



Master of Science in Clinical Counseling
GRADUATE STUDENT BULLETIN
2016-2017

Prepared Fall 2016 by the
CLINICAL COUNSELING PROGRAM
UNIVERSITY OF JAMESTOWN

MASTER OF SCIENCE IN CLINICAL COUNSELING GRADUATE STUDENT BULLETIN

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Welcome to the Clinical Counseling Master's Program at the University of Jamestown!

Welcome to the Clinical Counseling Master's Program at the University of Jamestown! We are pleased you have chosen to join us! We feel you will find our program engaging, challenging, intellectually stimulating, and educationally fulfilling. Our program is ideal for those students who value small classes, self-reflection, introspection, insight, personal growth and development, holistic wellness, self-directed learning, critical thinking, and in-depth interactive class discussions. Our program is demanding, but rewarding and enriching. Our program faculty strive to be encouraging, supportive, and approachable, so as to help create a safe learning environment where students can stretch, learn, and grow in new and challenging ways. Students have numerous opportunities to increase their knowledge base and develop important clinical skills, while also engaging in self-examination and personal reflection.

Although this *Graduate Student Bulletin* is not designed to provide a complete list of all University of Jamestown's policies and procedures, it is designed to help students better understand program requirements, policies, procedures, student rights, and responsibilities. While students are assigned advisors, it is the responsibility of students to familiarize themselves with the *Graduate Student Bulletin* and abide by the contents therein. This document will be reviewed periodically and updated as needed. This document will be edited and revised as needed. Should questions arise at any time in the program, students should review the handbook, ask program faculty, or ask their academic advisor for clarification and/or additional information. With that said, please note that a separate handbook will contain important information regarding practicum and internship requirements. Students should also be aware that program requirements and policies for completion are subject to change.

We hope students will be proactive and actively engaged in their learning process at University of Jamestown. We hope student keep open to challenging themselves, any biases, and attitudes that could impact their work with clients. We hope students have a positive experiences as they strive to increase their knowledge base, develop important skills and attitudes, and stretch themselves, and they embark on this unique learning journey towards becoming a professional counselor.

Again, welcome to the program!

Sincerely,

University of Jamestown Clinical Counseling Master's Program Faculty

PROGRAM CONTACT INFORMATION

University of Jamestown Clinical Counseling Master's Program Mailing Address and Phone Number:

University of Jamestown
Clinical Counseling Program
6063 College Lane
Jamestown, ND 58405
701-252-3467, ext. 5354

Program Faculty

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TBA

2016-2017 UNIVERSITY OF JAMESTOWN ACADEMIC CALENDAR

Fall Semester '16

August	26	Orientation 12 noon – 4 pm
August	29	Classes Begin
September	5	Labor Day—No Classes
October	21	End of Midterm, first 8-weeks
October	24	Fall Break—No Classes
November	23-27	Thanksgiving Break
December	14	Last Day of Classes
December	15-20	Finals (Note – Finals on Th, F, M, T)
December	20	Fall Semester Ends

Spring Semester '17

January	9	Semester II Begins
March	3	End of Midterm, first 8-weeks
March	4-12	Spring Break
March	13	Classes Resume
April	4	Assessment Day
March	15	Practicum Applications Due for Fall
March	24	Good Friday—No Classes
March	27	Easter Monday—No Classes
April	28	Last Day of Classes
May	1-4	Finals
May	4	Spring Semester Ends
May	6	Baccalaureate and Commencement

PROGRAM ESSENTIAL INFORMATION

The University and the Law

The University upholds municipal, state, and federal laws and cooperates fully with all law enforcement agencies. Violation of public law may result in University disciplinary action.

As part of the larger community, students accept full responsibility for their own actions under federal, state, and local laws. While affording reasonable aid to its members in difficulties with the law, the University provides no immunity from the consequence of illegal acts.

Complaints about the University or Program

Any complaint that would fall out of the realm of due process regarding the Counseling Program and/or University (for example, from clinical education sites, employers of graduates, and the public) may be addressed to the University of Jamestown, Counseling Program, 6092 College Lane, Jamestown, ND 58405. If an individual has concerns about sending the complaint to Program personnel, he or she may send it to the Vice President for Academic Affairs, University of Jamestown, 6092 College Lane, Jamestown ND 58405.

The Program and University take all complaints seriously and will review any complaint in an expedient manner and take any appropriate action that is warranted.

Once a complaint is made, the Program Director or the Vice President for Academic Affairs will be directly involved in contacting the complainant and gathering any available information (within 15 business days). The Vice President for Academic Affairs will be notified of all complaints. If the matter is resolved, the Program Director or the Vice President for Academic

Affairs will write a letter to the complainant acknowledging resolution of the matter. A copy of the letter will be kept on file in the Program Director's office and the Vice President for Academic Affairs' office for five years.

If the matter is not resolved to the satisfaction of the complainant or the complaint is about the Program Director, the complainant may submit a written complaint directly to the Vice President for Academic Affairs, University of Jamestown, 6092 College Lane, Jamestown ND 58405. The Vice President for Academic Affairs will meet with each party separately and may schedule a combined meeting with the two parties in order to resolve the complaint. A letter outlining the resolution by the Vice President for Academic Affairs will be filed with the complaint in the Vice President for Academic Affairs' office. A copy of the resolution may be sent to the complainant at the discretion of the Vice President for Academic Affairs. A copy of the letter will be kept on file in the Vice President for Academic Affairs' office for five years.

Reservation of the Right to Modify

The programmatic and financial information herein are to be considered directive in character and not as an irrevocable contract between the student and the University. The University reserves the right to make changes that seem necessary or desirable, including course adjustments and/or cancellations.

University of Jamestown Mission Statement

We are a community dedicated to the development of wholeness in our students. We adhere to a curriculum of academic excellence which balances the ideals of the liberal arts tradition and sound professional preparation. Our Christian tradition encourages an atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual.

Nondiscrimination and Harassment Policy

The University of Jamestown confirms its support of the principles and practices of nondiscrimination and equality of races and sexes in its employment and in all of its programs, activities, and opportunities available to students-

Additional information on the discrimination or harassment complaint process can be found at the University of Jamestown website: <http://www.uj.edu/?s=harassment>

The University of Jamestown also affirms a commitment to nondiscrimination and reasonable accommodation of those students who have documented disabilities. However, in order to perform counseling functions, a student must be in good health and able to perform the Essential Functions as listed on the form in this document *University of Jamestown Master of Science in Clinical Counseling Program, Graduate Student Bulletin, 2016-2017*). It is the expressed intent of the University of Jamestown to be in conformity with all laws relating to higher education which are consistent with our commitment to the Christian ethic, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students who believe they may have a qualifying disability can request a complete copy of policies and procedures from the Office of Admissions, the Learning and Academic Advising Center, the Vice President for Student Affairs, and the Vice President for Business Affairs.

Guidelines for Student Requests for Reasonable Accommodation

Students with a disability or academic learning concern are encouraged to make an appointment with the Coordinator of Student Services for appropriate referral for Disability and Academic Learning Services. The coordinator will coordinate services with the Director of Learning/Advisement Center in Jamestown. The procedure for contacting the Student advocate is outlined at <http://www.uj.edu/studentlife/student-advocacy-coordinator>

The student must inform the school that he or she has a disability and needs an academic adjustment. Documentation, prepared by an appropriate professional, such as a medical doctor, psychologist, or other qualified diagnostician is required. The documentation may include one or more of the following: a diagnosis of your current disability, as well as supporting information, such as the date of the diagnosis, how that diagnosis was reached, and the credentials of the diagnosing professional; information on how your disability affects a major life activity and for you and your school to decide what is an appropriate academic adjustment. To determine an appropriate academic adjustment, the University of Jamestown Coordinator for Student Services and program director will review your request in light of the essential function requirements for the Program. The school is not required to lower or waive essential function requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment, or it may offer an effective alternative.

Student Retention

The Office of Student Retention is committed to providing continuous, quality support for undergraduate students from matriculation to graduation. We do this through one-on-one student contact, program development, review of University policy and procedure, early intervention, systematic tracking, We Care Student Support System, commitment to our students, and so much more! We are dedicated to help improve the student experience at the University of Jamestown. A We Care Report can be completed at <http://www.uj.edu/form?f=145>.

ACCREDITATION, MEMBERSHIPS, AND AFFILIATIONS

The University of Jamestown is accredited by the Higher Learning Commission and is a member of the North Central Association. The University of Jamestown has been continuously accredited since 1920. The University holds memberships in the Association of Presbyterian Colleges and Universities, the Council of Independent Colleges, and the National Association of Intercollegiate Athletics. The University also has a number of affiliation and consortium agreements with medical facilities that provide clinical experience for its students.

Program Accreditation Status

The Clinical Counseling Master's Program is currently accredited by the Higher Learning Commission. It is in harmony with helping students prepare for licensure as a Licensed Professional Counselor in the state of North Dakota. The University is committed to helping the program achieve CACREP accreditation status, but note that the process of receiving accreditation is a long one. The Clinical Counseling Master's Program is working to align the program with CACREP standards to prepare for applying for CACREP accreditation. Since the process is a long process, students need to be aware that accreditation may not be obtained until after they graduate. Upon receiving CACREP accreditation students who graduate within 18 months prior to approval of that accreditation will be grandfathered in and be able to say they graduated from a CACREP program.

ADMISSION PROCESS, COSTS, AND FINANCIAL AID INFORMATION

ADMISSION PROCESS

University of Jamestown General Admission Policy

The Clinical Counseling Program Faculty and UJ's Admissions Office strive to make systematic and continuous efforts to help attract, enroll, and retain students from diverse backgrounds. They also strive to create and support an environment conducive to learning.

Consideration for admission to the University of Jamestown programs is available to all students who meet University admissions requirements without regard to race, color, age, religion, gender, national origin, disabilities, sexual orientation, or veteran status, in accordance with the law. The University reserves the right to deny admission, continued enrollment, or re-enrollment to any applicant or student whose personal history and background indicate that his or her presence at the University would endanger the health, safety, welfare, or property of the members of the academic community or interfere with the orderly and effective performance of the University's functions.

Application Information

The University of Jamestown must receive all information by the application deadline. Incomplete applications will not be accepted.

All applicants chosen will be required to attend a face-to-face interview in the spring prior to beginning the program, at the University of Jamestown campus. All costs associated with this interview are the responsibility of the applicant.

The University of Jamestown Master of Science in Clinical Counseling Program gives preference to University of Jamestown graduates.

Applications will include the following:

- Official transcripts from all higher learning institutions that you have attended. When filling in the coursework section you must enter past coursework, the coursework you are currently taking, as well as coursework you will complete in the future.
- Signed Essential Function Statement.
- Official GRE Scores; use University of Jamestown GRE Code 3885.
- Two letters of recommendation
One from a current or previous faculty/advisor
One from a professional source
- Personal Essay

Admission to the professional Counseling program is based on the following criteria:

- Completion of a Bachelor's degree from an accredited institution prior to matriculation.
- A preferred GPA of 3.00/4.00 in all undergraduate courses. (GPA calculation includes repeated courses.)
- Acceptable GRE score. The University of Jamestown Master of Science in Clinical Counseling
- Program currently does not have a minimum GRE score.
- Submission of TOEFL scores, if applicable. Acceptable scores are as follows:
TOEFL score 525 Paper
TOEFL score of 195 Computer
TOEFL score of 70 Internet-based
An IELTS band score of 5.5

Post-Internship-level admission decision recommendations are made by the academic unit's selection committee and include consideration of each applicant's (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.

