Master of Arts in Psychology

Concentration: Mental Health Counseling

Student Manual
(Updated June 2013)
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Master of Arts in Psychology  
Concentration: Mental Health Counseling

The Department of Psychology offers a 48-credit graduate program in psychology designed to serve the student who plans to enter the applied fields of psychology after receiving the M.A. The program offers two specialized tracks, one in school guidance counseling and one in mental health counseling.

Mental Health Counseling Track
Completion of the mental health counseling concentration is the first step toward fulfillment of a Massachusetts mental health counselor license. Successful completion of these 48 credits, combined with 12 additional credits (and other requirements, as outlined by 262 CMR, Board of Allied Mental Health and Human Services Professions) will offer students the opportunity to apply for licensure as mental health counselors. The program of study for mental health counselors consists of thirty-three (36) credits of required core courses and (12) credits of internship (600 hours). Practicum requirements for licensure are included in several core courses, as well as two supervision classes.

General Program and Policy Summary
The M.A. program must be completed within seven years of the first course counted toward the degree. Since courses are offered in a cohort model, that is, in a fixed sequence, planning with advisors is imperative. Upon acceptance into the program, the student is scheduled for orientation where their cohort options are determined. There will be continual evaluation during the course of study with students apprised of their progress. A favorable evaluation is necessary for continuation in the program. The granting of the degree is based on professional competence, completion of the program of study, and satisfactory performance on a comprehensive examination.

To accommodate students who work and/or have other substantial demands placed upon their time, courses are offered during the evenings, late afternoon, and occasionally on Saturdays. Important exceptions to this schedule are the Practicum experiences. While some placements permit flexible scheduling, many place restrictions on scheduling. Since these experiences are an essential component of counselor training, students must plan for the flexibility that will allow them to complete these requirements.

MENTAL HEALTH COUNSELING - 48 credits

Required Courses (36 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 0522</td>
<td>Theories of Counseling</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0610</td>
<td>Principles &amp; Practices of Psychological Testing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0621</td>
<td>Basic &amp; Applied Research</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0620</td>
<td>Dynamics of Group Counseling*</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0630</td>
<td>Advanced Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0645</td>
<td>Counseling Diverse Populations</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0524</td>
<td>Counseling Basics with Supervision*</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>PSYC 0624</td>
<td>Advanced Counseling with Supervision*</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>PSYC 0615</td>
<td>Psychopathology: Diagnosis &amp; Treatment of Adults</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0641</td>
<td>Ethics &amp; Standards in the Mental Health Professions</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0680</td>
<td>Evidence-Based Therapies in Mental Health Counseling</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

Internship Requirements (12 credits-600 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC0690</td>
<td>Internship (Mental Health Counseling)</td>
<td>3-12 credits (may be repeated)</td>
</tr>
</tbody>
</table>

* Practicum hours counted toward LMHC licensure are included in the following courses:
  - PSYC0524 Counseling Basics with Supervision
  - PSYC0624 Advanced Counseling with Supervision
  - PSYC 0620 Dynamics of Group Counseling

(4 additional courses are needed to meet the Massachusetts licensure requirement)
ACADEMIC & STUDENT SUPPORT SERVICES

Academic Cohort Advising
The staff and faculty of Westfield State University Graduate Studies office understand and respect the concerns and needs that many adults have about pursuing a graduate degree. We emphasize the importance of good advising to both new students and students who are at various stages of completing their Master's degree.

Upon admission into an academic graduate program, you are assigned a major advisor. You will also be scheduled for orientation and advising. Your advisor will assist you in planning your program with the cohort choices available. **Students assume responsibility for knowing and meeting the curriculum requirements of your program.** You will have follow-up group advising throughout your program of study, as well as individual access to an advisor, if needed.

Because we are strongly committed to counseling support as an integral component of our educational programs, we encourage you to contact your advisor if you feel your cohort plan is no longer feasible due to changing circumstances. We will assist you in outlining your options should a change in cohort be necessary.

Library
The Governor Joseph B. Ely Library’s collections include 152,300 volumes, 1,504 current periodicals, 16,565 bound periodicals, 529,000 microforms, 16,078 media items, abstracts, indexes, and 180+ electronic databases containing more than 25,000+ full text periodicals available online. Online databases and online catalog are available from the Library’s homepage [http://lib.westfield.ma.edu](http://lib.westfield.ma.edu). Reference, instruction, interlibrary loan, and copiers are available. Mobile Access is provided for 54 databases at [http://lib.westfield.ma.edu/mobile](http://lib.westfield.ma.edu/mobile). A student ID is required to borrow materials.

**Library Hours (Fall and Spring)**
Monday-Thursday.................................8:00 a.m. - Midnight.
Friday...................................................8:00 a.m. - 5:00 p.m.
Saturday............................................10:00 a.m. - 6:00 p.m.
Sunday...............................................1:00 p.m. - Midnight.

Hours are posted online for Final Exam period, holidays, Intersession, and Summer.

Computer Center (Information Technology Center)
The **Information Technology Center** is located on the first floor of Wilson Hall. However, there are several computer labs across campus at the following locations:

- Bates 03 PC Lab. Open general Computer Center Lab hours.
- Bates 04 Multimedia Lab. Open general Computer Center Lab hours.
- Ely 316 Mac Lab. Open general Educational Resources Center hours.
- Ely Library Mezzanine Mac Lab. Access through the mezzanine (2nd floor Ely) during normal Library hours.
- Ely Library Reference Room w/PCs. Open during normal Library hours.
- Wilson 105 PC Lab. Open general Computer Center Lab hours.
- Wilson 138 VAX stations, Mac Lab. Open general Computer Center Lab hours.
- Wilson 139 PC Lab. Open general Computer Center Lab hours.
- Wilson 234 Tutoring Center. Access during tutoring hours.
- Wilson 405 Classroom w/PC. Access through department office or when monitored by faculty.
- 333 Western Avenue PC Lab. Garden-level instructional facility with seasonal student access hours.

Access to the Internet is available through the Library computer system without the need for a server account. For information about specific hours of operation of any of these facilities call the Information Technology Center at 572-8082 or the HELP desk at 572-4357.
Career Services
Graduate students are encouraged to take advantage of the services provided by the University's Career Center. The office is open weekdays from 8:30 a.m. to 5:00 p.m during the school year and by appointment. Services include career counseling, a variety of workshops on preparing for employment (resumes, job search and interview skills) credentials file service, computerized job matching, weekly newsletters on career opportunities, and a career resource library. On-campus employment recruiting and special programs are also featured. Graduate school catalogs, testing information and research guides are available. A computerized interactive guidance program, SIGI+, is also available to assist students in self-assessment and career exploration. For additional information, drop by the Office of Career Services, Lammers Hall Annex, or call 572-5206.

Counseling Center
The Counseling Center is located in Lammers Hall Annex. Appointments may be made through the Director by calling 572-5790. The Westfield State College Counseling Center exists to provide counseling and preventive psychological services for WSU students. Their mission is to facilitate self-discovery, personal growth and healing for students in their journey toward whole-person development. The Counseling Center staff seeks to understand and value the individual within the context of community living, offering services through a multitude of pathways: individual counseling, couples counseling, family counseling, group counseling, assessment of needs, referrals to community and other WSU resources, workshops and presentations.

The Office of Substance Abuse Prevention (OSAP) offers both substance abuse counseling and a variety of educational and creative social programming designed to enhance development of responsible decision-making skills on the part of students regarding substance (ab)use and healthy living. Further information about OSAP may be obtained by contacting the Counseling Center.

ACADEMIC EXPECTATIONS

Program of Study
Upon initial acceptance into a degree program, you will be assigned an advisor skilled in your area of specialization. Your program of study (Appendix A) is worked out in consultation with your advisor and in accordance with the requirements for a degree in your major program. It is based on cohort movement, meaning you will be required to enroll in courses on the program of study when they are offered. You will have some choice in determining whether a fast- vs. slow-paced cohort works best for you.

The planned degree program will include:

1. prerequisites required by the department in your area of concentration include: (1) Introduction to Psychology, (2) Statistics, (3) Child, Adolescent or Adult Development, (4) Theories of Personality, and (5) Abnormal Psychology
2. required courses,
3. a planned program of courses necessary for competency in the field of concentration,
4. in some cases, elective courses.

