



**Felician College  
School of Arts and Sciences**

**COUNSELING GRADUATE PROGRAM  
STUDENT HANDBOOK**

The programs within the Department of Counseling  
of the School of Arts and Science  
strive to prepare  
competent, socially conscious and reflective professionals.

## Table of Contents

College and Department of Psychology Mission Statements.....	3
Accreditation and Approvals.....	4
Master’s Counseling Goals and Objectives.....	5
Mission Statement.....	5
Program Objectives and Outcomes.....	5
Admission Requirements.....	6
Graduate and Retention.....	7
Course Schedule and Semester Offerings.....	8
Course Sequence.....	10
Students’ Course Sequence by Semester.....	11
Course Descriptions and Course Flow by NJ State Licensure Requirements.....	12
Professional Involvement/Development.....	16
Policy and Procedures for Recommending Students.....	17
Student Retention and Remediation Policy.....	18
Student Performance Review Cover Sheet.....	24
Student Performance Remediation Plan.....	25
Academic Policies and Procedures.....	28
Academic Integrity.....	32
Academic Appeal.....	33
Practicum and Internship Training.....	37
Practicum Guidelines.....	37
Internship I & II.....	38
Internship Guidelines.....	39
Useful Forms/Appendixes.....	45
Practicum Letter to Supervisor.....	46
Internship Letter to Supervisor.....	47
Tracking Direct Clinical Hours.....	48
Tracking Indirect Clinical Hours.....	49
On-site Supervisor Evaluation.....	51
Permission to Tape Session.....	54
Client Interview Example.....	55
Application Checklist and other NJ licensing information.....	57
Students with Disabilities and Other Policies.....	59
Final Portfolio/Capstone Project.....	61
Referral list.....	64
References.....	65
Agreement Form.....	66

OUR FIRST PRIORITY IS OUR STUDENTS. OUR SECOND IS THEIR FUTURE.

Founded in 1942 by the Felician Sisters, Felician College is one of the few Franciscan colleges in the country, and the only one in New Jersey. We've built our reputation with an emphasis on service and respect for humanity, as was the dream of Blessed Mary Angela Truszkowska - the foundress of the Felician Sisters more than a century ago. Even today, we strive to represent those values in everything we do.

We provide the individualized attention and support to prepare you for life, and success, after graduation. More than just quality students, we're graduating valuable members of society who are prepared to take on the challenges of an ever-changing world. As a co-educational, liberal arts institution, Felician is home to approximately 2,300 undergraduate, graduate and adult studies students. With full-time, part-time and online offerings, you can expect an accommodating college experience at Felician College. Mission Statement and Program Objectives

Felician is an independent co-educational Catholic/Franciscan College founded and sponsored by the Felician Sisters to educate a diverse population of students within the framework of a liberal arts tradition. Its mission is to provide a full complement of learning experiences, reinforced with strong academic and student development programs designed to bring students to their highest potential and prepare them to meet the challenges of the new century with informed minds and understanding hearts. The enduring purpose of Felician College is to promote a love for learning, a desire for God, self-knowledge, service to others, and respect for all creation

### **Mission Statement of the Department of Psychology at Felician College**

The mission of the Department of Psychology is to provide the foundation and framework for an interdisciplinary and liberal education. In particular, this includes developing the knowledge, skills, and values consistent with the science and application of psychology. Furthermore, it provides the knowledge, skills, and values consistent with a liberal arts education. In addition the mission places special emphasis on carefully constructed, empirically based, and defensible psychological principals consistent with social responsibility and justice, compassion for others, and a "respect for all creation". The mission of the psychology department specifically supports the mission and purpose of Felician College "to promote a love of learning, a desire for God" and "self knowledge". The Masters degree in Counseling prepares students at the graduate level for entrance into the professional field of mental health counseling, with a special commitment to working with individuals from a diverse ethnic, cultural, racial, sexual orientation and gendered population. Such a commitment is consistent with the mission of Catholic teachings on social justice and philosophy of life. In addition, the training will exemplify and maintain the Franciscan vision of the college and focus on serving traditionally underserved, disenfranchised and alienated groups.

## Accreditations and Approvals

Felician College is one of three institutions of higher education sponsored by the Congregation of the Sisters of Saint Felix of Cantalice (Felician Sisters). The College is licensed by the State of New Jersey as a not-for-profit organization.

### The College is accredited by:

- [The Middle States Association of Colleges of Schools](#)  
3624 Market Street  
Philadelphia, PA 19104-2680  
(215) 662-5606
- [Masters in Psychology and Counseling Accreditation Council](#)  
595 New Loudon Rd. #265  
Latham, New York 12110  
(518)-785-1980
- [The Teacher Education Accreditation Council \(TEAC\)](#)  
One Dupont Circle  
Suite 320  
Washington, DC 20036-0110  
202-466-7236  
FAX: 302-831-3013
- [The New Jersey State Board of Nursing](#) 124 Halsey Street  
Newark, New Jersey 07102  
(973) 504-6430 FAX (973) 504-6302
- [The New Jersey State Nurses Association and the Institute for Nursing](#)  
1479 Pennington Road  
Trenton, NJ 08618  
(609)-883-5335

Felician College is an approved provider of continuing nursing education by the New Jersey State Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.

### The International Assembly for Collegiate Business Education (IACBE)

The Division of Business and Management Science is a shining example of our quality programs and academic excellence. Felician College has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:

- New Jersey Commission on Higher Education
- Master of Business Administration in Innovation/Entrepreneurship
- Bachelor of Science in Accounting
- Bachelor of Science in Business Administration
- Bachelor of Science in Management
- Bachelor of Science in Marketing
- Bachelor of Arts in Management and Marketing
- Associate of Arts in Business Administration

**Felician College is also approved by:**

- New Jersey Commission on Higher Education
- National Association of State Directors of Teacher Education and Certification (NASDTEC).
- New Jersey Bureau of Teacher Education and Academic Credentials
- State of New Jersey Department of Education
- The State Approving Agency for Veterans' Benefits
- Sloan-C Consortium for Asynchronous Learning

**The Graduate Program in Counseling Psychology is accredited by:**

- On June 16, 2014 the graduate program in Counseling Psychology at Felician College received accreditation by the Masters in Psychology and Counseling Accreditation Council (MMPCAC).

Students interested in pursuing licensing as a professional counselor in other states should refer to the credentialing organizations in those states, and may find this link helpful: <http://www.counseling.org/Counselors/LicensureAndCert/TP/StateRequirements/CT2.aspx> Students interested in pursuing school counselor certification in other states may find this link helpful: <http://www.schoolcounselor.org/content.asp?contentid=242>.

## **Counseling Psychology Program Goals and Objectives**

**Mission Statement**

As a Franciscan institution Felician College has always focused on preparing students to be compassionate, community focused, facilitative of the potential of others, and striving to maintain the ideas of the Gospel as modeled by the service of others of Saint Francis of Assisi. In the realm of counseling over the course of the last ten years a new paradigm, positive psychology, has emerged. Further, an emphasis on mindfulness, spiritual development, and empowering the potential of others has become a new and core theoretical expansion of models of counseling. With these two models in mind the following program represents a synthesis of these approaches and represents a unique approach to preparing professional counselors.

**Program Objectives and Outcomes**

Upon completion of the Master of Arts degree in Counseling Psychology, students will demonstrate an awareness of the ethical challenges and responsibilities in the field of counseling, and articulate a personal model for addressing these that is consistent with Catholic and Franciscan values. In addition, they will be able to assess individuals and groups which display patterns of psychopathology. They will have the skills to utilize information and technology literacy for maintaining best practices in counseling. They will have the skills to articulate a clear and precise treatment plan for addressing the diagnoses of individuals and groups. The students will adapt to the unique cultural, gender, racial, and sexual orientation needs of individuals and groups they serve. Students will demonstrate competence in appropriate scientifically validated

treatment modalities. These include but are not limited to individual psychological counseling, marital, and couples counseling, family counseling, group counseling, and organizational consultation and interventions. At the completion of the degree program and the accrual of the necessary hours of experience the students will be eligible to sit for the state licensure in professional counseling. Students will participate in ongoing professional development geared toward lifelong learning and professional development.

### **Admission Requirements**

In addition to a completed application, the following are required:

- Graduation from an accredited baccalaureate program
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT)
- Official transcripts of past collegiate work including post-baccalaureate work
- Nine credits in psychology coursework or its equivalent
- Résumé
- Personal statement
- Two letters of recommendation

The admission criteria are flexible and multi-faceted such that no one factor is determinative of the acceptance decision. The Admissions Committee of the M.A. in Counseling Program will review the entire application package in its deliberations.

### *Degree Requirements*

The Master's degree consists of sixty (60) credits and conforms to the licensing expectations of the New Jersey Professional Counselor Licensing Law and Regulations. For the license as a Professional Counselor (LPC), students need to complete coursework in the following areas: counseling theory and practice; the helping relationship; human growth and development and maladaptive behaviors; lifestyle and career development; group dynamics, processes, counseling and consulting, appraisal of individuals; social and cultural foundations; research and evaluations; and the counseling profession (including ethics).

### *Transfer of Credit Policy*

Up to 6 graduate credits may be transferred from another accredited graduate program. Transfer credits or course substitutions will not be permitted for coursework beyond the four foundations of counseling courses (PSYC 505, 507, or 510). Credits must have been earned within the past 5 years and only courses with a final grade of "B" or higher will be considered. A determination regarding the transferability of credits is done on a case-by-case basis by the M.A. in Counseling Psychology Program Director whose decision will be final.