The University of Jamestown protects applicant rights, including due process. If an individual feels that he or she has been treated unfairly in the admissions process, he or she may wage a complaint with the Admissions Review Committee. The Admissions Review Committee is composed of the Director of the Counseling Program and the Vice President for Academic Affairs.

PROGRAM COST

UNIVERSITY OF JAMESTOWN					
FINANCIAL AID COST OF ATTENDANCE (BUDGET)					
2017-2018					
Masters of Clinical Counseling					
Fall years 1&2			Spring years 1&2		
			(year 3 > fall 10 credits, spring 6 credits)		
Estimated Nine Month Cost					
Tuition (Full Time)	\$ 8,052.00	12 credits (\$671/cr)	8052.00	12 credits (\$671/cr)	
Fees (Tech/Activitie	40.00		40.00		
Room and Board*	6,000.00		6000.00		
Books & Supplies*	800.00		800.00		
Transportation*	1,000.00		1,000.00		
Miscellaneous*	1,000.00		1,000.00		
Subtotal	\$ 16,892.00		\$ 16,892.00		
					\$ 33,784.00

*Estimated costs based on student surveys

**Additional costs may be associated with transportation and housing related to practicum and internship.

Financial Aid for Master of Science in Clinical Counseling Program Students

To be eligible for financial aid a graduate student:

- must not be receiving aid as undergraduate for same period of enrollment;
- must be enrolled in a program above the bachelor’s level or one leading to a first professional degree;
- must have completed equivalent of at least three academic years of full time study either before entrance into the Program or as part of it;
- must file Free Application for Federal Student Aid (FAFSA) if a Federal Direct Loan is desired.

The website for FAFSA information is www.fafsa.gov.

U.S. Department of Education

The William D. Ford Federal **Direct Loan** Program is the largest federal student loan program. Under this program, the U.S. Department of Education is your **lender**. There are two types of Direct Loans available to graduate students:

Direct Unsubsidized Loans are loans made to eligible undergraduate, graduate, and professional students. The student does not have to demonstrate financial need to be eligible for the loan but must complete the *Free Application for Federal Student Aid [FAFSA]* each year.

Annual Limit: \$ 20,500 Direct Unsubsidized Loan

Aggregate Limit: \$138,500 Direct Loan

(No more than \$65,500 of this amount may be in Direct Subsidized

Loans. The graduate debt limit includes all federal loans received in undergraduate study.)

Direct Grad PLUS Loans are loans made to graduate or professional students to help pay for education expenses not covered by other financial aid.

There are no fixed annual or aggregate loan limits for PLUS Loans. A graduate or professional student may be awarded a Grad PLUS Loan up to the student’s cost of attendance.

Alternative or Private Education Loan Programs

Students have the right to select any eligible lender under the Alternative/Private Education Loan Program and the University of Jamestown will process the request in compliance with federal and institutional packaging guidelines. It is, however, crucial that you consider your options when choosing an alternative student loan. Choose a lender that demonstrates a strong commitment to students and their education. Further, be sure to check the lender's value and benefits, fees, interest rates, repayment options, and customer service. You will find a list of lenders used by the University of Jamestown students for Alternative/Private Education Loans on the University of Jamestown website under financial aid.

The University of Jamestown does not endorse or accept incentives from any lender nor does it promote any specific lender. The Alternative/Private Education Loan lender list is provided as a courtesy and should not be interpreted as a requirement to use any of the lenders listed. The

University of Jamestown will process an Alternative/Private Education Loan from any participating lender that requires school certification.

Assistance for Financial Aid

Students accepted for the Counseling Program may apply for financial aid through the University of Jamestown. All students must complete the Free Application for Federal Student Aid (FAFSA) every year to be considered for federal financial aid, including student loans. The FAFSA and renewal FAFSA can be completed online at www.FAFSA.gov. Students will be notified of their financial aid awards through email or postal mail. A representative of the Financial Aid Office will visit the Fargo campus at the beginning of the fall semester to answer questions and discuss financial aid directly with students.

Students may contact the financial aid office at any time with questions regarding financial aid.

Questions may be directed to the Office of Financial Aid at 701-252-3467, ext. 5556 or by emailing a financial aid staff member.

Return of Title IV Funds Policy

Definition

Federal Title IV Funds include but are not limited to Pell Grants, Federal Supplemental Education Opportunity Grants, Direct Loans, Perkins Loans and parent and graduate PLUS Loans.

Enrollment

For Return of Title IV Funds and institutional purposes, a student is considered enrolled until he or she has completed and submitted an official University of Jamestown Withdrawal Form or until the end of the semester has been reached, whichever is first. Non-attendance of classes does not constitute an official withdrawal.

Return of Title IV Fund Calculation

The amount of federal Title IV aid earned is based upon the percentage of a period of enrollment completed. The percentage is computed by dividing the number of days completed (as of the date the student officially withdraws) by the total number of days in the term as determined by the Financial Aid Office in compliance with federal guidelines. The percentage is then applied to the aid received to determine earned and unearned aid. If and when any aid is determined to be unearned, it must be returned to the appropriate financial aid program(s). The amount returned cannot exceed the amount the student received from that program. Returns to the financial aid programs must be made in the following order: Unsubsidized Direct Loan, Federal Perkins Loan, and Federal Grad PLUS Loan. A student withdrawing after the 60% point is considered to have earned 100% of his or her aid and no adjustment to charges or aid is made.

Additional details may be obtained from the Financial Aid Office.

Application of Repayments to Title IV Funds

For the payment period in which the student withdrew, it will be determined whether the student received an overpayment of financial aid funds for non-institutional expenses. The overpayment is the difference between the amount received by the student as cash disbursements and the amount earned for non-institutional costs during the portion of the payment period that the student was actually enrolled. (Federal Direct Loans and Perkins Loans are excluded from repayment since the student is already obliged to repay the funds to the lender.) The overpayment will be calculated according to the federal Return of Title IV Funds Policy. The University of Jamestown is NOT liable for the amount of repayment owed by the student.

Important: This policy refers to withdrawal from the University of Jamestown, not to withdrawal from an individual course.

Financial Aid Disclosure Statement

1. A student must be officially admitted to a degree-granting program at the University of Jamestown and making *Satisfactory Academic Progress* (as defined by the U.S. Department of Education) to receive federal financial aid through the University of Jamestown. (*Satisfactory Academic Progress* details are available in the university catalog, on the university website and from the Financial Aid Office.)
2. No aid may be disbursed to a student if he or she is in default on any federal/state aid program.
3. All financial aid is awarded based upon application documents, verification of information, anticipated cost of attendance, university enrollment, grade level, academic progress and other known resources. Any changes in these items may result in an award revision.
4. Funds must be used solely for education related expenses as defined by the U.S. Department of Education.
5. All male students applying for any federal and/or state financial aid must attest to Selective Service status before funds will be disbursed.
6. In general, financial aid will be awarded to students on a prorated basis of one third each term (fall, spring, and summer) and the student's account will be credited accordingly.
7. Any balance due on the student's account after applying all anticipated financial aid and other credits is payable by the first day of the semester (unless prior arrangements have been made with the Business Office).
8. A student must report all outside scholarships, grants, work stipends, or other education benefits to the Financial Aid Office. Certain military benefits are not considered resources in determining a student's financial aid eligibility.
9. The Financial Aid Office is required to make adjustments to ensure that aid does not exceed the university approved student budget (cost of attendance).
10. No federal or state aid will be disbursed to the student's account until all necessary documents have been submitted to the Financial Aid Office by the stated deadline. If selected for the verification process, recipients of any federal aid must submit student (and spouse, if applicable) prior year's U.S. IRS tax transcript. If no tax return was filed, the student must mark and sign the non-file affidavit on the Verification Worksheet. In addition, no federal or state aid will be disbursed to a student's account if selected for verification and the student refuses to complete the verification process.
11. To be eligible for full-time financial aid, a student must carry a minimum of 12 credits per semester. A student taking fewer than 12 credits may be eligible for some federal aid programs on a prorated basis.
12. All Direct, Perkins, Grad PLUS and Alternative loan funds are first applied to outstanding direct education costs, such as tuition and fees at date of receipt.
13. If a student withdraws from the University of Jamestown or drops below full-time status prior to the end of the semester, he or she may be required to repay federal grant and/or loans to the associated programs in accordance with the Return of Title IV Fund Policy.
14. All students have the right to review and amend their *Family Educational Rights and Privacy Act (FERPA)* information at any time. The most common changes are those necessary on the *Student Authorization to Release Information* form. Details are available in the Financial Aid Office.
15. Additional *Consumer Information* is available on the University of Jamestown website.

Satisfactory Academic Progress – Guidelines for Financial Aid Purposes

Satisfactory Academic Progress is language set forth in the federal guidelines [34 CFR §668.34] that specifies the minimum academic progress required of a student to avoid termination of funding provided by federal and state governments.

To demonstrate *Satisfactory Academic Progress* for financial aid purposes, all students must comply with the following three components:

1. Qualitative: Students must maintain a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale.
2. Pace or Quantitative: All grade levels must successfully complete at least 67% of all attempted credits.
3. Maximum Timeframe or 150% Rule: The maximum timeframe is measured in credit hours and is a period that is no longer than 150% of the published length of the educational program. The number of credit hours required for completion of the Master's of Clinical Counseling Program at the University of Jamestown is 64. A student becomes ineligible for federal aid when he or she reaches 96 attempted credits.

Monitoring Procedure

The University of Jamestown monitors student progress after every payment period (semester).

Summer is considered a payment period and, consequently, progress will be monitored after the summer session as well. Possible statuses are good standing, warning, probation, academic plan or suspension, as described in the glossary below.

Students will be notified of changes in status by email (University of Jamestown email address) and letter. If appropriate, requirements necessary to regain eligibility for financial aid will be included.

To be considered, appeals must be submitted to the Financial Aid Office on an official *Financial Aid Appeal Form* (which can be found on the University of Jamestown website under *Current Students/Financial Aid*) by the stated deadline.

Glossary for Financial Aid

ACADEMIC PLAN: The status of ACADEMIC PLAN is assigned when a student's appeal has been granted but the status of PROBATION is not a viable option. An ACADEMIC PLAN will be created by the Financial Aid Committee using a standard format to determine how many semesters it would reasonably take any student to regain compliance both quantitatively and qualitatively.

There is no set length for an ACADEMIC PLAN. Once a student is in compliance, s/he is again considered to be in GOOD STANDING. The personalized ACADEMIC PLAN will be monitored by the Registrar and the Director and/or Assistant Director of Financial Aid each semester for compliance.

APPEAL: Should a student fail to make progress after a semester on WARNING, an APPEAL is required for possible reinstatement to financial aid privileges. The APPEAL must be submitted by the published deadline on an official *Financial Aid Appeal Form* (which can be found on the University of Jamestown website under *Current Students/Financial Aid*). Students have the right to appeal action taken with regard to the University's Satisfactory Academic Progress policies.

However, for any given circumstance, a student may only appeal once.

APPEAL DENIED: If a student's appeal is denied, he or she is no longer eligible to receive financial aid until such time as compliance has been regained.

APPEAL GRANTED: If a student's appeal is granted, he or she is eligible to receive financial aid for the following semester, after which the transcript will be reviewed.

ATTEMPTED CREDITS: All courses taken for which a student receives a 'W' or grade on the transcript are counted. Attempted credits also include those taken during terms in which the student receives no aid as well as repeated courses and credits transferred into the University of Jamestown from other institutions.

GOOD STANDING: All three compliance factors are being met or surpassed. Student is eligible for financial aid.

