



Felician University
School of Arts and Sciences

**MASTER OF ARTS IN COUNSELING
PSYCHOLOGY PROGRAM (MACP)**

STUDENT HANDBOOK

The Master of Arts in Counseling Psychology Program,
School of Arts and Sciences strives to prepare competent,
socially conscious, and reflective professionals.

Table of Contents

About Felician University.....	4
University and Department of Psychology Mission Statement	4
Accreditation and Approvals.....	5
Master of Arts in Counseling Psychology Program Mission and Diversity Statement	6
Program Objectives and Outcomes.....	6
Admission Requirements.....	7
Graduate and Retention Policies.....	9
Students' Course Sequence by Semester.....	10
Descriptions Per Core Area	12
Final Project to Complete MACP Requirements.....	16
Meet Your MACP Faculty.....	17
Opportunities for Professional Involvement.....	20
Policies and Procedures for Recommending Students for Credentialing and Employment.....	21
Student Retention and Remediation Policy.....	22
Academic Policies and Procedures.....	26
Felician University Honor Code.....	26
Academic Integrity.....	28
Academic Appeal Policy.....	30
Clinical Supervised Experiences: Practicum and Internship Training Overview.....	33
Specific Instructions for Practicum.....	36
Specific Instructions for Internship I & II.....	37
Cultural and Individual Differences	39
Students with Disabilities and Other Policies.....	42
Application Checklist and other NJ Licensing Information.....	43
Useful Forms/Appendixes.....	45
Student's Evaluation and Readiness for Practicum/Internship Form	
Remediation Plan: Cover Sheet and Remediation Plan	
Practicum/Internship Proposal Form	
Practicum and Internship Summary Experience	
Supervisor's Evaluation	
Student's Evaluation of the Site	
Permission to Tape Session	

WELCOME

Congratulations for taking the next step in your academic and professional career! Welcome to the Master of Arts in Counseling Psychology Program (MACP) at Felician University. This Handbook will guide you through all the components for successfully completing your master's degree. It includes important information about requirements, expectations and procedures. Make sure to read it thoroughly, and clarify your doubts with our faculty members, and the MACP Program Coordinator, or with our Director of Graduate Psychology Program. Please note that this document will be updated periodically to include changes in University and Program's policies.

In addition to this Handbook, you will be attending an Orientation, and will have access to our online group through your email. Important dates will be highlighted in the group's calendar, make sure to review it periodically. You will also be assigned to a full-time faculty member, who will serve as your advisor throughout the years.

As you get to know the Program and your peers, we hope you develop relationships that will promote your personal and professional growth.



Counseling Psychology Program
Felician University
Coordinator of the MACP Program:
Dr. Marcela Farfan, Psy.D., LPC., NCC
farfanm@felician.edu

ABOUT FELICIAN UNIVERSITY



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

Founded in 1942 by the Felician Sisters, Felician University is one of the twenty-four member institutions of the Association of Franciscan Colleges & Universities (AFCU), 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 are 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 2,200 undergraduate, graduate, and adult studies students. With full-time, part-time, and online offerings, you can expect an accommodating higher education experience at Felician University.

Felician University Mission: Felician University is an independent co-educational Catholic/Franciscan University 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 University is to promote a love for learning, a desire for God, self-knowledge, service to others, and respect for all creation.

School of Arts & Sciences Mission: The School of Arts and Sciences is committed to promoting the University's Franciscan-Felician mission by providing

an environment that fosters the intellectual, emotional, and spiritual development of our students. The Liberal Arts curriculum challenges students to explore creative ways of thinking within a broad scope of study that integrates intellectual traditions with essential values. Our diverse programs encourage students to become lifelong learners and compassionate contributors to the well-being of others throughout their lives. Founded in 1942 by the Felician Sisters, Felician University is one of the few Franciscan institutions 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.

Accreditations and Approvals

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

The University is accredited by:

**[Middle States Commission on
Higher Education](#)**

3624 Market Street
Philadelphia, PA 19104-2680
(215) 662-5606

**Nursing programs are accredited
by:**

**[The Commission on Collegiate
Nursing Education](#)**

655 K Street NW
Suite 750
Washington, DC 20001
201-887-6791

**[The New Jersey State Board of
Nursing](#)**

124 Halsey Street
Newark, New Jersey 07102
(973) 504-6430

**Business programs are accredited
by:**

**[International Accreditation Council
of Business Education](#)**

11373 Strange Line Rd,
Lenexa, Kansas

Felician University 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
 - State of New Jersey to participate in the [National Council for State Authorization Reciprocity Agreements](#)

The In-person Master in Counseling Psychology MACP Program is accredited by:

The Master's in Psychology and Counseling Accreditation Council (MPCAC). The website is:

<http://mpcacaccreditation.org/> The accreditation period is June 2014 to June 2025.

The Online Master in Counseling Psychology MACP Program is:

MPCAC Aligned

Masters in Psychology and Counseling Accreditation Council

595 New Loudon Rd. #265
Latham, New York 12110
(518)-785-1980

ABOUT THE MASTER OF ARTS IN COUNSELING PSYCHOLOGY PROGRAM

Mission Statement

As a Franciscan institution Felician University 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.

Diversity Statement:

The Felician University Master of Arts in Counseling Psychology program strictly adheres to the American Counseling Association Code of Ethics (2014) and maintains a strong

commitment to diversity and inclusivity. This program highlights the importance of multicultural counseling psychology and actively promotes diversity within the broader community. Located within diverse multicultural environments, our curriculum is thoughtfully designed to address the needs and complexities of individuals from various racial, ethnic, and socioeconomic backgrounds, national origins, religious, spiritual, and political beliefs, physical abilities, ages, genders, gender identities, and sexual orientations. Our educational approach is dedicated to fostering an understanding of stereotypes, microaggressions, prejudice, and discrimination. Through rigorous academic coursework and practical, experiential learning opportunities, we prepare our students to become compassionate, ethical, and effective counselors who can advocate for and contribute positively to a just and equitable society.

Program Objectives and Outcomes

Upon completion of the Master of Arts degree in Counseling Psychology, students will:

1. Demonstrate an awareness of the ethical challenges and responsibilities in the field of counseling
2. Articulate a personal model for addressing these responsibilities that is consistent with Catholic and Franciscan values.
3. Assess individuals and groups that display patterns of psychopathology.
4. Use information and technology literacy for maintaining best practices in counseling.
5. Articulate a clear and precise treatment plan for addressing the diagnoses of individuals and groups.
6. Adapt to the unique cultural, gender, racial, and sexual orientation needs of individuals and groups they serve.
7. Demonstrate competence in appropriate scientifically validated treatment modalities including individual psychological counseling, marital and couples counseling, family counseling, group counseling, and organizational consultation and interventions.



Admission Requirements

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

- Graduation from an accredited baccalaureate program
- Official transcripts of past collegiate work including post-baccalaureate work
- Nine credits in psychology coursework or its equivalent
- Resumé or CV
- Personal statement
- 3.0 GPA
- Two letters of recommendation

Admission criteria are flexible and multi-faceted such that no one factor is determinative of the acceptance decision. Evidence of the Graduate Record Examination (GRE) or Miller Analogies

Test (MAT) is highly recommended, although not required. The Admissions Committee of the M.A. in Counseling Psychology Program will review the entire application package in its deliberations and will invite prospective applicants for an interview.

Types of Admission

After completing an interview process, prospective candidates will receive a letter with the final decision. Two types of admissions will be provided for those who are accepted: total or conditional. Candidates admitted under conditional admission will receive a notification of the goals to meet during their first semester. At the

end of the semester, they will meet with the faculty and to review academic progress and determine if goals have been met.

NOTE: All new students will be assigned to a full-time professor who will be the student's advisor¹.

Email Etiquette

Felician students have access to an email account to be use for academic purposes. Please note that professors will only communicate with students via this email. This account, which can be accessible through your phone by using the Outlook app, will also be used to send alerts, share folders and other relevant information. Make sure to add your signature in every email, as a form of etiquette. To update your signature, go to settings, search "email signature", and edit it. Save it before closing the window. The following signature is standard across Felician:

Name, Degree
Graduate Student
Master's in Counseling Psychology Program
School of Arts & Sciences
Felician University

In addition, you will receive access to the MACP Students Group (you can access the group through your email and will appear on the left side of the screen). As part of the group, you will have access to important documentation and important dates.