The program of study must have your signature and the signed approval of your advisor(s). The Coordinator of Graduate Records will circulate the program of study for the signature of the Department Graduate Chair and Graduate Dean. The original will then be placed in your file, a copy sent to your advisor and a third copy sent to you.

The signed Program of Study form must be on file within your first semester of study after acceptance. Any changes to the Program of Study must have advance written approval. These approved changes must be filed with the Graduate Office. The advisor is not responsible for his/her advisee's meeting Graduate School regulations and deadlines. You are personally responsible for knowing all College rules and regulations, as well as your program requirements.
Retention in Degree Program
The Division is authorized to award a Master's degree for a program of study that includes coursework with grades of B average or better (3.0). You may earn one C that will count as credit toward your degree (providing that your overall average is at least 3.0). A grade of F or a second C in a course requires that the course be repeated: if in a required course, that course must be repeated with a B or better; if in an elective course, that course or another elective must be repeated with a B or better. A grade of B- is not a B and, therefore, is unacceptable as a replacement grade. If you earn three (3) C's or two (2) F's, you will be dismissed from the program. If you earn two (2) C's, then a B- in a repeated course, you will be placed on academic probation, but may be allowed one opportunity to repeat, earning a B or better. A GPA of 3.0 must be maintained to remain in good academic standing.

All grades will remain on the transcript; however, when you repeat a course with a grade of B or better, the original grade will not be used in computing the cumulative average. Grades of F earned as the result of proven plagiarism will be treated in accordance with the university’s policy on Academic Integrity. Earning an F grade for plagiarism at any stage of program completion may provide grounds for administrative removal from your academic program.

Student Responsibilities
It is your responsibility to become familiar with all regulations and procedures required by the graduate program. In no case should you expect a waiver or exception to published program requirements by pleading ignorance of the regulation or by asserting that an advisor or other authority did not directly present the information. All students should become familiar with all academic policies and specific college/departmental program requirements. Only the Dean of Graduate and Continuing Education, supported by the Graduate Council, has the authority to waive the basic requirements stated in this catalog. No statements made by any person regarding waiver of admission or program requirement shall in any way bind the Graduate Dean or Graduate Council.

Professional Liability Insurance: Students are required to purchase professional liability insurance while enrolled as a matriculated student. Evidence of insurance coverage must be submitted each semester to the program advisor or coordinator of the graduate program. Mental Health Counseling students who opt to join a professional association, e.g. Massachusetts state chapter of the American Mental Health Counselors Association (MaMHCA), can often receive professional liability coverage at extremely affordable rates. Annual student dues for MaMHCA are $60. The current annual rate for liability insurance through MaMHCA (including fees) is $24.25. For additional information on this benefit, please visit the MaMHCA website at http://www.mamhca.org/member-benefits/.

Time Limit
You are expected to complete your degree requirements within seven (7) years from the date of the first course credited toward your degree, including transfer credits from other accredited institutions. No credit will be given for a course older than seven years at the time of graduation. If you fail to meet this time requirement, you must apply in writing for an extension, stating in detail the reasons for the request. The university does not guarantee that the extension will be granted, and the Dean of Graduate and Continuing Education may impose additional requirements before the degree will be granted.

Academic Integrity
“Academic Honesty, a necessary foundation of a learning community is expected of all members of the university community. Violations of the Academic Honesty Policy are unacceptable and are subject to academic penalties including reduced grade, failure of the course, and suspension or dismissal from the university. Violations of academic honesty include, but are not limited to, cheating on examinations, plagiarism, submission of papers for credit in two or more courses, interference with the ability of other students to make use of permitted course materials, facilitating academic dishonesty, engaging in research on human or animal subjects without permission from the appropriate campus committee, and failure to report academic dishonesty.” Academic Honesty, (http://www.westfield.ma.edu/prospective-students/campus-life/student-handbook/academic-life/academic-honesty-policy)

Students in the graduate program are expected to have high standards of integrity. Any graduate student who cheats or plagiarizes on examinations, papers, assignments or within a research setting is subject to dismissal from the program. Cases involving academic integrity shall be referred to the Dean for adjudication. The Academic Dishonesty Policy is included as Appendix B.
Appeals Process
Questions or concerns relating directly to a university course should first be raised with the course instructor. Program directors and department chairs are available to consult on appeals at the program level. If you have questions or concerns about the academic policies and regulations of the Graduate School, you should direct them in writing to the Dean.

QUESTIONS & ANSWERS

Can I transfer credit from another institution?
Up to six (6) semester hours of prior graduate credit may be accepted in transfer from one or more regionally accredited graduate schools toward a Master’s degree. To be accepted, such courses must be appropriate to your Program of Study and must be approved by your program advisor. Transfer coursework may not have been counted toward a prior degree. After matriculation, students may not take courses at other institutions for the purpose of transfer. Transfer courses must carry a grade of B (3.0) or better and must be both relevant to your program of study and taken within the program’s seven-year time frame. Courses graded Pass/Fail are not acceptable for program credit. Official transcripts for transfer consideration must be sent directly from the transfer institution to the DGCE Office.

Can I do independent/directed study?
Opportunities for independent study are provided in each department on an advanced graduate level for one to six semester hours’ credit. Course admission requires the permission of the faculty member and approval of the Program advisor, Department Chair and Dean. Written plans for independent study projects must be approved in advance before registering for the independent study course. A maximum of six (6) credits of Independent/Directed Study is allowed within a degree program.

Can I audit courses?
It is possible to audit any course offered by the Division. If you elect to audit courses, you have the privilege of attending classes, but are not required to take any test or examination or turn in any written assignments. Faculty does not evaluate your work. When you take a course as audit, you do not receive a grade or academic credit. Therefore, audited courses do not contribute to the completion of a graduate program of study. Should you want to change a course from audit to credit, you must change this status in the Division’s Office prior to the third class meeting by completing the appropriate form. Audited courses may not be re-taken for credit toward a graduate program.

How do I withdraw from a course?
Enrollment in a course implies a serious intention to complete the work of that course. You may drop a course by withdrawing before the first scheduled class meeting without notation on your permanent record. After the second class meeting, you will receive a grade of "W", if you properly withdraw in writing before the deadline. The withdrawal form (available in the graduate office) requires both the student’s and the faculty member's signatures. The deadline date is published in each semester's schedule of courses and is set close to mid-term. Verbal messages of intent to the instructor or staff do not constitute withdrawal. Unless a withdrawal form has been completed, signed by you and the instructor, and submitted to the Graduate and Continuing Education Office, you have not officially withdrawn.

Students who can document an "extenuating circumstance" may be allowed to drop a course with a "W" notation on their transcript prior to the final exam. They should contact the Dean of Graduate and Continuing Education to discuss their situation. Students who enroll for a course and fail to attend the first two classes may be withdrawn at the discretion of the professor. Professors are asked to justify such a decision at the time of the recommended withdrawal. Beginning with the third week of classes (or with the third class meeting in summer sessions), faculty may not submit a "W."

Refunds of tuition and appropriate fees, if any, are made on the basis of the date and time of receipt of a student's withdrawal notification in the DGCE Office, and in accordance with the published refund schedule in force during the session within which the refund is requested.
Can I changing concentrations?
Students in Graduate Programs may change their concentration within a specific department with approval from the DGCE Chair and the Dean. You must complete a Graduate Degree Program Change of Major form, available in the office of Graduate and Continuing Education, to begin the process and complete a new Program of Study on acceptance into your new concentration. Students who wish to enter programs sponsored by another department (e.g., Education to English) must re-apply. In either case, a new Program of Study must be completed with your advisor’s approval and the signatures of your DGCE Chair and Graduate Dean. Changing concentrations may delay your intended graduation date, as seats are not guaranteed until a cohort position in the chosen concentration is confirmed.

What is the duration of the degree program?
Students complete the degree program and field experience requirements in a minimum of 2 ½ to 3 years, but may take longer if they choose a lengthened cohort completion model.

Full-time graduate students carry programs consisting of at least 9 semester hours per term. During the summer sessions, nine semester hours of credit across both summer sessions is equivalent to full-time study. Students who wish to exceed the number of courses in their cohort model may do so, but only with permission. Students who will be receiving benefits from the Veterans Administration or other sources should check with the funding source to be sure a sufficient number of credit hours are taken. Students needing assistance in determining appropriate course loads should consult their academic advisor.