INCOMPLETES: A grade of Incomplete may be granted when a student is temporarily unable to complete course requirements or take a final examination due to unusual personal circumstances. Incompletes in classroom courses must be finished within four weeks of the beginning of the next semester unless there is an extenuating circumstance that has been discussed with the faculty member and Director of the Counseling Program. Incompletes in clinical courses are outlined in the *Clinical Education Handbook*.

PACE: The quantitative component for all grade levels, calculated to ensure that the students successfully complete at least 67% of all (cumulative) attempted credits.

PROBATION: The status of PROBATION is assigned when a student has appealed SUSPENSION, the APPEAL has been granted, and the student can mathematically regain compliance within one semester.

REPEATED CREDITS: Credits earned from a repeated course will be counted only once for total number of credits completed. However, both sets of credits will be counted toward the 150% Rule. The highest course grade will be used in determining GPA compliance.

SUSPENSION: Should a student be determined to be in noncompliance with any of the three components of Satisfactory Academic Progress and has not successfully appealed, he or she is no longer eligible to receive assistance under financial aid programs at the University of Jamestown. Any charges that the student incurs during this period of SUSPENSION from financial aid privileges are the responsibility of the student.

WARNING: The first semester that a student fails to make satisfactory academic progress by either qualitative or pace calculation, he or she is assigned the status of WARNING. This is an automatic action and no appeal is required by the student. The otherwise eligible student will be entitled to financial aid for one additional semester.

Additional Information

- Only official forms will be accepted for appeals. They may be found on the University of Jamestown website and are available in the Financial Aid Office.
- The Financial Aid Committee will strictly adhere to the stated deadline for appeal.
- The Financial Aid Office reserves the right to adjust Satisfactory Academic Progress verbiage as deemed appropriate and necessary at any time.

Leave of Absence

If it should become necessary for a student to withdraw from the University of Jamestown for extenuating circumstances in his or her personal lives (for example, medical issues with the student or family member, death in family, etc.), and he or she finds it difficult to be successful in the Program, the student may request a Leave of Absence from the Program. Poor academic performance alone does not qualify for a leave of absence. Typically this leave of absence would be one year in length, due to the progressive nature of the curriculum. Any student contemplating taking a leave of absence should discuss this with his or her faculty advisor. The advisor will also work with the student to ensure that he or she is receiving all appropriate support services from the University.

A student that requests a Leave of Absence must submit a letter of request to the Program Director. The request must include the reason for the request, the length of leave being requested, and the student's proposed plan of remediation of the problem which necessitates withdrawal. Because of the unique nature of this situation, each case will be handled individually. Once the decision has been made, the student will be notified in writing. The letter of notification will include the following:

- The decision, including length of leave granted.
- Any conditions to be met by the student.

- An outline of the student's options regarding the consequences of the Leave of Absence.

Official Withdrawal

A student who must withdraw from a graduate program should obtain an "Official Withdrawal" form from the registrar. This form must be completed for official withdrawal from the University. An unofficial withdrawal will result in failure in all courses in which the student is currently enrolled.

Transfer Credit Policy

The University of Jamestown Counseling Program does not accept courses in transfer for program credit.

Payment of Charges

Payment of student bills is due the day classes begin each semester. Bills not paid in full, with the exception of those on the installment tuition plan, will be charged interest at the rate of 1.5 percent per month. An installment plan that is administered by Tuition Management Services is available. More information may be obtained through the Business Office.

One third of financial aid awarded to the student will generally be applied to each semester. The student will not be allowed to register for the next semester and credits will not be issued until the account is paid in full. The University reserves the right to withhold statements of honorable dismissal, credits, transcripts, and diplomas until all financial obligations have been met with the Business and Financial Aid Office.

Miscellaneous Fees

Enrollment Deposit \$400 (applied to first semester tuition bill)

Graduation Fee \$100

Transcript

First Copy No Charge

Second Copy \$5

ACADEMIC POLICIES, RETENTION, REMEDIATION & DISMISSAL

Academic Credit

A unit of credit (one credit hour) is defined as the equivalent of one fifty-minute class period per week for one semester with two hours of additional work outside of class meeting time for each hour in class. Hence, a three credit course would require the equivalent of forty-five hours of class time and ninety hours of outside work. Since graduate students are expected to be capable of more independent work, fewer class hours and more outside of class work may make up the equivalency referred to above. In the case of laboratories, for the measurement of a credit hour, one credit hour may be equivalent to two to three laboratory hours.

Academic Standards

Students are considered in good standing in the Program if they maintain a cumulative GPA of 3.0.

A grade of D or F constitutes an unsatisfactory grade in the Counseling courses and the student receiving a D or F is not allowed to progress to courses for which the failed course is a prerequisite.

Program Probation

A student can be placed on Program probation for academic or professional behavior reasons.

Once on Program probation, a student will have one semester to rectify the problem, for example, raise their GPA or meet their professional behavior action plan. If the student does not meet the guidelines established, the student is subject to dismissal from the Program. A student will be unable to attend a clinical experience (COUN 582) while on Program probation.

Substance Use or Abuse

The Clinical Counseling Program faculty seek to promote healthy living in community and individual life and recognizes that misuse and abuse of alcohol and other substances is a serious health and mental health problem. Legal consequences may also result from alcohol and chemical use and abuse. Therefore, the faculty reserves the right to intervene in situations where individuals are suspected of losing control of their chemical use/or where that use is harming them or others in any way. The intervention may include assistance in obtaining treatment and/or dismissal from the Clinical Counseling program.

Readmission after Counseling Course Failure

After receiving one failing grade of D or F in a Counseling course, a student will not be allowed to continue in the Program but will have to repeat and pass the failed course the next time it is offered. A student who fails a Counseling course is strongly advised to work with their advisor to formulate a plan outlining actions to facilitate successful course completion.

After receiving a D or an F in a subsequent Counseling course a student will be ineligible for continued progression through the Program and is subject to dismissal.

Children in Classroom/Field Experiences

Children will not be allowed to attend class, nor clinical situations.

Classroom Civility

In the Clinical Counseling program students naturally engage in dialogues that involve very personal subject matter (about themselves, each other, and about the clients they will be (or are) working with). Therefore, it is important for program faculty and students to work together to create a safe environment to facilitate the counselor-in-training process. Program faculty strive to be warm, genuine, sensitive, respectful, and open-minded, manner. We expect the same of our students. We value differences while at the same time expect that all students treat each other with respect. Program faculty and students will be expected to be sensitive, courteous, respectful, and professional when handling emotionally challenging and difficult situations.

As part of this often highly interactive learning process, students will be expected to listen attentively, engage in the learning process, respect cultural differences and perspectives, and seek to actively learn from each other in a respectful, non-judgmental, caring, open-minded, and supportive manner.

Program faculty and supervisors will critically evaluate, and at times, challenge students regarding various aspects that pertain to different ethical, professional practices, student dispositions, attitudes, demeanors, skill building, or other items/aspects that relate to becoming a clinical mental health counselor. This is particularly important so as to work through issues that could adversely impact their growth and development process as counselors-in-training. Students will be expected to address, and work through challenges that might arise with peers, clinical supervisors, program faculty, or others in an assertive versus an aggressive, passive, or passive aggressive manner.

Because the Clinical Counseling program is an intense program that can be highly emotional and vulnerable at times, students will be expected to actively engage in self-reflection, self-examination, and personal self-care processes throughout their program. As part of this process students will be expected to engage in their own personal growth and development process throughout the program.

Should challenges or differences of opinions arise in the program with other students, program faculty, clinical supervisors, students will be expected to be open minded to address and work through these challenges in a caring, open-minded, and assertive manner (versus a passive, passive-aggressive, or aggressive manner). Failure to do so, could negatively impact student's standing in the program. Program faculty will be expected to treat students in a respectful manner, be caring, sensitive, respectful, and professional manner in return.

As part of creative an actively engaging interactive learning process, students will be expected to come to class prepared and on-time. Students will be expected to turn off cell phones (or put on vibrate), and not fidget with these items in class. Each program faculty will review expectations when Student listens attentively and well to others when others present materials, share challenges and/or insights; sensitive to and respectful of differing perspectives; values cultural differences and actively seeks to learn from others in respectful way; displays open-minded and non-judgmental communication/behaviors; is attentive and hears what others say; open to feedback; contributes to dialogue in respectful manner; caring and supportive of peers; addresses and works through any challenges that might arise with peers, their site supervisor; or group supervisor class instructor; turns off cell phone or put it on vibrate mode; and does not fidget or play with it in class

Retention, Remediation & Dismissal

The University of Jamestown has a retention program that any student is encourage to utilize for themselves or other students of concern. The "We Care" Program can be accessed through the website at

The Clinical Counseling Program has its own professional and personal retention policy. As a program we are interested in and concerned about students growth and development personally and professionally. We are especially invested in a student's knowledge base, counseling skills development, personal development and other development concerns that impact your journey to becoming a professional counselor. The following policy is to assist in addressing student retention, remediation & dismissal.

The Clinical Counseling Program reviews student's self-evaluations and faculty/clinical supervisor feedback to evaluate dispositions. When concerns arise, faculty/advisors follow the student retention, remediation & dismissal procedure outlined in Appendix 6.

Please be aware, counseling program faculty/clinical supervisors are gatekeepers to the counseling profession and will dismiss students who struggle with academic or professional dispositions. If remediation is appropriate, faculty will assist students through the remediation process where faculty will work with students in creating a remediation plan appropriate to the situation. If remediation is unsuccessful, then dismissal will be considered. In rare but serious situations, dismissal will be recommended without remediation.

Academic Integrity Policy

At the University of Jamestown, we operate in an atmosphere of mutual trust between and among faculty and students. Sometimes this trust is violated through the intentional or accidental misrepresentation of facts, ideas, or data by members of the academic community. Such misrepresentations are violations of the Academic Integrity Policy. There are three main types of violations: cheating, inappropriate collaboration, and plagiarism.

Cheating involves the misrepresentation of knowledge or experience. For example, if a student uses unauthorized materials during an examination (for instance, by using crib sheets, looking at other students' exams, obtaining the questions in advance, etc.) he or she is falsely representing themselves as having recalled material or reasoned correctly, when, in fact, they did not. If a student fakes the data in a laboratory experiment, he or she is falsely suggesting that they acquired information in accordance with prescribed procedures.

Inappropriate collaboration involves presenting academic work as one's independent effort when it includes significant elements of the work of others. When important ideas or actual phrasings in an academic work belong to an unnamed colleague, misrepresentation has occurred. It is dishonest for one student to write some or all of another student's paper or presentation. It is equally wrong for one student to develop key ideas for a project that is represented as the work of another. Inappropriate collaboration is a violation for which both or all parties will be held accountable.

Plagiarism involves both theft and cheating. When someone appropriates, for use in formal course work, the wording, phrasing, or ideas of another, and either accidentally or intentionally fails to acknowledge the debt, it is considered theft. Plagiarism is also cheating in that one is creating a false impression about one's own intelligence, ability, and achievement. If students are unsure about what constitutes plagiarism, they should seek help from faculty and refer to appropriate handbooks.

