual to which or whom the student may be assigned
ii. Giving, receiving, or utilizing unauthorized aid on examinations or assignments
iii. Plagiarism, misrepresenting the source of academic work, or falsifying attendance or clinical records
iv. Knowingly and intentionally falsifying or manufacturing scientific, educational, or clinical data and representing them as the result of scholarly research or client assessment
v. Entering or using affiliate institution facilities without authorization or disrupting teaching, research, administrative, or student functions in the digital community or at affiliate field sites
vi. Misusing institutional documents or instruments of identification to defraud
vii. Identifying oneself as someone other than a counseling student and student clinician-in-training
viii. Misusing the computing and network resources of the university, program, its affiliated institutions
ix. Being arrested and charged
x. Participating in academic or clinical endeavors of the University, program, or its affiliated institutions while under the influence of alcohol or a controlled substance
xi. Placing a client in needless jeopardy
xii. Disclosing privileged information about a client or fellow student
xiii. Having behavior, language, attire, or hygiene that provokes a lack of respect and confidence on behalf of clients, supervisors, or members of the training community at field sites
xiv. Refusing to provide care for a client in a supervised experience

J. STUDENT CONTINUATION OF STUDIES DURING SRC PROCESSES
During SRC deliberations, students may continue registration in credit-bearing non-training coursework and

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may continue to attend classes as a matter of due process. Specifically concerning practicum and internship courses, while the student remains registered in coursework, their placements at sites may be paused (if the actions for which they are referred to the SRC can   potentially cause disruptions in the supervisory/site experiences or cause potential harm to clients, or the environment of client care). In instances where a student's clinical training experience is paused, the SRC process will be expedited to every extent possible, to alleviate potential delays in students' acquisition of clinical training hours. *Other pauses may occur in program experiences, where the student actions threaten the safety of self or others in the learning community. A pause in program participation must be approved by the Department Chair, will be communicated in writing to student, and occur for a stipulated period.*

K.   STUDENT APPEALS COMMITTEE

1.   RIGHT OF APPEAL OF SRC RECOMMENDATIONS

A student who is the subject of the SRC/Program remediation requirements shall have the right to a hearing with a Students Appeals Committee, described below. A student will have the right to appeal to the Department Chair any decision of the SRC on the following bases: a) errors of procedure that reasonably could have affected the outcome of the SRC's decision, or b) an SRC decision or sanction that is manifestly unreasonable and unsupported by the great weight of information. The protocol for the appeal of a SRC's decision rendered for violation of behavioral or Departmental standards is the same as that for inadequate academic performance.

2.   REQUESTING AN APPEAL

A request for appeal must be made to the Department Chair, setting forth all the reasons for requesting an appeal, within 10 days of receiving written notification of the SRC's program decision and must indicate the basis for the appeal. The Department Chair will disallow the appeal if these conditions are not met. The Student Appeal Committee will be convened in any SRC decision or remediation failures that result in a recommendation that a student is expelled from the program. Students will be allowed only one appeal of remedial or disciplinary action based on SRC recommendations to the Department Chair.

3.   THE STUDENT APPEALS COMMITTEE

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

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

In considering the recommendations of the Student Appeal Committee, the Department Chair may wish to examine related documents and meet the committee (without the student). Students   Appeals Committee endorses an SRC recommendation of the expulsion of a student; The Department Chair will notify the student of the Student Appeal's Committee's decision in writing via email /or by registered mail. The Department Chair will also notify The Graduate School in writing. The Program's decision will be final. The Student may have the right to further appeals to The Graduate School or University.

SECTION 6: PROFESSIONAL PRACTICE POLICIES

A. **ENDORSEMENT OF CLINICAL MENTAL HEALTH COUNSELING**
The Counseling Program, with online and on-campus sites, is a unified CACREP-Accredited program, offering an MA degree in Counseling with a specialization in Clinical Mental Health Counseling. As a result, students are prepared to utilize the skills and abilities of a Clinical Mental Health Counselor. They will be endorsed to practice in multiple settings focused on the mental, emotional, and behavioral health of individuals, couples, and families from all walks of life. When non-counseling work settings are a good match for students' interests and abilities, they will be encouraged to pursue training in such environments. However, students who wish to focus on alternative counseling-oriented work settings or gain specialties other than in the clinical mental health setting will be encouraged to obtain additional education and training outside of the program's CMHC's orientation.

B. **STUDENT LIABILITY INSURANCE POLICY**
Counseling students registering for any fieldwork or clinical experience must acquire student liability insurance. This insurance is available at student rates through professional organizations such as the American Counseling Association (ACA) where applications are available online here, and the American Mental Health Counselor's Association (AMHCA) here. Students must submit a copy of the insurance certificate to the Clinical Training team before they can begin any fieldwork or clinical experience.

C. **COUNSELING PROFESSIONAL PRACTICE POLICY**
Students who are enrolled in the Counseling degree Program may not engage in the independent professional practice of counseling or psychotherapy.