### *Graduation and Retention Policies*

1. A grade of “B-“ or better is required in all courses.
2. A 3.00 Grade Point Average (GPA) and successful completion of the 60 credit curriculum is required for graduation.
3. If, after 9 completed credits, the student’s GPA is below 3.00, he or she will be placed on Academic Probation. The student’s progress will be reviewed at the completion of 9 additional credits and if the 3.00 requirement is not met at that time, the student will be dismissed from the program.
4. A grade of “C” will be permitted for no more than two courses. A third “C” will result in possible dismissal from the program.
5. Degree requirements must be completed within 5 years from the date of admission. This includes leaves of absence. Students not completing their degree requirements within the 5 year period will either be dismissed from the program or will be required to take additional courses as determined by the M.A. in Counseling Psychology Program Director.
6. Students who temporarily separate from the course of study and wish to be readmitted must make formal application to the Program Director of the M.A. in Counseling Psychology Program. The application will be reviewed by the Admissions Committee. Upon acceptance, and depending on the period of absence from the program, there may be a requirement to repeat one or more courses or complete additional courses if there were curriculum changes during the period of separation from the program.

Course Schedule and Typical Offerings (as of Fall 2015)

	#	Hrs	Course Title	Semester	Semester	
PSYC	505	3	Introduction to Counseling	Fall	Spring	<i>Summer</i>
PSYC	507	3	Developmental models of Personal Growth	Fall		
PSYC	510	3	Techniques of Counseling and Appraisal	Fall	Spring	
PSYC	511	3	Community, Organizational and Institutional Counseling	Fall		<i>Summer</i>
PSYC	515	3	Mindfulness, Spirituality, and Positive Approaches to Counseling		Spring	
PSYC	520	3	Psychopathology		Spring	
PSYC	530	3	Marital and Family Counseling	Fall		
PSYC	550	3	Theories of Personality and Counseling		Spring	
PSYC	555	3	Vocational and Career Counseling	Fall		
PSYC	557	3	Professional Issues and Ethics		Spring	
PSYC	560	3	Clinical Practicum I	Fall	Spring	<i>Summer</i>
PSYC	565	3	Groups: Theory and Practice		Spring	
PSYC	575	3	Counseling Internship I	Fall		
PSYC	576	3	Counseling Internship II		Spring	
PSYC	580	3	Assessment and Treatment Planning		Spring	<i>Summer</i>
PSYC	590	3	Research and Evaluation Methods	Fall		
PSYC	591	3	Child and Adolescent Counseling	Fall		
PSYC	592	3	Counseling of Older Adults		Spring	
PSYC	595	3	Addictions Counseling	Fall		
PSYC	597	3	Multicultural Counseling		Spring	
PSYC	599	3	Psychopharmacology	Fall		

\*The above schedule is tentative, however, should be used for the selection of your courses and to map your course plan. Additional courses could be offered if necessary and with necessary enrollment, however, this would be addressed in a case-by-case basis.

\*\* Summer courses vary from year to year and are based on the majority of student's needs.

Course #	Core Counseling Courses	Semester Taken	Grade	Credits
505	Foundations & Intro to Counseling			
507	Developmental Models			
510	Techniques of Counseling			
511	Industrial, Organizational and Community			
	<b>Counseling Courses</b>			
520	Psychopathology			
530	Marital and Family Counseling			
550	Theories of Personality			
555	Vocational and Career Counseling			
557	Professional Issues and Ethics			
565	Groups: Theory and Practice			
580	Assessment and Treatment			
590	Research and Eval Methods			
597	Multicultural Counseling			
	<b>Clinical</b>			
560	Clinical Practicum			
575	Counseling Intern I			
576	Counseling Intern II			
	<b>Electives</b>	<b>Choose 4</b>		
515	Mindfulness			
591	Child and Adolescent Counseling			
592	Counseling of Older Adults			
595	Addictions Counseling			
599	Psychopharmacology			
577	Counseling Supervision Internship III			

## Course Sequence

### *Semester Course Offerings*

#### Fall & Spring Semesters:

PSYC 505- Introduction to Counseling

PSYC 510- Techniques of Counseling and Appraisal

PSYC 560- Clinical Practicum I (Prerequisites PSYC 505, 510, 520, 557)

#### Fall Semester:

PSYC 507- Developmental Models of Personal Growth

PSYC 511 Community, Organizational and Institutional Counseling

PSYC 530- Marital and Family Counseling

PSYC 555- Vocational and Career Counseling

PSYC 575- Counseling Internship I (Prerequisites PSYC 505, 510, 520, 557)

PSYC 590- Research and Evaluation Methods

PSYC 591- Child and Adolescent Counseling

PSYC 595- Addictions Counseling

PSYC 599- Psychopharmacology

#### Spring Semester:

PSYC 515- Mindfulness, Spirituality, and Positive Approaches to Counseling

PSYC 520- Psychopathology

PSYC 550- Theories of Personality and Counseling

PSYC 557- Professional Issues and Ethics

PSYC 565- Groups: Theory and Practice

PSYC 576- Counseling Internship II (Prerequisites PSYC 505, 510, 520, 557)

PSYC 580- Assessment and Treatment Planning

PSYC 592- Counseling of Older Adults

PSYC 597- Multicultural Counseling

#### Summer Semesters:

Surveyed and offered as needed.

## Student Course Sequence Example: By Semester

### Year 1

Fall	Spring
PSYC 505	PSYC 510
PSYC 507	PSYC 520
PSYC 511	PSYC 550

### Year 2

Summer  
PSYC 590

Fall	Spring
PSYC 515	PSYC 557
PSYC 530	PSYC 580
PSYC 555	PSYC 565

### Year 3

Summer  
PSYC 560

Fall	Spring
PSYC 575	PSYC 576
PSYC 591	PSYC 592
PSYC 599	PSYC 597

## Course Descriptions and Course Flow

### I. Counseling theory and practice

Some students may have taken, but as of January 1, 2012 this course was removed from the curriculum:

#### 1. PSYC 500- Psychological foundations of counseling

*This course is designed to provide a general foundation to the theoretical and historical underpinnings of the field of counseling psychology. The course begins with a review of the history and the development of the field of counseling. The development of various approaches to counseling including subspecialties of: mental health, career, family, group, school, community, and pastoral counseling will be discussed. Additionally, issues such as ethics, legal, practice opportunities, managed health care, and limitations of counseling will be reviewed.*

#### 2. PSYC 530- Marital and family counseling

This course is designed to provide a theoretical understanding of the concepts that derive the techniques and models of marital and family counseling. Students will develop the ability to examine the appropriateness of targeted interventions when working with families and couples from diverse backgrounds. Attention will be focused on the assessment, diagnosis, treatment and

outcome of counseling diverse couples and families, as well as on the importance of advocacy within the family system.

## **II. The helping relationship**

### 1. PSYC 510- Techniques of counseling and appraisal

This course will prepare students with the fundamental skills of counseling and appraisal. A multi-theoretical model will be used with an emphasis on developing the basic skills of counseling. The importance of appraisal in guiding the counseling relationship will be defined and specific attention to the various roles of the counselor will be listed.

### 2. PSYC 550- Theories of personality and counseling

The theoretical and practical counseling strategies derived from personality theories will be examined. An emphasis on translating theoretical models into interventions will be emphasized. Students will also gain the tools necessary to understand human behavior as it pertains to personality differences within the multicultural context.

## **III. Human growth and development, and maladaptive behavior**

### 1. PSYC 507- Developmental models of personal growth

The major developmental theories of personal development will be examined. This course explains the diagnostic criteria of the DSM and ICD, and defines development within diverse classification systems. An emphasis will be placed on normal growth patterns all the while accounting for variations that emerge along the developmental spectrum.

### 2. PSYC 520- Psychopathology

This course provides an in-depth description of disorders of maladaptive behavior, affect and personality with a heavy emphasis placed on the importance of counselor bias, multiculturalism, and social justice advocacy for some client populations. Symptomatology, diagnosis and etiology are the main focus along with treatment implications and interventions.

### 3. PSYC 599- Psychopharmacology

This course will examine the fundamentals of drug pharmacology and drug interactions at the basic level needed for counselors and apply the use of neuroscientific research findings for culturally competent counseling practices. Lectures will review current psychotropic medication protocols as well as some herbal and nutraceutical complements to counseling.

## **IV. Lifestyle and career development**

### 1. PSYC 555- Vocational and career development

The various models of career development and vocational counseling will be explored. Emphasis on integrating these models into practical interventions will be applied and students will learn the importance of assessment and the various tools available to counselors to provide the most effective and culturally competent care to diverse clients.

## **V. Group dynamics, processing, counseling and consulting**

### 1. PSYC 565- Groups: Theory and practice

This course is designed to provide a theoretical understanding of group development, purpose, and dynamics. Issues related to group counseling methods, skills, and leadership styles

will be examined. In addition, this course is a conceptual and experiential introduction to group dynamics, group counseling approaches and models, issues of group leadership, styles of leadership, and group facilitation skills. Students will have the opportunity to engage in the experiential learning of group process by becoming part of a small group. This course will cover a range of groups that are typically used by mental health counselors.

## 2. PSYC 591- Child and adolescent counseling

This course engages the learner in an overview of varied interventions and counseling techniques designed to address behavioral maladjustments in children and adolescents, and to support and re-direct parental-child distressed interactions which includes community outreach and client advocacy. The process of diagnosis, counseling planning and treatment will be studied within a multicultural context. This course presents both theoretical review and applied practice of different types of interventions.

## 3. PSYC 592- Counseling of older adults

This course is designed to provide a theoretical understanding of the concepts that derive the techniques and models of counseling the older adult. Students will develop the ability to examine the appropriateness of targeted interventions when working with older adults and the cultural and social issues that impact the geriatric population with regard to counseling services and mental health. Attention will be focused on the assessment, diagnosis, treatment and outcome of counseling diverse aging adults.

## 4. ADDED Spring 2015 Community Course:

### PSYC 511- Community, Organizational and Institutional Counseling

This course provides a foundation for engaging in counseling, consultation, and ethical decision making within community agency settings; emphasis is placed on the ecological and contextual factors of counseling within diverse communities, organizations and institutions. This course further examines the role of the community agency counselor, with attention to multicultural and social justice perspectives.

## **VI. Appraisal of individuals**

### 1. PSYC 580- Assessment and treatment planning

This course familiarizes students with the assessment process, how to interview and use assessment tools in conjunction with the DSM and the ICD to arrive at a diagnosis and treatment plan, and compares standard assessment techniques and process-oriented interviewing. The course emphasizes to students the importance of when to make appropriate referrals to ancillary treatment modalities or for medical evaluations and other social advocacy actions possible. Finally, this course weighs both the potential benefits and risks of assigning diagnostic labels to people.