Disciplinary and Appeal Process

It is the responsibility of every member of the University of Jamestown community to maintain the integrity of the grading system; anyone with knowledge of violations of the Academic Integrity Policy must report this information to a faculty member, the Program Director, or the Vice President for Academic Affairs. All cases of academic dishonesty must be reported to the Program Director. The Program Director will inform the Vice President for Academic Affairs of all cases. The Program will maintain records in student nonacademic files on each student who has committed a violation of the policy. Students who violate the Academic Integrity Policy of the University of Jamestown will be subject to disciplinary action. A course faculty member who suspects a violation of the Academic Integrity Policy should inform the student of his or her suspicion and present him or her with the evidence, allowing the student an opportunity for rebuttal. Upon determination of a violation, the course faculty member will decide the penalty to be imposed. Depending upon the severity of the infraction, this may involve a requirement to complete the assignment again, failing the student for the assignment, or failing the student for the course. If a dispute arises between a course faculty member and a student about whether a violation has been committed, it is referred to the Program Director for resolution. If the Program Director determines that no question exists, the appeal process is terminated. If any question remains, the Program Director may refer it to the Vice President for Academic Affairs who may refer it to the Executive Committee of the Faculty Senate for a hearing. The decision of the Executive Committee of the Faculty Senate about the commission of an offense will be final in all such cases. If a student involved in a violation of the Academic Integrity Policy is not enrolled in a particular faculty member's course, as in a case of inappropriate collaboration, the faculty member should inform the Program Director of the case for appropriate disciplinary action.

In the case of multiple violations of the Academic Integrity Policy by a student, the Program Director may impose additional sanctions, which may include academic warning, academic probation, academic suspension, or dismissal. If any question remains, the Program Director will refer to the Vice President for Academic Affairs who may refer it to the Executive Committee of the Faculty Senate for a hearing. The decision of the Executive Committee of the Faculty Senate will be final in all such cases.

The Academic Integrity Policy can be found at <http://www.uj.edu/current-students/academic-integrity-policy>

Attendance Policy

The Master of Science in Clinical Counseling Program prepares a student for a professional role. Regular attendance and punctuality in all components of Counseling is essential and expected of all students. The sequential nature of the Counseling curriculum makes it difficult to make up missed course requirements. The professional commitment and obligation of a student for the clinical portions of the curriculum preclude the options of a student for voluntary

absences permitted in many university classes. Hence, it is understood that responsibility for meeting academic obligations as part of the educational program rests on the student.

If a student is ill or there are extraordinary personal situations, he or she must notify their course instructor as soon as possible by a phone call or email. If a student arrives late to class, he or she is expected to inform the course instructor the reason for being late at a class break or the end of class. When a student is late for the third time, his or her advisor will be informed and will set up a meeting with the student. A professional behavior report may be written and placed in the student file.

Grading Scale

Grading scales for courses will be provided in each course syllabus. Every student will be informed in each course of the methods to be used to evaluate his or her performance. All courses, for which a standard letter grade is given, will use the following scale:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
97% & above	94%-96%	90%-93%	87%-89%	84%-86%	80%-83%	77%-79%	74%-76%	70%-73%	67%-69%	64%-66%	60%-63%	59% & below

Incompletes

A grade of Incomplete may be granted when a student is temporarily unable to complete course requirements or take a final examination due to unusual personal circumstances. Incompletes in classroom courses must be finished within four weeks of the beginning of the next semester unless there is an extenuating circumstance that has been discussed with the faculty member and Director of the Counseling Program. Incompletes in clinical courses are outlined in the *Clinical Education Handbook*.

Grade appeals need to be initiated within 3 weeks of the semester ending and will follow University policy.

UNIVERSITY OF JAMESTOWN MASTER OF SCIENCE IN CLINICAL COUNSELING PROGRAM MISSION STATEMENT

The mission of the University of Jamestown Masters of Science in Clinical Counseling Program is to integrate education, research, and clinical practice to provide sound professional preparation in order to graduate counselors who are competent, compassionate, and ethical and who will serve their patients/clients and communities through the practice of quality, evidence-based counseling.

University of Jamestown Masters of Science in Clinical Counseling Program Philosophy

Counseling is a dynamic profession with an established theoretical and scientific base and widespread clinical applications in the restoration, maintenance, and promotion of optimal mental health functioning. Our graduates will be able to demonstrate these characteristics at an Post-Internship level.

Our mission is to graduate knowledgeable, service-oriented, self-assured, adaptable, reflective practitioners who, by virtue of critical and integrative thinking, lifelong learning, and ethical values, render independent judgments concerning patient/client needs that are supported by evidence; promote the health of the client; and enhance the professional, contextual, and collaborative foundations for practice.

Our program will graduate Post-Internship-level counselors that will be able to provide a variety of services to patients/clients who have impairments, functional limitations, disabilities, or changes in mental health function and health status resulting from injury, disease, or other causes. Our curriculum integrates the five elements of patient/client management (examination, evaluation, diagnosis, prognosis, and intervention) in a manner designed to optimize outcomes. We will graduate Post-Internship level counselors that will be able to practice in a broad range of inpatient, outpatient, and community-based settings.

Our program will graduate Post-Internship-level counselors that will be prepared to continue with doctoral level education programs.

Our graduates will be able to incorporate the professional practice expectations of accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidenced-based practice and education into the classroom and clinical education.

We believe the University of Jamestown Masters of Science in Clinical Counseling Program will successfully prepare students to practice in an ever-changing healthcare environment. We believe that sound professional preparation with a curriculum grounded in the Counseling Code of Ethics and Guide to Counseling Practice will provide the foundation for students to become competent, ethical, and compassionate counselors.

MASTERS OF SCIENCE IN CLINICAL COUNSELING PROGRAM **PROGRAM, STUDENT, FACULTY, AND GRADUATE GOALS AND OUTCOMES**

Program Goals and Outcomes

1. The Program will graduate Post-Internship-level counselors who are prepared to practice in a broad range of inpatient, outpatient, and community-based settings.
 - a. The Program will provide a curriculum consistent with standards presented by CACREP.
 - b. The Program will provide adequate resources for its operation.
2. The Program will support faculty member teaching, service, and scholarship plans according to the University of Jamestown Faculty Manual.
 - a. The Program will support faculty in maintaining contemporary expertise in teaching and knowledge of Counseling.
 - b. The Program will support faculty participation in clinically related service.
 - c. The Program will provide for faculty to participate in scholarship.
3. The Program will promote strong ties with the community.
 - a. The Program will promote working relationships with local higher education institutions.
 - b. The Program will promote long-term relationships with the community.
 - c. The Program will promote relationships with clinicians in the community.

Student Goals and Outcomes

1. Students will demonstrate the knowledge and skills necessary for competent, ethical counseling practice, including evidence-based professional clinical reasoning in clinical Program courses.
 - a. Students will demonstrate satisfactory knowledge and performance in all Program courses excluding clinical experiences.
 - b. Students will demonstrate satisfactory knowledge and performance in all clinical education courses.
 - c. Students will demonstrate evidence-based clinical reasoning.
2. Students will develop professional behaviors.
 - a. Students will demonstrate appropriate professional behaviors at their expected performance level.
3. Students will demonstrate leadership in societal wellness and health promotion.
 - a. Students will demonstrate leadership in health promotion by developing and implementing a community wellness project.
 - b. Students will demonstrate awareness of and response to the health and wellness

needs of society.

c. Students will demonstrate leadership in health promotion by presenting to professional audiences.

Faculty Goals and Outcomes

1. Faculty will educate students to become Post-Internship-level counselors who are prepared to work as professionals in the work force.

a. Faculty and associated faculty will participate in curriculum development and share the curricular and assessment information during the Curriculum and Assessment Review Meeting.

b. Faculty will maintain or develop contemporary expertise in their assigned teaching areas.

c. Faculty will use auditory, visual, and other technology in teaching methods and learning experiences.

2. Faculty will participate in scholarly activities.

a. Faculty will fulfill their University of Jamestown Annual Evaluation/Development Plan according to the University of Jamestown Faculty Manual.

3. Faculty will participate in service in the community and the Counseling profession.

a. Faculty will practice professional behaviors.

Graduate Goals and Outcomes

1. Graduates will have the knowledge and skills necessary for competent counseling practice.

2. Graduates will practice ethical professional behaviors consistent with an autonomous practitioner.

3. Graduates will demonstrate leadership in professional and community organizations that promote societal wellness.

New Student Orientation

Before or at the beginning of the first semester, newly accepted students to the Clinical Counseling program will be required to attend a New Student Orientation. During this new student orientation, students will have an opportunity to get to know the program faculty and each other. The *University of Jamestown Master of Science Graduate Student Bulletin* (i.e. program handbook) will be disseminated and discussed. Student ethical and professional obligations and personal growth expectations as counselors-in-training will also be explained during the New Student Orientation. Resources for professional development and involvement in the field will also be discussed. Eligibility for licensure/certification will be reviewed.

Advising

Advisors provide support and serve as mentors to students as they navigate their graduate studies at University of Jamestown and complete their program of study forms. Students will be assigned a program advisor at the onset of starting the Clinical Counseling Master's Program.

Students should reach out to their advisor after being accepted to the program, and plan on initiating a meeting with their academic advisor on a regular basis throughout their time in the program. Faculty advisors may be contacted via email, campus phone, or in person by appointment during the established office hours. Although program faculty are typically willing to meet with their students at a different time than their standard office hours, we ask that students try to make arrangements to meet their advisor during scheduled office hours if possible. Please note that advisor office hours change every semester.

PROGRAM CURRICULUM AND COURSE SEQUENCE

The Master of Science in Clinical Counseling program is a 64-credit-hour program that takes three years to complete. The course sequence has been carefully thought out and is believed to optimally prepare students in their developmental counselor-in-training journey in clinical mental health counseling.

Requirements for the Master of Science in Clinical Counseling Program

Fall Year 1

Dept.	Course No.	Course Title	Credits
Coun	500	Professional Orientation to Counseling	3
Coun	511	Counseling Theories	3
Coun	512	Human Growth and Development	3
Coun	515	Professional, Ethics, and Legal Issues in Counseling	3
Total Semester Credits 12			

Spring Year 1

Dept.	Course No.	Course Title	Credits
Coun	510	Counseling Techniques	3
Coun	513	Assessment Techniques	3
Coun	514	Career Counseling and Testing	3
Coun	516	Social and Cultural Diversity	3
Total Semester Credits 12			

Fall Year 2

Dept.	Course No.	Course Title	Credits
Coun	518	Research Methods	3
Coun	520	Group Counseling	3
Coun	580	Practicum	3
Coun	523	Assessment, Diagnosis & Treatment Planning	3
Total Semester Credits 12			

Spring Year 2

Dept.	Course No.	Course Title	Credits
Coun	534	Addiction Counseling: Treatment & Contemporary	3
Coun	530	Sexual Functioning and Abuse Issues in Counseling	3
Coun	532	Family Counseling	3
Coun	535	Crisis Counseling	3
Total Semester Credits 12			

Fall Year 3

Dept.	Course No.	Course Title	Credits
Coun	580	Thesis	4
Coun	531	Counseling Children and Adolescents	3
Coun	533	Couples and Marriage Counseling	3
Total Semester Credits 12			

Spring Year 3

Dept.	Course No.	Course Title	Credits
Coun	582	Internship	6
Total Semester Credits 6			

TOTAL SEMESTER CREDIT HOURS 64

COURSE DESCRIPTIONS

COUN 500 Professional Orientation to Counseling (3 credits)

Orientation and overview of the profession, history of the counseling profession, standards, and credentialing will be discussed. Professional roles and identity development will be explored.

COUN 510 Counseling Techniques (3 credits)

Basic principles and techniques in the counseling process. This course is designed to help students acquire and develop skills essential to the helping process. Core elements include: the nature of the helping relationship, introduction to basic counseling skills, and exploring attitudes and beliefs involved in developing and maintaining the helping relationship and how these fundamental core elements apply to the counselor. Emphasis will also be placed on practitioner self-awareness, self-care, and skill development. Role-playing videotape experiences and other skill building exercises will be included.

COUN 511 Counseling Theories (3 credits)

Study of various theories and philosophies of counseling. This course provides an intensive look at major counseling theories. Philosophical foundations, major concepts, ways of being, and techniques of each theory will be reviewed. Students will begin to explore and define their own theoretical approach.