D. **INFORMATION TECHNOLOGY POLICIES**
The use of technology is governed by the policies of Northwestern University information Technology (NUIT). NUIT policies can be found here. The rights and responsibilities for the use of network and computing resources at Northwestern University are summarized here. Students are also accountable to follow the guidelines of The family Institute especially as it relates to the HIPAA protections of clients. These policies are discussed below

E. **GUIDELINES—ELECTRONIC MEDIA, SOCIAL MEDIA, EMAIL**

1. **ELECTRONIC AND SOCIAL MEDIA IN A VIRTUAL LEARNING ENVIRONMENT**
Electronic and social media are essential parts of the learning environment, including but not limited to, laptop computers, tablets, phones, recording devices, emailing, etc. The program promotes healthy and open discourse around electronic and social media free of dishonorable content such as racial, ethnic, sexual, religious, and physical disability slurs. The program upholds the ACA Code of Ethics as it pertains to electronic and social media; specifically, codes H.4 through H.6.d. Similarly, the program reserves the right to edit or amend any misleading or inaccurate content in student content/posts in the learning environment. Additionally, also the program reserves the right to delete student content or posts violating the student code of conduct. Students are encouraged to maintain a professional presence on social media; take steps to protect their identity and security; assume that everything online is permanent. Students should not engage in contact with clients in social media channels to ensure HIPAA compliance. Unauthorized photography, recording, and reposting of any program activity (classes or meetings) on social media sites are strictly forbidden as it violates FERPA regulations. Should students violate these policies related to HIPAA violations and FERPA, they would be subject to the program's remediation and discipline process (see Remediation and Discipline).

2. **HIPAA-RELATED USE OF ELECTRONIC MEDIA**

Students are likely to collect, use, manage, and be exposed to protected health information (PHI). Especially for work in the Bette D. Harris Clinic, The Family Institute gives each student an additional email account with necessary encryption as it is important to respect the privacy and confidentiality of clients per HIPAA guidelines. Students are required to use their TFI email accounts for all clinic or client related matters. At no time should PHI be downloaded to a personal computer, tablet, smartphone, or other mobile devices, nor portable mass storage devices (Hard disks, USB Flash Drives, etc.). Doing so is a violation of TFI policies and HIPAA and is grounds for remedial action at Step 3 (see Remediation and Discipline). If students have any issues or questions that are electronic email-related, please contact The Family Institute's Help Desk.

Students' primary NU e-mail address ends with the following domain: @northwestern.edu. The use of this account is mandated for communication with faculty, administration, and the professional staff on matters related to coursework and other non-client communications. All official information and announcements from Northwestern will be delivered to this account. Student will receive TFI related business through their TFI emails. Students are expected to read and respond to emails sent from the school and keep their family-institute.org email address active. Messages sent to students' primary Northwestern e-mail addresses will deliver mail to their Microsoft Exchange mailbox, which can be accessed here. A variety of resources are available to assist in setting up computers and mobile devices. Please see additional information here.

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

F. **ONLINE LEARNING MANAGEMENT SYSTEM -SYNCHRONOUS AND ASYNCHRONOUS - SAFETY AND SECURITY**
1. **SAFETY AND SECURITY WITHIN THE LEARNING MANAGEMENT SYSTEM**
In alignment with the university's guidelines for general information technology use and guidelines for electronic media, social media, and email, the program also employs a robust policy to ensure a safe and secure online learning environment. This policy is referenced in tandem with other policies, such as the Academic Integrity Policy and the Student Code of Conduct. If a safety or security issue arises in the online learning environment, everyone shares equal responsibilities of identifying hazards and threats, following safety rules, and adhering to daily operating practices. Students should report unsafe conditions, school injury, or threat of violence directly to their instructor or program leadership immediately. Every effort will be made to remedy problems as soon as possible.

2. **ONLINE SAFETY AND SECURITY THREATS**
Students should assume that threats to security can occur in the learning communities, and they should be aware and alert to such occurrences. This might include concerning behavior from a student or professor, suicidal or homicidal actions from a student or professor, hostile or threatening students or professors, national disasters, and acts of terrorism. All potential events can be expressed in an online environment and in immersion events.

3. **SEE SOMETHING, SAY SOMETHING.**
In alignment with National Homeland Security standards on how to report suspicious activity when unsure; the program supports the process of "see something, say something." Thus, if a student, staff, faculty, or others see behavior that is of safety concern, they should report suspicious activity to program faculty, to the university, or local law enforcement. Accurately describe what is observed, including:

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

If there is an emergency, call 911.

G. **CYBER OR IN-PERSON AGGRESSION: ZERO-TOLERANCE POLICY**
Students should be aware of Northwestern University's Policy related to intimidation and aggression towards others. There is a zero-tolerance policy for acts of in-person or virtual bullying in the learning community. Students are expected to adhere to the student code of conduct both   online and on the ground, e.g., in immersion experiences.

H. **SAFETY AND SECURITY AT ON-CAMPUS EVENTS**
Some on-campus immersions take place at the Family Institute, Northwestern, or other nearby locations. Although each site will have its safety guidelines, the following can also serve as a general framework to promote safety and security of self and others. Students should become fully aware of and follow Campus safety guidelines.

SECTION 7: CLINICAL FIELDWORK

A. CLINICAL TRAINING DEPARTMENT

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

B. CLINICAL TRAINING SUPPORT STRUCTURE

1. *Clinical Training core faculty-* The Assistant Program Director and Clinical Training Director are core faculty members who oversee various components of supervised professional practice, maintaining close contact with students, supervisors, sites, etc. The Director of the Bette. D. Harris Clinic also functions as training faculty in overseeing client assignment and concerns. These faculty and staff are the first layer of troubleshooting of any concerns about the clinical training experience.

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

3. *University supervisors*. University supervisors (distinct from site supervisors) are those who provide

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

4. *Documentation manager.* The educational coordinator also serves as documentation manager overseeing student records and documentation of clinical training experiences

5. *Time2Track.* Clinical training activity is documented in a tracking system called "Time2Track" (T2T). Students, field supervisors, university supervisors, and Clinical Training leaders work together to ensure successful attainment of clinical training experiences.