Degree Requirements²

The Master of Arts degree consists of sixty (60) credits and conforms to the licensing expectations of the New Jersey Professional Counselor Licensing Law and Regulations. Courses areas include 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). As part of the curriculum, students will complete a clinical supervised experience in the form of a practicum and an internship experience, spending at least 700 hours at a mental health facility (600 extra hours at a school setting are needed for the students in the school

¹ The role of the advisor is to guide the student in exploring professional interests, attending personal situations and oversee the student's academic planning and course selection. It is expected that students meet with their advisor at least once per semester.

² Program requirements are subject to change without prior notice. Visit our page for updates.

counseling track). Lastly, students will complete a Final Capstone Project. that demonstrates knowledge and reflective capacity across the core areas in counseling (ethical, cultural, therapeutic, diagnostic, among others). This capstone project will be presented during the last semester of program completion (e.g., scheduled to be at the end of April, beginning of May for the Spring semester, and at the end of November, beginning of December for the Fall semester).

Program Modality Guidelines

The MACP program offers both an in-person modality, which is accredited by MPCAC, and an online modality, which is MPCAC-aligned. Students are permitted to take courses in both modalities; however, to graduate from the in-person program accredited by MPCAC, students must complete at least 50% of their coursework (a minimum of 10 courses) in person.

Adding or Changing a Track and Changing Modality of Degree

Policy for Adding/Changing a Track or Changing Between In-Person and Online Modalities

Students wishing to add/change a track or change between the in-person and online modalities must first meet with their advisor to discuss their request. During this meeting, the advisor will inform the student of any changes to program requirements that the student may encounter. For track additions, this includes differences in elective options and graduation timelines. For modality changes, the advisor will explain the distinction between the in-person program, accredited by MPCAC, and the online program, aligned with MPCAC standards, and any implications for graduation requirements (how many courses they must take in the modality of the degree).

If the student decides to proceed, the advisor will initiate the Major/Minor Declaration Form process, which is the same form used for adding a track or changing modalities. The form must be completed by the student and signed by the advisor, student, Associate Dean, and Registrar. Once the process is finalized, the student's record will be updated to reflect the changes.

Specific Guidelines:

1. **Advisor Meeting:**
 - Discuss the request and its implications with the advisor.
 - Advisors will explain new requirements, including:
 - Elective options and graduation timelines for track additions/changes.
 - Accreditation differences and graduation requirements for modality changes.
2. **Forms and Approvals:**

- Use the Major/Minor Declaration Form for both adding a track and changing modalities.
 - The form requires signatures from the advisor, student, Associate Dean, and Registrar.
3. **Record Updates:**
- Changes are official once all signatures are collected, and the Registrar's Office updates the student's record.

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 three 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 the least expected in all courses. In the event of a grade of "B-" or "C", the student will discuss with his/her advisor the circumstances in which it happened, and the advisor will decide if repeating the course is required. The advisor will inform the student and the MACP program coordinator if the student needs to repeat the course. Please note that this grade will be permitted in only two courses (if authorized by your advisor). A third "B-" or "C" will result in possible dismissal from the program.

If a student receives a grade of B- or C, the following steps are taken to determine whether the course needs to be repeated:

- Advisor Review:** The student meets with their advisor to discuss the grade and the circumstances surrounding it.
- Assessment of Circumstances:** The advisor evaluates whether the grade resulted from external factors (e.g., personal or health issues) or academic difficulties. If the grade reflects difficulty in understanding the course material or a pattern of underperformance, the advisor may recommend repeating the course to ensure the student has fully grasped the content before progressing.
- Decision Criteria:** The advisor reviews:
 - The student's overall academic record, including performance in other courses.
 - Feedback from the course instructor regarding the student's engagement and challenges in the class.

- Any relevant documentation provided by the student, such as medical or personal circumstances.
- D) **Collaboration:** The advisor consults with program faculty and the MACP Program Coordinator, ensuring that decisions are made transparently and consistently, in alignment with program standards.
- E) **Outcome:** The advisor communicates the decision to the student and the Program Coordinator in writing, detailing whether the course must be repeated, the reasons for the decision, and any additional recommendations (e.g., tutoring or academic support).
- F) Specific guidelines include:
- Students may only repeat a course if approved by their advisor.
 - A maximum of two grades below B (B- or C) is permitted throughout the program. A third grade below B may result in dismissal.
 - The student must achieve a grade of B or higher upon repetition of the course to remain in good standing.
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. 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 Coordinator.
5. Students who temporarily separate from the course of study and wish to be readmitted must make a 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.

MACP Online (MPCAC Aligned)

We also offer the Master of Arts in Counseling Psychology (MACP) in a fully online format, with the exception of the skills learning courses PSYC 510 (Techniques of Counseling) and PSYC 565 (Groups: Theory and Practice), as well as the clinical courses, which require a **synchronous** component. Students will also need to complete

the 700 hours of clinical experience through practicum and internships at an approved mental health facility.

The **Online** Master of Arts in Counseling Psychology (MACP) program is MPCAC **Aligned**.

MACP Tracks

School Counseling Track

The School Counseling track is designed to facilitate the process for students to obtain a school counselor endorsement. Students in this track are required to follow a specific course sequence, included in this handbook, which includes two education courses and a 300 extra hours of internship per semester at a school setting. This internship is divided into 300 hours under the supervision of a school counselor and 300 hours under the supervision of a licensed mental health professional, stressing the requirement of 600 hours per semester.

Forensic Track

The Forensic track is designed to help students gain specialized knowledge in the fields of counseling and forensics, with a focus on the relationship between the law and the mental health system, criminal behavior, forensic assessments, and the causes and effects of traumatic events. Students in this track must choose their electives exclusively from the forensic track options, as outlined in the forensic track course sequence included in this handbook. Additionally, students are required to complete the same practicum/internship hours as those in the traditional MACP degree.

COURSE SEQUENCE BY SEMESTER

Recommended course schedule for students admitted during the Fall Semester LPC/Forensic Track

		#	Hrs	Course Title
Fall 1 st Year	PSYC	505	3	Introduction to Counseling
	PSYC	507	3	Developmental Models of Personal Growth
	PSYC	510	3	Techniques of Counseling and Appraisal
Spring 1 st Year	PSYC	520	3	Psychopathology
	PSYC	550	3	Theories of Personality and Counseling

	PSYC	557	3	Professional Issues and Ethics ONLINE
Summer 1 st Year	PSYC	511	3	Community, Organizational and Institutional Counseling ONLINE
Fall 2 nd Year	PSYC	590	3	Research and Evaluation Methods
	PSYC	530	3	Marital and Family Counseling Multicultural Counseling
	PSYC	555	3	Vocational and Career Counseling
Spring 2 nd Year	PSYC	597	3	Multicultural Counseling
	PSYC	580	3	Assessment and Treatment Planning
	PSYC	565	3	Groups: Theory and Practice
Summer 2 nd Year	PSYC	560	3	Clinical Practicum I
Fall 3 rd Year	PSYC	575	3	Counseling Internship I
	PSYC		3	*Elective/Forensic Track Elective
	PSYC		3	*Elective /Forensic Track Elective
Spring 3 rd Year	PSYC	576	3	Counseling Internship II
	PSYC		3	*Elective /Forensic Track Elective
	PSYC		3	*Elective /Forensic Track Elective

Recommended course schedule for students admitted during the Spring Semester LPC/Forensic Track

		#	Hrs	Course Title
Spring 1 st Year	PSYC	505	3	Introduction to Counseling
	PSYC	507	3	Developmental Models of Personal Growth
	PSYC	557	3	Professional Issues and Ethics ONLINE
Summer 1 st Year				
	PSYC	511	3	Community, Organizational and Institutional Counseling
Fall 1 st Year	PSYC	510	3	Techniques of Counseling and Appraisal
	PSYC	530	3	Marital and Family Counseling

	PSYC	555	3	Vocational and Career Counseling
Spring 2 nd Year	PSYC	520	3	Psychopathology
	PSYC	550	3	Theories of Personality and Counseling
	PSYC	580	3	Assessment and Treatment Planning
	PSYC	560	3	Clinical Practicum I
Fall 2 nd Year	PSYC	590	3	Research and Evaluation Methods
	PSYC		3	Elective ^{3*} /Forensic Elective
	PSYC	575	3	Internship I
Spring 3 rd Year	PSYC	576	3	Internship II
	PSYC	597	3	Multicultural
	PSYC	565	3	Groups: Theory and Practice
Fall 3 rd Year	PSYC		3	Elective /Forensic Track Elective
	PSYC		3	Elective /Forensic Track Elective
	PSYC		3	Elective /Forensic Track Elective

Electives available for Fall, Spring, Summer (Note: offerings may vary)

Electives Available				
Varies: Fall or Summer	PSYC	515	3	Mindfulness, Spirituality, and Positive Psychology
Fall	PSYC	595	3	Addictions Counseling
Fall	PSYC	591	3	Child and Adolescent Counseling
Fall	PSYC	599	3	Psychopharmacology *Online
Spring	PSYC	579	3	Motivational Interviewing
Fall/Spring	PSYC	592	3	Counseling of Older Adults
Spring	PSYCH	594	3	Studies in Posttraumatic Stress Disorder* Forensic track elective
Special	PSYC	598	3	Intensive Research- SPECIAL ELECTIVE- INVITE ONLY

³ You will have to take at least 4 elective courses.