COUN 512 Human Growth and Development (3 credits)

Application of various human development theories and the life stages to human behavior and the counseling process. This course includes a survey of the physiological, social, psychological, and other factors that influence development across the life span.

COUN 513 Assessment Techniques (3 credits)

Techniques and procedures of studying the individual and diagnostic process in identifying client issues. This course explores the use of measurement and results in the counseling professions. It offers an understanding of group and individual educational and psychometric theories, statistics, and approaches to measurement, as well as techniques for gathering data and information. Concepts of validity, reliability, and factors that influence measurement are covered. Prereq: COUN 510, 511.

COUN 514 Career Counseling and Testing (3 credits)

Study of theories of career development and the use of career information and testing in career counseling. This course provides students an understanding of career development and related life factors. Students study career development theory and decision-making models, procedures for planning and conducting effective job searches, assessment instruments and techniques relevant to career planning and decision-making and the use of career information. Emphasis is placed on understanding the inter-relationships between career development and career decision-making, family, socio-economic status, leisure, individual interests, and abilities.

COUN 515 Professional, Ethics, and Legal Issues in Counseling (3 credits)

Introduction to dealing with professional and ethical responsibilities and multicultural issues in the counseling field. This course provides a legal and ethical framework for the counseling profession as well as a focus on standards and credentialing and current professional issues relevant to the work of the counselor.

COUN 516 Social and Cultural Diversity (3 credits)

Issues and trends in counseling with multicultural and diverse populations within our society. This course is designed to promote understanding of social and cultural diversity through study of such issues as ethnicity, gender, race, socioeconomic status, religion/spirituality, sexual orientation, ability/disability, family structure and geographic location. Students will examine how their cultural identity impacts their beliefs, values and actions, and learn the skills for competent ethical practices with diverse populations. Prereq: COUN 510, 511.

COUN 518 Research Methods (3 credits)

Major approaches of research in counseling will be examined. Theory and practice issues will be included as well as data analysis. In-depth analysis of theory, methods and research techniques for conceptualizing and conducting qualitative, quantitative, and mixed-research in counseling will be examined.

COUN 520 Group Counseling (3 credits)

Group counseling process and procedures. This course explores various types of small groups used in various counseling settings. Group dynamics, stages of development, methods, and skills will be reviewed. Ethical and legal considerations of group counseling are also explored. Students are required to participate in small groups for educational and self-assessment purposes. Prereq: COUN 510, 511.

COUN 523 Assessment, Diagnosis & Treatment Planning (3 credits)

Assessment, diagnostic procedures, and treatment planning in counseling. This course provides a general framework for understanding psychopathology, abnormal behaviors, and mental disorders in children, adolescents, and adults. Case conceptualization, client needs, treatment planning, and diagnostic methods utilizing the DSM diagnostic classification system will be emphasized.

COUN 530 Sexual Functioning and Abuse Issues in Counseling (3 credits)

Study of sexual dysfunction, incest and abuse, and strategies of intervention and counseling with victims and perpetrators. Prereq: COUN 510, 511.

COUN 531 Counseling Children and Adolescents (3 credits)

Counseling with children and adolescents including specific counseling strategies; mental, physical, and emotional development issues related to counseling. This course provides a general framework for understanding psychopathology and other factors that impact counseling with children and adolescents. Prereq: COUN 510, 511.

COUN 532 Family Counseling (3 credits)

Principles and techniques of family counseling, study of family dynamics, family systems, and theories of family counseling. Prereq: Coun 510, 511.

COUN 533 Couples and Marriage Counseling (3 credits)

Survey of couples and marriage counseling theories and techniques; analyses of dysfunctional communications. A consideration of the dynamics of couple's relationships is given. The emphasis is on understanding the structure and function of couples and marriage relationships, the various aspects of the relationships and ways the counselor may approach couples and marriage counseling as a creative, preventative, and healing interaction. Prereq: Coun 510, 511.

COUN 534 Addiction Counseling: Treatment & Contemporary issues (3 credits)

Study of the theories and scope of addiction from both the personal and social viewpoints with consideration given to

the impact on the family. Provides theoretical knowledge and clinical skills necessary to provide addictions counseling services in both school and mental health settings. Emphasis is on diagnosis and evidence-based treatment for addictions, problem gambling, and co-occurring disorders. The impact of “stigma” as well as the history and contributions of the recovery movement are explored. Consideration is given to current trends, cultural context and primary prevention resources. Ethical and legal considerations in practice are addressed. Prereq: COUN 510, 511.

COUN 535 Crisis Counseling (3 credits)

This course provides an understanding of the theory and practice of crisis intervention, short term crisis and its counseling intervention strategies, and the responsibilities of the therapeutic milieu in crisis intervention.

COUN 580 Practicum (3 credits)

The integration of practice and theory. The course provides practical supervised clinical instruction and experience in counseling for the purpose of developing counseling skills in an approved setting. These experiences are similar to what a professional counselor would be expected to perform and helps prepare students for their internship experience.

COUN 581 Thesis (4 credits)

Students in the M.S. in Clinical Counseling program will complete a supervised experience in their area of interest, thesis, or special project that has been pre-approved by the department during the final semester of study.

COUN 582 Internship (6 credits)

This course provides for the application of theory and the development of counseling skills through professional practice under supervision in an approved clinical setting. Prereq: COUN 540.

Involvement and Professional Affiliation

Getting involved with professional associations/organizations encourages active lifelong learning and professional development; assists with the development of a professional identity; encourages professional advocacy; and provides students with additional resources to aid the learning process and work with clients. It is strongly encouraged for prospective counselors to become involved in professional associations. See appendix 4.

Clinical work: Practicum and Internship Field Experiences

During the second and third year of the program, students will be expected to successfully complete practicum and internship field experiences. Practicum and internship are considered among the most important elements in the program. The appropriateness of the internship site and site supervisor should be determined between the graduate student and the advisor and based upon the individual needs of the graduate student and CACREP standards.

The practicum supervisor must approve all off-campus practicum sites and the faculty must approve all internship sites. Students must show proof of professional liability insurance while in these clinical experiences. Students are responsible to find their Internship site.

Practicum and Internship requires a minimum of 700 hours of supervised experience and can be completed in two semesters. Of these hours, 280 must be in direct service to clients including individual counseling and group work. Practicum also requires one hour of weekly individual or triadic supervision with a faculty supervisor or a supervisor under the supervision of a program faculty member and 1 ½ hours of group supervision each week with the faculty supervisor or a supervisor under the supervision of a program faculty member. All hours must be documented.

The clinical mental health counseling internship is generally completed at a single mental health center, social service agency, or counseling service center, however the University of Jamestown is working with several agencies that will

allow the internship to be divided among sites to allow for a broader spectrum of treatment levels. Students should be well aware of the requirements of the site before it is selected.

PROGRAM REVIEW PROCESS

The Clinical Counseling Program is a very involved program. There are several ways student progress is monitored in the program.

Students will be evaluated at different points in the program to help assess student progress and understanding of important concepts in the practice of professional counseling. This includes assessing both knowledge and skill base. Although these are not the only evaluations that occur during the program, two important evaluation processes that involve comprehensive exams include the Internship Readiness Exam and the National Counselor Examination. These exams give counselors-in-training to test their own knowledge base and demonstrate their understanding of counseling knowledge at different points in the Clinical Counseling master's program.

Disposition

Being an effective counselor requires more than academic abilities and what can be learned in a classroom setting. Students need to be knowledgeable about the Code of Ethics set forth by the American Counseling Association (ACA), and or other Code of Ethics and state laws, and adhere to those guidelines as professionals in the field as well as in training. Faculty expects that prospective counselors are well adjusted personally and professionally and are emotionally stable. Prospective counselors should be able to make and maintain healthy interpersonal relationships as well and give and receive feedback in a mature manner that incorporates self-reflection and responsiveness. Due to the aforementioned requirements, faculty will regularly monitor not only academic progress of the students but also the personal characteristics that will impact their ability to be effective counselors as well. Students will also be asked to complete a self-report Personal Behaviors Assessment each year of the program and will develop objectives based on this assessment.

Examinations and Quizzes

Typically, two main types of examinations or quizzes are given by the program faculty in class: written examinations, and practical or laboratory examinations.

The number, type, and schedule of examinations for each course are determined by the main faculty member. Although subject to change, examination dates are published in each course syllabus.

The practice of professional counseling requires the integration of information which is presented in all courses.

Consequently, written examinations may include questions that require the student to use knowledge and skills from previous as well as concurrent courses.

Students will not be allowed to use personal calculators or other electronic devices during exams or quizzes unless approved by the faculty member.

Academic Review – Ongoing Process
Dispositions Review – Ongoing Process

One Year Review Process
Academic and Dispositions Reviews
Two Year Review Process
Academic and Dispositions Reviews
Internship Readiness Case Conceptualization Examination
Three Year/Final Review
Academic and Dispositions Reviews

Thesis Capstone Project
Internship Capstone Project

The Internship Capstone Project takes place as part of the final phase of the Internship class and is a capstone project designed to assess student clinical knowledge, clinical skills, and the use of one's theoretical orientation in the counseling process. There are several parts to the Internship Capstone Project: (1) "Ways of Being" Theoretical Orientation Written Paper; and (2) "Ways of Being" Theoretical Orientation Digital Recording Presentation.

National Counselor Examination (NCE)

The Clinical Counseling Program uses the National Counselor Examination (NCE) as an exit exam during the third year of the program, and required for graduation from the Clinical Counseling Master's Program.

The NCE is 200 question multiple-choice exam that helps assess knowledge, skills, and abilities related to counseling. It is required by the state of North Dakota for those interested in seeking LPC Licensure.

GRADUATION

An Application for Graduation form must be filed with the Registrar's Office one year before the expected date of graduation. Forms are available from the Registrar's Office. After the application is filed, a degree audit is sent to the student indicating remaining requirements to be completed.

Awarding of Degrees

Degrees are awarded two times a year (May and December) to graduates who have completed all degree requirements. The formal conferring of degrees for the year occurs at the Commencement Ceremony in May. All graduating students are expected to participate in the Commencement Ceremony.

Post Graduate Licensure

One of the goals of our program is to help train students who would like to become licensed professional counselors. The program is particularly designed to help students prepare for licensure as a Licensed Professional Counselor in the State of North Dakota. Program requirements are in harmony with present LPC state requirements. While assisting students with the preparation for licensure in North Dakota is an important goal of the program, the University of Jamestown cannot guarantee that students will become licensed. Students are encouraged to familiarize themselves with state licensure requirements early in their program for the respective states they choose to pursue licensure in.

For those individuals who will be pursuing employment outside of the United States, it is highly recommended to become familiar with the requirements for practicing in those countries.

PROGRAM EVALUATION AND IMPROVEMENT

As program faculty, we are highly invested in the growth and development process of counselors-in-training, and interested in helping students gain knowledge, skills, and important counselor dispositions as they strive to become healthy, ethical, and competent professional counselors. We encourage students to engage in a self-examination, reflection, and awareness process that assist them through this process. We also encourage program faculty to engage in a similar self-reflective and examination process that helps faculty better serve the students they work with.

As a program, we are also interested in engaging in a reflective introspective process that helps us better serve the students we work with. We routinely engage in a process to help examine and evaluate what is working well and what needs improvement.

Program evaluation takes place on many levels, including gathering information regarding student perspectives, supervisor perspectives, and employer perspectives. Students are given opportunities to give feedback through informal discussions as well as through formal evaluations at the end of each class and at the end of the program. Students are also given opportunities to evaluate their practicum and internship supervisors. In turn, supervisors of our practicum and internship students are given the opportunity to give feedback to students as well as to faculty and the program. Employers of our students also will be given the opportunity to give feedback on what we are doing well and what we can do to make improvements to the program. Faculty and clinical supervisors give students informal and formal feedback on a regular basis to assist students in their development as counselor-in-training.