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

> **Important Note: The COV-19 pandemic has affected academic programs in unique ways. In response, CACREP, the accreditation body of Counseling, has given programs a capacity to implement several accommodations to ensure that the timing and quality of student educational and training experiences are not dramatically affected. See the link below for program's accommodations and timeline These accommodations temporarily affect how hours for Clinical Training may be counted.**
>
> **Clinical Training COVID-19 Accommodation OG.docx**

C. PLACEMENT POLICIES

1. PLACEMENT PROCEDURES AND EXPECTATIONS

The program's training model is immersive and based on "learning by doing." Students are carefully matched to training experiences in all program curricula. Students complete a Practicum and Internship. Following are policies, procedure, and expectations regarding placement services that students are expected to follow. Failure to do so may result in various consequences including, but not limited to:

- Delayed placement
- Deceleration of program which may result in an additional quarter(s) of coursework
- Coaching (see Remediation and Discipline)
- Immediate suspension from clinical site/clinical work (see Remediation and Discipline)
- Expulsion (see Remediation & Discipline)
- Other consequences as deemed appropriate by the Assistant Program Director in consultation with the Department Chair.

2. PRACTICUM PLACEMENT

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

ii. Practicum students train in the Bette D. Harris Clinical at The Family Institute. They are required

to accrue **200** hours of supervised fieldwork, **50** of which are in direct face-to-face contact with clients. Direct contact hours with clients are defined by face-to-face contact with clients in the same physical room. Students can expect to spend about 10 hours per week at the clinic for a minimum of 3 quarters. Find a detailed breakdown of practicum requirements in Appendix III.

iii. Site supervisors are selected and trained for triadic supervision, by the clinical training leadership. Prior to orientation week, students will be emailed their supervisor assignments and triadic teams. Hours for practicum can only be counted toward the required direct and indirect hour totals when enrolled in a practicum course. Thus, any observation or pre-authorized experiences before the start of practicum on term start day one, that was requested by the student will not count toward required practicum hours. Accrual of face-to-face client hours will be closely tracked by the triadic supervisor in conjunction with the Assistant Program Director. The numbers will be monitored at the end of each month at the Triadic Supervisor Meetings. The *following guidelines have been suggested* to help students stay on track to meet the 50-hour requirement:

- Suggested to accrue 15 Face-to-Face Client Hours by end of December 2020 (the start of Winter Break)
- Suggested to accrue 30 Face-to-Face Client Hours by March 2021 (the start of Spring Break)
- REQUIRED to accrue 50 Face-to-Face Client Hours by June 2021 (Or will continue into Summer Quarter)
- NOTE: the above are the recommended number of sessions per week that students should have in order to reach the 50-hour requirement. Triadic supervisors work with each student to ensure that hours are met and will help if there are problems.

3. **INTERNSHIP PLACEMENT**

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

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

4. **INTERNSHIP PROCEDURES**

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

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

iii. Once students are placed at an internship site, they are expected to maintain the policies and procedures of that site as outlined. However, should challenges arise, students should follow the conflict resolution procedure described in this student handbook. Should this conflict resolution procedure not produce meaningful change and the site not meet expectations to help the student meet program demands towards graduation, students should consult with the Assistant Program Director. Every effort will be made to resolve problems at the Internship site between the intern and the supervisor/ agency. Only if the Assistant Program Director deems it necessary, a supplemental or alternative placement site may be pursued to fulfill requirements. In very rare instances, a replacement site will be suggested, and site termination will be initiated with the original site. *Clinical training leadership must approve supplemental, and replacement sites, which can only be pursued at the discretion of the Assistant Program Director.*

5. **DECLINING AN INTERNSHIP SITE**

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

D. **PLACEMENT PROFESSIONALISM EXPECTATIONS**

   1. **SCHEDULING**

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

   2. **CODE OF ETHICS**

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

following the site's dress code and professional expectations for personal grooming.

3. **AREA OF INTEREST POLICY**

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

4. **FAILURE TO SECURE AN INTERNSHIP PLACEMENT**

The program recommends supervisors and clinical sites based on students' areas of clinical interest and preferences (e.g., location). The clinical training team makes concerted efforts to identify highly skilled   and top tiered placements and supervisors throughout the city of Chicago.   Although every attempt is made to assist students in their efforts to secure an appropriate clinical setting in a time frame that is conducive to completing the program on the student's desired schedule. The program cannot guarantee timely placement, though this is rarely a problem.

5. **DENIED PLACEMENT AFTER INTERVIEW**

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

   i.   Alert the Assistant Training Director to the denied placement after interview

   ii.   The Director will obtain clarification regarding the denial of placement from the site interviewer/supervisor

   iii.   The Director will debrief with the student the site's feedback and assess areas for potential growth (i.e., interview skills, disposition, experience, professionalism, other limitations,

   iv.   If coaching is necessary, based the Director's assessment or student request, the Director will work with the student to support growth in areas to succeed in interviewing

   v.   A student may proceed to other placement interviews once other sites indicates interest

   vi.   If a student is not placed after one or more interviews, the same process will resume from step 1

   vii.   If a student is denied placements after all interviews, the Director will decide if the student is placed in the Remediation and Discipline process (see Remediation and Discipline Process). Important to this decision will be the student's personal and professional capacity to complete required clinical training components of the degree program