Special	PSYC	577	3	Counseling Supervision Internship III *Elective
Special	PSYC	521	3	Counseling and the Legal System* Forensic track elective
Special	PSYC	522	3	Criminal Behavior* Forensic track elective
Special	PSYC	523	3	Forensic Assessment* Forensic track elective

Recommended course schedule for students admitted to the School Counseling Track

		#	Hrs	Course Title	Status	Grade	Plan	Pending
Fall 1st Year	EDU	505 or 645	3	Educating all Population or School Policy and Administration				
	PSYC	507	3	Developmental Models of Personal Growth				
	PSYC	510	3	Techniques of Counseling and Appraisal				
Spring 1st Year	PSYC	520	3	Psychopathology				
	PSYC	550	3	Theories of Personality and Counseling				
	PSYC		3	Elective				
Summer 1st Year	PSYC	511	3	Community, Organizational and Institutional Counseling ONLINE				
Fall 2nd Year	PSYC	590	3	Research and Evaluation Methods				
	PSYC	591	3	Child and adolescent Counseling				
	PSYC	555	3	Vocational and Career Counseling				
Spring 2nd Year	PSYC	597	3	Multicultural Counseling				
	PSYC	580	3	Assessment and Treatment Planning				
	PSYC	565	3	Groups: Theory and Practice				
Summer 2nd Year	PSYC	560	3	Clinical Practicum I				
Fall 3rd Year	PSYC	575	3	Counseling Internship I				
	EDU	645 Or 505	3	School Policy and Administration Or Educating all Population				
	PSYC	595	3	Addiction Counseling				
Spring								
	LPC							
	PSYC	505	3	Introduction to Counseling				
	PSYC	557	3	Professional Issues and Ethics				

PSYC	576	3	Counseling Internship II				

COURSE DESCRIPTIONS PER CORE AREA

I. Counseling Theory and Practice

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.

II. The Helping Relationship

1. 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.

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.

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 594: Studies in Posttraumatic Stress Disorder

This course explores the causes and effects of traumatic events. Although Posttraumatic Stress Disorder is typically thought of as trauma experienced as a result of combat, there is increasing recognition that traumatic events may occur at any age, from childhood through advanced adulthood and in many circumstances. The approach in this course will be, not only to obtain a clear understanding of the disorder in all its manifestations, but also thorough exposure to a variety of readings, films, and guest lectures to encounter the various ways in which trauma is experienced, the ways in which intervention is possible, and the multiple modalities for treatment.

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 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.

2. 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.

3. PSYC 579- Motivational Interviewing in Counseling

This course examines the knowledge, skills, and application of Motivational Interviewing as a collaborative counseling conversation to assist clients in positive behavior change. Students are introduced to the foundation, skills, and spirit of Motivational Interviewing as a person-centered counseling approach, including its integration with other treatment modalities.

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 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.

2. 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.

3. 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.

4. 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.

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.

X. 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/Internship Coordinator is required 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 involve 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 between 300-450 hours⁷ 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 between 300-450 hours⁸, 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 300 hours for this course, of which 150 should be direct hours.

4. PSYC 577- Counseling Internship Supervision

Counseling Internship III is an elective extension to the clinical sequence. As with the two preceding Clinical Courses (PSYC 575 and 576) involves a placement in a clinical setting for 300-450 hours, to enable students to deepen and strengthen their development of counseling skills and to integrate professional knowledge and skills. It 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 counseling placement, the course involves a weekly supervision seminar where students enrolled in PSYC 577 will lead the supervision of students from the Practicum (PSYC 560) or earlier internship course (PSYC 575 and 576).

Forensic Track Electives

PSYC 521- Counseling and The Legal System

This course will introduce students to the legal system, including the relationship between law and the mental health system. This course will cover the role of mental health counselors in the legal system and explores topics such as the ethical issues regarding assessment screening, mental health testimony, competency to stand trial, the insanity defense, and child custody disputes. Also, this course will focus on ethical, legal and professional dilemma, and decision-making models to address these dilemmas. The relationships among children and family services, juvenile justice, and correctional services are presented. Multicultural contexts and diversity are central elements in this course.

PSYC 522- Criminal Behavior

The course will introduce students to major theories of criminal and aggressive behavior, including the historical context of criminal behavior. Behavioral, social learning, cognitive, psychoanalytic, psychodynamic, developmental, biological and sociocultural perspectives are presented. Case examples are used to illustrate these various perspectives. Topics include mental disorders associated with offending, substance abuse and crime, sexual crimes, juvenile delinquency, women and crime, and victim/perpetrator rights.

PSYC 523- Forensic Assessment

This course will introduce students to the role of the forensic evaluator as well as the forensic assessments that are typically used by mental health practitioners in the criminal justice system. Students will learn how to administer, score and interpret selected forensic assessment instruments. This includes risk assessment, competency, mental state at the time of offense, psychopathy and malingering. The course will include an introduction to when causes, assessment, classification and treatment of juvenile delinquency. Ethical issues are also addressed.

PSYC 594 PTSD

This course explores the causes and effects of traumatic events. Although Posttraumatic Stress Disorder is typically thought of as trauma experienced as a result of combat, there is increasing recognition that traumatic events may occur at any age, from childhood through advanced adulthood and in many circumstances. The approach in this course will be, not only to obtain a clear understanding of the disorder in all its manifestations, but also thorough exposure to a variety of readings, films, and guest lectures to encounter the various ways in which trauma is experienced, the ways in which intervention is possible, and the multiple modalities for treatment.

School Counseling Track Courses

EDU 505 Educating All Populations: Collaborating with Home, School & Community

The purpose of this course is to provide general and special education teachers with a thorough understanding of the critical components of this dynamic field. Topics covered include models of teaching diverse populations, collaboration, cooperative learning, pertinent education law, models of inclusion, family systems theory, curriculum adaptations, and alternative forms of assessment and community outreach support systems.

EDU 645 School Law and Policy Regulations Administration

This course is designed to examine the challenges confronting K-12 educational leaders within the framework of federal and state laws as they relate to education. The course examines legal concepts relating to school administrators, students, staff, boards of education, and the community as it impacts the educational leader. Specific attention is given to issues such as: the authority of governing public education, students' rights, rights of students with disabilities, teachers' rights and freedoms, discrimination, curriculum, and educator and school district liability. The impact and application of policy and regulations are the second areas of focus. Students will become familiar with a variety of analytical methods for evaluating policy and regulations, with emphasis on creating, implementing and evaluating policies to create positive and productive schools.

FINAL PROJECT/CAPSTONE TO COMPLETE MACP REQUIREMENTS⁵

Case reports and/or case studies are an exercise of integrating case data and current theoretical and research work in a narrative that contributes to the knowledge of clinical interventions. As part of your last semester of Internship (PSYC 576-Internship II), you will develop a case study that integrates relevant ethical, cultural, diagnostic and therapeutic aspects (see core areas, discussed earlier). This project will be presented during the final semester scheduled to be at the end of April, beginning of May for the Spring semester, and at the end of November, beginning of December for the Fall semester. A specific rubric and

⁵ This project substitutes the Portfolio Requirement for students admitted in Fall 2018 and moving forward.

components are covered during the internship II course, and includes the following:

Introduction: Include a brief introduction that indicates the main referral of the case, the themes that are you going to focus your work on, as well as in which ways your topics can contribute to the profession.