## **VII. Social and cultural foundations**

### 1. PSYC 597- Multicultural counseling

This course explores a rich variety of ethnic and gender-based cultures and subcultures. Consonant with the overall orientation of the Program, students are challenged to explore both the diversity among cultures, and common elements that unite all peoples. Assumptions of the dominant culture about healthy functioning individuals and families are examined in the light of

the great cultural variety found throughout the world. This course invites students to examine their own cultural lenses through which they see others, especially when they are working in a therapeutic environment.

## 2. PSYC 515- Mindfulness, spirituality, and positive approaches to counseling

Students will explore recent trends in counseling focusing on a more mindful, spiritual and positive approach when working with individuals. An examination of each of these domains will be undertaken. Research exploring the theoretical basis and clinical usefulness of approaches employing spirituality and counseling will be discussed. Positive Psychology and Mindfulness will be examined. The course will also examine the use of these approaches for a variety of clinical syndromes including depression, anxiety, psychophysiological disorders and drug and alcohol disorders. Finally, the topic of Loss and Grief Counseling will be examined.

## 3. PSYC 595- Addictions counseling

This course explores and identifies the full range of addictive behaviors encountered in the work of a counselor. The following addictions will be examined using a biological, psychological, and social model: substance abuse (drug and alcohol); food; gambling; sexual; internet; tobacco; hoarding; and shopping. Students will become acquainted with the concept of a twelve step program model for recovery as well as other community-based programs for individuals suffering from addictions. In addition, treatment planning and implementation issues will be reviewed and students will learn how to implement these counseling skills within a multicultural framework.

## **VIII. Research and evaluation**

### 1. PSYC 590- Research and evaluation methods

Students will gain an understanding of empirical methods as they are typically used in the social sciences, including psychology and counseling. Students will learn to apply fundamental research methods to a variety of research questions, learn the scientific method, and understand cultural biases associated with research practices. Methods include statistical inference, the focus of the first half of the course, and qualitative methods in the second half of the course.

## **IX. The counseling profession**

### 1. PSYC 505- Introduction to counseling

This course is designed to provide a general introduction to the field of counseling psychology. The course begins with a review of the history and the development the field of counseling. The relationship of counseling to other professions and disciplines (e.g., clinical psychology, psychiatry, social work) will be reviewed. Next, the principle theoretical perspectives of counseling will be explored. Later, we will examine the contemporary issues that influence the counseling profession, including ethics, assessment, working with diverse populations, and public policy processes such as system and client advocacy. Finally, students will have an opportunity to learn about training, job settings, and activities in which counselors are involved.

### 2. PSYC 557- Professional issues and ethics

The purpose of this course is to provide students with a working knowledge of ethical issues in mental health care practice. The course will consider the manner in which governing

principles of health care ethics are articulated within the general values and specific prescriptions/proscriptions (legal and moral) which constitute current moral wisdom of the mental health professional. Ethical codes of the American Counseling Association, American Mental Health Counselors Association, and the American Psychological Association will be examined. Lectures, case analysis, class discussion of assigned readings, and written assignments will provide both the conceptual and practical tools for addressing the critical ethical issues which arise in counseling practice.

### **Clinical Supervised Experience**

#### **1. PSYC 560- Clinical practicum I: Foundation of counseling**

Counseling Practicum involves placement in a clinical setting to enable students to develop basic counseling skills and integrate professional knowledge and skills. Counseling Practicum provides an opportunity to perform, on a limited basis and under supervision, some of the activities that a mental health counselor would perform. In addition to the supervised practicum, this course involves a weekly seminar. Prior permission of the Practicum Coordinator is required in order to arrange for a practicum setting appropriate to the student's academic and career goals. Students complete a minimum of 100 hours for this course.

#### **2. PSYC 575- Counseling internship I**

Counseling Internship I involves a placement in a clinical setting to enable students to develop counseling skills and integrate professional knowledge and skills. Advanced Counseling Internship provides an opportunity to perform some of the activities that a mental health counselor would perform under the direct supervision of a licensed mental health professional. In addition to the supervised practicum, the course involves a weekly seminar. Prior permission of the Practicum/Internship Coordinator is required in order to arrange a practicum placement that is appropriate to the student's academic career goals. Students complete a minimum of 450 hours for this course, of which 150 should be direct hours.

#### **3. PSYC 576- Counseling internship II**

Counseling Internship II involves a placement in a clinical setting, for 450 hours, to enable students to deepen and strengthen their development of counseling skills and to integrate professional knowledge and skills. Counseling Internship II provides an opportunity to perform the activities that a mental health counselor would perform under the direct supervision of a licensed mental health professional. In addition to the hours at the counseling placement, the course involves a weekly supervision seminar. Successful completion of the PSYC 575 Internship I is necessary to enroll in Internship II. Students complete a minimum of 45 hours for this course, of which 150 should be direct hours.

**\*\*\* NOTE: If a student has taken PSYC 500 AND PSYC 505, that student is required to take only 2 of the following 3 courses: PSYC 591, 592, or 595.**

## **Opportunities for Professional Involvement**

An integral part of the graduate school experience is gaining a professional identity. Belonging to a professional organization provides knowledge on current developments and future directions of the field as well as information on ethical practice. Most professional organizations offer reduced membership fees and other benefits to student members. Belonging to professional organizations also provides opportunities for involvement. Activities potentially appropriate for students include 1) conference attendance and/or presenting at conferences, 2) advocacy, 3) networking, and 4) professional development.

Counseling students are strongly encouraged to join one or more of the following professional organizations:

### **AMERICAN COUNSELING ASSOCIATION**

The American Counseling Association (ACA) is the professional organization for counselors. ACA has 19 divisions, of which at least one should be of interest to the Graduate Counseling student. ACA divisions focus on mental health counseling, school counseling, career development, multicultural counseling, and family counseling among others. Opportunities to submit presentation proposals, win scholarships to the national conference, or receive free registration in exchange for volunteering, and other incentives for graduate students are publicized on the website site <http://www.counseling.org>

ACA has many state and local associations, many of which are also good resources. Please see below for New Jersey resources. This link provides a list of state associations: <http://www.counseling.org/AboutUs/DivisionsBranchesAndRegions/TP/Home/CT2.aspx>

### **NEW JERSEY COUNSELING ASSOCIATION**

The New Jersey Counseling Association (NJCA) is the New Jersey state branch of ACA

and is a wonderful local opportunity to network with counselors and graduate counseling students. NJCA sponsors graduate student awards and poster sessions at the spring conference. There are opportunities to apply for free registration in exchange for volunteering at the conference.

## AMERICAN SCHOOL COUNSELOR ASSOCIATION

The American School Counselor Association (ASCA) is a division of ACA as well as a stand-alone organization for school counselors. Its website is full of helpful resources for school counselors and for graduate counseling [students. www.schoolcounselor.org](http://www.schoolcounselor.org) You may also find your state association to be helpful.

<http://www.schoolcounselor.org/content.asp?pl=325&sl=127&contentid=179>

## NEW JERSEY SCHOOL COUNSELOR ASSOCIATION

The New Jersey School Counselor Association (NJSCA) is the state branch of ASCA. [www.njsca.org](http://www.njsca.org) NJSCA hosts an annual spring conference and welcomes student participation.

### **Policy and Procedures for Recommending Students for Credentialing and Employment**

#### *Endorsement and recommendation for credentialing*

Successful completion of the M.A. in Counseling in counseling meets the *current* academic requirements for credentialing and licensing in the State of New Jersey. Students should be aware that laws can change, and therefore they are encouraged to remain informed about the activities of the Professional Counselor Examiners Committee – particularly if they do not plan to apply for licensure immediately after graduation. For further information about licensure as a professional counselor in New Jersey (please see <http://www.nj.gov/oag/ca/medical/procounsel.htm>). Students interested in pursuing licensure

in other states may find this link helpful:

<http://www.counseling.org/Counselors/LicensureAndCert/TP/StateRequirements/CT2.aspx>

**NOTE:** These degrees do not *license* or *certify* you as a professional counselor. There are additional credentialing requirements which (for New Jersey) can be obtained from the Professional Counselor Examiners Committee or similar board in your home state (see links above). These requirements generally include an examination (e.g., the NCE) and additional supervised experience in an appropriate setting. Please be aware that some clinical placement sites and State licensing/certifying boards have additional requirements for licensing and credentials, often including fingerprinting and a criminal background check.

**NOTE:** If you need a letter of recommendation, you may request one from a faculty member who knows you well. Faculty members are not required to write a letter on your behalf.

**NOTE:** Policies and procedures for recommendation to go on Practicum and Internship are outlined in the current Practicum/Internship Manual.

### **Student Retention and Remediation Policy**

All students are expected to make satisfactory progress towards their academic and professional goals. Program faculty members meet each semester to review student progress as well as to identify areas for student and program improvement.

If there is a concern about suitability of a student for the profession, academic coursework, or personal behavior, faculty will follow the remediation policy as described in a later section. Only in cases where significant problematic behavior exists or where a serious ethical breach has been identified, will a process for program dismissal be initiated. In all other cases, program faculty will work diligently with students to ensure that the concerns are resolved and that the student remains in good standing in the program.

#### *Policy on the Retention and Remediation of Students*

The purpose of this policy is to clarify the areas of competence and professional behavior expected of each counseling student and the procedures for identifying and addressing problematic behaviors, incompetence, and/or ethical violations that occur during the course of

their graduate training. Students are expected to demonstrate competence, social consciousness, and reflection in their work. This includes high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity. Specific goals and expected competencies are described earlier in this Handbook.

This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible. As gatekeepers to the profession, the program faculty reserves the right to dismiss any student if deemed appropriate and necessary, without remediation.