How much will my education cost?
Course costs are based on the number of credits per course. All payments must be made by bank money order, postal money order, cashier's check, personal check, Discover, MasterCard or VISA. **No cash is accepted unless it is $10 or under for official transcripts, course descriptions, etc.** Costs below are current as of the publication date of this manual and are subject to change.

<table>
<thead>
<tr>
<th>Tuition – per credit</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate (0400-0600 level courses)</td>
<td>$280/credit*</td>
</tr>
<tr>
<td>Audit</td>
<td>$50/credit*(graduate)</td>
</tr>
</tbody>
</table>

**Fees**

Graduate Psychology Mental Health Internship (Practicum) Fee | $100/placement |

**Transcript and Official Letter Request Fees**

| Official Letter | No cost |
| Transcript fee - normal processing | $2/each |
| Transcript fee - 24 hour processing | $5/each |

**Other Fees**

New Student I.D. Card (validated each semester) | $10 |

Replace I.D. Card | $30 |

Late Registration or Withdrawal Fee (see registration calendar in semester catalog) | $25 |

Monthly Service Charge for past-due balances | $10 |

Health Insurance (Fall coverage from Aug 1, 2013 to July 31, 2014) | $1,498 |

*Price subject to change each academic year

Delayed Payment Application Fee | $100 |

Returned Check Fee | $25 |

Commencement Fee (assessed semester of graduation) | $75 |

*Includes $105 per credit (GR) tuition, $75 Registration Fee, $75 Educational Service Fee (non-refundable after semester start), and other instructional fees.
Can I make payments?
The Division of Graduate and Continuing Education offers a “delayed payment” program for matriculated students that allows for payment of tuition over a period of time during the semester. Students must meet the following requirements to participate in the program:
1. matriculation in a degree program through the Division of Graduate and Continuing Education;
2. application to Delayed Payment Program and payment of $100.00 processing fee (non-refundable);
3. ability to pay within 60 days of registering into a regular semester and within three weeks into any summer semester,
4. students must follow all regulations regarding withdrawals as stated in the Division's refund and withdrawal policy, and are responsible for total payment even if students withdraw before the end of the semester and regardless of grades achieved;
5. no student may apply for delayed payment who has been sent to a Collection Agent or placed in Administrative Withdrawal.
6. Consequences of non-payment:
   - $10 per month penalty charge.
   - Placement in Administrative Withdrawal (no grades, transcripts or diplomas will be released and students may not register for further classes at the College until their obligation has been satisfied.)
   - Student accounts turned over to a Collection Agent will be charged an additional 40% of their unpaid balance.

Is financial aid available?
Information regarding all forms of financial aid for Westfield State College students and the Free Application for Federal Student Aid (FAFSA) are available at the Student Administrative Services Center, 333 Western Avenue (first floor west). For further information, please call (413) 572-5218. Please note that Financial Aid administered by the college, regardless of the funding source, requires that students are matriculated into a program and are in good academic standing.

Federal Unsubsidized Loan Program
- FAFSA must be filed to determine eligibility,
- program allows all students regardless of income to obtain a student loan,
- student pays the interest only during in-school and deferment periods,
- student also pays an origination and guarantee fee of 4%,
- fixed interest rate, currently at 6.8%.

Does Westfield State offer Graduate Assistantships?
Yes. Graduate Assistantships are awarded through the Division of Graduate and Continuing Education to students who have superior academic records, who are matriculated in a graduate degree program, and are registered for a minimum of six semester hours with preference to full-time study (9-12 semester hours).

The assistantships are designed to serve the needs of the university’s graduate programs and to assist in the development of the student. The duties of the graduate student may be to assist in instruction, research or administrative duties and will vary according to the department's individual needs. Graduate Assistants contribute to specific programs and serve the Graduate Division, as well. Applications are available in the Graduate Office (333 Western Ave, first floor east) and the application deadline is listed in each semester's catalog.

Appointments to assistantships are made during the Fall and Spring semesters. Half-time assistantships carry a $1,000 stipend and up to 6 credits of free tuition; full-time assistantships provide a stipend of $2,000 and 9-12 credits of free tuition. In the first case, the student works 7-8 hours per week and must register for six (6) credits per semester. In the second case, the graduate student contributes 10-15 hours per week to the department concerned and must take a minimum of nine (9) credits per semester. Graduate Assistants pay all fees, including instructional fees, associated with registration.
When are degrees conferred?
Master's degrees are conferred during the months of May, August and January. The Commencement ceremony is held in May.

If you are nearing the completion of your graduate program requirements and plan to receive a Master's degree, you should request the Application for Graduation in the Graduate Office. You should complete this form and submit it to the office no later than the deadline indicated in the university calendar. A commencement fee is required at the time of filing the application for graduation, whether or not you wish to participate in the formal ceremony. No degree or certificate will be conferred and no graduate transcripts will be issued unless all tuition and fees have been paid in full. Information regarding Graduate Commencement ceremony is sent directly to all students who have applied for graduation. Note: You cannot graduate until all degree requirements, including the comprehensive examination and field experience components, are completed.

How do I request a transcript?
Official transcripts may be obtained from the Office of Graduate and Continuing Education by mailing in a written request or filling out a transcript request form, available in the office and on the university web site. The signature of the student is required on the form before a transcript can be released or sent and a fee of $2.00 per transcript must be submitted with the transcript request form. Please allow five working days for our office to process the request. There will be an additional charge for processing of transcript requests within one business day ($5.00). Transcripts that include the final grades of the present semester will be available approximately three weeks after the close of the term.

How do I become a Licensed Mental Health Counselor (LMHC)?
The granting of an LMHC license is under the purview of the Commonwealth of Massachusetts, assuring candidates have the necessary education, experience, supervision, and demonstrated competence for the LMHC credential. The licensure route is governed by the Board of Allied Mental Health and directed by regulations (262 CMR 2.00). The 48-credit M.A. Psychology degree at Westfield State University is a significant step toward this LMHC goal. The successful graduate of WSU will have the required 48-credit degree, which includes the required subject content, Practicum, Internship, and supervision dictated by 262 CMR 2.00. The student must complete a total of 60 credits of graduate work before applying for the LMHC examination. While not required as part of the program of study as Westfield State University, most mental health counseling students enroll in additional electives during their program of study to bring their transcript to the required 60 credits. Electives should be taken under advisement of the Program Director. Post-masters experience and supervision is required prior to achieving an independent LMHC credential from the Commonwealth of Massachusetts. This experience is typically paid-employment and is the responsibility of the graduate.

You are encouraged to read the licensure regulations early in your program of study to acquaint yourself with the requirements. A summary of LMHC requirements is included as Appendix M. The following

http://www.mass.gov/ocabr/licensee/dpl-boards/mh/
(link) Statutes & Regulations
(link) Rules and Regulations (MH)
(link) 262 CMR 2.00: Requirements For Licensure as a Mental Health Counselor
STUDENT ASSESSMENT

Graduate Grading System
A  (4.0) High Distinction
A- (3.7) Superior
B+ (3.3) Excellent
B  (3.0) Good
B- (2.7) Marginal Pass. Not acceptable as transfer credit.
C  (2.0) Acceptable as credit for only one 3-credit course in a student's program. “C” is not acceptable as transfer credit.
P* Pass - No grade point equivalent
F  Failure
I  Incomplete
W  Withdrawal
AU* Audit

Graduate students must maintain a minimum overall average of 3.0 and meet all other degree requirements in order to be eligible for graduation. Graduate students in good academic standing are by definition honors students. The designation of Latin honors (Summa cum Laude, Magna cum Laude, Cum Laude) is for undergraduate students only.

*Because these designations have no grade point equivalent, they may not be used within the graduate program. They are acceptable for Professional Development verification, however.

Graduate Level Courses
All graduate courses are numbered above 400, generally at the 500 or 600 level. All courses with 600 level numbers carry graduate credit and are only open to graduate students. Courses at the 500 level may have a 300 matching number, which allows for the enrollment of upper-level undergraduate students. Professional development courses assigned 0499 numbers will not be included in Westfield’s graduate degree programs unless the program coordinator and the Dean grant an exception.

Incomplete Grades
A grade of Incomplete (I) is assigned by the instructor only if you have completed 80% of the course work and have offered a valid reason for your inability to complete the course work within the prescribed semester. You must request a grade of Incomplete before the end of the semester and arrangements for the completion of the work must be made in writing with the instructor. Once you have been granted the incomplete grade, you must complete the work within the first 30 days of the next scheduled semester. If the work is not completed within that time, or if an extension is not granted, the incomplete grade automatically becomes an "F". In certain extraordinary circumstances, faculty may complete an Extension Form (available in the Graduate Office) and submit it to the Office of Graduate Studies to permit a student additional time to satisfy the course requirements.