Background information about the case: Please create and include relevant details about the presenting problem and case history that might be relevant in order to address the selected themes. Indicate client's and family strengths. In addition, provide a diagnostic impression, as well as include the setting in which the client/patient might be treated (in-home, outpatient, inpatient, school).

Clinical theory on which formulation and treatment are based

Based on your knowledge, indicate which theories have informed your approach to this case (e.g. which developmental theories, attachment, which theories are related to the therapeutic model selected).

Literature Review: Please include at least 5-10 references in your report with suggested interventions and/or techniques related to the selected topic. Discuss significant approaches highlighted by the papers and its effectiveness for particular cases like the one that was assigned to you.

Treatment planning and goal setting: Using the information discussed above, indicate how prior research/theory/class discussions and readings, have helped you developing a treatment plan for this case. Why you choose this approach? How you think it would be beneficial for the case? Provide a table with general goals, objectives, techniques and expected outcomes, as well as an estimate of time in which each objective would be accomplished (template will be provided during class).

Doubts, questions and challenges: Reflect on the experience of completing this project. What would be the most challenging aspect to work with? Why? How the training experience at Felician does help you while conceptualizing this case?

References

Please note that APA format is REQUIRED for this project. More details will be provided during PSYC 576 course.

MEET YOUR MACP FACULTY



Marcela Farfan, Psy.D, LPC., NCC, MACP Program Coordinator and Assistant Professor

Marcela Farfan serves as the Coordinator of the Master of Arts in Counseling Psychology. Marcela started her academic journey at Bergen Community College and received her bachelor's degree from Montclair State University. Marcela also received her Master of Arts in Counseling Psychology as well as her Psy.D from Felician University. During her training, she interned at Mount Carmel Guild where she provided evidence-based outpatient individual and group therapy to adults and children. She is a licensed professional counselor and is certified by The National Board for Certified Counselors. Marcela has also participated as a board member of the Franciscan Community Development Center in Fairview NJ. She has conducted research, presented at national conferences, and published on the topic of mindfulness and the impact of language when working with Latinx clients. Originally from Santiago, Chile, Marcela's research interest stem from her Latinx culture. She is also interested in mindfulness, acculturation, multiculturalism, and language barriers in therapy. In 2018, Marcela opened her private practice, Mindful Living Counseling and Wellness Center. She works with a mindfulness-based approach that focuses on each client's strengths. She has conducted research, presented, and has published on the topic of Mindfulness and the impact of language when working with Latinx clients.

Contact Information: Office location: Kirby Hall 110 • Phone: (201)355-1149 • Email: farfanm@felician.edu



Ann Guillory, EdD, Professor, Co-Chair of the Institute of Gerontology

Dr. Guillory is a native of New Orleans, Louisiana. She has been a member of the faculty and administration at Felician for over 25 years. She is very active in community organizations and has served on several boards in the community. She received the CarePlus, NJ Courage Award in 2006, The Felician University President's Medallion in 2010 and received the Marquis Who's Who Lifetime Achievement Award in 2017.

Areas of Interest/Expertise: Alzheimer's Awareness, Age cohort differences. Mental health

Contact Information: Office location: Kirby Hall 109 • Phone: (201)355-6154 • Email: guillorya@felician.edu

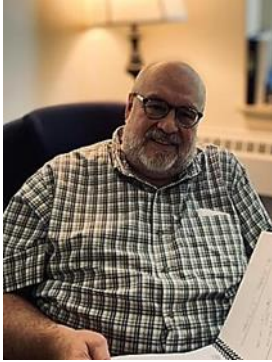


Salvador Reyes, LPC, LCADC, NCC, ACS, CCS, Assistant Professor.

Salvador Reyes is an Assistant Professor in the Graduate Counseling Psychology Department. He is a licensed professional counselor and a licensed clinical drug and alcohol counselor. He is also a national certified counselor with additional certification as a certified anger management specialist and an international certified gambling counselor. He is also an approved clinical supervisor.

Contact Information: Office location: Kirby Hall 112; Email: reyess@felician.edu

Contributing Faculty



Daniel Mahoney, EdD, Professor, Director of Graduate Counseling Psychology Programs

Dr. Mahoney is native to New Jersey, born and raised in Hudson County. He completed his doctoral training at Columbia University, Teachers College. His doctoral dissertation examined a way to assess adult career maturity. During his doctoral work he trained as an intern at the VA Hospital in Montrose, New York. He remained at the hospital for thirteen years. At the hospital he was given a young scientist research grant and studied problem solving/CBT for depressed and hospitalized men. Dr. Mahoney returned for post-doctoral training at the Institute for the Psychoanalytic Study of Subjectivity. Since 1986, he has maintained a successful psychotherapy practice in Ridgewood, New Jersey. In addition, he has been a psychological consultant to the Archdioceses of New York and Newark. Dr. Mahoney is a licensed psychologist in New Jersey and New York and a certified psychoanalyst. Dr. Mahoney was appointed Director of Graduate Psychology in the Spring, 2018 semester.

Areas of Interest/Expertise:

Psychoanalysis; Interrelationship between Mental Health and Spirituality; Social Justice, Diversity, and Multicultural issues. **Contact Information:** Office location: Kirby Hall 105 • Phone: (201)355-6161 • Email: mahoneyd@felician.edu



Warren Reich, Ph.D., Professor, Department of Psychology

Dr. Warren Reich is a social/personality psychologist (Rutgers, 1994) whose research focuses on identity, well-being, and social perception. He teaches the social, personality, history and systems, and research methods courses, among others, at the undergraduate and graduate level. He also mentors undergraduate and graduate students in a variety of research projects.

Contact information: Email: ReichW@felician.edu

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.

MACP 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.

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 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 NJSCA hosts an annual spring conference and welcomes student participation.

POLICIES AND PROCEDURES FOR RECOMMENDING STUDENTS FOR CREDENTIALING AND EMPLOYMENT⁶

Endorsement and recommendation for credentialing

Successful completion of the M.A. in Counseling Psychology degree meets the *current academic* requirements for counseling credentialing and licensing in the State of New Jersey. There are additional credentialing requirements required by each state (see links above). These requirements generally include an examination (e.g., the National Counselor Exam) 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. As such, by itself, this degree does not *license* or *certify* you as a professional counselor.

In order to become a licensed professional counselor (LPC) in New Jersey, graduates have to apply first to become Licensed Associate Counselors (LAC). In addition, the National Counselor Exam (NCE) is required. Upon approval of a LAC license, new associate counselors should complete a number of supervised hours in the field prior becoming LPCs. Students and graduates 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 click [here](#). Students interested in pursuing licensure in other states may find [this link](#) helpful.

⁶ Policies and procedures for recommendation to go on Practicum and Internship are outlined in the current Practicum/Internship Section.

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.

STUDENT RETENTION AND REMEDATION POLICY

All students are expected to make satisfactory progress towards their academic and professional goals. Program faculty members meet each semester to review students' progress as well as to identify areas for student and program improvement. In addition, a complete performance evaluation of each student will be completed prior approval of internship placement, in order to ensure readiness to practice (Please see Useful Forms/Appendices section)

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 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 lifestyles 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 (2014) 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, a 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 can be found in the Useful Forms/Appendices section of this handbook.

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* (Please see Useful Forms/Appendices 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 University 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 towards 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.

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. 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 University 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's 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 University are governed by the regulations and provisions available online in this catalog, in the annually issued Student Handbook, and those regulations promulgated during the course of the academic year. The University 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 university policy.

FELICIAN UNIVERSITY HONOR CODE

The policies and procedures of the Honor Code apply to all members of the University 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 University community are required to acquaint themselves with the provisions of the Honor Code through the information on the University's eCompanion page, the Student Handbook, and the University 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 University 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 University.

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

University 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 University web site at 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.

Professional Standards

All professional organizations represented in our department include statements on plagiarism. Below you will find a list with the proper definition, according to each organization:

- The [American Psychological Association](#)'s, *Ethical Principles of Psychologists and Code of Conduct* (2017, p.12) 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.
- The [American Association for Marriage and Family Therapists](#) (2015, 5.8), *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."

- The [American Counseling Association, Code of Ethics](#) (2005, item G.5.b), item G.5.b states, “Counselors do not plagiarize; that is, they do not present another person’s work as their own work.”

As such, it is important to know that it is an unacceptable conduct, and will result in a Remediation Plan, and if continues could cause the student’s removal from the Program. Felician University provides all students resources to avoid plagiarism, including the Academic Writer Platform (accessible online through Felician libraries). Other services include the [Academic Support Service Office](#).