Faculty are provided opportunities for professional development that can help increase their knowledge and skill base that can be used to strengthen the program and student's experiences in the program. Faculty meet regularly to evaluate program needs, to explore feedback received from students and stakeholders, and make adjustments that improve the quality of training students receive. They evaluate program needs, and make adjustments as counselor educators, and improvements in the program.

ENDORSEMENT POLICY

Students from time to time request that program faculty serve as references or provide letters of recommendations as a form of endorsement for job applications or for the licensure process. Program faculty are typically happy to assist students by providing these letters or for serving as a reference. With that said, please ask your faculty first, and do not automatically assume that faculty will serve as a reference.

If letters are needed, or a specific form is to be completed by program faculty, please make sure you allow plenty of time for faculty to write letters, and or complete the necessary form. Be prepared to provide enough information about the situation that will be helpful for your faculty to complete a letter/form on your behalf. Be prepared to provide enough information to assist students with the process. Please provide faculty with a job description or written narrative that can help faculty better understand the purpose of the letter and when the letter/form is needed.

Be aware that faculty will provide an honest endorsement that will be based on that faculty member's experience with that student and may include information about experiences and interactions with that student as well as information and/or perceptions of that particular student's strengths, growth areas, and/or challenges. Know that our experiences and perceptions are often shaped through our daily interactions with you in class as well as outside of class. Our perceptions are often shaped by interacting with you, observing you and your professional behaviors, mannerisms, attitudes, class participation, academic performance and progress, clinical performance and progress, and your self-awareness, self-examination, openness to feedback, and openness to continued learning, stretching, and growing.

Note that no endorsement can be provided for students that competencies that have not been a major part of the student's preparation/training.

ACKNOWLEDGMENT FORM

Please see the Appendix section for an acknowledgement form that is to be completed and turned in at the end of the New Student Orientation.

This form acknowledges the following items were addressed and discussed during the New Student Orientation: (1) The Master of Science in Clinical Counseling Graduate Student Bulletin (i.e. student handbook) was disseminated and discussed; (2) Ethical and professional obligations were explained; (3) Personal growth expectations as counselors-in-training were explained; and (4) Eligibility for licensure/certification was reviewed.

This form also acknowledges that students were able to ask questions during the New Student Orientation.

A copy of this form will be handed out during the New Student Orientation. Students will be expected to read the handbook in depth and know the contents thereof. Students are to bring a signed copy with them to their first day of so that students will not need to tear this form out of the bulletin. A signed copy of this form will be placed in the student's file.

APPENDIX

1. Professional Behaviors Assessment
2. ACA Code of Ethics Information
3. Graduate Student Bulletin and New Student Orientation Acknowledgement Form
4. Counseling Associations

APPENDIX 1 PROFESSIONAL BEHAVIORS* SELF EVALUATION

Student Name _____ Date of Completion _____

Directions:

1. Read the description of each Professional Behavior.
2. Become familiar with the behavioral criteria described in each of the levels.
3. You will be expected to self-assess your performance, relative to the Professional Behaviors, after each semester.
4. Complete the electronic form as follows:

For each of the 10 criteria, electronically highlight all criteria that describe behaviors you typically demonstrate at this point in your professional development in Beginning (column 1), Practicum (column 2), Post-Internship Level (column 3) and Post-Post-Internship Level categories.

In your self-assessment, consider your performance as a PT student in both the academic and clinical education contexts. If your self-assessment varies based on context, use different methods of highlighting (different colors or highlighting and underlining) and give examples to describe the differences. After identifying your typical behaviors and answering the questions for the 10 criteria, complete the last page by identifying 3-5 goals and actions to accomplish the goals.

5. Submit the completed electronic form to your Counseling Faculty Advisor by the Monday of finals week or the last day of your clinical experience.
6. This completed form (along with advisor comments) will be kept in your student file that is in a locked file cabinet in the registrars office.
7. If there are significant problems, as identified by your advisor, an action plan will be developed by you and your advisor.
8. All action plans will be reviewed with the faculty and be kept in the students file.

***This tool was adopted from Marquette University, Professional Behaviors for the 21st Century, 2009-2010**

<http://www.marquette.edu/physicaltherapy/>

[documents/ProfessionalBehaviors.pdf](#) (accessed 10/9/12). The above information has been created to meet the needs of Counseling students attending the University of Jamestown Counseling Program.

Pre-practicum Level – behaviors consistent with a learner in the beginning of the professional phase of Counseling education and before the practicum.

Practicum Level – behaviors consistent with a learner after practicum.

Post-internship Level – behaviors consistent with a learner who has completed all didactic work and is able to independently manage a caseload with consultation as needed from clinical instructors, co-workers, and other health care professionals.

Mastery Level – behaviors consistent with an individual who is ready to graduate and work under supervision as required by state law.

1. Critical Thinking - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

Pre-practicum:

- Raises relevant questions
- Considers all available information
- Articulates ideas
- Understands the scientific method
- States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion)
- Recognizes holes in knowledge base
- Demonstrates acceptance of limited knowledge and experience in knowledge base

Practicum Level:

- Feels challenged to examine ideas
- Critically analyzes the literature and applies it to patient management
- Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas

- ☑ Seeks alternative ideas
- ☑ Formulates alternative hypotheses
- ☑ Critiques hypotheses and ideas at a level consistent with knowledge base
- ☑ Acknowledges presence of contradictions

Post-Internship Level:

- ☑ Distinguishes relevant from irrelevant patient data
- ☑ Readily formulates and critiques alternative hypotheses and ideas
- ☑ Infers applicability of information across populations
- ☑ Exhibits openness to contradictory ideas
- ☑ Identifies appropriate measures and determines effectiveness of applied solutions efficiently
- ☑ Justifies solutions selected

Mastery Level:

- ☑ Develops new knowledge through research, professional writing and/or professional presentations
- ☑ Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process
- ☑ Weighs information value based on source and level of evidence
- ☑ Identifies complex patterns of associations
- ☑ Distinguishes when to think intuitively vs. analytically
- ☑ Recognizes own biases and suspends judgmental thinking
- ☑ Challenges others to think critically

I function predominantly in the Pre-practicum/Practicum/Post-Internship/Mastery level.

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

2. Communication - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

Pre-practicum Level:

- ☑ Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting
- ☑ Recognizes impact of nonverbal communication in self and others
- ☑ Recognizes the verbal and nonverbal characteristics that portray confidence
- ☑ Utilizes electronic communication appropriately

Practicum Level:

- ☑ Utilizes and modifies communication (verbal, nonverbal, written and electronic) to meet the needs of different audiences
- ☑ Restates, reflects and clarifies message(s)
- ☑ Communicates collaboratively with both individuals and groups
- ☑ Collects necessary information from all pertinent individuals in the patient/client management process
- ☑ Provides effective education (verbal, non-verbal, written and electronic)

Post-Internship Level:

- ☑ Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups
- ☑ Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing
- ☑ Maintains open and constructive communication
- ☑ Utilizes communication technology effectively and efficiently

Mastery Level:

- ☑ Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning
- ☑ Effectively delivers messages capable of influencing patients, the community and society
- ☑ Provides education locally, regionally and/or nationally

Mediates conflict

I function predominantly in the **pre-practicum/Practicum/Post-Internship/Mastery** level.

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

3. Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

Pre-Practicum Level:

- Recognizes problems
- States problems clearly
- Describes known solutions to problems
- Identifies resources needed to develop solutions
- Uses technology to search for and locate resources
- Identifies possible solutions and probable outcomes

Practicum Level:

- Prioritizes problems
- Identifies contributors to problems
- Consults with others to clarify problems
- Appropriately seeks input or guidance
- Prioritizes resources (analysis and critique of resources)
- Considers consequences of possible solutions

Post-Internship Level:

- Independently locates, prioritizes and uses resources to solve problems
- Accepts responsibility for implementing solutions
- Implements solutions
- Reassesses solutions
- Evaluates outcomes
- Modifies solutions based on the outcome and current evidence
- Evaluates generalizability of current evidence to a particular problem

Mastery Level:

- Weighs advantages and disadvantages of a solution to a problem
- Participates in outcome studies
- Participates in formal quality assessment in work environment
- Seeks solutions to community health related problems
- Considers second and third order effects of solutions chosen

I function predominantly in the **Pre-practicum/Practicum/Post-Internship/mastery** level.

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

4. Interpersonal Skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

Pre-practicum Level:

- Maintains professional demeanor in all interactions
- Demonstrates interest in patients as individuals
- Communicates with others in a respectful and confident manner
- Respects differences in personality, lifestyle and learning styles during interactions with all persons
- Maintains confidentiality in all interactions
- Recognizes the emotions and bias that one brings to all professional interactions

Practicum Level:

- Recognizes the non-verbal communication and emotions that others bring to professional interactions
- Establishes trust
- Seeks to gain input from others
- Respects role of others
- Accommodates differences in learning styles as appropriate

Post-Internship Level:

- Demonstrates active listening skills and reflects back to original concern to determine course of action
- Responds effectively to unexpected situations
- Demonstrates ability to build partnerships
- Applies conflict management strategies when dealing with challenging interactions
- Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them

Mastery Level:

- Establishes mentor relationships
- Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction

I function predominantly in the **Pre-practicum/Practicum/Post-Internship/mastery** level.

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

5. Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

Pre-practicum Level:

- Demonstrates punctuality
- Provides a safe and secure environment for patients
- Assumes responsibility for actions
- Follows through on commitments
- Articulates limitations and readiness to learn
- Abides by all policies of academic program and clinical facility

Practicum Level:

- Displays awareness of and sensitivity to diverse populations
- Completes projects without prompting
- Delegates tasks as needed
- Collaborates with team members, patients and families
- Provides evidence-based patient care

Post-Internship Level:

- Educates patients as consumers of health care services
- Encourages patient accountability
- Directs patients to other health care professionals as needed
- Acts as a patient advocate
- Promotes evidence based practice in health care settings
- Accepts responsibility for implementing solutions
- Demonstrates accountability for all decisions and behaviors in academic and clinical settings

Mastery Level:

- Recognizes role as a leader
- Encourages and displays leadership
- Facilitates program development and modification
- Promotes clinical training for students and coworkers
- Monitors and adapts to changes in the health care system
- Promotes service to the community

I function predominantly in the **Pre-practicum/Practicum/Post-Internship/mastery** level.

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

6. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Counseling profession.

Pre-practicum Level:

- Abides by all aspects of the academic program honor code and the ACA Code of Ethics
- Demonstrates awareness of state licensure regulations
- Projects professional image
- Attends professional meetings
- Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers

Practicum Level:

- Identifies positive professional role models within the academic and clinical settings
- Acts on moral commitment during all academic and clinical activities
- Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making
- Discusses societal expectations of the profession

Post-Internship Level:

- Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary
- Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity
- Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development
- Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices
- Discusses role of physical therapy within the healthcare system and in population health
- Demonstrates leadership in collaboration with both individuals and groups

Master Level:

- Actively promotes and advocates for the profession
- Pursues leadership roles
- Supports research
- Participates in program development
- Participates in education of the community
- Demonstrates the ability to practice effectively in multiple settings

- Acts as a clinical instructor
- Advocates for the patient, the community and society

I function predominantly in the **Pre-practicum/Practicum/Post-Internship/Mastery** level.

Examples of behaviors that support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

7. Use of Constructive Feedback – The ability to seek out and identify quality sources of feedback, reflection and integrate the feedback, and provide meaningful feedback to others.