Dispositional Assessment
Candidates will be subject to an ongoing dispositional assessment (Appendix C) coordinated by the faculty advisor in collaboration with cooperating course instructors, faculty supervisors, and site supervisors. The dispositional assessment process is designed to identify opportunities to provide feedback to students on exhibited character, attitudes, attributes, and behavior as they advance through their academic journey of growth and development toward becoming a competent counselor. In order to ensure this, students are continually assessed in the program through the dispositional assessment process. This process is a means to identify opportunities of providing student feedback in order for students to develop the essential skills of taking in feedback, self-reflecting and continuously evaluating and positively modifying their own behavior. In order for a candidate to advance academically from semester-to-semester, advance to a Field Placement or graduate with an M.A. Psychology degree, they must hold no unresolved “0” or “-1” scores in their dispositional record.

Any candidate who fails to achieve and maintain a satisfactory level on the Dispositional Assessment will be subject to review by the Graduate Committee in Psychology who may determine that the candidate can proceed without intervention or
may work with the candidate (or provide a designated faculty member to work with the candidate) on a remedial plan. The Graduate Committee in Psychology may also decide the candidate is not eligible to proceed academically or proceed to Field Placement. If a candidate’s assessment displays “0” or “-1” scores, the Graduate Committee in Psychology may remove them from a Field Placement.

**Comprehensive Examination**

The comprehensive examination is completed as a culminating experience in the semester prior to entering PSYC 690 Internship. The examination, prepared by the Center for Credentialing & Education (CCE) is called the Counselor Preparation Comprehensive Examination (CPCE). The CPCE consists of 160 questions, with 20 multiple-choice questions written for each of the following content areas:

- Human Growth & Development
- Social & Cultural Foundation
- Helping relationships
- Group Work
- Career and Lifestyle Development
- Appraisal
- Research and Program Evaluation
- Professional Orientation & Ethics

Students must complete this computerized examination within the 4-hour period designated by the Division of Graduate & Continuing Education as the comprehensive examination period. Typically this is a 4-hour block on a Saturday in mid-March and/or mid-November. Completed examinations are scored within a 30-day period. Students will be notified of their result by the Program Director. Passing scores on each section of the CPCE, as well as total score guidelines for passing the CPCE, are determined by the Graduate Committee in Psychology prior to the examination. Determinations are based on available data (e.g., national averages and percentiles).

Students register for the examination formally with the Division of Graduate and Continuing Education upon entering their last classroom term prior to Internship. Concurrently, students notify the Program Director of their intention to sit for the CPCE. The cost of the examination is $45 (subject to change each semester). Study materials and practice examinations are available through numerous independent vendors online. Additionally, the CCE publishes a reading list that, ideally, should be utilized as students move through courses addressing each of the content areas above. The current reading list is provided as Appendix D.
PRACTICUM

Students complete 100 hours of required practicum experience in the following courses:

- PSYC0524 Counseling Basics with Supervision
- PSYC0624 Advanced Counseling with Supervision
- PSYC 0620 Dynamics of Group Counseling

Experiences may include observation at a mental health counseling site, counseling skills presented in a classroom format, role plays, and/or case presentations. Both individual and group supervision will be provided. A student will document their practicum experience on the LMHC licensure forms. These may be found through the website and links below. Students are responsible for holding their own paperwork for licensing, and are required to provide copies of all paperwork to the Program Director for the student file. You are encouraged to read the licensure application early in your program of study to acquaint yourself with the requirements. A summary of LMHC requirements is included as Appendix M.

http://www.mass.gov/ocabr/licensee/dpl-boards/mh/
(link) Applications and Forms
(pdf) Mental health Counseling Licensing Application

INTERNSHIP

Purpose of Internship
The internship experience represents the culmination of your mental health counseling training. During your internship you will assume the role of professional counselor in training and will provide clinical services at an approved site. You will have the opportunity to test the academic course work and formal training received thus far and apply the theories, techniques, and procedures you have learned to clients under close supervision.

Internship Planning Process
It is important that students are matched to an internship setting that is a good fit. In order to accomplish this, considerable planning must be completed by the student before the student begins their internship.

The internship experience must provide the student with opportunities to engage in clinical counseling services under appropriate supervision such as but not limited to:
- Conducting assessments
- Determining DSM-IV diagnoses
- Appropriate treatment planning

Once the internship site has located by the student, a Westfield State University representative will evaluate the appropriateness of the setting and supervision prior to the student beginning the internship experience.

What follows is a step by step process for students to follow in identifying and securing an internship.

1. Complete Internship Eligibility Form (Appendix E). Your completion of this form will assist in clarifying your needs and goals for the internship. The accompanying materials to go with this form are: current academic transcript, proof of Professional Liability Insurance Policy.
2. Complete the Guidance & Mental Health Practicum & Internship Form (Appendix F) and return to DGCE office.
3. Meet with faculty advisor: Schedule a meeting with your faculty advisor to turn in your internship eligibility form and discuss possible internship sites. This meeting should occur one year before you start your internship.
4. Research and develop a list of potential internship sites. It is the student’s responsibility to contact and secure an internship site. All sites must allow for either video or audio taping your work with clients.
5. Contact potential internship sites. Once you have identified several internship sites, it is recommended that you begin scheduling on-site appointments in the semester prior to your internship.
6. Interview guidelines. Once an interview has been scheduled, a copy of this internship manual and resume should be given to the site supervisor. Clarify that supervision will need to be provided by a state licensed mental health counselor or psychologist.

7. Securing the internship setting and experience. In order to secure your internship site, please turn the following information to your advisor: a) Internship Agreement Form (Appendix G); b) Supervisor Assignment & Qualification Form (Appendix H).

**Internship**

Important: All students are required to register for PSYC 0690 during their internship. Class will convene at Westfield State University one evening per week during your experience. A total of 12 hours is devoted to this degree requirement. If the student intends to complete the internship over two (2) semesters, registration will be for six (6) credits in each semester. If the student intends to complete the internship in one (1) semester, registration will be for twelve (12) credits.

You are responsible for the following during your practicum experience.

1. You will follow the ACA Code of Ethics (Appendix I)
2. You will complete weekly practicum logs and activity reports (Appendix J).
3. You will participate in a Mid-Semester performance Evaluation (Appendix K).
4. You will complete an assessment of your experience at the conclusion of your internship (Appendix L).
5. A final evaluation of your field experience will be completed by your site supervisor and discussed with you (Appendix K). The University supervisor should be present for this meeting.

**POLICIES**

**Absence Due To Religious Beliefs (Chapter 151C, 2B)**

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effect shall result to any student because of his/her availing him/herself to the provisions of this section of the Massachusetts General Laws.

**Registration for Courses**

Current and accurate information about courses and enrollment are available on the university web site: [http://www.westfield.ma.edu/offices-services/graduate-continuing-education/](http://www.westfield.ma.edu/offices-services/graduate-continuing-education/)

The schedule of courses is available in catalog form several weeks prior to the start of a semester. Special registration time is set aside for matriculated students. The catalog is mailed to students who have taken classes within the last three semesters. If you have not taken classes at Westfield within the last three semesters, you are welcome to call and be put on the mailing list. Once you begin to take classes, the catalog will arrive directly at your home address during the academic year.

The registration form is included in each semester’s course catalog book and is also available in the office and on our website. Payment is expected at time of registration. The Office accepts MasterCard, VISA, Discover, personal check, money order, or traveler's checks. Students are offered the opportunity to register through the mail within specified dates (paying with check or MasterCard, VISA, Discover). Accompanied by credit card information, and subject to availability of seats, faxed registrations will be honored, as well. Our fax number is 413/572-5227. You may also register by telephone during a specified time period with MasterCard/VISA only (see semester catalog for the telephone registration number and hours for this service). The dates for registration are available in each semester’s catalog and in each issue of the Student Handbook.