### *Definitions*

*Problematic Behaviors* refer to a student's behaviors, attitudes, or characteristics (i.e., personality difficulties or pathology) that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with client's diverse life-styles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status (Lamb, Cochran, & Jackson, 1991, p. 292). These behaviors are further defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that

may affect professional functioning.

*Incompetence* is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. Students who continue to provide counseling services beyond their current level of competence are in ethical violation of professional standards.

*Ethical Misconduct* is when the American Counseling Association Code of Ethics and Standards of Practice (2005) is not followed. This code is intended to provide both the general principles and the decision rules to cover most situations encountered by current and future counselors in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom counselors work. It is the individual responsibility of counselors and counselors-in-training to aspire to the highest possible standards of conduct. Counselors respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and problematic behavior are overlapping concepts wherein all unethical behaviors are reflective of problematic behavior, whereas problematic behavior may involve other aspects of professional behavior that may or may not result in unethical behavior.

#### *Identification and Verification of Problems Requiring Remediation or Dismissal*

Incompetence, ethical violations, or problematic behaviors can be identified in a variety of ways. Formal evaluation of each student's progress takes place each semester. This evaluation involves a review of grades earned, credits accumulated, as well as professional behavior.

#### *Informal Identification of Problems*

Any faculty member, supervisor, or student may raise an issue at any time. Practicum and/or Internship supervisors should initially discuss their concerns with the Chair of the program or Clinical Coordinator, who will gather additional information and raise the issue at the next scheduled Program faculty meeting. Students who have a concern about a fellow student

should first discuss the issue with their own advisor, who will then raise the issue with the other Program faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary the advisor of the student concerned will gather additional data and will report to the Program faculty within one week. If the concern appears valid, a formal review will take place as described below.

#### *Review Procedures for Possible Problems*

When a possible problematic behavior has been identified, the faculty member will meet with the student to review the evaluation to determine whether there is a valid concern. In addition to the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties.

Areas to be reviewed and discussed include the nature, severity, and consequences of the reported problem behavior. The following questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

- What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the Program?
- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
- Who observed the behaviors in question?
- Who or what was affected by the behavior (clients, agency, atmosphere, training

program, etc.)?)

- What was the frequency of this behavior?
- Has the student been made aware of this behavior before the meeting, and, if so, how did he or she respond?
- Has the feedback regarding the behavior been documented in any way?
- How serious is this behavior on the continuum of ethical and professional behavior?
- What are the student's ideas about how the problem may be remediated?

While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may not be easy to remediate:

- The student does not acknowledge, understand or address the problematic behavior when it is identified.
- The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
- The quality of service delivered by the person suffers.
- The problematic behavior is not restricted to one area of professional functioning. The behavior has the potential for ethical or legal ramifications if not addressed. A disproportionate amount of attention by training personnel is required.
- Behavior that does change as a function of feedback.
- Behavior negatively affects public image of agency of the university or training site.

After the initial meeting with the student, the faculty will meet to determine whether a problematic behavior exists. If the faculty determines that there is a problem, they will develop a

written plan for remediation or a recommendation for dismissal and will schedule a meeting to discuss this plan within three weeks of their initial meeting with the student. Students are encouraged to submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student's recommendations in developing their own recommendations. The plan will be documented by the student's advisor, using the *Student Performance Remediation Plan* that immediately follows this section.

After the faculty members have presented their recommendations to the student and answered his or her questions, the student must sign the *Performance Review Cover Sheet* (also following this section) indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, he or she may follow the appeal procedures outlined in the *Felician College Handbook*.

Regardless of the outcome of the feedback meeting, the student's advisor, or any faculty member, will schedule a follow-up meeting to evaluate the student's adjustment to the review process, and recommend potential sources of guidance and assistance when necessary.

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. This plan must be made within three weeks of initial meeting. Examples of actions that may be included in the remediation plan are an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of

absence, and referral for individual psychotherapy. The student's progress must be reviewed at least once every semester for the Fall and Spring semesters, at least two weeks before registration. Additional reviews may be scheduled as necessary. After each review, a copy of the Remediation Plan including student comments and faculty signatures must be placed in the student's file. If progress against targets is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

## Student Performance Review Cover Sheet

Date of Initial Meeting with Student: \_\_\_\_\_

Faculty Members Present (Must include Program Director and Student's Advisor):

Summary of Problem (include specific behaviors, setting, and who first identified the problem):

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Date of Faculty Review Meeting

Faculty Recommendation:

No action required

Remediation required (attach copy of plan)

Dismissal recommended (must be reviewed and approved by Department Chair and Dean)

RECOMMENDATION APPROVED:

Student's Advisor \_\_\_\_\_ Date \_\_\_\_\_

Program Director \_\_\_\_\_ Date \_\_\_\_\_

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Date of Student Feedback Meeting \_\_\_\_\_

Signature of Student:

Date:

(Does not indicate agreement)

## Student Performance Remediation Plan

(check one ) \_\_\_ Initial Plan Review \_\_\_ Follow-up \_\_\_ Final Review

Student:

Date:

### Identified Areas of Concern:

- A.
- B.
- C.
- D.

### Remediation Plan and Schedule:

<b>Specific Behavioral Objectives and Target Dates</b>	<b>Method of Remediation</b>	<b>Met? Y/N</b>
A		
B		
C		
D		

Progress Since Last Review (if applicable): \_\_\_\_\_ Sufficient \_\_\_\_\_ Insufficient

Comments and Recommendations:

**Date of Next Review (if applicable):**

Student Reactions:

**Signatures:**

Student Signature:

Advisor:

Program Director:

### *Personal Therapy*

The Psychology and Graduate Counseling departmental faculty believe that participating as a client in individual or group counseling or therapy can be both a growth experience for the graduate student and a significant educational aspect of a program to prepare counseling professionals. Experience as a client in personal counseling or therapy is, therefore, strongly recommended for all students in the counseling programs. Individual or group counseling should be conducted by a licensed professional counselor, a licensed marriage and family therapist, a licensed social worker, a licensed psychologist, or an equivalently trained professional. See the referral list within this handbook, or contact a faculty member for additional information/referrals.

Personal therapy may at any time be required by the Department for the student to continue in the program. Such requirement would usually be in the context of a Remediation Plan, based on an identified student problem. Commencement of therapy and recommendation of additional therapy may be a stipulation or condition at the time of the student's screening or at any time during their continuation in the program. The student has the right to choose his/her own therapists for this requirement, and is responsible for any expenses related to the evaluation and/or therapy.

## **ACADEMIC POLICIES AND PROCEDURES**

### **Classification of Students**

A matriculated student is defined as any student, full-time or part-time, who has formally applied to Felician College and has been accepted through the Admission office. Classification is determined by the number of credits accumulated and/or the number of courses successfully completed toward the degree sought.

Matriculated students are enrolled in one of the following degree programs: Master of Arts in Education, Counseling Psychology, or Religious Education; Master of Science in Nursing; Master in Business Administration. A non-matriculated student is defined as any student who has not formally been accepted through the Admission office. A student may not attempt more than 12 credits as a non-matriculated student. (This does not pertain to a student who is enrolled in some certificate programs or in the MARE program.)

Courses taken by non-matriculated students do not lead to the completion of a formal degree. However, the non-matriculated student may apply these credits toward a degree upon matriculation and may also complete requirements for certificates in Nursing, Teacher Education, Innovation Management, Corporate Entrepreneurship, or Accounting.

### **Code of Conduct**

Students at Felician College are governed by the regulations and provisions printed in this catalog, in the annually-issued Student Handbook, and those regulations promulgated during the course of the academic year. The College expects every student to uphold the highest standards of conduct and reserves the right at any time to suspend or dismiss a student whose

conduct is unethical, inappropriate, or in violation of College policy.

## FELICIAN COLLEGE HONOR CODE

The policies and procedures of the Honor Code apply to all members of the college community. This includes all students whether undergraduate or graduate, full-time or part-time, regularly enrolled, non-matriculated, or cross-registered from a neighbor institution, and faculty, staff and administrators, whether full-time or part-time. The community presumes that the personal integrity of all its members is sufficient assurance that students do their own work without unauthorized help from any other source and that faculty, staff, and administrators evaluate the student's work in a fair and impartial manner. The Honor Code presumes that all work submitted as part of academic requirements is the product of the student submitting it unless credit is given with proper footnoting and bibliographic techniques as prescribed by the course instructor.

All members of the college community are required to acquaint themselves with the provisions of the Honor Code through the information on the college's eCompanion page, the Student Handbook, and the college catalog. Students are responsible for obtaining from their professors an explanation of the freedom they may exercise in collaboration with other students or in use of outside sources, including the student's own work prepared and submitted for another course. Students may collaborate with each other within the parameters established by their professor. In any given course a student may submit work prepared for credit in another course so long as he/she has received written permission from any professors involved. Cheating, plagiarizing, or otherwise falsifying results of study is prohibited. The Code applies to all material submitted in fulfillment of course requirements, including but not limited to examinations, papers (research and otherwise), workbook exercises and calculations, art, tapes,

photographs, films, and computer programs, unless alternative arrangements have been made with the instructor. In the event that a student does not obtain a clear definition of the application of the Honor Code from a professor in any class, the student must assume that the Honor Council will follow the strictest interpretation of the Honor Code with respect to that class. When a student makes use of concepts or words from an outside source, whether in the form of a direct quotation or of paraphrase, credit must be given to the original source for each idea by footnote or other technique acceptable to the instructor. Failure to make such an acknowledgment through intent to deceive or through ignorance of proper citation format constitutes plagiarism.

### **Violations of the Honor Code**

Violations of the code include, but are not limited to, the following:

Cheating on an exercise, test, problem, or examination submitted by a student to meet course requirements.

Cheating includes, but is not limited to:

- ◆ using unauthorized aids, such as crib sheets, discarded computer programs, the aid of another person on a take-home exam, the unauthorized use of electronic devices such as pagers, cell phones or PDAs to transmit information, copying from another student's work;
- ◆ soliciting, giving, and/or receiving unauthorized aid orally or in writing;
- ◆ asking for or giving information pertaining to any portion of an examination before or after a student has taken it, in such a way as to gain or give an advantage over other students; or
- ◆ engaging in similar action contrary to the principles of academic honesty.