E. **PRACTICUM AND INTERNSHIP OVERALL REQUIREMENTS**

The following process is part of the clinical training experience (see Appendix III)
   i.   Students are expected to join the American Counseling Association (ACA) or the American Mental Health Counseling Association (AMHCA) as a student member, where they will secure membership and Professional Liability Insurance. Failure to do so may result in suspension from the clinical training site until insurance is valid. Proof of this insurance must be submitted to the Assistant Program Director prior to participating in clinical training. in Practicum I and Internship I only (No need to

re-submit for Practicum II and III and Internship II and III).

ii.   A Fieldwork contract, that documents the nature and parameters of the experience, must be completed with the student's site supervisor before beginning internship experience. Students are advised to discuss a maximum of 3 weeks off (including between quarters)

iii.   Students are required to complete monthly Time Logs that document their direct service, indirect service, and supervision hours in Time2Track. Students must have them electronically approved by the site supervisor, and turn them in every month, by the 5th of each month (CACREP required). Students must take great care to confirm they are entering hours under the correct Quarter (Fall, Winter, Spring), and the right course (Practicum or Internship I, II, or III). Failure to complete Time logs promptly can incur disciplinary action or sanctions. Timely completion of logs affords appropriate programmatic monitoring of the experience.

iv.   Practicum and Internship students are required to attend weekly triadic or individual site supervision for at least one hour per week, where they will experience personal clinical supervision to discuss cases, develop skills, understand different professional expectations in their region, and develop a greater clinical counselor identity.

v.   Practicum and Internship students are required to meet weekly in a university supervision group. Practicum students attend the reflective practitioner supervision (RPS) group to develop areas of professionalism, self-awareness, and group engagement in conjunction with emerging counseling skills (required participation verified at the end of the quarter). An RPS/University Supervisor will facilitate understanding client transference and counselor countertransference, identifying biases that affect clinical objectivity and removing personal barriers to staying fully present with the client. Internship students are required to meet weekly with a case conference supervision (CCS) group to develop areas of professionalism, self-awareness, group engagement, and clinical skill development. CCS/University Supervisors will provide discussion for intensive, individualized practice of clinical skills and professional development (required participation verified at the end of the quarter).

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

F.   CLINICAL TRAINING HOURLY REQUIREMENTS

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

in an unexcused absence and the student will need to make up the missed hours. This can be indicated by selecting "Unexcused" in the "Attendance Status" column for the experience.

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

2. **LOGGING CLINICAL TRAINING HOURS**

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

3. **K GRADE RATIONALE**

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

4. **LEAVE OF ABSENCE FROM CLINICAL TRAINING**

    A student's leave of absence from the training site and experience must follow a meticulous process to ensure proper care of clients. Any student needing a leave of absence must be in close conversation with the Assistant Program Director to create a clear plan that will support the needs of the clients, site, and trainee. To the extent possible, advanced planning is highly recommended. For ANY leave of absence (unless emergencies in which a student should follow emergency site protocols or ensure their safety), the student must take the following steps:

    i.   Meet with the Assistant Program Director to discuss the nature of the need for leave.

    ii.   Partner with Assistant Program Director and site supervisor to develop a plan for supporting client continuity of care

    iii. When a student is preparing to resume Practicum or Internship classes after a leave of absence, the following plans must be followed:

    iv.   The student must inform the Assistant Program Director of their intent to return from leave (even though they may have also contacted the program or graduate school to take necessary steps). Telling the Assistant Program Director is key to re-establishing training linkages.

    v.   The Assistant Program Director will decide the time frame by which the student will return to a field site. The Director will also assess the student's readiness to continue seeing clients (with consultation as needed)

    vi.   The Assistant Program Director will liaise with the site to support the student's re-entry to the clinical training experience

    vii. If the initial site cannot accommodate the students return after a leave of absence, the Assistant Program Director will decide what options may be possible, such as finding a new site (Note: students must expect delays in being placed into another

site)

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

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

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

- Students still working to complete hours for Internship III after the quarter has ended must enroll in the following quarter in TGS-512, which currently costs $100/quarter (See here)
- Students must receive clinical supervision from their site supervisor until hours are accrued and required documentation is completed, as indicated in the fieldwork contract signed in   Internship
- Students with an incomplete in Internship who are still accruing hours must continue in TGS-512 until all clinical training requirements are met.

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

G. **SITE SUPERVISORS**

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

i. A minimum of a master's degree, preferably in counseling, or a related mental health profession (social work, counseling psychology, marriage, and family therapy)

ii. Relevant certifications and state licensure for independent practice (preferably LPC, LCPC, LMHC, but also LCSW, LMFT, LP etc). A psychiatrist (MD) may also be used as a site supervisor.
iii. A minimum of two years pertinent professional experience in the program area in which the student is enrolled
iv. Knowledge of the program's expectations, requirements, and evaluation procedures for students
v. Relevant training in clinical supervision.