**IT IS IMPERATIVE THAT STUDENTS REGISTER FOR EACH COURSE LISTED ON THEIR COHORT PLAN. ANY CHANGES MUST BE DISCUSSED WITH THE PROGRAM DIRECTOR.**
Course Cancellations
Graduate courses are funded solely by student fees and tuition. Unfortunately, each semester there are courses in which enrollments are not sufficient to compensate faculty. These courses are canceled at the discretion of the Dean. To allow students time to enroll in other courses, decisions to cancel are made on the basis of the number of enrollments prior to the start of classes. Therefore, students are urged to register early in order to give an accurate assessment of the number of students who want to enroll in each course. Students affected by course cancellations will be notified by phone or mail. Students not wishing to enroll in an alternative course will receive a full refund as soon as it can be processed. Please note that matriculated students are given the opportunity to register early, prior to the registration of all other students. It is to your benefit, therefore, to be matriculated (formally accepted into a degree program) as soon as possible.

The cohort program is designed to minimize or negate course cancellations. However, should your course be cancelled you should consult with the Program Director about adjustments which can keep you on schedule for graduation.

Course Descriptions
Course descriptions can be found in the WSU Graduate Catalog. The most current Graduate Catalog is available online at: http://www.westfield.ma.edu/offices-services/graduate-continuing-education/forms-publications/

Should you need copies of course descriptions not found in the Graduate Catalog, you may send a written request or complete the transcript/course description request form, noting the specific course descriptions needed and dates the courses were taken, if applicable. Please allow five working days for processing.

Confidentiality of Student Records
The Educational Rights and Privacy Act of 1974 is a federal statute which gives you permission to review your records and offers you the possibility of correcting errors which you may discover. Matriculated students who wish to view their files must complete a written request and allow two working days notice.

The university, according to the Act, may make public "Directory Information" about you, (e.g., name, address, date and place of birth, telephone listings, schools attended, degrees and awards received, major field of study, participation in officially recognized activities and the most previous educational agency or institution) unless you specifically request in writing that your prior consent be obtained. A request made by students to suppress from public distribution the above mentioned information is to be made in writing annually to the Office of Graduate & Continuing Education not later than October 1 of each academic year.

Health Insurance Requirements
Chapter 15A of the Massachusetts General Laws mandates that every full or three-quarter time student in a public or private institution of higher education shall participate in a qualifying student health insurance program. You may waive this insurance coverage if you certify on the waiver form that you have comparable coverage. The cost of the University student health insurance is payable upon registration for 6.75 (considered 3/4/ graduate load) or more credits through the Division of Graduate and Continuing Education. To waive this charge, you must submit the waiver form, properly completed with your registration. Failure to submit the proper waiver form will render you liable for the insurance premium for state-mandated coverage provided by the University.

Immunization Requirement
Massachusetts Law (Chapter 76-Section 15C) requires that all full-time university students (12 credits undergraduate and postbaccalaureate students; 9 credits graduate per semester) present evidence that they are immunized against measles, mumps, rubella, diphtheria, and tetanus in order to register for classes. Tetanus/Diphtheria must be within 10 years. Full time students must present proof of at least one (of a series of three) Hepatitis B vaccination. As of September 2005, all students in degree granting programs attending post secondary schools that provide housing must document a Meningococcal Vaccine dose, or sign a waiver stating you understand the risks of the disease. If there is a question of immunization status according to the above information, please update your immunization. Please have the Immunization Form (available in the office or on the back of the Fall and Spring registration forms) completed by your physician and submitted to the Division of Graduate and Continuing Education before coming to register. In lieu of the immunization verification form, copies of medical records with dates may be
submitted, documenting vaccination and/or immunity. If the immunization paperwork is not received within thirty (30) days of the start of classes, you will be dropped from all classes.

**Student I.D. Card**
All Westfield State University students should have a bar-coded Student I.D. card as I.D. cards are required to borrow materials from the library. The picture I.D. will cost $10.00 and will be used throughout your academic career at Westfield. For more information, please see the policies section at [http://westfield.ma.edu/dgce](http://westfield.ma.edu/dgce).

**Parking Privileges**
Parking decals are required and are sold at the Public Safety Complex on Western Avenue. When visiting the Public Safety Complex, your vehicle registration must be presented with your application form before a decal can be purchased. Vehicles without parking decals will be ticketed. For more information, please see the policies section at westfield.ma.edu/dgce. Please call 413-572-5262 for more information or visit the Public Safety website at [http://www.westfield.ma.edu/offices-services/public-safety/decals-parking/](http://www.westfield.ma.edu/offices-services/public-safety/decals-parking/).

**Physically Challenged and Mobility Challenged Students**
Physically and mobility challenged students should contact the Division of Graduate and Continuing Education in advance of the term in order to receive assistance in avoiding or solving any problems they may have with regard to parking, entering buildings, reaching class rooms, or seating arrangements within classrooms. At the time of publication of this catalog, elevators and access renovations have not yet been completed for the floors above the first in Ely Hall. The first floor of Ely and the library stacks are accessible to wheelchair users.

**Non-Discrimination & Affirmative Action Policy**
Westfield State University, both as an employer and as an educational system, is committed to providing a learning, working and living environment for all its students, employees and other members of the University Community which values the diverse backgrounds of all people. The University is committed to assuring that the Westfield State experience is one which challenges, empowers, supports and prepares people to live in, work in, and value our increasingly global and diverse world. Westfield State is committed to a policy of affirmative action in its educational programs, activities and employment practices. These commitments are actively pursued in all aspects of both campus and community relationships.

The University maintains and promotes a policy of non-discrimination on the basis of race, creed, religion, color, gender, sexual orientation, age, disability, veteran status, marital status or national origin. This policy incorporates by reference and where applicable, the requirements of Federal Executive Orders 11246 and 11375 as amended; and the Civil Rights Act of 1988; the Civil Rights Act of 1991; Title IX of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1974; and pertinent Laws, Regulations and Executive Orders; directives of the Higher Education Coordinating Council, the Board of Trustees of Westfield State University, and other applicable local, state and federal statutes.

**Policy Against Racism**
The Massachusetts State Universities have established a policy of unequivocal prohibition of all forms of racism within the nine University communities. This policy prohibits racism, anti-Semitism and ethnic or cultural intolerance. The policy prescribes all conditions and all actions or omissions including all acts of verbal harassment or abuse, which deny or have the effect of denying to anyone his/her rights to equality, dignity and security on the basis of his/her race, color, ethnicity, culture or religion. The policy reaffirms the doctrine of civility, appreciation for cultural/racial pluralism and the pre-eminence of individual human dignity as preconditions to the achievement of an academic community which recognizes and utilizes the resources of all persons.

Whenever it has been properly determined that a racial incident has occurred, the University will take prompt and corrective action including appropriate disciplinary action. In determining whether the alleged conduct constitutes racism, the University will look at the entire record and the circumstances, such as the nature of the conduct and the context in which the alleged incident occurred and will make a decision on a case-by-case basis. The University is committed to promoting, to the greatest degree possible, an environment free from racism. Any member of the university community who believes that she/he has been a victim of racism may initiate the informal claim or formal complaint procedures as outlined in the University's Discrimination Complaint Procedures.
Sexual Harassment Policy
Westfield State University does not tolerate sexual harassment. Sexual harassment consists of unwelcome verbal, non-verbal and/or physical behavior of a sexual nature that has the effect of interfering with student employment, academic or other status, of creating an intimidating, hostile or offensive environment. It is a form of sex discrimination that was made illegal by Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 as amended, and under Chapters 151B and 151C of the Massachusetts General Laws.

Any member of the University community who believes she/he has been a victim of sexual harassment may initiate informal or formal complaint procedures as outlined in the University's Discrimination Complaint Procedures. Full text of the current Sexual Harassment Policy is available in the Graduate and Continuing Education Office, the Equal Employment Office, within the Student Handbook and on the University’s website http://www.westfield.ma.edu. Further information or advice may be obtained by contacting the Dean of the Division of Graduate and Continuing Education at 572-8035.

Smoking Law & Tobacco-Free Environment
State law prohibits smoking in public buildings. Additionally, on September 1, 2012, Westfield State University took a positive step toward advancing the health of its entire community by going tobacco free. Smoking is only allowed in some designated outdoor areas of the campus grounds.
Appendix A

GRADUATE PROGRAM OF STUDY
Master of Arts
Psychology

The following procedures and policies must be followed before the Program of Study is considered acceptable toward the Master's Degree. This form must be typed or printed clearly.