Cheating is not:

- ◆ receiving help from the Learning Center;
- ◆ receiving tutorial help;
- ◆ studying with another student;
- ◆ asking the instructor for help;
- ◆ using study guides such as Cliff's Notes and so forth;
- ◆ using papers, tests, or other instructor-approved material.

Any action designed to deceive a member of the faculty or a fellow student regarding principles contained in the Honor Code, such as securing an answer to a problem for one course from a faculty member in another course when such assistance has not been authorized.

Plagiarism, (i.e., the representation of another's work as one's own)

- ◆ Use of texts of papers prepared by commercial or noncommercial agents and submitted as a student's own work.
- ◆ Submission of work downloaded from the internet. This includes entire essays or partial downloads if the source is not cited properly.
- ◆ Submission of work prepared for another course without specific prior authorization of the instructors in both courses. Use of a student's own work, whether prepared in the relevant class or in another, is governed by all the rules of scholarship mentioned in the above section on plagiarism. A student may use citations, sources, whole sections of a paper so long as proper acknowledgement is made and the written permission of any instructors involved has been secured.
- ◆ Falsification of results of study and research.

### **Penalties for Violation of the Honor Code**

The actual penalty for a violation of the Honor Code is determined by the course instructor. Neither the Honor Council nor the Faculty Advocate enters into any consideration of grading. The Council's sole function is to determine if a code violation has occurred once an appeal is brought before it by a student. Sanctions Imposed by the College for Violations of the Honor Code Students suspected of violating the Honor Code receive an advisory letter for each

infraction. The first time a student receives a letter, he or she is required to meet with the Faculty Advocate for a seminar on academic integrity. A second Honor Council letter shall result in dismissal from the College.

**NOTE:** Please refer to the Graduate Catalog for more information from the aforementioned Academic Policies and Procedures section.

### **Academic Integrity**

Academic Integrity is an important basic responsibility that is taken by all students in higher education. An integral part of academic integrity is honesty and the freedom to express oneself without using the work of someone else and calling it one's own. Within the American Psychological Association (APA) a breach of academic integrity constitutes a serious offense and members of the College community are obliged to report all cases to the appropriate faculty including the Department Chair and the Dean.

A copy of this policy is available to all students by visiting the Felician College web site at [www.felician.edu](http://www.felician.edu). A reference to this policy is provided on every course syllabus within the department.

All faculty members are aware of and have provided input to the Academic Integrity Policy. As mentioned above, information pertaining to academic integrity is provided on all course syllabi for both on-line and on-campus courses. Faculty are encouraged express both orally and in written form the importance of academic integrity and to give the students clear guidelines and expectations of what is acceptable behavior regarding the use of someone else's work. Such violations include, but are not limited to, cheating and plagiarism of academic assignments (i.e., research papers, critiques, presentations, and book/journal reviews). Cheating on exams is also a serious violation and is in violation of this policy. Faculty members that suspect academic dishonesty are expected to report violations to the department chair within 5 calendar days of the occurrence.

Students must also take on the responsibility of academic integrity by promoting work that is original in content and properly referenced. The latest edition of the American Psychological Association's Manual of Style is used within the department to properly cite another author's work and to reference sources that do not come from the student directly. This policy in hand provides the student with a fair procedure for due process if a charge is brought to a student's attention from a faculty member.

### I. Professional Standards

All of the professional organizations represented in our department include statements on plagiarism. In the American Psychological Association's, *Ethical Principles of Psychologists and Code of Conduct* (June 2003), p.1 1, states that: "Psychologists do not represent portions of another's work or data as their own, even if the other work or data source is cited occasionally." Plagiarism in this document is defined as the use of someone else's work and claiming it as your own. In the American Association for Marriage and Family Therapists, *AAMFT Code of Ethics*, Principle VI, Responsibility to the Profession, item 6.4 states, "Marriage and family therapists who are the authors of books or other materials that are published or distributed do not plagiarize or fail to cite persons to whom credit for original ideas or work is due." In the American Counseling Association, Code of Ethics (2005), item G.5.b states, "Counselors do not plagiarize; that is, they do not present another person's work as their own work." In the National Association of School Psychologists, Principles for Professional Ethics (1997), item C states "Plagiarism of ideas or product is a violation of professional ethics."

### **Academic Appeal Policy**

#### *Academic Grievance Procedure Concerning Grades*

The following concerns itself only with a departmental process for student grievances over

grades. It is not intended to address the issue of grade disputes unless the student files a formal grievance through the department chair.

Students should be aware that with very rare exception, the final decision on all grades rests with the professor. Insofar as grievances are concerned, the *Felician College Student Handbook* states that a student may file a grievance through the department only if the student believes the grade attained is capricious and arbitrary. Mere disagreement with the grade given does not constitute a basis for grievance. Moreover, it is unlikely that a grade of B or better would be considered arbitrary and capricious.

#### *Departmental Procedure*

The student's first step in the event of a grade dispute is to confer directly with the professor in question.

1. If the student believes she or he has a grievance, that student must seek out the department chairperson who will initiate the departmental grievance procedures.
2. The matter will then be referred to the departmental grievance committee. The student will submit in writing to the committee the rationale for the grievance explaining in detail why the grade is arbitrary and capricious. The student will submit any supporting evidence to the claim being made within one year of the grade being given.
3. The departmental committee will review carefully the argument and data provided by the student and will proceed with any or all of the following steps:
  - a) Based on the material submitted by the student, the committee may conclude there is insufficient evidence that an arbitrary and capricious evaluation has taken place. In this case, the student will be so notified by the committee chairperson in writing.
  - b) The committee may confer with the professor in writing or verbally to attain that individual's views on the matter and an interpretation of the basis for the

grade.

- c) The committee may also select to meet with the student directly and afford the student an opportunity to present his or her case in the matter.

2. Ultimate departmental committee outcomes:

- a) In the event the committee concludes that there is no compelling evidence to support a claim of arbitrary and capricious grading it will so inform the student. This action might occur at any point in the process at the committee level.
- b) In the event the committee believes there is some evidence but not particularly compelling, it will request that the professor in question re-evaluate the student's work and ultimate grade. In this situation, the decision on the grade will rest entirely with the professor.
- c) In the event the committee concludes that compelling evidence does exist that a grade was arbitrary and capricious, it will request that the professor adjust the grade accordingly.

It is the department's position that a professor cannot be forced at the departmental level to change a grade. The strongest action that could be taken at the departmental level is a recommendation to a professor that a grade be changed.

Should the student be dissatisfied with the departmental actions and the professor's ultimate decision, the aggrieved party must then present a written complaint to the Dean of the Division of Arts & Sciences who then will initiate subsequent grievance procedures as specified in the most recent edition of the Felician College Student Handbook.

It is strongly recommended that any student who is considering filing a grievance attain a current copy of the *Felician College Student Handbook* and follow steps as prescribed for the grievance process. The handbook may be obtained through the Division of Student Affairs located in the Obal Hall, and online in the Graduate Student Handbook.

### *Academic Grievance Procedure for Other than Grades*

The procedure for resolving academic conflicts can be found in the most recent edition of the *Felician College Graduate Student Handbook*, which is available from the Division of Student Affairs located in the Student Center. What follows extends the Academic Grievance Procedure Statement to the Program level. This modification is not intended to limit a student's ability or right to pursue resolution of an academic conflict.

#### *Program process*

Any individual student in the Program who feels that he/she has cause for a grievance against another member of the Program must confer directly with that individual in an attempt to resolve the dispute to the satisfaction of both parties. Should this action fail to resolve the dispute, the aggrieved student is advised to consult with his or her faculty advisor in order to generate and evaluate additional approaches to resolving the dispute. If, after conferring with the advisor, the student is still unable to bring the dispute to resolution, the aggrieved student should consult with Program Director. If the dispute involves the Program Director, the Program Director will refer the student to the Department Chair. At this point in the process, the Academic Grievance Procedure Statement in the *Felician College Student Handbook* should be followed.

## **Practicum and Internship Training**

### **Objectives for these courses:**

The internship training is the opportunity to gain work experience as a counselor in an actual clinical mental health counseling setting. Completion of this, students will:

1. Enhance the ability to self-reflect as they offer counseling services in an applied setting.
2. Apply and adhere in translating theory into the practicing of helping relationships.
3. Apply and adhere to ethical and legal standards of clinical mental health counselors.
4. Learn to apply research and program evaluation in practical counseling settings.
5. Understand presenting problems in the context of human growth and development.
6. Refine skills in assessment and evaluation.
7. Enhance abilities to observe and use group dynamics to facilitate growth.
8. Learn to incorporate career and lifestyle perspectives into counseling work.
9. Apply self-care strategies appropriate to the counselor role.
10. Understand classifications, indications, and contraindications of community prescribed psychopharmacological interventions.
11. Gain and embrace a deeper understanding of one's professional identification.

### **Criteria for offsite training**

1. Ability to function independently as an emerging professional
2. Capacity to follow the ACA ethical guidelines
3. Demonstrated competence in the modality (s) of counseling
4. Ability and openness to accept supervision
5. Capacity to engage in supervision
  - a. Openness to direction
  - b. Ability to cooperate with a supervisor
  - c. Capacity to problem solve
  - d. Capacity to maintain professional boundaries
6. Openness to engage in on-campus supervision
7. Understanding of one's strengths and weaknesses
8. Appropriate interventions initiated
9. Working with faculty to find an approved training site
10. Adherence to the Graduate Student Handbook for Counseling

### **Practicum**

Each student is required to complete and document a total of 100 **direct** hours with clients.

#### **Practicum Guidelines:**

- 1) The student is expected to adhere to the Ethical Standards for Counselors.
- 2) The student is expected to inform all clients of his/her status as a student counselor-in-training under the supervision of a licensed professional. Students must also inform clients that information about

their cases may be discussed with the supervisor and that the same rules of confidentiality apply. Students need to complete 900 hours during their internship.