2. **SITE SUPERVISION**

Site supervision both at The Family Institute during the Practicum year and at field sites during Internship, includes both clinical supervision and administrative supervision. For example, Clinical supervision may be considered a process or interventions provided by a senior member of a profession to a junior member or members of that same (or similar) profession. This relationship is evaluative, extends over time, and has the simultaneous purpose of enhancing the professional functioning of the junior colleague. Supervision also involves monitoring the quality of professional services offered to the clients and serving as a gatekeeper for those who are to enter the profession. Administrative supervision ensures that the junior professional fully understand the training context, climate and culture such as the site's mission and vision and operations and infrastructure, schedule, paperwork, evaluations and the like. There will be overlap between clinical supervision and administrative supervision. Site supervision is continuous, mostly face-to-face, and examines the interface between life experiences and clinical practice. Best practices with site supervision and university supervision modalities are modeling, role-reversal, and reviewing audio or videotapes. *Students and site supervisors should schedule site supervision in person, on-site routinely. Exceptions are always needed, but phone or online guidance will not substitute for forming an in-person supervisory rapport. Students should prepare to meet weekly with site supervisors in a physical location*

3. **STUDENT SAFETY**

The Family Institute and other placement sites are responsible and accountable for ensuring the safety of students at their places of practice. While some risk to safety is reasonably expected with any natural experience, site supervisors and sites agree to provide safety supports, standards, and protocols that address the physical, emotional, and psychological needs of the student placed in practicum or internship. Whenever any concerns arise around student safety, the Assistant Program Director must be notified immediately so an appropriate plan can be established. Students who believe that safety standards or well-being are compromised might first attempt to address concerns directly with site supervisors (unless this further endangers the student). While many situations will be likely be resolved satisfactorily, student safety is paramount, in some situation, Counseling- On-campus will summarily terminate a site/student relationship to protect student's wellbeing. If a site supervisor is not available physically or virtually (e.g., by phone) the student must have a clearly outlined plan with the site supervisor to manage unanticipated emergencies. The student and site supervisor must work together to ensure the policy protects all involved. If the student does not have a plan in place, they are to inform their RPS or CCS or Assistant Program Director to facilitate the resolution of this issue.

4. **CLINICAL TRAINING ONLINE PLATFORMS – T2T**

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

H. RESOLVING CONFLICTS

1. HONORING CONFLICT RESOLUTION VALUES IN COUNSELING

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

2. CONFLICT RESOLUTION WITH SITE SUPERVISORS

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

i. Speak with the site supervisor directly (unless there is an ethical violation with the supervisor that needs to be reported immediately to the Director of Clinical Training).

ii. Contact the Assistant Program Director immediately

iii. The Assistant Program Director will discuss steps to facilitate further resolution of that problem, which may include:
- Offering additional feedback and coaching for the student to back to approach the site supervisor
- Speaking directly with the site supervisor to address the issue
- Calling a conference to include the site supervisor, the student, and a member of the training team
- Removing the student from the site (in extreme cases, such as ethical violations)
- Appropriate referral to the remediation and discipline process for further action

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

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

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

3. **CONFLICT RESOLUTION WITH UNIVERSITY SUPERVISORS**

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

    i.   Address the concern directly in the RPS or CCS group, respectfully and sensitively, to invite peer input and process the experience together to acquire a reasonable resolution together.

    ii.   Speak with the University Supervisor directly (unless there is an ethical violation with the supervisor that needs to be reported immediately to the appropriate Assistant Program Director) to express concerns.

    iii.   Contact the appropriate Clinical Training Faculty to discuss the issue.

    iv.   The Assistant Program Director and other training personnel will discuss the matter with the clinical training team and take steps to facilitate further resolution, which may include:

- Offering additional feedback and coaching for the student to go back and approach the University Supervisor differently, or explain a policy that may apply
- Visiting the university supervision group meeting to assist the reflective process and consider a resolution; or setting up a separate meeting with the student and supervisor involved, depending on the nature of the concern.
- Speaking directly with the University Supervisor to address the issue
- A conference call with the University Supervisor, the student
- Removing the student from the university supervision group (in extreme cases, such as ethical violations)
- **IMPORTANT: Students are not permitted to switch university supervision groups (that is RPS and CCS). These groups remain the same throughout the three-quarters of Practicum and three-quarters of Internship. Only in extreme cases will changes be made to group arrangements, for example, when students take a leave of absence, or when students are unable to continue for any other well-justified reason.**

I. **STUDENT CLINICAL PERFORMANCE EVALUATION**

1. **TIMING OF EVALUATIONS**

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

2. **EVALUATION IN METHOD COURSES**

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

3. **REMOVAL FROM A FIELDWORK PLACEMENT SITE**

    Students must be able to complete their required hours within their fieldwork placements at The Family Institute for Practicum and at community sites for Internship. Students must satisfactorily follow all the policies and procedures Assistant d with the site. To be in good standing in the program, a student must remain in good standing with the policies of clinical training. This includes, at the end of the clinical training experience, appropriate termination of clients and successful completion of all paperwork Assistant d with termination/transfer of clients. Being in good standing also includes making appropriate arrangements, to the extent possible, in emergencies to prevent disruptions in client care.