1. The Program of Study form is designed with the assistance of an advisor after you are accepted into the Graduate Program. After the study plan is completed it must be signed by a) the advisor, b) the Department Chairperson, c) the Dean of Graduate Studies, and d) the student.

2. Any changes in the original program must have the approval of the advisor and confirmation of the action by the Department Chairperson and by the Dean of Graduate Studies.

3. The Program of Study is developed in adherence to the following policies:
   a. Students are expected to complete their degree requirements within seven (7) years from the date of the first course credited toward their degree, including transfer credits from other regionally accredited institutions. No credit will be given for a course older than 7 years at time of graduation.
   b. No more than six (6) semester hours of prior graduate credit may be accepted in transfer from one or more regionally accredited graduate schools toward a Master's Degree. To be accepted, such courses must be appropriate to your Program of Study and must be approved by your program advisor.
   c. No more than nine (9) semester hours credit taken at Westfield State College prior to matriculation may be applied toward the degree. Once (6) semester hours have been earned, a Pending Application Waiver must be submitted and approved prior to registering for (3) additional credits. All such credits must be appropriate to your Program of Study and must be approved by your advisor.
   d. A program of study is designed in consultation with an advisor in accordance with the requirements for a degree in a specific concentration. The advisor is not responsible for his/her advisee's meeting Graduate Division regulations and deadlines. You are personally responsible for knowing and following all College rules and regulations.

4. Academic Integrity
   Students in the graduate program are expected to have a high standard of integrity. Any graduate student who cheats or plagiarizes on examinations, papers, assignments or within a research setting is subject to dismissal from the program. Cases involving academic integrity shall be referred to the Dean for adjudication. (see p. 7 Student Manual).

5. Dispositional Assessment
   Candidates will be subject to an ongoing dispositional assessment as described in the Student Manual (p.12).

NAME________________________________________________ CWID_____
ADDRESS____________________________________________     CONTACT________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
(Title)   (ST) (Zip)         (Email)

TITLE OF DEGREE

AREA OF CONCENTRATION

DEPARTMENT__________________________ADVISOR

*******************************************************************************************************************************

I understand that I must complete all program requirements within seven years.

Student's Signature ____________________________ Date____________
Advisor's Signature ____________________________ Date____________
Department Chairperson's Signature ______________ Date____________
DGCE Dean’s Signature _________________________ Date____________

19
### Prerequisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th># of Sem. Hrs.</th>
<th>Yr.</th>
<th>Grade</th>
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<tbody>
<tr>
<td>General Psychology</td>
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<td>Child or Adolescent Psychology</td>
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<td>Theories of Personality</td>
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<td>Abnormal Psychology</td>
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<td>Statistics</td>
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### Required Courses - For all M.A. Psychology Students:

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<th>Yr.</th>
<th>Grade</th>
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<tbody>
<tr>
<td>PSYC 0522 Theories of Counseling</td>
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<td>PSYC 0610 Principles and Practice of Psychology Testing</td>
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<td>PSYC 0621 Basic &amp; Applied Research</td>
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<td>PSYC 0620 Dynamics of Group Counseling*</td>
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<td>PSYC 0630 Advanced Development</td>
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<td>PSYC 0645 Counseling Diverse Populations</td>
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<tr>
<td>PSYC 0524 Counseling Basics with Supervision *(4)</td>
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<tr>
<td>PSYC 0624 Advanced Counseling with Supervision* (4)</td>
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<tr>
<td>PSYC 0615 Psychopathology: Diagnosis &amp; Treatment of Adults</td>
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<td>PSYC 0641 Ethics and Standards in the Mental Health Profession</td>
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<td>PSYC 0680 Evidence-Based Therapies in Mental Health Counseling</td>
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**Internship Requirements (12 – 600 hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th># of Sem. Hrs.</th>
<th>Yr.</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>PSYC 0690 Internship (Mental Health Counseling)</td>
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</table>

*Practicum Hours counted toward LMHC licensure are included in the following courses:

- PSYC 0524 Counseling Basics with Supervision
- PSYC 0624 Advanced Counseling with Supervision
- PSYC 0620 Dynamics of Group Counseling

(4 additional course are needed to meet the Massachusetts licensure requirements)

Courses Accepted in Transfer must be taken before matriculation with a grade of B or better (official transcripts and course descriptions are required)

1. Title and Course # | Institution | # of Sem. Hrs. | Yr. | Grade
2. Title and Course # | Institution | # of Sem. Hrs. | Yr. | Grade

### CHANGE IN PROGRAM

<table>
<thead>
<tr>
<th>Original Course # and Title</th>
<th>New Course # and Title</th>
<th>Approved by</th>
<th>Date</th>
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Appendix B: Academic Honesty Policy

Academic Honesty Policy

PURPOSE

The purpose of the Academic Honesty Policy is to provide a clear statement of expectations on academic integrity and a fair process to handle alleged violations.

POLICY

1. Underlying Principles

A. Academic honesty, a necessary foundation of a learning community, is expected of all members of the university community. Academic freedom depends on honesty and integrity. The university makes academic integrity a priority and the administration must provide support services to address issues of academic honesty.

B. Maintaining the standards of academic honesty requires the mutual cooperation of all members of the campus community. Both students and faculty/librarians are called upon to promote the pursuit of truth and learning, and respect for the intellectual accomplishment of others. Students are responsible for understanding the principles of academic integrity and for the academic integrity of all work submitted for credit. All members of the academic community also are expected to report incidents of academic dishonesty to the faculty member teaching the course or the department chair. In addition to the entire community’s responsibility, faculty will promote academic integrity through clear expectations on syllabi for homework, collaborative assignments, research papers, exams, use of the internet, and so on. If any member of the academic community finds evidence of academic dishonesty, she/he is expected to report it promptly (see process and deadlines below).

C. Violations of the Academic Honesty Policy are unacceptable and are subject to academic penalties, including reduced grade, failure of the course, and suspension or dismissal from the university.

D. Violations of academic honesty include, but are not limited to, cheating on examinations, plagiarism, submission of papers for credit in two or more courses, interference with the ability of other students to make use of permitted course materials, facilitating academic dishonesty, engaging in research on human or animal subjects without permission from the appropriate campus committee, and failure to report academic dishonesty.

E. Once a student has been charged with a violation of this policy, the student’s status will continue until the conclusion of Academic Honesty proceedings, but no degree will be awarded until the matter is resolved. Withdrawal from the course may not be used to avoid a formal charge of academic dishonesty.

F. Parties involved in this process, including the student, faculty member, department chair, appropriate dean, vice president for academic affairs, and the academic honesty committee shall maintain strict confidentiality during and after this process.

2. Violations

A. Cheating on Examinations

- Violations of academic honesty with regard to examinations consist of the following:
  - Receiving assistance or assisting others while the examination is in progress.
  - Obtaining or attempting to obtain prior to an examination, copies of the examination or the questions to appear on the examination.
  - Disseminating any written or verbal information regarding the contents of an examination to students who have not yet completed or taken the examination.
  - Using or consulting any unauthorized information, such as notes or books, during an examination.
B. Plagiarism

Plagiarism is the act of presenting the intellectual work of others (works, ideas, artwork, computer programming code, etc.) as if it were one’s own work. Some common forms of plagiarism are submitting someone else’s paper as one’s own, copying a passage from another source without citing the source, and expressing a published idea of theory in different words without crediting the source of the idea. Plagiarism constitutes intellectual dishonesty and a theft of intellectual property. Plagiarism is the most serious charge in academia, for it undermines the integrity of academic inquiry and scholarship. All scholars — faculty, librarians, and students alike — are to be held to the same standards. Issues of plagiarism may be subtle; therefore, students are encouraged to discuss any questions they have with the faculty member teaching the course and other support services on campus.

C. Fabrication

A student may not fabricate – that is, falsify or invent – information or citation in an academic assignment. This includes information used in laboratory experiments or reports, and reproduction of a quote from a book review or other secondary source while indicating that the quotation was obtained from the book itself.

D. Multiple Submissions of a Single Paper

A student may not submit the same paper, presentation, or other work for credit in more than one course without prior written consent from the instructors of the courses involved.

E. Interference with Use of Materials

A student may not interfere with the ability of other students to make use of permitted course materials. This includes denying others access to scholarly resources or deliberately interfering with the progress of another student or scholar such as by giving false or misleading information, making library materials unavailable by stealing or defacing books or journals, deliberately misplacing or destroying reserve materials, or altering computer files that belong to another.