- 3) The student is expected to learn/adhere to the organizational structure, processes, rules, and working conditions of her/his particular site.
- 4) The student is expected to work within the appropriate chain of command at their respective site.
- 5) Students are to complete an Application Form and Contract for **the internship site** and return them to the Director; give proof of insurance to the Director and site supervisor; copy the evaluation forms from the on-line manual for self use and by their supervisor.
- 6) The student is expected to read the Internship Manual and have a thorough knowledge of all requirements related to successful completion of the field-based practicum. These requirements include: 1) turning in the completed application packet before beginning the practicum placement; and 2) having the appropriate signature, supervision hours, and total number of hours on each log sheet before handing it in to the program director. A student who is working at multiple sites is required to use separate log sheets for each site.
- 7) The student will be evaluated by her/his site supervisor **twice** during the internship, once at mid-term and again near the completion of the practicum. The student will copy the evaluation forms from the internship Manual for use by their supervisor. It is the responsibility of each student to complete his\her own **self-evaluation**, also at [midterm and that the end of the trimester and discuss them with their supervisor, as well as to request any additional evaluations.

## **Internship I & II**

Each student is required to complete and document a total of 200 **direct** hours with clients by the end of the semester for both Internship I & II (i.e., a total of nearly 400 **direct** clinical hours combined, and a total of 900 hours between Internship I & II).

*Hours & Clinical Requirements:* This course includes all of the following:

1. 200 hours of direct service with clients appropriate to the program of study;
2. Weekly interaction of an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship;\
3. An average of one and one half (1.5) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a faculty member (i.e., instructor of this course);

4. The opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, referrals, staff meetings, etc.);
5. The opportunity for the student to develop program appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;
6. The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, professional literature, and research; and
7. A formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site's supervisor.

### **Internship Guidelines:**

- 1) The student is expected to adhere to the ACA Ethical Standards for Counselors.
- 2) The student is expected to inform all clients of his/her status as a student counselor-in-training under the supervision of a licensed professional. Students must also inform clients that information about their cases may be discussed with the supervisor and that the same rules of confidentiality apply. Students need to complete 900 hours during their internship.
- 3) The student is expected to learn/adhere to the organizational structure, processes, rules, and working conditions of her/his particular site.
- 4) The student is expected to work within the appropriate chain of command at their respective site.
- 5) Students are to complete an Application Form and Contract for **the internship site** and return them to the Director; give proof of insurance to the Director and site supervisor; copy the evaluation forms from the on-line manual for self use and by their supervisor.
- 6) The student is expected to read the Internship Manual and have a thorough knowledge of all requirements related to successful completion of the field-based practicum. These requirements include: 1) turning in the completed application packet before beginning the practicum placement; and 2) having the appropriate signature, supervision hours, and total number of hours on each log sheet before handing it in to the program director. A student who is working at multiple sites is required to use separate log sheets for each site.
- 7) The student will be evaluated by her/his site supervisor **twice** during the internship, once at mid-term and again near the completion of the practicum. The student will copy the evaluation forms from the internship manual for use by their supervisor. It is the

responsibility of each student to complete his\her own **self-evaluation**, also at [midterm and that the end of the trimester and discuss them with their supervisor, as well as to request any additional evaluations.

### ***Cultural and Individual Differences***

A critical dimension of field training involves the enhancement of the student's awareness, knowledge and skills in dealing with clients from culturally diverse backgrounds and reflecting a wide range of individual differences. These include clients with disabilities and individuals of different culture, gender, race, social economic status, sexual orientation, age, color, ethnicity, language, national origin, and religion. Each student is expected to develop sensitivity, knowledge, and skills appropriate to working with such diversity. Opportunities for such experiences are likely to be readily found at all practicum sites - indeed availability for such experiences is a criteria for site approval - and students are expected to review these experiences regularly with Field Supervisors and within the on-campus practicum class.

Students are encouraged to visit the homepage for APA's Public Interest Directorate ([www.apa.org/pi/homepage.html](http://www.apa.org/pi/homepage.html)) for up-to-date information, including guidelines and resolutions, on cultural and individual differences, including the Multicultural Guidelines approved as policy by the APA Council of Representatives in 2002. Additionally, research new areas within the American Counseling Association (ACA) for additional information.

### ***Appropriate Practicum Placements***

Students must obtain approval from the Practicum Coordinator prior to beginning any practicum placement. Failure to do so will result in the student not receiving credit for hours served prior to approval. Students should not, under any circumstances, utilize their place of employment as a practicum site. Practicum training is intended to broaden students' experience and professional training beyond that which could be expected at any single place of

employment. Similarly, the need for on-site supervision could create a conflict of interest for both the student/employee and the on-site practicum supervisor/colleague. Practicum settings may include community mental health centers, departments of psychology/psychiatry in general hospitals (or psychiatric hospitals), college counseling centers, VA hospitals, or other settings approved by the Practicum Coordinator or Chair of the Program. The Practicum Coordinator or Chair of the Program will consider the breadth and depth of experience offered at a site, rather than the setting, in determining appropriateness. In all cases, on-site supervision by a licensed mental health professional (i.e., an individual who by virtue of their academic training and experience makes them eligible for licensing as a counselor in New Jersey) is required.

The Practicum Coordinator or Chair of the Program will maintain a database of appropriate training sites that will assist students in their search. Once a training site is selected and approved, students will enter into a contractual arrangement with the site that documents required hours of service, range of clinical experiences the student will participate in, the name and credentials of the supervisor, supervision arrangement and schedule and all other pertinent data specific to the site and arrangement.

### ***Record Keeping***

Data on specific training experiences are to be maintained on a weekly basis and submitted to the Practicum Coordinator or Chair of the Department at the end of each semester.

### ***Ethical Considerations***

All aspects of practicum work must be completed in full compliance with the Ethical Principles of Counselors and Code of Conduct (ACA). As part of informed consent to therapy, all clients must be informed of the student's trainee status, and students are

expected to provide their on-site supervisor with a list of all clients they are seeing.

Students are expected to discuss any questions that they have about possible ethical conflicts with both their on-site supervisor and the on-campus practicum instructor prior to engaging in any activity that might be construed as a compromise of ethics. In the event that a client or anyone else makes a report to Program faculty of conduct by a practicum student that alleges a violation of the Ethical Principles of Counselors and Code of Conduct, the student and the student's on-site supervisor will be notified of the allegation in writing within 5 days. The student will be required to suspend direct client contact until the allegation is evaluated. The student must provide a written response to the allegation within 15 days. Upon receipt of the response it will be reviewed by the Program faculty in concert with the on-site supervisor.

In the event that the person making the allegation chooses not to pursue formal legal channels the faculty reserve the option of recommending disciplinary action to the Dean and/or requiring actions by the student to help protect against future ethical compromises (e.g., additional exposure to ethical training, additional supervision) if it determines that the student has acted in an unethical manner. In such cases the faculty will determine when the student can resume practicum.

Students must understand that the policy cited above does not in any way replace policy in place at the practicum site where the student is placed. Students would be subject to whatever on-site policy exists in regard to ethical matters. Similarly, program policy in no way takes the place of or takes priority over the avenues of redress available to those making allegations of ethical misconduct. Graduate psychology students are bound to adhere to the ethical principles. When ethical issues arise at your practicum, students may

feel conflicted on how to address the issues. Based on the principles and guidelines, if the behavior or conduct of a graduate student colleague is the concern, you should attempt to resolve it by first bringing it to their attention if an informal resolution appears to be sufficient and the behavior does not represent imminent harm to the student, clients, research participants, supervisors or faculty. If the behavior falls in the latter category, you need to immediately inform your clinical site supervisor if this is practicum/internship related. Next, inform your training director. If you are uncertain about what to do, contact your training director.

It is important that you ask your site supervisors for policy and direction on addressing critical incidents at your site. Do this at the beginning of the training year.

### ***Insurance***

Graduate Counseling students are required to maintain student liability insurance against malpractice in the amount of \$1,000,000/\$3,000,000 throughout the time they are enrolled in and completing practicum. Once initiated it would be a good idea to maintain the liability insurance for the duration of graduate training and until the next level of professional insurance is acquired. This policy is consistent with national professional training standards and is intended to protect students. Further, students are required to maintain medical insurance coverage throughout the program. Liability insurance can be obtained from the American Psychological Association Insurance Trust (APAIT). The APAIT can be contacted at: APA Insurance Trust Professional Liability Insurance Program, P.O. Box 93124, Des Moines IA, 50393, or by calling 1-800-852-9987.

### ***Evaluation of Practicum Site***

After each practicum, the student evaluates, in writing, the practicum site. These evaluations are reviewed by the faculty to ensure the site is providing the expected experience for students. Appendix H contains a copy of the Student Evaluation of Practicum Placement form. Students are also expected to evaluate their on-site supervisor. This process is designed to serve as a way to monitor the students' perception of the supervision experience and to provide a vehicle for the Program faculty to address student concerns. Appendix I contains a copy of the On-Site Supervisor Evaluation. This form is completed at the end of each semester. Additionally, the Practicum Coordinator will arrange an on-site visit each year with the student and off-site supervisor to review the quality of the practicum experience provided by the site.

### ***Tapes***

Practicum students are required to audio (or video if available) tape a number of interviews and counseling sessions conducted individually as part of the practicum experience. These tapes will be reviewed as part of case presentations for practicum classes, and may be included in the student's portfolio as part of a work sample. They may also be used in on-site supervision. Consent of the client, and the client's parent/guardian if the client is under 18, must be obtained in writing and the client must be informed that the tape will be reviewed for purposes of supervision by other people. There is a copy of the Permission to Tape Counseling Sessions form within this document.

### ***Responsibilities***

The Program requires that practicum students are supervised by a licensed psychologist at both the field placement and as part of the on-campus practicum classroom

experience. If the immediate supervisor on site is not a licensed psychologist she/he must be doctoral level, license eligible, and the site must have a licensed psychologist who is ultimately responsible for the direct delivery of client service and who is responsible for training. The Program cannot emphasize enough the importance of the practicum experience and the need for the student to be aware of all responsibilities in this area. The responsibilities of both the supervisor(s) and the student are listed below.