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 University 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.

4. 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.

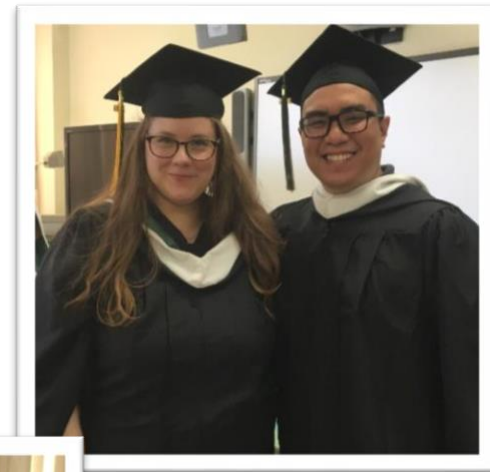
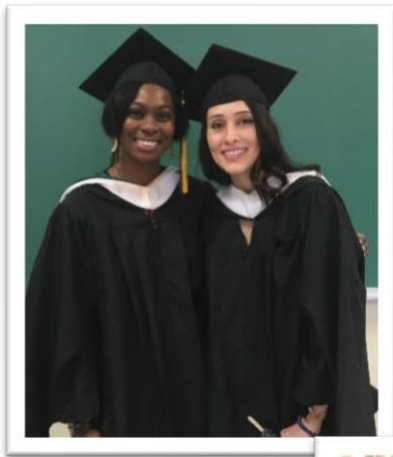
Should the student be dissatisfied with the departmental actions and the professor's ultimate decision, the aggrieved party must then present a written complaint to the Dean of the Division of Arts & Sciences who then will initiate subsequent grievance procedures as specified in the most recent edition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

It is strongly recommended that any student who is considering filing a grievance attain a current copy of the *Felician University Graduate Student Catalog* and follow steps as prescribed for the grievance process. The handbook may be obtained at: <https://felician.edu/academics/catalogs/>

Academic Grievance Procedure for Other than Grades

The procedure for resolving academic conflicts can be found in the most recent edition of the *Felician University Graduate Student Catalog*. 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.

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 University Student Handbook* should be followed.



CLINICAL SUPERVISED EXPERIENCES: Practicum and Internship Training Overview

Objectives for these courses:

Practicum and internship training experiences are the opportunity for students to gain work experience as counselors in an actual clinical mental health setting. Please note that *each student is responsible for finding his/her/their own practicum and internship settings. The student should also have liability insurance at the moment of beginning the field experience.* MACP Program Coordinator and other faculty members are available to guide the students during the application process. Upon completion of these experiences, 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 identity.

Criteria for offsite training

Students are required to successfully complete the required coursework before the offsite training experience (i.e., practicum and internship). Among the required courses, the following courses are mandatory:

Course	Semester/Year	Grade	Professor
PSYC-505: Introduction to Counseling			
PSYC-507: Developmental Models of Personal Growth			
PSYC-510: Techniques of Counseling and Appraisal			

Faculty members will evaluate student readiness to apply for practicum and internship experiences (see Evaluation form in our Useful Forms/Appendixes section). The student's advisor will meet with the student and review the evaluation. If passed, the student will proceed with the search and application process. If concerns are raised as part of the evaluation, a Remediation Plan will be in place, and the student might have to postpone his/her/their internship or practicum experiences, depending on the case. Criteria to evaluate the student's readiness for offsite training include the following:

1. Ability to function independently as an emerging professional.
2. A sense of empathy and respect towards peers and faculty.
3. Capacity to follow the ACA and APA ethical guidelines.
4. Demonstrated competence in the modality(s) of counseling.
5. 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. Adherence to the policies outlined in the MACP student handbook.

Practicum and Internship Orientation

Each semester, the MACP Program hosts a Practicum and Internship Orientation Meeting. It is highly encouraged for students to attend at least one of these meetings in order to obtain information about sites, required paperwork, and procedures.

General Recommendations while searching for sites

- Initiate your search early. Some sites required you to apply a year in advance. Start by scheduling a meeting with your advisor, getting to know your community, joining an organization, and searching through the internet.

- Consider which population (e.g. adults, children, LGBTQ+, Latinx...) and setting (e.g. hospital, community organization, outpatient clinic, rehabilitation center) you see yourself training at.
- Plan ahead of time if you are willing to commute to your placement, or how far it could be located from where you live or work. Be mindful that you might have to extend your perimeter if you are unable to find a placement nearby.
- Generate a list of potential (for a template, see the List of Potential Sites table, available at MACP Students – Practicum and Internship)) placements, along with the name of the contact person, location, and intern supervisor, along with his/her/their credentials (note that approved supervisors are those who have the following credentials: LPC* [preferred], LCSW, PsyD, PhD). If you do not have this information, contact the place in order to find out more information. Be patient. There are sites that take time to respond back an email, or a phone call. That is why it is important to initiate your search early. When calling, the following introduction is recommended:

“Good _____, my name is _____ and I am a Counseling Psychology Master student at Felician University. I was wondering if your site accepts students for internship, and who would be the contact person or supervisor.”

- Some placements will send you to their Human Resources Department (who will not be your direct supervisor, but the person who will work with you during the application process). Once in contact with the staff member, get a sense of the following information:
 - When does the site accept applications for internship?
 - What information do I need to send as part of my application?
 - Does the organization need an Affiliation Agreement⁷, or is willing to sign one with our University?
 - How many hour/days a week does your site require? This is important to consider, as you want to make sure that you are able to complete your hours.
- Be prepared. Sites might invite you for an interview process and have the option to offer or decline an internship opportunity.

⁷ An Affiliation Agreement is a document that officializes the collaboration and commitment of the site and the University regarding your training experiences. Some sites (e.g. hospitals), might have their own form, as it is at times consider a legal document.

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 and internship. 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.

Direct and Indirect Hours

Internship and practicum experiences are divided in two categories: direct and indirect hours. Direct hours constitute the time providing face-to-face services with clients. This could be in the form of groups, individual, or couples and family therapy. This also includes intake sessions or screenings. As you will see the number of direct hours increases from practicum to internship.

On the other hand, indirect hours are the time you spend preparing for providing services, as well as other activities that support those services. These include, but is not limited to the following: paperwork, supervision, trainings, team meetings, outreach, and facilitating workshops, or developing psychoeducational materials and/or campaigns.

For the purpose of practicum and internship experiences, students will be keeping a log of both type of hours. We highly encourage students to use the Hours Log Weekly Template for Direct and Indirect hours to keep track of their progress. Students have access to this Excel Template table through our Program's shared drive (MACP-Students).

Specific Instructions for PSYC 560: Practicum

PSYC 560 (Practicum) is considered the first student's experience in the field. Students will need to complete a minimum of 100 clock hours at placement, along with attending a weekly seminar on campus. From those 100 hours, 40% should be providing direct service (40 hours). Note that fulfilling the hours requirements before the semester ends **does not mean that the student is done at the placement**. Students will stay at your placement until the semester ends. The main idea of a practicum experience is to develop and improve counseling skills through activities such as shadowing, co-leading groups, performing community outreach, hosting workshops, completing intakes and screenings, among others.

Before the Practicum Semester Starts:

The student and advisor will discuss the intention to enroll in a Practicum.

By then, the student should have a site (or sites) identified and will need to complete the Practicum/Internship Proposal Form (Please see Useful Forms/Appendices. If the student has not yet identified a practicum setting, a list of available settings will be provided; however, it is only a sample of possible sites.

1. If the site identified is a new site for the MACP, the Coordinator of Practicums and Internships (or the MACP Coordinator) will proceed to contact the place and schedule a meeting to ensure that the placement meets the training requirements.
2. Once the student has been accepted by a site: the student will complete an Application Package that includes:
 - a. an Affiliation Agreement signed by the site.
 - b. proof of evidence of student's insurance.
 - c. acceptance from the site, including the contact information of the supervisor. This information will be stored in the student's folder. The student will also give a copy of the proof of insurance to the practicum site.
3. Once this is finished, the student will be able to start at the practicum site and will contact the practicum's supervisor to schedule a first meeting once the semester starts.