Pre-practicum Level:

- Demonstrates active listening skills
- Assesses own performance
- Actively seeks feedback from appropriate sources
- Demonstrates receptive behavior and positive attitude toward feedback
- Incorporates specific feedback into behaviors
- Maintains two-way communication without defensiveness

Practicum Level:

- Critiques own performance accurately
- Responds effectively to constructive feedback
- Utilizes feedback when establishing professional and patient related goals
- Develops and implements a plan of action in response to feedback
- Provides constructive and timely feedback

Post-Internship Level:

- Independently engages in a continual process of self evaluation of skills, knowledge and abilities
- Seeks feedback from patients/clients and peers/mentors
- Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities
- Uses multiple approaches when responding to feedback
- Reconciles differences with sensitivity
- Modifies feedback given to patients/clients according to their learning styles

Mastery Level:

- Engages in nonjudgmental, constructive problem-solving discussions
- Acts as conduit for feedback between multiple sources
- Seeks feedback from a variety of sources to include students/supervisees/ peers/supervisors/patients
- Utilizes feedback when analyzing and updating professional goals

I function predominantly in the **Pre-practicum/Practicum/Post-Internship/Mastery** level.

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

8. Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.

Pre-practicum Level:

- Comes prepared for the day's activities/responsibilities
- Identifies resource limitations (i.e. information, time, experience)
- Determines when and how much help/assistance is needed
- Accesses current evidence in a timely manner
- Verbalizes productivity standards and identifies barriers to meeting productivity standards
- Self-identifies and initiates learning opportunities during unscheduled time

Practicum Level:

- Utilizes effective methods of searching for evidence for practice decisions
- Recognizes own resource contributions
- Shares knowledge and collaborates with staff to utilize best current evidence
- Discusses and implements strategies for meeting productivity standards
- Identifies need for and seeks referrals to other disciplines

Post-Internship Level:

- Uses current best evidence
- Collaborates with members of the team to maximize the impact of treatment available
- Has the ability to set boundaries, negotiate, compromise, and set realistic expectations
- Gathers data and effectively interprets and assimilates the data to determine plan of care
- Utilizes community resources in discharge planning
- Adjusts plans, schedule etc. as patient needs and circumstances dictate
- Meets productivity standards of facility while providing quality care and completing non-productive work activities

Mastery Level:

- Advances profession by contributing to the body of knowledge (outcomes, case studies, etc)
- Applies best evidence considering available resources and constraints
- Organizes and prioritizes effectively
- Prioritizes multiple demands and situations that arise on a given day
- Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care

I function predominantly in the **Pre-practicum/Practicum/Post-Internship/Mastery** level.

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

9. Stress Management – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

Pre-practicum Level:

- Recognizes own stressors
- Recognizes distress or problems in others
- Seeks assistance as needed
- Maintains professional demeanor in all situations

Practicum Level:

- Actively employs stress management techniques
- Reconciles inconsistencies in the educational process
- Maintains balance between professional and personal life
- Accepts constructive feedback and clarifies expectations
- Establishes outlets to cope with stressors

Post-Internship Level:

- Demonstrates appropriate affective responses in all situations
- Responds calmly to urgent situations with reflection and debriefing as needed
- Prioritizes multiple commitments
- Reconciles inconsistencies within professional, personal and work/life environments
- Demonstrates ability to defuse potential stressors with self and others

Mastery Level:

- Recognizes when problems are unsolvable
- Assists others in recognizing and managing stressors
- Demonstrates preventative approach to stress management
- Establishes support networks for self and others
- Offers solutions to the reduction of stress
- Models work/life balance through health/wellness behaviors in professional and personal life

I function predominantly in the **Pre-practicum/Practicum/Post-Internship/Mastery** level.

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

10. Commitment to Learning – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

Pre-practicum Level:

- Prioritizes information needs
- Analyzes and subdivides large questions into components
- Identifies own learning needs based on previous experiences
- Welcomes and/or seeks new learning opportunities
- Seeks out professional literature
- Plans and presents with clinicals, research or cases studies

Practicum Level:

- Researches and studies areas where own knowledge base is lacking in order to augment learning and practice
- Applies new information and re-evaluates performance
- Accepts that there may be more than one answer to a problem
- Recognizes the need to and is able to verify solutions to problems
- Reads articles critically and understands limits of application to professional practice

Post-Internship Level:

- Respectfully questions conventional wisdom
- Formulates and reevaluates position based on available evidence
- Demonstrates confidence in sharing new knowledge with all staff levels
- Modifies programs and treatments based on newly-learned skills and considerations
- Consults with other health professionals and counselors for treatment ideas

Mastery Level:

- Acts as a mentor not only to other counselors, but to other health professionals
- Utilizes mentors who have knowledge available to them
- Continues to seek and review relevant literature
- Works towards clinical specialty certifications
- Seeks specialty training
- Is committed to understanding the Counselor's role in the health care environment today
- Pursues participation in clinical education as an educational opportunity

I function predominantly in the **Pre-practicum/Practicum/Post-Internship/Mastery** level.

Examples of behaviors to support my self-assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

Professional Development Plan:

Based on my self-assessment of my Professional Behaviors and the areas I have identified for improvement, I am setting the following three to five goals:

To accomplish these goals, I will take the following specific actions:

By my signature below, I indicate that I have completed this self-assessment.

Student Signature (typed) _____ Date _____

Faculty advisor feedback/suggestions:

Advisor Signature _____ Date _____

APPENDIX 2. ACA CODE OF ETHICS

Students are expected to become familiar with and abide by the 2014 ACA Code of Ethics.

<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

Appendix 3. Professional Organizations

American Counseling Association (ACA)

Website: www.counseling.org

Address: 6101 Stevenson Avenue, Suite 600, Alexandria, VA 22304

Phone: (800) 374-6647

Fax: (800) 473-2329

ACA Membership Information/Application: www.counseling.org/membership/aca-and-you/students

North Dakota Counseling Association (NDCA)

Website: www.ndcounseling.org

NDCA Executive Director Contact Information: Marcia Foss, NDCA Executive Director,

Attn: NDCA, 246 6th Avenue, NE, Valley City, ND 58072

Phone: (701) 840-1986

Email: marcia.foss@vcsu.edu

Membership Information/Application: www.ndcounseling.org/membership.php.

Additional Counseling Professional Association Information

There are numerous other professional associations students may be interested in joining. Although we strongly encourage students to get involved with other professional associations of interest, only ACA and NDCA memberships are required to be maintained by students in the program.

Here is a list of additional counseling professional association websites of interest. Please note, these associations are subdivisions of ACA. Many of these associations have separate membership dues from ACA.

Association for Assessment in Counseling and Education (AACE)

Originally the Association for Measurement and Evaluation in Guidance, AAC was chartered in 1965. The purpose of AAC is to promote the effective use of assessment in the counseling profession.

Association for Adult Development and Aging (AADA)

Chartered in 1986, AADA serves as a focal point for information sharing, professional development, and advocacy related to adult development and aging issues; addresses counseling concerns across the lifespan.

Association for Creativity in Counseling (ACC)

The Association for Creativity in Counseling (ACC) is a forum for counselors, counselor educators, creative arts therapists and counselors in training to explore unique and diverse approaches to counseling. ACC's goal is to promote greater awareness, advocacy, and understanding of diverse and creative approaches to counseling.

American College Counseling Association (ACCA)

ACCA is one of the newest divisions of the American Counseling Association. Chartered in 1991, the focus of ACCA is to foster student development in colleges, universities, and community colleges.

Association for Counselors and Educators in Government (ACEG)

Originally the Military Educators and Counselors Association, ACEG was chartered in 1984. ACEG is dedicated to counseling clients and their families in local, state, and federal government or in military-related agencies.

Association for Counselor Education and Supervision (ACES)

Originally the National Association of Guidance and Counselor Trainers, ACES was a founding association of ACA in 1952. ACES emphasizes the need for quality education and supervision of counselors for all work settings.

Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)

Educates counselors to the unique needs of client identity development; and assisting with creating a non-threatening counseling environment by helping to reduce stereotypical thinking and prejudice against individuals who identify as LGBTIQA.

Association for Multicultural Counseling and Development (AMCD)

Originally the Association of Non-White Concerns in Personnel and Guidance, AMCD was chartered in 1972. AMCD strives to improve cultural, ethnic and racial empathy and understanding by programs to advance and sustain personal growth.

American Mental Health Counselors Association (AMHCA)

Chartered in 1978, AMHCA represents mental health counselors, advocating for client-access to quality services within the health care industry.

American Rehabilitation Counseling Association (ARCA)

ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with enhancing the development of people with disabilities throughout their life span and in promoting excellence in the rehabilitation counseling profession's practice, research, consultation, and professional development.

American School Counselor Association (ASCA)

Chartered in 1953, ASCA promotes school counseling professionals and interest in activities that affect the personal, educational, and career development of students. ASCA members also work with parents, educators, and community members to provide a positive learning environment.

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)

Originally the National Catholic Guidance Conference, ASERVIC was chartered in 1974. ASERVIC is devoted to professionals who believe that spiritual, ethical, religious, and other human values are essential to the full development of the person and to the discipline of counseling.

Association for Specialists in Group Work (ASGW)

Chartered in 1973, ASGW provides professional leadership in the field of group work, establishes standards for professional training, and supports research and the dissemination of knowledge.

Association for Humanistic Counseling (AHC, Formerly known as C-AHEAD)

C-AHEAD, a founding association of ACA in 1952, provides a forum for the exchange of information about humanistically-oriented counseling practices and promotes changes that reflect the growing body of knowledge about humanistic principles applied to human development and potential.

Counselors for Social Justice (CSJ)

CSJ is a community of counselors, counselor educators, graduate students, school s, and community leaders who seek equity and an end to oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems.

International Association of Addictions and Offender Counselors (IAAOC)

Originally the Public Offender Counselor Association, IAAOC was chartered in 1972. Members of IAAOC advocate the development of effective counseling and rehabilitation programs for people with substance abuse problems, other addictions, and adult and/or juvenile public offenders.

International Association of Marriage and Family Counselors (IAMFC)

Chartered in 1989, IAMFC members help develop healthy family systems through prevention, education, and therapy.

National Career Development Association (NCDA)

Originally the National Vocational Guidance Association, NCDA was one of the founding associations of ACA in 1952. The mission of NCDA is to promote career development for all people across the lifespan through public information, member services, conferences, and publications.

National Employment Counseling Association (NECA)

NECA was originally the National Employment Counselors Association and was chartered in 1966. The commitment of NECA is to offer professional leadership to people who counsel in employment and/or career development settings.

APPENDIX 4. GRADUATE STUDENT BULLETIN AND NEW STUDENT ORIENTATION ACKNOWLEDGEMENT FORM

This form acknowledges the following items were addressed and discussed during the New Student Orientation: (1) The Master of Science in Clinical Counseling Graduate Student Bulletin (i.e. student handbook) was disseminated and discussed; (2) Ethical and professional obligations were explained; (3) Personal growth expectations as counselors-in-training were explained; and (4) Eligibility for licensure/certification was reviewed.

This form also acknowledges that students read the handbook and were able to ask questions during the New Student Orientation.

A copy of this form will be handed out during the New Student Orientation (so there is no need to tear out this form). A signed copy of this form will be placed in the student's file.