## Practicum Letter to Supervisor



262 South Main Street  
Lodi, New Jersey 07644  
201 5596161  
Email: [economoup@felician.edu](mailto:economoup@felician.edu)

Dear Site Supervisors,

As the Felician College Counseling Psychology Clinical Coordinator, I wish to thank you for your willingness to assist our counseling graduate student in the practicum experience. This is their first practicum experience. The students will be required to spend a minimum of one hundred (100) hours with you at your site. They are expected to perform some if not all of the following: shadow a counselor (LPC- or other mental health professional) for professional meetings and treatment planning sessions; observe and participate in group or other program activities; gain an opportunity to interview a client; and engage in other activities specific to your site or program.

Our faculty will be in weekly contact with the student or with designated practicum supervisors in the required practicum class at Felician College. We will attempt to make a personal visit to your facility and to observe the student. However, there are times when we will resort to phone calls or email because of time and numbers of students. We will be open to suggestions, comments, and communication from you at any time. (Phone: 201 559-1149; email: [economoup@felician.edu](mailto:economoup@felician.edu)) Please feel free to contact me if you have any concerns.

Yours truly,

Peter J. Economou, Ph. D.  
Clinical Coordinator of MA Counseling Program  
Felician College

## Internship Letter to Supervisor



262 South Main Street  
Lodi, New Jersey 07644  
201 559-6161  
Email: mahoneyd@felician.edu

Dear Site Supervisors,

As the Felician College Counseling Psychology Clinical Coordinator, I wish to thank you for your willingness to assist our counseling graduate student in the internship experience. The students will be required to spend a minimum of nine hundred hours with you at your site (450 per the two semesters of which around 20-30% should be direct contact with clients which is approximately 180 hours). They are expected to perform some if not all of the following: counsel clients with a variety of mental health issues; gain an opportunity to interview a client; and engage in other activities specific to your site or program.

Our faculty will be in weekly contact with the student in the required internship class at Felician College. We will attempt to make a personal visit to your facility and to observe the student. However, we foresee times when we will resort to phone calls or email because of time and numbers of students. We will be open to suggestions, comments, and communication from you at any time. (Phone: 201 559-1149; email: economou@felician.edu) Please feel free to contact me if you have any concerns.

Yours truly,

Peter J. Economou, Ph. D.  
Clinical Coordinator of MA Counseling Program  
Felician College



**THERAPY EXPERIENCE:**

		<i>Total # of hours</i>	<i># different individuals,</i>
		<u>face-to-face</u>	<i>couples,</i>
			<u>families, or groups</u>
a.	Individual Therapy		
	1) Adults	_____	_____
	2) Adolescents	_____	_____
	3) School-Age	_____	_____
	4) Pre-School Age	_____	_____
	5) Infants/Toddlers	_____	_____
b.	Group Therapy: Provide number of groups conducted with each of the following populations (Count each group session as one unit. For example a group with 12 adults is counted as 1.)		
	1) Adults	_____	_____
	2) Adolescents	_____	_____
	3) School-Age	_____	_____
	4) Pre-School Age	_____	_____
	5) Infants/Toddlers	_____	_____
c.	Family Therapy (Count each family as one unit –see explanation in group therapy above.)		
d.	Couples Therapy (Count each couple as one unit–see explanation in group therapy above.)	_____	_____
		_____	_____

**TOTAL THERAPY HOURS (a-d): \_\_\_\_\_**

## Indirect Hours

Name \_\_\_\_\_ Supervisor(s) \_\_\_\_\_

As part of your clinical experience, students are expected to maintain records of their accumulated hours, both direct (i.e., with clients) and indirect (i.e., work for clients but not directly with them). Again, indirect hours are those times that are not spent in direct contact with clients seeking counseling services.

\_\_\_\_\_ Individual Supervision Hours (hours spent receiving individual supervision from your instructor and site supervisor)

\_\_\_\_\_ Group Supervision Hours (hours spent receiving small group supervision at your field placement)

\_\_\_\_\_ Classroom Supervision Hours (hours spent in classroom instruction and class supervision which is approximately 2 hours per week)

\_\_\_\_\_ Professional Development Hours (hours spent attending professional meetings or conferences)

\_\_\_\_\_ Case Study Preparation (hours spent preparing the case studies for class)

\_\_\_\_\_ Case Note Preparation Hours (hours spent writing notes and reviewing tapes of your sessions)

\_\_\_\_\_ Session Preparation Hours (hours spent reading background materials for a session, or collecting data on a client)

\_\_\_\_\_ Consultations Hours (hours spent consulting with other professionals about your client)

\_\_\_\_\_ Site Trainings (hours spent with the orientation to the site, reviewing guidelines and procedures, meeting colleagues)

\_\_\_\_\_ Observation (time spent observing counseling sessions)

\_\_\_\_\_ Other (please explain, and this must be approved by the instructor)

\_\_\_\_\_ TOTAL INDIRECT HOURS

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Supervisor Signature

On-Site Supervisor's Evaluation of Trainee

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Student's course: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Site Name: \_\_\_\_\_

How many hours per week, on average, did you meet with this student for supervision?

\_\_\_ Individual Supervision                      \_\_\_ Group Supervision

Please indicate the types of supervision used during this semester:

\_\_\_ Discussion of Cases    \_\_\_ Direct Observation of Student    \_\_\_ Audiotape review  
\_\_\_ Videotape review

In what activities did you directly supervise this student?

\_\_\_ Individual counseling              \_\_\_ Group counseling  
\_\_\_ Family counseling    \_\_\_ Couples counseling    \_\_\_ Career/vocational counseling  
\_\_\_ Psychoeducation/preventive programming    \_\_\_ Consultation  
\_\_\_ Other \_\_\_\_\_

Using the scale below, please rate the student in areas indicated, taking into consideration the student's level of training and performance relative to other students at a similar level. *Please comment on any rating lower than a 4.*

1	2	3	4	5	6	7	DK/NA
Minimal			Satisfactory			High	No basis on which to
Competence						Competence	form a judgment

**Professional Behavior**

- \_\_\_\_\_ Maintains schedule as agreed
- \_\_\_\_\_ Follows agency procedures
- \_\_\_\_\_ Aware of and able to use community resources
- \_\_\_\_\_ Relates well with professional staff, support staff, and fellow students
- \_\_\_\_\_ Regularly attends case conferences and other agency activities, including professional/didactic seminars
- \_\_\_\_\_ Participates appropriately in case conferences and other agency activities, including professional seminars
- \_\_\_\_\_ Seeks supervision when required, in addition to scheduled sessions
- \_\_\_\_\_ Aware of personal limits and maintains scope of practice appropriate for current level of training
- \_\_\_\_\_ Accepts and makes use of supervisor's feedback
- \_\_\_\_\_ Aware of and functions within legal and ethical boundaries
- \_\_\_\_\_ Appearance and dress are appropriate for a professional agency

Comments

**Record Keeping**

- \_\_\_\_\_ Maintains records as required by the site, in a timely manner
- \_\_\_\_\_ Progress notes and other case records are well organized, clearly written, and focused on the most relevant aspects of the case

Comments:

**Treatment Planning and Intervention**

- \_\_\_\_\_ Establishes rapport with clients, and maintains client involvement in therapy
- \_\_\_\_\_ Prepares treatment plans appropriate to client's needs, with appropriate client and/or family participation
- \_\_\_\_\_ Considers relevant and current research, including multicultural research, when planning interventions
- \_\_\_\_\_ Appropriately integrates theory with practice
- \_\_\_\_\_ Demonstrates flexibility in the selection of culturally appropriate interventions
- \_\_\_\_\_ Works effectively in an individual counseling relationship
- \_\_\_\_\_ Works effectively when systems interventions are required
- \_\_\_\_\_ Works effectively with groups
- \_\_\_\_\_ Coordinates treatment when required with other staff members or outside agencies
- \_\_\_\_\_ Works effectively with culturally diverse clients

Comments

**Approach to Practice Consistent with the Specialty of Counseling Psychology**

The following are additional areas of emphasis within the specialty of Counseling Psychology. Please rate the student on those areas relevant your site.

- \_\_\_\_\_ Works within a brief, time-limited approach
- \_\_\_\_\_ Works within a developmental framework across a wide range of client functioning
- \_\_\_\_\_ Considers person-environment interactions, rather than an exclusive focus on person or environment
- \_\_\_\_\_ Emphasizes prevention, including psychoeducational interventions where appropriate
- \_\_\_\_\_ Takes into consideration the educational and vocational lives of individuals
- \_\_\_\_\_ Evaluates his or her own work in light of current research and developments in the field
- \_\_\_\_\_ Attends to issues of individual and cultural diversity

Comments:

**Overall Evaluation**

What are this student's strengths?

What are the student's areas for growth?

Additional comments:

Signature of Supervisor \_\_\_\_\_ Date \_\_\_\_\_

\*Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

Student's comments (optional):

---

\*Signature indicates review of the evaluation rather than agreement with it.

Permission to Tape Counseling Sessions (Example)

I fully understand that \_\_\_\_\_ is functioning in the capacity of a trainee/practicum student under the supervision of \_\_\_\_\_. I hereby give my permission for this student to audio tape my counseling sessions. I understand that I may ask that the recorder be turned off at any time and that the tape, or any portion of it, be erased. I also understand that the purpose of taping is for supervision and that after supervision the tape will be erased. These tapes MAY NOT be used for any other purposes without my explicit written permission.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of trainee



8. Initial treatment plan/follow-up:

**B: Summary of second and subsequent sessions:** include, as needed, assessment of vocational, interpersonal, social, educational problems; special client needs, physical capacities, personality characteristics, aptitudes, abilities, interests:

**C. Discharge summary:** include risk assessment and assessment of psycho-social stresses at discharge; degree to which stated goals were attained.