Once the Practicum Semester Starts:

1. The student is expected to adhere to the Ethical Standards for Counselors and the American Psychological Association Code of Conduct.
2. The student is expected to learn/adhere to the organizational structure, processes, rules, and working conditions of his/her/their particular site.
3. The student is expected to inform all clients of his/her/their 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.
4. The student is responsible for keeping track of hours, including the documentation of activities. The student will discuss with the on-site supervisor a timeline for completion of hours. However, all hours must be completed, reviewed and approved with a signature by the end of the semester (Please see Useful Forms/Appendices section for the Summary Template). The student will keep a copy of the document, in order to add hours for Internship I and II. Not doing so might imply an incomplete in the course, as there would not be evidence that the student completed the hours on time.
5. On campus, the student will participate and attend discussions in class. The practicum's instructor will collect the documentation and will make sure that the student is having a rich learning experience.
6. If there is a situation with the site, the student will discuss it with his/her/their practicum instructor and he/she/they will discuss it, if needed, in a faculty meeting. Depending on the situation, next steps might require contacting the

supervisor on-site, scheduling a meeting with the student, and/or the removal of the student from the practicum setting.

7. The student will be evaluated by the site supervisor twice near the completion of the internship semesters. The student will copy the evaluation forms from this Handbook (or accessible through MACP Students-Practicum and Internship) for use by the supervisor. It is the responsibility of each student to complete a student-evaluation.

Depending on the site agreement, the student might stay at the same site in order to complete an internship experience or might change setting in order to be broaden the scope of clinical experiences. If this is the case, the student must make sure that a site is secured, prior to the internship semester start, and a new Practicum/Internship Proposal Form is completed.

Specific Instructions for Psyc 575 (Internship I) and Psyc 576 (Internship II)

As per our catalog description, PSYC 575 and PSYC 576 (Internship I and II respectively), involves a placement in a clinical setting to enable students to develop counseling skills and integrate professional knowledge and skills. This clinical experience 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. This course also includes a weekly on-campus seminar. Students complete between 300-450 hours⁸ for this course, of which 150 should be direct hours.

In order to enroll in Internship courses, students must demonstrate successful completion of their Practicum experience by submitting all the required documentation and receiving an evaluation from the practicum site without concerns. If a site supervisor has concerns about the student's performance, a Remediation Plan will take place and faculty will follow the procedures mentioned before. The student will not be allowed to enroll in internship until goals have been met.

Specific Instructions for Students in the School Counseling Track

As per our catalog description, PSYC 575 and PSYC 576 (Internship I and II respectively), involves a placement in a clinical setting and at a school setting to enable students to develop counseling skills and school counseling skills and integrate professional knowledge and skills. This clinical experience 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 as well as this school counseling experience provides an opportunity to perform some of the activities that a school counselor would perform under the direct supervision of a school counselor. This course also includes a weekly on-campus seminar. Students complete between 300-450

⁸ Please note that total of final completed hours will depend on the student's and site's availability, but they should **never be less than 300**. Not completing the required hours might result in failing the course or receiving an incomplete grade until competition. As explained later in this Handbook, only the number of hours completed will be accrued towards your License in Professional Counselor hours requirement.

hours⁹ for this course, of which 150 should be direct hours. Please note that students under the school counseling track must complete a minimum of 600 hours per semester for internship I and internship II which will include 300 hours of mental health and 300 hours in a school setting per semester.

Before the Internship I Semester Starts:

- a. The student will discuss with his/her/their advisor the intention to enroll in an Internship, as well as inform if he/she/they will be staying at the same site in which practicum hours were completed:
 - If staying at the same placement: students will submit a Practicum/Internship Proposal Update Form (if needed) indicating changes in supervisor, as well as changes in the type of activities that the student will be engaged as part of his/her/their internship. In addition, the student will provide copy of the evaluation forms to their supervisors.
 - If starting at a different placement: Please notify the MACP Program Coordinator and Advisor of this as earliest as possible. Complete a new Practicum/Internship Proposal Form and submit it to the MACP Internship Coordinator. Note that sites need to be approved prior to starting at the site. If approved, an Affiliation Agreement will be signed. **Note:** *Not having a site approved by the second week of classes might result in having to withdraw from the course.*
- b. Once this is finished, the student will be able to start at the internship site and will contact the practicum's supervisor to schedule a first meeting once the semester starts.

Once the Internships Semester Starts:

As mentioned, each student is required to complete and document a minimum of 300 hours for each internship, and 150 of those are required to be providing direct services (50% direct hours). At the end of the internship year (both semesters), students should have accrued a minimum of 600 hours (300 direct) (1200 for the school counseling track).

In addition to these hours, students and internship supervisors should be aware of the following requirements:

1. Weekly interaction of an average of one (1) hour per week of individual and/ or triadic supervision, throughout the internship.

⁹ Please note that the total of final completed hours will depend on the student's and site's availability, but they should **never be less than 600**. Not completing the required hours might result in failing the course or receiving an incomplete grade until competition. As explained later in this Handbook, only the number of hours completed will be accrued towards your License in Professional Counselor hours requirement.

2. 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).
3. 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.).
4. The opportunity for the student to record an audio or video of a session for the purpose of training and supervision (with the authorization of the client).

Overall, it is expected that students follow the following during the internship year (both Internship I and II):

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/their 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.
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. The student is required to complete an **Affiliation Agreement¹⁰ with the internship site** and submit it to the Coordinator of the MACP program, as well as provide proof of liability insurance. The site supervisor must receive a copy the liability insurance and the appropriate evaluation forms. Please see MACP useful Forms/Appendices.
6. The student is expected to read the Clinical Experience Section in the Student's Handbook and have 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 his/her/their site supervisor during the at mid-term and again near the completion of the internship. 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/their own **student-evaluation** at the end of each semester.

¹⁰ The student is required to request The Affiliation Agreement template from the MACP Program Coordinator.

Cultural and Individual Differences

A critical dimension of the 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 a 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 for 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 criterion 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) 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 MACP Program 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 student's 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), University counseling centers, VA hospitals, or other settings approved by the MACP Program Coordinator. The MACP Program Coordinator 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 with the appropriate academic training and experience) is required.

The MACP Program Coordinator 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 MACP Program Coordinator at the end of each semester.

Ethical Considerations and Procedures to Address Situations that Might Arise

All aspects of practicum work must be completed in full compliance with the Ethical Principles of Counselors and Code of Conduct (ACA). It is important for sites to share with the students' policies and procedures to manage ethical concerns or situations at the beginning of the practicum/internship experience. 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.

If a client, a staff member, or a supervisor shares a concern about the student's conduct, site supervisors should contact the MACP Program Coordinator. Once the concern is received, the student and the student's on-site supervisor will be notified of the concern in writing within 5 days. The student will be required to suspend direct client contact until the concern is evaluated. The student must provide a written response to the concern 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 reserves 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 also subject to the on-site policy exists regarding 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 ACA and APA ethical principles.

When ethical issues arise at the site, students may feel conflicted on how to address the issues. There are times in which students might have concerns about the site and/or about a classmate who is completing the internship at the same site. If the behavior does not represent imminent harm to the student, client, supervisor or faculty members, we invite the student to attempt to resolve it in a professional manner by first bringing the situation to their counterpart. However, if the behavior falls in the prior category (and there is potential emotional, or physical harm), students need to immediately inform your clinical site supervisor if this is practicum/internship related. Next, inform the MACP Program

Coordinator and seminar supervisor. It is the responsibility of the student to contact the MACP Program Coordinator if there is uncertainty on what to do.

Evaluation of Practicum/Internship Site

After each practicum/internship, students will evaluate, in writing, the practicum site (see the form in Useful Forms/Appendixes). These evaluations are reviewed by the faculty to ensure the site is providing the expected experience for students. 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. The Useful Forms/Appendices section also contains a copy of the *On-Site Supervisor Evaluation* form. This form is completed at the midterm and end of internship. Additionally, the MACP Program Coordinator can arrange an on-site visit each year with the student and off-site supervisor to review the quality of the experience provided by the site, if feasible. This can also be arranged virtually as the need arises.

Recordings

Conforming our accreditation standards, students are required to audio (or video if available) record at least one interviews and/or counseling sessions conducted individually as part of the practicum experience. These recordings will be reviewed as part of case presentations for practicum classes. 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 recording will be reviewed for purposes of supervision by other people. There is a copy of the *Permission to Record Counseling Sessions* form within this document. (Please see Useful Forms/Appendices section.)