Master of Science in Clinical Counseling

Acknowledgement Form of Policies and Procedures for Students Attending the University of Jamestown Clinical Counseling Program

Student Name: _____

Semester and Year Starting Program (Examples: FA/2016, or FA/2017): _____

As part of being a student accepted to the Master of Science in Clinical Counseling program at University of Jamestown, I understand and agree to abide by campus policies and procedures outlined in the graduate school bulletin (see _____), and the policies and procedures set forth by the Clinical Counseling Program that include (but not limited to) the following items:

1. As a counselor-in-training I understand that I will be expected to demonstrate **academic, personal, interpersonal, and professional competencies** appropriate for counselors-in-training. I understand that if I fail to acquire and demonstrate program competencies, it could result in any of the following actions: participating in informal discussions to address the issues at hand, issuing a letter of warning and/or being required to meet with your program faculty, program chair, and/or the academic dean that may require participating in a remediation plan that could include actions such as engaging in your own individual counseling, leave of absence, repeating courses, engaging in additional self-care activities, repeating practicum and/or supervision experiences, receiving additional supervision, or dismissal from the program.
2. As a counselor-in-training I understand that I am expected to learn, apply, and abide by the ethical codes and standards that govern the counseling profession (American Counseling Association 2014 Code of Ethics, any other relevant professional association codes of ethics, and relevant state laws.) I understand that striving for and gaining competency in the counseling profession is important and as a counselor-in-training, I am expected to demonstrate competency in professionalism and knowledge of skills. I also understand that I am expected to maintain appropriate and professional interactions with peers and faculty. I understand that my performance (academic, dispositions, interpersonal interactions, commitment to self-care, etc.) will be evaluated by program faculty on a regular basis.
3. Self-reflection, self-examination, and personal and professional growth and development are also expected in the program. I understand that the program faculty often use experiential learning activities or approaches that not only address working with clients, but also address self-reflection, self-examination, and personal growth and development, and self-care. I understand that at times these activities may be uncomfortable since they require student stretching, thinking outside the box, as well as addressing and/or challenging beliefs, attitudes, values, biases, etc. Participation in program activities and class learning activities is expected in the Clinical Counseling Program. I may choose

to share as much or as little as I would like during learning activities. I understand that program faculty review my overall performance in the program, including participation in experiential learning activities. I understand that disclosing information regarding potential harm to clients, myself, or others will be addressed within the program and also be included as part of my overall academic and growth evaluation in the program. I understand faculty may recommend or possibly require remediation actions, leaves of absence, or dismissal from the program, or other actions discussed in item No. 2 above.

4. I understand I will be evaluated on an ongoing basis by Faculty. If I demonstrate academic, interpersonal, intrapersonal, or professional deficiencies I may be notified of these concerns and possibly participate in a plan of action to improve and/or remedy the issues at hand. This will be handled in the manner consistent with the policies and practices of the program –which are outlined in the University of Jamestown Master of Science in Clinical Counseling Bulletin, the University of Jamestown Practicum and/or Internship Manual, and individual course syllabi.
5. I understand that practicum and internship require additional knowledge and skills beyond that of academic courses. I understand that successful completion of academic courses does not guarantee success in practicum and or internship field experiences.
6. I understand that professional licensure is not guaranteed after graduation. Program faculty monitor and attempt to design the program in harmony with North Dakota Counselor licensure. Students will be expected to know and research licensure laws and the licensure processes in the state or country in which they wish to reside. The program faculty will attempt to make changes to remain in compliance with licensing requirements as it is related to academic course requirements. I understand I will have to successfully pass licensure examinations and meet other requirements as set forth by state law for licensure in any state.
7. I understand the University of Jamestown Master of Science in Clinical Counseling Bulletin and the Practicum/Internship Manuals which I was admitted under may be revised to reflect program, accreditation, and/or licensing needs and/or revisions. I understand that I may have a choice to follow the current version or the version I was admitted under. I also understand faculty will explain those adjustments as they may impact future accreditation and or licensing. I also understand that I should become familiar with the bulletin, handbook and/or policies and practices of the program and the university.

I verify that I have received a copy of the University of Jamestown Master of Science in Clinical Counseling Bulletin, program policies and procedures of the program have been reviewed with me, and that I have received additional information during the New Student Orientation. I agree to read the Bulletin in its entirety prior to the conclusion of the 2nd week of classes and review it regularly. I understand the guidelines set forth in this document and I agree to abide by the guidelines outlined here, in the bulletin, University of Jamestown catalog, and the policies and procedures of the Clinical Counseling Program.

Signature

Date

Clinical Program Faculty Advisor Signature

Date



Master of Science in Clinical Counseling

Plan of Study 2016

Student _____ Student ID _____

Address _____ Phone Number _____

Expected Graduation _____ Program: Clinical Counseling

Course #	Course Title	Credits	Term Completed
Human Growth and Development			
512	Human Growth and Development	3	
534	Addiction Counseling: Treatment & Contemporary Issues	3	
Social and Cultural Foundations			
516	Social and Cultural Foundations	3	
Helping Relationships			
511	Counseling Theories	3	
510	Counseling Techniques	3	
530	Sexual Functioning and Abuse Issues in Counseling	3	
532	Family Counseling	3	
535	Crisis Counseling	3	
531	Counseling Children and Adolescents	3	
533	Couples and Marriage Counseling	3	
Groups			
520	Group Counseling	3	

Year 3 Evaluation	Pass/Fail
Academics-Faculty Evaluation	
Faculty Evaluation-Professional Dispositions	
Student Self-evaluation	
Thesis Capstone Project	
Internship Capstone Project	
NCE completion	

Credit hours transferred to doctoral program (in semester credit hours):

Approved by: _____
 Academic Advisor Date

Approved by: _____
 Department/Program Chair Date

Approved by: _____
 Academic Dean Date

Appendix 5 Faculty Dispositions



Master of Science in Clinical Counseling
Professional Counseling Dispositions Evaluation Form

Student Name: _____

Semester and Year (Examples: FA/2016, or SP/2017): _____

The following list includes attributes, attitudes, values, and beliefs that the Clinical Counseling Program Faculty expect of students and new professionals in the field. As part of preparing students to become great entry level professional counselors, the Clinical Counseling program faculty regularly assess and monitor student growth and development, knowledge and skills, and professional dispositions expected of counseling students and professionals in our field.

This form is used to help students understand what is expected on them regarding professional counseling dispositions (i.e. attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as professional counseling students-in-training interact with students, faculty, staff, administrators, families, colleagues, and communities). Please note that this list is not a complete list of all attributes we hope professional counselors aspire to and obtain/work on throughout their lifetime, but a critical subset of what we see as key professional dispositions in our field. This form serves as a guide to help faculty assess and record how students are doing related to acquiring, developing, and/or maintaining key professional dispositions listed below. Student dispositions are evaluated on an ongoing regular basis although this particular form will be used at the end of each semester. Dispositions will be assessed indirectly, by program faculty based on the student’s observable behavior in educational settings and feedback from relevant individuals (adjunct faculty, peers, supervisors, administrators, etc.).

Rating Scale

- N = No opportunity to observe student/No information**
- 0 = Unacceptable and/or does not meet criteria for developmental level in the program**
- 1 = Minimally or inconsistently meets criteria, but working on and striving to meet this disposition for developmental level in the program**
- 2 = Consistently meets criteria for developmental level in the program**
- 3 = Exceeds criteria for developmental level in the program**

Professional Counselor Dispositions Standards

A. Personal and Interpersonal Attributes and Abilities					
1. Able to establish healthy, supportive relationships that are built on basic, counseling foundations of congruency, empathy, acceptance, non-judgmental, warmth, and openness	N	0	1	2	3
2. Aware of and addresses personal issues in healthy way that supports optimal personal growth, wellness, and development; Strives to understand, work through, and/or resolve personal issues, including issues that have a countertransference component to them	N	0	1	2	3
3. Creates physically and emotionally safe environment with peers, clients, faculty, staff, supervisors, and administrators	N	0	1	2	Page 2
4. Demonstrates healthy and effective non-judgmental and open-minded communication skills including, but not limited to: Assertiveness (vs. passive, aggressive, or passive-aggressive communication), congruent non-verbal communication, paraphrasing, empathic listening, "I" messages, and clarification skills	N	0	1	2	3
5. Demonstrates openness to and provides feedback to peers, faculty, supervisors, etc. in a healthy, compassionate, non-judgmental manner	N	0	1	2	3
6. Demonstrates appropriate self-control (such as: anger control and impulse control, etc.) in interpersonal relationships and is cooperative with others	N	0	1	2	3
7. Is sensitive to and respects cultural and individual differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3
8. Able to recognize, approach, and work through conflicts with peers, faculty, staff, administrators, supervisors, etc. in a healthy, assertive way. Seeks to address in an informal manner first with the individual with whom the conflict arises.	N	0	1	2	3
9. Reflective and self-aware of beliefs, values, attitudes, needs, strengths, growth areas, and limitations (and aware of how these aspects influence personal and professional choices)	N	0	1	2	3
10. Able to identify self-care and wellness needs; Strives to learn and implement self-care and wellness strategies	N	0	1	2	3
11. Open to new ideas, eager to learn, and demonstrates self-initiative in the learning process	N	0	1	2	3
Comments (Optional):					
B. Professional Behaviors and Competence					
1. Aware of ethical codes and conducts self in an ethical manner consistent with the American Counseling Association Codes of Ethics, other relevant codes of ethics in our field, and state laws	N	0	1	2	3
2. Relates to peers, faculty, staff, administrators, supervisors, clients, etc. in an approachable, respectful, caring, and professional manner	N	0	1	2	3

3.	Understands and applies legal requirements and state standards relevant to counseling training and practice	N	0	1	2	3
4.	Refrains from making statements which are false, misleading, or deceptive	N	0	1	2	3
5.	Demonstrates attention to, sensitive to, and respects diversity and cultural differences	N	0	1	2	3
6.	Seeks consultation and supervision	N	0	1	2	3
7.	Recognizes boundaries of competence and limitations in expertise and takes responsibilities for compensating for deficiencies	N	0	1	2	3
8.	Takes responsibilities for compensating for deficiencies	N	0	1	2	3
9.	Displays sensitivity and awareness to role differences and power dynamics	N	0	1	2	3
10.	Displays basic cognitive, affective, sensory, and motor capacities to respond to others in a caring and compassionate manner	N	0	1	2	3
11.	Satisfactorily knowledgeable about client safety and well- being	N	0	1	2	3
12.	Safeguards confidentiality	N	0	1	2	3
13.	Accepts responsibility for personal actions and behaviors	N	0	1	2	3
14.	Shows commitment to and seeks out and strengthens knowledge, skill base, and professional growth	N	0	1	2	3
15.	Considerate of various and/or differing professional viewpoints and counseling approaches	N	0	1	2	3
16.	Seeks understanding of and strives to develop professional counselor identity	N	0	1	2	3
17.	Seeks out and engages in healthy self-care and work on personal issues that could impact counselor development and work with clients	N	0	1	2	3
18.	Engages in regular self-reflection to increase self-awareness of personal issues that could impact work with clients or development as a counselor	N	0	1	2	3
19.	Avoids improper, harmful, or potentially harmful dual relationships	N	0	1	2	3
20.	Refrains from false, misleading, and deceptive practices	N	0	1	2	3
21.	Knowledgeable of counseling theories and how to integrate theories	N	0	1	2	3
22.	Demonstrates self-conceptualization skills appropriate for the student's developmental level as a counselor-in-training	N	0	1	2	3

Page 3

Comments (Optional):

Disposition Evaluation Results:

Overall Status/Progress of Dispositions:

- ___ Student is On Target for Counselor-in-Training Developmental Level
- ___ Student Could Benefit from Informal Assistance (Reaching Out from Faculty, and/or Informal Check-In's or Monitoring.)

_____ Needs Formal Remediation Plan for One or More of the Above Items.

Plan of Action if Applicable:

Clinical Counseling Program Advisor Signature

Date