## Application Checklist and other NJ Licensing Information

It is helpful to begin a folder of course information to facilitate your application process for state licensure. To do this, maintain copies of the following items:

1. Course syllabi (not required but always good to hold onto)
2. Clinical hours
3. Current and updated CV
4. This student handbook, specifically the course flow
5. Print out application to familiarize yourself with its requirements (e.g., 2 passport photos, official transcripts, etc.)
6. Here is our suggested course breakdown for the **45** credits in the nine domain areas:
  - Domain I Counseling Theory: PSYC 510 and 550
  - Domain II The helping relationship: PSYC 530, 591, 592
  - Domain III Human growth...: PSYC 507, 520
  - Domain IV Lifestyle and career: PSYC 555
  - Domain V Group dynamics...: PSYC 565, PSYC 511
  - Domain VI Appraisal of individuals: PSYC 580
  - Domain VII Social and cultural: PSYC 595, 151, 597, 599
  - Domain VIII: Research and evaluation: PSYC 590
  - Domain IX The counseling profession: PSYC 500, 505, 557

**DO NOT put practicum or internship (PSYC 560, 575, 576) on this page of the application!**

### Other Useful Resources

Students are expected to familiarize themselves with the statutes and regulations that govern the profession of counseling. You can find these at the NJ Division of Consumer Affairs Professional Counselors Examiners Committee at:

[http://www.njconsumeraffairs.gov/proc/proc\\_rules.htm](http://www.njconsumeraffairs.gov/proc/proc_rules.htm)

### Timeline

**May** of graduation year- Apply for the National Counselor Exam (NCE) and Licensed Associate Counselor (LAC) at the same time (i.e., check both boxes on the application). \* Students must apply to the state before they can register for the National Counselor Exam (NCE) and before they are awarded the LAC (i.e., after successful completion of the NCE).

**LAC received-** submit plan of supervision which must be approved before the collection of hours can begin.

## Useful Tips & Recommendations from the LPC Committee

1. LAC= 60 credits with “counseling” in the degree, passed the NCE, and completed criminal background check.
2. LPC= 4500 hours under clinical supervision; 1500 per year maximum.
3. Supervisors must be approved by the state (see approved clinical supervisors in the statute and regulations).
4. Be honest with past criminal history. This will avoid any additional hold ups.
5. Submit all required documents.
6. Be patient. The committee currently stated (May 2012) that they anticipate and hope for a 30-day turn around on all applications.

### Students with Disabilities

Under the Americans with Disabilities Act and Section 504 of the Civil Rights Restoration Act, students at Felician College who have a disability may be eligible for accommodations in this course. Should a student require such accommodations, he or she **MUST** self identify at the Office for Disability Support Services (DSS), LOCATION, provide documentation of said disability, and work with DSS to develop a plan for accommodations.

### Independent Study Policy

The following is the policy on Independent Study classes, which applies to all courses in the Department of Masters in Counseling Psychology.

1. The professor teaching an Independent Study course/project will typically be a full-time faculty member.
2. Adjunct faculty, who have taught for the department in the past and are recommended by student’s Training/Program Director, may teach an Independent Study.
3. **STUDENTS** should initiate requests for an Independent Study to the faculty member with the expertise in the content area, after consulting with their advisor/mentor and Program Director.
4. Under no circumstances will an Independent Study/Project be offered in a semester, in

which a section of the course is running, UNLESS, the enrollment numbers are such that the course is not jeopardized, or full/pro-rated summer pay is not reduced for the professor teaching the regular section.

5. Similarly, an Independent Study will not be offered in the semester/summer before the regular offering of a course, UNLESS, as in 4 above, enrollment numbers are not a concern, since the course typically has strong (over 12) enrollments.
6. The decision to offer an Independent Study is a **voluntary** choice to be made by the individual faculty member.
7. Students will know from the start that a grade of INCOMPLETE will only be approved in the event of serious unforeseen events.

## **The Masters of Arts in Counseling Psychology Capstone Project**

### **The MACP Student Portfolio**

**Purpose:** The purpose of the Capstone project for the Masters of Arts in Counseling Psychology (MACP) program is to ensure the quality and completeness of each graduate student. The faculty is the gatekeepers to the Counseling profession and, as such, place heavy emphasis and value on this project. Students are instructed about the Capstone project from the beginning of their academic career and it is more thoroughly examined in the clinical placement courses, Practicum and the Internship series.

Date: \_\_\_\_\_

Graduate Counseling Student: \_\_\_\_\_

Committee Advisor/Member: \_\_\_\_\_

**Instructions:** Please indicate your perception of the candidate's competency by marking the appropriate column to the right of each expectation.

**Definition of Scores:**

**4. Advanced:**

The graduate Counseling student demonstrates through their portfolio a broad and deep understanding of the knowledge and skills required of a community or school counselor. The student indicates an ability to successfully initiate opportunities to apply advanced knowledge, theory, and skill. The student expresses varied and active modes of engagement toward professional growth. The student completes tasks on time with little or no supervision and seeks consultation when needed. This student follows instructions and demonstrates excellent verbal and written communication skills. You are very comfortable with this student entering the field as a community or school counselor.

**3. Proficient:**

The graduate Counseling student demonstrates through their portfolio an adequate understanding of the knowledge, theory, and skills required of a community or school counselor. The student indicates an ability to occasionally initiate opportunities to apply advanced knowledge and skill. The student moderately expresses varied and active modes of engagement toward professional growth. The student completes tasks on time with minimal supervision occasionally seeking consultation when needed. This student follows instructions and demonstrates adequate verbal and written communication skills. You are comfortable with this student entering the field as a community or school counselor.

**2. Progressing:**

The graduate Counseling student demonstrates through their portfolio a minimal understanding of the knowledge, theory, and skills required of a community or school counselor. The student indicates an ability to minimally initiate opportunities to apply advanced knowledge and skill. The student minimally expresses varied and active modes of engagement toward professional growth. The student must be reminded to complete tasks on time and rarely seeks supervision or consultation. This student somewhat follows instructions and demonstrates below average verbal and written communication skills. At the current level of development, you are uncomfortable with this student entering the field as a community or school counselor.

**1. Unacceptable:**

This graduate Counseling student exhibits a distinct lack of understanding of the Counseling field and process. Serious deficiencies in the application of knowledge, theory, and skills required of a community or school counselor are apparent. The student only passively participates in supervision and does not seek consultation. This student does not follow instructions and demonstrates unacceptable verbal and written communication skills. The student should be counseled about seeking a degree and or practice in community or school Counseling.

	<i>E-Portfolio Elements</i>	<i>Advanced (4)</i>	<i>Proficient (3)</i>	<i>Progressing (2)</i>	<i>Unacceptable (1)</i>
<b>Section 1</b>	<b><i>Identifying and Content Information</i></b>				
a.	Title page (Includes "Portfolio" name degree sought, date of graduation) (SC.1.11).				
b.	A table of contents (SC.1.11).				
c.	A current resume (SC.1.11).				
d.	A copy of student's Plan of Study The syllabus and one example of work from each course (SC.1.11).				
<b>Section 2</b>	<b><i>Course Documentation</i></b>				
a.	Syllabus for each course (SC.1.11).				
b.	Example of work from each course (SC.1.11).				
c.	Practicum & Internship Evaluations (SC.1.11).				
<b>Section 3</b>	<b><i>Evidence of Learning and Comprehension</i></b>				
a.	Reflective summary essay of academic, clinical and personal experiences (SC.1.10,11).				
b.	Reflective summary essay describing an integration of the eight professional components throughout the training program (e.g., professional orientation/identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, appraisal/assessment, research and program evaluation) (SC.1.1-12).				
c.	APA formatting throughout portfolio (SC.1.11).				
<b>Total Score</b>					

## Referrals

### Additional Referral Information

1-866-202-HELP **MentalHealthCares** (New Jersey)

1-800-522-2230 **Eating Disorders Association of NJ**

973-539-1364 **Planned Parenthood of Morristown**

1-800-238-2333 **Addictions Hotline of New Jersey**

1-800 452-9790 **NJ Self-Help Clearing House**

NJ Association for CBT Therapists: <http://www.nj-act.org/directory.html>

### Web Information and Resources

What A Difference a Friend Makes (SAMHSA) <http://www.whatadifference.samhsa.gov/>

The Jed Foundation <http://www.jedfoundation.com>

ULifeline-The Jed Foundation <http://www.ulifeline.com>

Go Ask Alice! <http://www.goaskalice.columbia.edu>

National Mental Health Association <http://www.nmha.org>

National Institute of Mental Health <http://www.nimh.nih.gov>

WebMD <http://www.webmd.com>

NJMentalHealthCares <http://www.njmentalhealthcares.org>

Mental Health Net <http://www.mentalhealth.net>

MyStudentBody.com <http://www.mystudentbody.com>

Half of us (MTVU and ULifeline) <http://www.halfofus.com>

## References

- American Association of Marriage and Family Therapists. (2001). *Code of Ethics*. Alexandria, VA: Author. Retrieved June 5, 2006 from <http://www.aamft.org/resources/LRMPlan/Ethics/ethicscode2001.asp> 7
- American Counseling Association. (2005). *Code of Ethics*. Alexandria, VA: Author. Retrieved June 5, 2006 from <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>
- American Psychological Association. (2002). Ethical Principles of Psychologists and Code of Conduct. *American Psychologist*, 57(12), 1060-1073. Retrieved June 5, 2006 from <http://www.apa.org/ethics/code2002.html>
- American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
- National Association of School Psychologists. (2000). *Professional Conduct Manual/Principles for Professional Ethics*. Bethesda, MD: Author. Retrieved June 5, 2006 from <http://www.nasponline.org/pdf/ProfessionalCond.pdf>

**AGREEMENT FORM**

I \_\_\_\_\_ have received and read the Student Handbook for the Counseling Program at Felician College.

I understand the policies and procedures as stated in the Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein.

I further agree that the Counseling Program faculty at Felician College has the right and responsibility to monitor my academic progress, my professional ethical behavior, and my personal characteristics as they are deemed relevant to my effective performance as a counselor.

**If in the opinion of the faculty, any or all of these are in question, I agree to abide by the faculty's decision as to whether or not I will continue in the program.**

Student Signature

Date

Program/Academic Director

Date