    > **IMPORTANT: Dismissal from a training site during internship for cause will be grounds for remediation at Steps 3. Depending on the nature of the site dismissal (e.g., harm to clients) clinical training <u>may be paused</u> until SRC hearing deliberations are complete). See Remediation and Discipline process in this handbook and the policies and procedures documentation offered by placement site.**

4. **STUDENT DISCLOSURE STATEMENT EXPECTATIONS**

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

    Other areas of consent and disclosure:

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

J. OBSERVATION HOURS IN PRACTICUM ONLY

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

K. OFF-SITE COUNSELING

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

L. TELEMENTAL HEALTH (TMH) OR ONLINE COUNSELING AND ONLINE SUPERVISION

1. DOING TELEMENTAL HEALTH
Some practicum or internship sites may offer clients the opportunity to receive services via tele mental health (TMH) platforms. Ultimately, the use of such modalities is subject to the approval of Clinical Training team and site supervisor during the placement vetting process. The following are guidelines for students and sites to ensure that hours and experiences will fulfill academic requirements:

   i.   TMH must be done with video and audio – no phone-only or text-message counseling (unless there is an extenuating circumstance for a client that has been approved by the site supervisor)
   ii.   Clients and counseling students are strongly encouraged to meet in person before starting TMH.
   iii. Once approved for practicum or internship, appropriate training on the online counseling platform and TMH is required.
   iv.   HIPAA compliance must be attested to by the site (an email from the site supervisor to the assigned Clinical Training Director)
   v.   Counseling must adhere to state and local laws regarding TMH or online counseling and online supervision
   vi.   Face to face supervision between student and supervisor is preferred but student and supervisor may engage in online supervision
   vii. Clinical hours obtained via TMH must be tagged in Time2Track as TMH

LI. PRACTICUM COMPLETION AND INTERNSHIP

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

Methods course instructors and syllabi.

2. **MOVING INTO INTERNSHIP**

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

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

N. ACADEMIC INTEGRITY IN CLINICAL TRAINING

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

O. STUDENTS WITH DISABILITIES

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

P. PERSONAL FITNESS FOR SITE PLACEMENT

1. **CRIMINAL BACKGROUND CHECKS**

The program requires a background check during the admissions process, well before students seek clinical fieldwork placements. However, placement sites may also require their background checks before confirming students at a site. The program supports placement site requests for a criminal background check. Students should be prepared to transparently address any issues with their criminal background with their site supervisor and program leadership. ***Note, sites have the right to refuse training to a student with a documented criminal background.*** Further, the program has little or no mediational role in assisting a student with a documented criminal record to become a fully licensed professional counselor in a specific state. *Students are responsible for understanding the implications of having a criminal record when seeking future employment or in state licensure processes.*

2. **DRUG AND ALCOHOL POLICY**

The program, Northwestern University, and The Family Institute are drug-free environments. All students, professors, instructors, supervisors, and staff are strictly prohibited from misusing controlled substances, intoxicants, alcohol, and prescription drugs while working, engaging in the online classroom, attending group immersion or capstone, other university-sponsored events, and all field training site experiences. In accordance with Northwestern University's Student Code of Conduct (in Student Handbook). The program maintains and enforces a **zero-tolerance** policy regarding substance use in program related events and

experiences, that leads to professional misconduct. Students in violation of this drug and alcohol policy will be subject to remediation and discipline policies of Northwestern University and/or program

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

Q. STATE LICENSURE AND ACCREDITATION

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

R. POLICY ON DISCRIMINATION, SEXUAL MISCONDUCT AND HARASSMENT

1. **POLICY ON DISCRIMINATION AND HARASSMENT**
The program abides by The Graduate School's policies related to discrimination, harassment, sexual misconduct and harassment (See Northwestern University's student handbook).

2. Northwestern University does not discriminate or permit discrimination by any member of its community against any individual based on race, color, religion, national origin, sex, pregnancy, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship status, veteran status, genetic information, reproductive health decision making, or any other classification protected by law in matters of admissions, employment, housing, or services or in the educational programs or activities it operates. Harassment, whether verbal, physical, or visual, based on any of these characteristics is a form of discrimination.

Northwestern University complies with federal and state laws that prohibit discrimination based on the protected categories listed above, including Title IX of the Education Amendments of 1972. Title IX requires educational institutions, such as Northwestern, to prohibit discrimination based on sex (including sexual harassment) in the University's educational programs and activities, including in matters of employment and admissions. In addition, Northwestern provides reasonable accommodations to qualified applicants, students, and employees with disabilities and to individuals who are pregnant.

Any alleged violations of this policy or questions with respect to nondiscrimination or reasonable accommodations should be directed to Northwestern's Office of Equity, 1800 Sherman Avenue, Suite 4- 500, Evanston, Illinois 60208, 847-467-6165, equity@northwestern.edu.

3. Questions specific to sex discrimination (including sexual misconduct and sexual harassment) should be directed to Northwestern's Title IX Coordinator in the Office of Equity, 1800 Sherman Avenue, Suite 4-500,

Evanston, Illinois 60208, 847-467-6165, TitleIXCoordinator@northwestern.edu.

A person may also file a complaint with the Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting www2.ed.gov/about/offices/list/ocr/complaintintro.html or calling 800-421-3481. Inquiries about the application of Title IX to Northwestern may be referred to Northwestern's Title IX Coordinator or the United States Department of Education's Assistant Secretary for Civil Rights or both.

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

SECTION 8: PROCEDURES FOR COURSE AND PROGRAM EVALUATION

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

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

B. EXIT INTERVIEWS & EXIT SURVEYS

Before graduation, all students are asked to complete a COUN Student Exit interview and exit surveys to provide feedback, reflections, and recommendations regarding all aspects of the program. Such feedback includes but is not limited to admissions, curriculum, student advising, clinical training, comprehensive examinations, assistantships, program events, and climate. The results of the survey are anonymous to allow honest feedback. Also, all students must meet with program leadership for an exit interview to provide feedback, reflection, and recommendations regarding all aspects of the program. Results from the Exit Survey and Exit Interviews are used to improve the program. Results from the Exit Survey and Exit Interviews are used to enhance the program. Also, as part of ongoing program evaluation activities, graduates will be asked to complete the triennial alumni survey following graduation from the program.