Supervisor Qualifications

The Program requires that practicum/internship students are supervised by a Licensed Professional Counselor (LPC), a Licensed Clinical Social Worker (LCSW), a Psychologist (PsyD, or PhD, or EdD). If the immediate supervisor on site is not a licensed mental health professional listed above, she/he must be doctoral level or license eligible, and the site must have an LPC, an LCSW, a PsyD or a PhD staff member. The supervisor is ultimately responsible for the direct delivery of client service and overall training. For students in the school counseling track, their supervisor for the school hours needs to be a school counselor.

Students with Disabilities

Under the Americans with Disabilities Act and Section 504 of the Civil Rights Restoration Act, students at Felician University 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 of Accessibility, provide documentation of said disability, and work with OA to develop a plan for accommodations. Link: <https://felician.edu/campus-life/office-of-accessibility-services/>

Independent Study Policy

The following is the policy on Independent Study classes, which applies to all courses in the Department of Master's 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.

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 and development 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, 597, 599
- Domain VIII: Research and Evaluation: PSYC 590
- Domain IX The Counseling Profession: PSYC 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

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 that they anticipate and hope for a 30 day turn around on all applications.

MACP USEFUL
FORMS/APPENDICES



**STUDENT’S EVALUATION AND READINESS FOR
PRACTICUM/INTERNSHIP FORM¹¹**

Student’s Name:

Advisor:

The core faculty member must complete and submit the following Student’s Evaluation and Readiness for Practicum/Internship form. This form will detail what the student demonstrates to the department at the end of the course. **You too must complete your own performance review.** Consult your Program Coordinator if a professor is not accessible.

Course	Semester/Year	Grade	Professor
PSYC-505: Introduction to Counseling			
PSYC-507: Developmental Models of Personal Growth			
PSYC-510: Techniques of Counseling and Appraisal			
PSYC-557: Professional Issues and Ethics			

Signature of Person Completing this Review

Date

Category	Rating (please circle one)		
1. Academic Skills	Satisfactory Progress	Needs Improvement	Unsatisfactory
2. Writing Skills	Satisfactory Progress	Needs Improvement	Unsatisfactory

¹¹ To be completed by full-time faculty members prior Practicum Placement. Form adapted from NJCU Student Core Review Form

3. Insight and Self-Awareness	Satisfactory Progress	Needs Improvement	Unsatisfactory
4. Teamwork and Collaboration	Satisfactory Progress	Needs Improvement	Unsatisfactory
5. Individual Counseling Skills	Satisfactory Progress	Needs Improvement	Unsatisfactory
6. Group Counseling Skills	Satisfactory Progress	Needs Improvement	Unsatisfactory

7. Consultation Skills	Satisfactory Progress	Needs Improvement	Unsatisfactory
8. Ethical and Professional Dispositions/Behavior	Satisfactory Progress	Needs Improvement	Unsatisfactory
9. Openness to Feedback And Supervision	Satisfactory Progress	Needs Improvement	Unsatisfactory
10. Positive Changes After Feedback and Supervision	Satisfactory Progress	Needs Improvement	Unsatisfactory

1 = Unsatisfactory 2 = Poor 3 = Adequate Progress 4 = Very Good
5 = Excellent

The Student Demonstrates:	Rating (Please Circle One)				
Empathy	1	2	3	4	5
Flexibility	1	2	3	4	5
Unconditional Positive Regard	1	2	3	4	5
Cooperation	1	2	3	4	5
Insight	1	2	3	4	5
Genuineness	1	2	3	4	5
Interpersonal Relationships	1	2	3	4	5
Accepting and Implementing Feedback	1	2	3	4	5
Awareness of Impact on Others	1	2	3	4	5

Dealing with Conflict Effectively	1	2	3	4	5
Accepting Personal Responsibility	1	2	3	4	5
Expressing and Accepting Feelings Appropriately	1	2	3	4	5

Comment



Remediation Plan Documentation

Student Performance Review Cover Sheet

I. Initial Meeting

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):

II. Faculty Review Meeting Date of Faculty Review Meeting:

Faculty Decision:

No action required

Remediation required (attach copy of plan)

Dismissal recommended (must be reviewed and approved by Department

Chair and

Dean)

III. Recommendation discussed and approved:

Date of Student Feedback Meeting:

Signatures¹³:

Program Director: _____ Date: _____

Student's Advisor: _____ Date: _____

Student: _____ Date: _____

Follow up meetings scheduled:

Date: _____

Date: _____

IV. Other

Comments: _____

¹³ Please note that signatures only represent that the decision was discussed with all parties involved, and it might not represent agreement.

Student Performance Remediation Plan:

Date:

Type: ___ Initial Plan Review ___ Follow-up ___ Final Review Student:

Identified Areas of Concern:

- A.
- B.
- C.

Remediation Plan and Schedule:

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

Progress Since Last Review (if applicable): ___ Sufficient ___ Insufficient

Comments and Recommendations: _____

Student Reactions: _____

Date of Next Review (if applicable): _____

Signatures:

Student: _____

Faculty Members: _____

MACP Coordinator: _____

Program Coordinator Signature _____

Date _____



PRACTICUM /INTERNSHIP PROPOSAL FORM

Student Name: _____

Agency Name: _____

Location/address _____

Supervisor: _____

Supervisor email: _____

Phone: _____

Course Title/Semester: _____

Agency Type:

- | | |
|--|---|
| <input type="checkbox"/> Outpatient Community Mental Health | <input type="checkbox"/> Partial Hospital |
| <input type="checkbox"/> Inpatient Hospital | <input type="checkbox"/> School |
| <input type="checkbox"/> Outpatient | <input type="checkbox"/> Residential Treatment Center |
| <input type="checkbox"/> Other, <i>please describe</i> : _____ | |

Agency Characteristics:

- Credentialed Supervisor (LPC, LCSW, Ph.D., Psy.D., other) *Please specify credential*: _____
- Other Graduate level trainees on site, *please describe*: _____

When will you be on site?

Check all that apply:	Days:	Hours Available (<i>from when to when</i>):
	Monday	

	Tuesday	
	Wednesday	
	Thursday	
	Friday	
	Saturday	
	Sunday	

Description of activities in which you will participate:

- | | |
|--|--|
| <input type="checkbox"/> Individual Therapy | <input type="checkbox"/> Screenings |
| <input type="checkbox"/> Family Therapy | <input type="checkbox"/> Team Meetings |
| <input type="checkbox"/> Group Therapy | <input type="checkbox"/> Onsite Trainings |
| <input type="checkbox"/> Process/DX Oriented | <input type="checkbox"/> Consultation |
| <input type="checkbox"/> Psychoeducational Group | <input type="checkbox"/> Workshops |
| <input type="checkbox"/> Outreach | <input type="checkbox"/> Group Supervision |
| <input type="checkbox"/> Intakes | |
| <input type="checkbox"/> Other meetings, <i>please describe:</i> | |

What populations are you serving:

- | | |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Children | <input type="checkbox"/> Geriatrics |
| <input type="checkbox"/> Adolescent | <input type="checkbox"/> Couples |
| <input type="checkbox"/> Adult | <input type="checkbox"/> Family |

What is the population type?

- Severe Mental Health
- Severe Mental Health/Substance Abuse
- Substance Abuse
- Partial Hospital
- Residential

___ Outpatient (mild-moderate mental health issues)

___ Other, *please specify*: _____

What are your learning goals for choosing this site? _____

—

—

Describe any barriers to completing your placement at this site? _____

—

—

SITE PLACEMENT CHECKLIST

Before beginning your practicum/internship placement, please ensure the following items have been completed:

___ Approved Practicum/Internship Proposal Form

___ Affiliation Form Agreement

___ Proof of Liability Insurance Submitted

___ All contact information for the site has been submitted to practicum/internship supervisor:

Name and Address of Supervisor
Supervisor Email and Phone Number

I attest that the above items have been completed and submitted as of _____ (date).
These items are intended to be for PRACTICUM/ INTERNSHIP I/ INTERNSHIP II (circle all that apply). _____ (initial here).

I have read and understand the American Counseling Association Code of Ethics and Standards of Practice. _____ (initial here).

I have read and understand my responsibilities as outlined in the Affiliation Form
_____ (initial here).