F. Facilitating Academic Dishonesty

A student may not knowingly or negligently allow their work to be used by another student or otherwise help others violate any aspect of the Academic Honesty Policy. Students who help others in this way are guilty of academic dishonesty even if they do not personally benefit from the dishonest act.

G. Improper use of Human and Animal Subjects

Research involving human beings requires review and approval of the Institutional Review Board (IRB) for the Protection of Human Subjects. Such research requires informed written consent. Students and faculty engaged in research involving animals requires review and approval by the Institutional Animal Care and Use Committee (IACUC).

H. Failure to Report Academic Dishonesty

Failing to report incidents of academic dishonesty to the faculty member teaching the course or the department chair is an example of academic dishonesty and is liable to the same sanctions.

3. Recommended syllabus text

It is recommended that instructors discuss academic honesty on the first day of class, and that they include the following text in their syllabus:
Academic honesty is expected of all members of the academic community. Academic dishonesty includes cheating on examinations, plagiarism, fabrication, multiple submissions of a single paper, interference with use of materials, facilitating academic dishonesty, improper use of human and animal subjects, and failure to report incidents of academic dishonesty. Violations may result in failure of the assignment, failure of the course, or suspension or dismissal from the university.

4. Establishment and Role of the Academic Honesty Committee

A. The Academic Honesty Committee (AHC) will be comprised of four (4) faculty members/librarians and one (1) student member. Faculty members/librarians shall be selected or appointed by the MSCA. It is recommended that no more than one faculty member/librarian from a department serve on the AHC. The student member will be selected by SGA.

B. The AHC is charged with evaluating evidence, determining responsibility, considering mitigating circumstances, and deciding sanctions. All evidence and deliberations before the AHC are confidential.

5. Process for Charges of Academic Dishonesty

- Faculty members are encouraged to seek an informal resolution of the violation with the student within fifteen (15) business days from the discovery of the violation.
- The faculty member will notify the student of the alleged violation within five (5) business days of the discovery and offer the student a reasonable opportunity to discuss the issue before taking any action. This notification may be by campus mail or email. The notification should include documentation of the date of discovery and set a deadline for the student to meet with the faculty member. This deadline should be no fewer than five (5) and no more than ten (10) business days from the notification. Either the student or the faculty member may invite the department chair to attend the meeting, but neither is required to do so.
- Withdrawal from the course may not be used to avoid a formal charge of academic dishonesty.
- If the faculty member and the student agree during their discussions that the violation does not rise to the level of a formal charge of Academic Dishonesty, the matter is ended in an informal resolution. Such a resolution could include repeating the assignment, completing additional work, a grade penalty for the assignment or the course, or some other settlement.
- If the faculty member and the student agree that academic dishonesty did occur, the student will sign the form included at the end of this policy that admits the violation of the policy. The form will be filed with the Dean who will maintain all such records.
- If the student and faculty member cannot agree, the faculty member must file a formal charge of academic dishonesty with the Dean within fifteen (15) business days from the date the student and faculty member reached an impasse, which sets in motion the hearing process. The faculty member may not issue sanctions (see Sanctions below) without admission of a violation by the student or the resolution of formal charges. Included in the charges will be a letter of explanation and all case materials that document or led to the charges.
- The Dean will schedule a hearing to take place within fifteen (15) business days of the formal filing of the charge. If the charge occurs with fewer than twenty-one (21) calendar days remaining before the final day of classes in the academic semester, the case may be carried over to the next semester. No hearings will be held between June 1 and August 31, or between the Fall and Spring semesters. At any point in the process the student may admit the violation as charged, or the faculty member may withdraw the charges.
- The student charged will receive notification from the Dean of the date, time and place of the hearing; the source and nature of the charge; a list of the Academic Honesty Committee members; and the possible sanctions. Evidence to be submitted at the hearing by the faculty member bringing the charge must be available at least five (5) business days prior to the hearing for review by the student in the Office of Academic Affairs.
- At the hearing, at least four (4) members of the committee, including the student member, must be present to establish a quorum. The hearing will be a closed meeting, and may be attended by the hearing committee, the faculty member, the student charged, and the Dean. The student and faculty member may each be accompanied by one (1) person; said person(s) may not be present as formal legal representation or participate in the process in any way. If the student charged or the faculty member making the charge chooses not to participate, the hearing will proceed as scheduled.
- The Dean will convene the hearing. The charge will be presented, along with relevant evidence and witnesses. The student has an opportunity to respond to the charge and present evidence, in which case, the faculty member making
the charge and the hearing committee may question the student at the conclusion of his or her presentation. The hearing will conclude with closing statements by the faculty member bringing the charge and then by the student charged.

- Immediately following the hearing, the AHC will meet privately to deliberate and to determine the outcome by a majority vote through secret ballot. Committee members may not abstain from voting. Once the finding is reached, the AHC will then decide the sanction appropriate to the case. The Dean will mail written notification of the decision and any sanction within five (5) business days to the student and the faculty member involved. The finding of the Committee with regard to the question of academic honesty is final.

- Appeals may be based only on procedural error or sanction imposed, and they must be filed within five (5) business days of the notification of the decision. The appeal must be in writing and submitted to the Vice President for Academic Affairs for adjudication.

6. Sanctions

Recommended minimum sanctions after an admission or finding of academic dishonesty follow. Committee members are urged to take into account the seriousness of the offense and to seek the recommendation of the faculty member making the charge.

1. First Offense: failure of the course or suspension from the university.
2. Second Offense: suspension or dismissal from the university.

If a student receives a grade sanction for the course because of an admission or finding of academic dishonesty, he or she may repeat that course but the grade substitution policy will not apply. The grade submitted for the course in question will continue to be counted in the student’s cumulative grade point average.

No sanctions will be imposed until all aspects of the case are concluded.

7. Official Records

The Office of Academic Affairs will maintain official records of disciplinary action. Records will not be released to individuals outside the university except by the written authorization of the student involved or under the conditions specified in the Family Educational Rights and Privacy Act (FERPA). Access to the official records of disciplinary action must be authorized by the Vice President of Academic Affairs, or the Dean of Undergraduate Studies or Graduate and Continuing Education.

REVIEW

This policy will be reviewed bi-annually by the Vice President of Academic Affairs.
Appendix C

Counselor Trainee Dispositional Assessment and Behavior Policy

The M. A. Psychology candidate is expected to exhibit integrity, honesty, responsibility, and appropriate professional boundaries. It is expected that the candidate will adhere to professional and ethical guidelines. Development of professionalism is the candidate’s responsibility. It is the responsibility of the Graduate Committee in Psychology to monitor and assess this development.

Each academic semester (Fall / Spring) course instructors and supervisors will be asked to complete a Dispositional Assessment (Appendix C-2) of all counselor trainees. Dispositional Assessments are forwarded to the student’s faculty advisor for review and placement in the student’s permanent file.

Dispositional Assessment

Candidates will be subject to an ongoing dispositional assessment coordinated by the faculty advisor in collaboration with cooperating course instructors, faculty supervisors, and site supervisors. In order for a candidate to advance academically from semester-to-semester, advance to a Field Placement, or graduate with an M.A. Psychology degree, they must hold no unresolved “0” or “-1” scores in their dispositional record.

If a faculty member / site supervisor observes that Guideline(s) (Appendix C-1) are being violated, it is the responsibility of the faculty member / site supervisor to informally offer feedback to the candidate that allows the candidate opportunity to resolve the matter without the involvement of the program coordinator and Graduate Committee in Psychology.

Any candidate who fails to achieve and maintain a satisfactory level on the Dispositional Assessment will be subject to review by the Graduate Committee in Psychology who may determine that the candidate can proceed without intervention or may work with the candidate (or provide a designated faculty member to work with the candidate) on a remedial plan. The Graduate Committee in Psychology may also decide the candidate is not eligible to proceed academically or proceed to Field Placement. If a candidate’s assessment displays “0” or “-1” scores, the Graduate Committee in Psychology may remove them from a Field Placement.