C. EXAMINATIONS

1. NATIONAL COUNSELOR EXAMINATION FOR LICENSURE AND CERTIFICATION

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

II. EXAMINATION PROCESS
In the Fall Quarter of the program's internship year, students can 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. Starting early in Fall Quarter, interns will receive information regarding the application, preparation, and examination process.

III. CAPSTONE RESEARCH PRESENTATION
In their last quarter of studies, students are required to give an in-person 45-minute oral presentation with supporting PowerPoint and handout at Capstone. The audience will be the Counseling Program

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

SECTION 9: SUPPORT SERVICES

A. GRADUATE WRITING PLACE

The Graduate Writing Place provides individual writing consultations with Graduate Writing Fellows (Ph.D. candidates at Northwestern) to review various writing, including coursework papers. For graduate students at Northwestern who live outside the Chicago-area, online appointments may be more appropriate.

These appointments take place via phone, Skype, or chat, and the student should attach their writing to the appointment block within the system beforehand. In rare instances (generally due to time differences) it is impossible to conduct synchronous online appointments with students. In such cases, students should email writingplace@northwestern.edu to ask about setting up an asynchronous online appointment. Clients should also note that writing consultants will not perform grammatical line editing during such meetings. For more information on Writing Place policies, please visit This Site

B. DISABILITY ACCOMMODATION POLICY AND PROCEDURE

The program supports the needs of students with disabilities and follows the university's policies and procedures for those students seeking accommodations. These policies and procedures can be found Here.

C. LIBRARY SUBJECT LEAD

The Northwestern Library collects commonly used reference materials in the counseling profession. Students can access various journals, research databases, books, and even videos of expert counselors and psychotherapists in action on this site. Click here for Library Resources.

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

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

E. **CAREER ADVANCMENT COUNSELING**

The mission of Northwestern Career Advancement (NCA) is to foster excellence in career development, preparation, and professional opportunities for undergraduate and graduate students and alumni by providing comprehensive services and programming and by promoting strong partnerships with employers, academic departments, and the university community. Students desiring career development information should See Here

F. **SEXUAL MISCONDUCT AND PREVENTION**

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

G. **PROGRAM EVENTS (Note: Many of these events have been affected by COVID- related requirements)**

1. **JUMPSTART YOUR CAREER**
    The Jumpstart Your Career series is designed to help Counseling Internship students obtain postgraduate employment and/or enter a doctoral program. A series of workshops and activities are offered throughout the Internship Year. This series in combination with Alumni Association services and events, offers students the support needed for transition to the workplace. See the appendix for the Counseling Program Calendar with dates, times and locations of Jumpstart workshops and activities.

2. **GROUP RELATIONS IMMERSION ("TAVISTOCK")**
    The Group dynamics Conference experience takes place in the Practicum training year. The group dynamics conference is a three-day experience that is held at The Family Institute from Friday through Sunday. 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.

3. **YEAR END SUPERVISOR LUNCHEON AND COLLOQUIM**
    The 39th Annual Supervisor Luncheon and Colloquium is a time-honored tradition for over three decades in the Program 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.

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

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

similar interests and geographic locations.

6. **GRAND ROUNDS AND RESEARCH PRESENTATIONS**

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

7. **CONFERENCE WORKSHOPS**

   Students are encouraged to attend workshops offered by the professional Counseling community. These include the Annual TFI conference, the Illinois Counseling Association conference, the Illinois Mental Health Counseling conference and the American Mental Health Counseling conferences. In addition to attending the conferences, Students are also encouraged to seek out and attend conferences related to their own individual 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).

SECTION 10: PROFESSIONAL ORGANIZATION FOR COUNSELING STUDENTS

A. CONFERENCE WORKSHOPS

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

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

National Professional Organizations For Masters-Level Counseling Students	
Organization	**Student Activities & Opportunities for Professional Involvement**
American Counseling Association (ACA) The world's largest association representing 55,000 counselors from all specializations including Clinical Mental Health Counseling	▪ 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

American Mental Health Counseling Association (AMHCA) A community of 7,000 Community Mental Health Counselors	▪ Present/Do a Poster Session or volunteer at the AMHCA Annual Conference ▪ Learn about how you can be part of advocacy initiatives in Congress
Association for Counselor Education and Supervision (ACES) Is the premier organization dedicated to quality education and supervision of counselors in all work settings. ACES members are counselors, supervisors, graduate students, and faculty members who strive to improve the teaching and supervision of counselors in training and practice.	▪ Present/Do a Poster Session or volunteer at the ACES Conference ▪ Read the journal Assistant d with this association ▪ Learn about task forces, interest networks, committees, and elected positions.

APPENDIX I: PROGRAM CURRICULA

I. **STANDARD CURRICULUM**
   Two Year Program
   24 courses required
   Electives may be added

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

Coursework Details

The Standard Curriculum is a full-time two-year program with 24 courses. Elective courses may be added

Practicum Details

In the Practicum year, students enroll in the three-quarter Counseling Methods course along with two additional courses, meet weekly with a Reflective Practice Supervisor and complete the Practicum at The Family Institute, where a minimum of 50 hours of direct client contact is accrued.

Internship Details

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

II. **TWO-PLUS (2+) CURRICULUM**
    Three Year Program (Phasing out. Ends in 2022)
    Requires 27 courses

Two-Plus is a special curriculum designed for qualified students entering the counseling field for the first time

following a career in another discipline and/or with minimal academic and experiential background in psychology or human services. It is unique to the Northwestern Counseling program and reflects the program's appreciation of the value of a "second career," while recognizing the importance of adequate preparation for practice in this highly complex and challenging field.