—
Student Signature _____

Date _____

Program Coordinator Signature _____

Date _____



Practicum & Internship Summary Experience

Semester: _____

Course: __ PSYC 560 __ PSYC 575 __ PSYC 576

Student's Name: _____

Direct Hours

Intervention Experience (Add hours in the ones that apply to you)						
	Practicum Accrual Totals		Internship I Accrual Totals		Internship II Accrual Totals	
	# of Hours	# of individuals/groups	# of Hours	# of individuals/groups	# of Hours	# of individuals/groups
A. Individual Therapy						
Older Adults (65+)						
Adults (18-64)						
Adolescents (13-17)						
School-Age (6-12)						
Pre-School Age (3-5)						
Infant Age (0-2)						
B. Career Counseling						
Adults						
Adolescents (13-17)						
C. Group Counseling						
Adults						
Adolescents (13-17)						
Children (12 & under)						
D. Family Therapy						

E. Couples Therapy						
F. School Counseling Interventions						
Consultation						
Direct Intervention						
Other (explain):						
G. Other Psychological Interventions						
Sport Psychology/ Performance Enhancement						
Medical/Health Related Intervention						
Intake Interview/Structured Interview						
Substance Abuse Interventions						
Consultation						
Other Interventions (e.g. milieu therapy, treatment planning with the patient) (explain)						
Total Direct Hours						

Indirect Hours

Support Experience (Add hours in the ones that apply to you)			
<p>This item includes activities spent outside the direct clinical hour while still focused on the client (e.g., chart reviews, writing process notes, consulting with other professionals about cases, video/audio tape review, treatment planning, assessment interpretation, report writing, etc.). In addition, it also includes hours spent at practicum in didactic training (e.g., grand rounds, practicum site seminars). Please indicate the primary activities in which you participated that comprise your support hour activities, especially activities that are unusual or unique to your program:</p>			
	Practicum Accrual Totals # of Hours	Internship I Accrual Totals # of Hours	Internship II Accrual Totals # of Hours
Site trainings (site orientation, reviewing guidelines, meeting colleagues)			
Case paperwork and documentation			
Observation (time spent observing counseling sessions)			
Preparation (for supervision and for providing services)			
Community outreach			
Facilitating workshops			
Creating content (brochures, campaigns, etc.)			
Attending meetings			
Other (please specify):			

Supervision Experience						
<p>Individual Supervision is defined as a regularly scheduled and face-to-face clinical activity provided by an appropriately credentialed supervisor with the specific intent of overseeing counseling services rendered by the student. Group Supervision includes all activities in which an appropriately credentialed supervisor coordinates the focused review of specific cases with more than one student at a time.</p>						
	Practicum Accrual Totals		Internship I Accrual Totals		Internship II Totals	
	Individual	Group	Individual	Group	Individual	Group

A. Supervised by a Licensed Professional Counselor (LPC)						
B. Supervised by other Licensed Mental Health Professional (explain):						
C. Other Supervision (explain):						
Total Supervision Hours:						
Total Indirect Hours						
Total Direct and Indirect Hours						

Signatures

By signing this hour log, the student and supervisor both verify that the experiences accurately reflect the training activities of the student's practicum placement.

I. Practicum:

Site Name: _____

Supervisor Name and Credentials: _____

Supervisor Signature: _____ Date: _____

II. Internship I:

Site Name: _____

Supervisor Name and Credentials: _____

Supervisor Signature: _____ Date: _____

III. Internship II:

Site Name: _____

Supervisor Name and Credentials: _____

Supervisor Signature: _____ Date: _____



On-Site Supervisor's Evaluation of Trainee

Student: _____

Date: _____

Student's course: _____

Supervisor: _____

Supervisor's Email: _____

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

___ Videotape review ___ Audiotape 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							
Competence (1-3)			Satisfactory (4-5)		High Competence (6-7)		
*No basis on which to 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 the 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 OBJ 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 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.



PRACTICUM/INTERNSHIP EVALUATION BY THE STUDENT

Internship Organization: _____

Supervisor's Name: _____

Number of semesters with this internship: _____

Number of hours per week spent at the internship: _____

How did you obtain this internship?

___ On your own

___ Through the MACP Internship site list

___ Website Name of website: _____

___ Friends/Relatives

___ Other

Please rate the following Evaluation Factors: (Mark with an X)

1 = Poor/Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

Evaluation Factors	1	2	3	4	5	Comments
Professional Atmosphere						
1. Commitment to serving psychological needs of client						
2. Active collaboration and cooperation between staff members						
3. Respect for, and use of, professionals from other disciplines						
4. Commitment to the profession of psychology						

5. Awareness of, and respect for, individual differences among clients and professionals						
6. Respect for human rights of clients and professionals						
7. Opportunity for professional development						
8. Adherence to APA ethical guidelines						
Aspects of the Supervisory Relationship						
9. Supervisor facilitates the establishment and maintenance of a collaborative supervisory relationship (clearly discusses expectations regarding the supervisory relationship on an ongoing basis, responds to your feedback in non-defensive manner).						
10. Supervisor demonstrates empathy, respect, and understanding of supervisee's experiences; understands your stated needs in an open manner, despite the limitations of the setting, respects your boundaries/privacy, demonstrates empathetic understanding of personal and interpersonal struggles related to the demands of the training program, demonstrates sensitivity and respect regardless of the supervisee's cultural/individual background.						
11. Supervisor is physically and emotionally available for supervision; collaborates to schedule an adequate amount of time for supervision, is available and accessible when you need help, including impromptu consultation and crises, helps you establish alternative sources of consultation when unavailable or when specialty consultation is indicated, participates actively during supervision sessions, communicates enthusiasm about commitment to supervision.						

<p>12. Supervisor is amenable to working through conflicts, disagreements, or differences in opinions with supervisee; supervisor openly addresses conflicts or problems in a constructive manner, when conceptual disagreements arise, negotiates them</p>						
--	--	--	--	--	--	--

<p>in a non- judgmental way, if an impasse occurs, arranges for mediation to facilitate conflict resolution.</p>						
--	--	--	--	--	--	--

<p>13. Provides feedback on your performance that helps you to develop your clinical skills; helps you identify your specific strengths and competencies, feedback on your performance and written work is constructive and specific, facilitates your accurate self-assessment (e.g., skill level, limits of competence, need for consultation, interpersonal interactions, diversity issues, other “blind spots”)</p>						
--	--	--	--	--	--	--

<p>14. Enhances development of your professional identity; encourages development of your own professional identity and style, encourages you to develop independence and self-confidence as a professional, assists in clarifying your readiness (skill level, emotional readiness) to pursue your own training and career goals.</p>						
---	--	--	--	--	--	--

<p>15. The supervisor models professional behavior; supervisor acts ethically and facilitates discussion of ethical issues, demonstrates flexibility and tolerance of ambiguity, problem-solves effectively, collaborates constructively with referral sources, other staff and outside professionals, models respect and empathy for all patients and their problems, communicates a coherent, well integrated model of intervention and/or assessment approach, acknowledges and explores diversity issues and perspectives.</p>						
---	--	--	--	--	--	--

<p>16. The supervisor exhibits knowledge of and respect for cultural and individual diversity in clinical intervention; the supervisor has respect for diversity and at least basic awareness of providing culturally competent services, is aware of his/her limitations of knowledge of cultural and individual diversity, is helpful in seeking out additional information about diverse groups and effective therapeutic interventions with patients of different backgrounds when relevant</p>						
<p>to the intern's cases or training needs, models the process of consultation with colleagues about diversity issues when needed, is aware of own struggles with persons of different backgrounds, is aware of his/her own cultural identity, world view, and value system that is brought to clinical work.</p>						

Please answer the following questions:

Do you feel your internship experience will be of help in pursuing professional opportunities after college? In what way was it, or was it not, helpful?

Have you met your initial expectations for this internship? Why or why not?

Do you feel our program helped you in preparing for your internship? In what ways was it helpful, or was it not helpful?

What, if anything, do you feel could be included in the MACP curriculum that would have been helpful for your internship?

What are your suggestions regarding Internship experience for future students at the same organization?

Would you be willing to share this evaluation of your internship experience with other students without your identity known?

YES NO

May we list your name as a contact for other students who may be interested in signing up with the same internship organization?

YES NO

May we keep your copy of the internship report as reference for other students?

YES NO

THANK YOU!

Master of Arts in Counseling Psychology (MACP)
Felician University
Lodi, New Jersey



Permission to Record Counseling Sessions

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 record my counseling sessions. I understand that I may ask that the recorder be turned off at any time and that the recording, or any portion of it, be erased. I also understand that the purpose of the recording is for supervision and that after supervision the tape will be erased. These recordings MAY NOT be used for any other purposes without my explicit written permission.

Signature

Date

Signature of trainee