Course Details

Students 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 students to the key theories, concepts and applied aspects of the counseling field.

Pre-practicum details

In the first-year students complete the three introductory courses, other courses drawn from the standard curriculum as well as pre pre-practicum experience, designed to expose students to strategies in clinical practice. Students are placed at field sites to shadow experienced professionals doing clinical work.

Practicum Details

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

Internship details

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

III. **TWO-PLUS (2+) CURRICULUM (2020 and after)**
Standard program, plus one summer accelerated
quarter 27 courses required

Electives may be added

The revised 2-plus Curriculum is an intensive program for students without an academic background in psychology or human services and prior clinical experience. Students begin with 2 introductory courses in an accelerated summer of study. Then students transition to the standard program to complete the third introductory courses as well as the standard curriculum first year plan. This first year includes closely supervised client counseling while taking courses and participating in the RPS experience. It is this closely supervised experience that allows students to participate in a "learning-by-doing" model.

Coursework Details

Summer accelerated quarter details

Students begin the program with two of three introductory courses taken in an accelerated period

Practicum Details

In the Practicum year, students enroll in the three-quarter Counseling Methods course along with two additional courses, meet weekly with a Reflective Practice Supervisor and complete the Practicum at The Family Institute, where a minimum of 50 hours of direct client contact is accrued. Students also complete

the third introductory course required for the 2-plus curriculum

Internship Details

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

APPENDIX II - COURSE SCHEDULE

Master of Arts in Counseling Program **Course Schedule**	
Fall Quarter	
Two-Plus Year 1	479-1 Introduction to Clinical Practice (1);
Standard Year 1 Two-Plus Year 1 and 2	480-1 Counseling Methods: Skills for Counseling & Psychotherapy (1);
Standard Year 1 Two-Plus Year 1	411 Individuals & Systems: Psychodynamic Viewpoints (1);
Standard Year 1 Two-Plus Year 1	416 Theories of Counseling & Psychotherapy (1);
Standard Year 2 Two-Plus Year 2	422- Foundations of Family, Marital and Couples Counseling (1);
Standard Year 1 Two-Plus Year 1 and 2	481-1 Supervised Practicum in Counseling (1); Practicum Reflective Practice Supervisor Group; Times & Locations Vary
Standard Year 2 Two-Plus Year 3	483-1 Ethics and Legal Issues in Counseling (1);
Standard Year 2 Two-Plus Year 2	417 Cognitive Behavioral Therapy (1) or 436 Child and Adolescent Counseling and Psychotherapy (1)
Standard Year 2 Two-Plus Year 3	482-1 Supervised Internship in Counseling (1); Supervision , Times & Locations Vary Internship Case Consultation Supervision Group; Times & Locations Vary
Standard Year 2 Two-Plus Year 3	455-0 Psychopharmacology (1)
Winter Quarter	
Two-Plus Year 1	479-2 Introduction to Clinical Practice (1);
Standard Year 1 Two-Plus Year 1 and 2	480-2 Counseling Methods: Strategies for Counseling & Psychotherapy (1)
Standard Year 1 Two-Plus Year 1	483-2 Cultural Diversity in Counseling (practicum students)
Standard Year 1 Two-Plus Year 1	415 Psychopathology in Counseling (1);
Standard Year 2 Two-Plus Year 2	426-20 Assessment in Counseling (Child & Adolescent Focus) (1) **Or** 426-21 Assessment in Counseling (Adult Focus) (1)

Standard Year 1 **Two-Plus Year 1** **and 2**	481-2 Supervised Practicum in Counseling (1) Practicum Reflective Practice Supervisor Group; Times & Locations Vary
Standard Year 2 **Two-Plus Year 3**	483-2 Cultural Diversity in Counseling (internship students)
Standard Year 2 **Two-Plus Year 2**	452- Theory & Technique of Substance Abuse (1)
Standard Year 2 **Two-Plus Year 3**	482-2 Supervised Internship in Counseling (1); Supervision, Times & Locations Vary Internship Case Consultation Supervision Group; Times & Locations Vary
Standard Year 2 **Two-Plus Year 3**	429-0 Sex Therapy (1 TBA) FI 300 (May be offered in Winter as well as Spring)
Spring Quarter	
Two-Plus Year 1	479-3 Introduction to Clinical Practice (1)
Standard Year 1 **Two-Plus Year 1** **and 2**	480-3 Counseling Methods: Outreach, Prevention & Advocacy (1)
Standard Year 1 **Two-Plus Year 1**	414-20 Human Growth & Development (Child & Adolescent Focus) (1) Or 414-21 Human Growth & Development (Adult Focus) (1)
Standard Year 1 **Two-Plus Year 1**	412 Group & Organizational Dynamics (1);
Standard Year 2 **Two-Plus Year 2**	427 Career Development (1)
Standard Year 1 **Two-Plus Year 1** **and 2**	481-3 Supervised Practicum in Counseling (1) Practicum Reflective Practice Supervisor Groups; Times & Locations Vary
Standard Year 2 **Two-Plus Year 3**	483-3 Advanced Topics in Clinical Mental Health Counseling (1)
Standard Year 2 **Two-Plus Year 2**	453 Evaluation and Treatment of Trauma Disorders (1) - Elective
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