Candidate Exhibits Extreme Dispositional Behaviors

Whenever a candidate scores a negative one (-1) in any assessment category or where a candidate exhibits extreme behavior that has the potential to negatively impact or jeopardize the classroom, client, or field site, the candidate will be subject to immediate review and removal from the classroom, counseling task, or Field Placement in addition to other action. Such behaviors include, but are not limited to the following:

- Disruption in the classroom through negative or demeaning remarks or gestures, profanity, hostility, or insensitive remarks based on race, gender, or other group classifications.
- Unethical, immoral, or illegal behavior.
- Inappropriate deportment such as inebriation, substance use, sexual harassment, verbal, written or physical threats or abuse of colleagues, supervisors or students.
- Hostile, out-of-control, or emotionally erratic behavior.
- Antagonism toward others or blatant disregard for either program administration/supervision or field placement administration/supervision.

If a candidate fails to maintain a satisfactory assessment or exhibits behavior which is observed by or reported to a faculty advisor or faculty supervisor, the candidate will be afforded the opportunity to meet with the faculty advisor and/or supervisor for the purpose of reviewing the behavioral/dispositional assessment concerns. A remedial plan may be put in place by the faculty supervisor and cooperating practitioner with specific timetables for improvements in the behavior.
If the faculty advisor or supervisor determines that the behavior needs further review, the faculty advisor or supervisor may forward the complaint to the Graduate Committee in Psychology who will meet to review the matter with the candidate and make decisions relative to the candidate’s continued matriculation in the M.A. psychology program.

Process for Handling Concerns

Stage 1

A. If / when a faculty member or site supervisor determines that there is a concern about a particular student’s professional behavior, she / he will first determine specifically which of the Guidelines for Professional Behavior (Appendix A) are in question.

B. **This observation / feedback will be offered to the student informally** (e.g., as comments on a paper being returned, in a phone call to the student, or in a face-to-face discussion with the student) with particular focus on suggestions for resolving the situation and a time frame in which to do this. The faculty member will also advise the student whether academic credit may be withheld for that semester (based on whether the requirements for the course can be or have been completed).

C. The faculty member must “log” this interaction (Appendix C-3), in detail, and should keep this information in his / her possession. The observation and feedback of the faculty member or site supervisor remains a private matter between the student and faculty member / site supervisor unless it remains unresolved.

Stage 2

A. If the situation is not resolved to the satisfaction of both the instructor / supervisor and student the faculty member will provide written notice (Appendix C) to the student that will include the following information:

- summary of the situation that raised the issue
- specific mention of the Guideline(s) at issue
- specific actions needed to remediate / resolve the issue
- a time frame for completing these actions

B. The faculty member is urged to present the student with this written notice (and offer the student the opportunity, again, to resolve the situation described above) prior to notifying the Dean or other relevant people involved with the student.

C. If, however, the student does not resolve the situation satisfactorily, the faculty member should then send a copy of this notice to the student, the student’s Advisor, the Coordinator of the specific program reflected, the Dean, and the Graduate Committee in Psychology.

D. If the situation is not resolved after this step has been taken, the faculty member will submit a written request for a hearing (Appendix C-4) by the Graduate Committee in Psychology.

Stage 3 - Hearing

The situation is referred to the Graduate Committee in Psychology for further action when the faculty member submits a written request for a hearing.

NOTE: Certain behaviors may bring the immediate attention of the Graduate Committee in Psychology as well as possible immediate disenrollment, suspension, or other disciplinary action. Such actions of misconduct may include (but are not limited to):

- sexual misconduct
- violation of confidentiality
- threats or assault of any kind against a client, co-worker, classmate, instructor, supervisor, or supervisee
- claims of qualifications / expertise exceeding those possessed
- providing services beyond actual training / experience
- meeting the counselor’s needs at the expense of the client
- engaging in actions construed as sexual harassment
- violation of the individual’s rights and personal dignity

The Graduate Committee in Psychology will hear a case once the faculty member has submitted written documentation that describes the situation. A minimum of three (3) disinterested members on the Graduate Committee in Psychology and the Department Chair must be present for a hearing and decision process to take place.

Once a situation has been brought to the attention of the Graduate Committee in Psychology, no more than 2 weeks will lapse before the Graduate Committee in Psychology hears the case and offers its recommendations for further action to be taken.

Those present at the hearing, itself, will include:
- the Graduate Committee in Psychology members
- the faculty members, staff, or supervisors raising the concern / situation
- the student
- the student’s advocate (at student’s discretion)
- the Department Chair

Written minutes of the hearing will be taken by an appointed secretary and will be reviewed / edited by the Graduate Committee in Psychology.

Once the written documentation already submitted has been reviewed by the Graduate Committee in Psychology, both the student and the faculty raising the concern will be invited to verbally offer their points of view (length of time to be determined). The Graduate Committee in Psychology will ask for clarification of any points needed while everyone is present. The Graduate Committee in Psychology will then meet in executive session to discuss the case. The findings of the hearing will be documented (Appendix C-5).

The Graduate Committee in Psychology will make specific recommendations to the parties involved and the Dean for approval and action. In the event the Dean does not agree to follow the recommendations of the Graduate Committee in Psychology, she/he will document this in writing.

**Findings of the Graduate Committee in Psychology**

The decisions and recommendations made by the Graduate Committee in Psychology will reflect the values of Westfield State College, as well as the ethical practice standards of the counseling professions represented in the Department. As a result, the Graduate Committee in Psychology may recommend that a student or College take any of the following steps to resolve a situation:

- be expelled from the program
- be suspended from the program with an opportunity to reapply
- take a Leave of absence from the program to take corrective action
- be put on probation while the situation is being addressed
- be removed from a class
- be removed from the Field Placement
- adapt her/his program by adding or repeating a particular course or practicum
- increase or change the supervision required
- engage in personal counseling

**Student Rights**

The student may invite a guest to the hearing to function as a support person. If the student chooses to have this person attend the hearing in the role of advocate, the person should be familiar with the codes of ethics in the profession represented. The student, might, for example, invite an attorney, another instructor in the field of counseling, his/her personal counselor or therapist, or a site supervisor. Appropriate administrators of the College are invited to attend all Graduate Committee in Psychology hearings as an advocate for due process.

The student has the right to appeal.
Appeal

The candidate may appeal any hearing decision to the Dean of Graduate and Continuing Education via a written statement (Appendix C-6). This statement shall be submitted within two (2) weeks of the hearing date. The Dean of Graduate and Continuing Education will act as the final appeal in all matters.

Policy Review and Interpretation

This policy will be reviewed annually by the Dean of Graduate and Continuing Education. Any questions regarding the interpretation of this policy shall be directed to the Dean of Graduate and Continuing Education for final interpretation and determination.
Appendix C-1: Guidelines for Students’ Professional Behavior

The following guidelines apply to each student’s academic performance, classroom behavior, field-site performance, and general decorum while enrolled at Westfield State College and includes interactions with peers, colleagues, supervisors, clients, other professionals, faculty, advisors, staff, and administrators. The Psychology Department recognizes that “professional behavior” is an evolving process and that students will be developing their awareness and skills in this area as they advance in their program. Students will be offered feedback and guidance from instructors and supervisors throughout their program, but students are also responsible for initiating such input. Attitudes and attributes include but are not limited to:

1. A demonstration of the capacity to work collaboratively and respectfully with others throughout all ranges of professional training experience.

2. A sustained awareness of one’s effectiveness and functioning in clinical and academic settings, as well as an awareness of the use-of-self and one’s personal and professional impact on others.

3. Demonstration of the capacity and willingness to actively respect professional boundaries in interactions with faculty, site supervisors and staff.

4. Demonstration of the capacity to interpret accurately and reasonably the conduct of one’s self and others.

5. A demonstration of and willingness to assume responsibility for learning by utilizing appropriate available resources to fulfill clinical and academic responsibilities (e.g., consultation, supervision, literature, etc.).

6. A demonstration and willingness to meet academic and professional obligations in fieldwork and in the classroom in a timely and responsible manner.

7. A receptivity to constructive commentary and/or criticism from instructors to address such issues that may have been identified.

8. Demonstration of the capacity and willingness to evaluate one’s self and others honestly, fairly, sensitively (e.g., in supervision, in classroom exchanges and exercises, during conferences, etc.).

9. An ability to empathize with clients and an ability to demonstrate this quality effectively in professional role responsibilities (i.e., in both clinical and applied work as well as in general behavior within school, field, or other settings).

10. Demonstration of recognition, appreciation, and sensitivity to individual differences and diversity in the human experience and the relevance of such understanding for the practice of counseling.

11. An overall knowledge, appreciation, and acceptance of the ethical standards and guidelines for the practice of mental health counseling and/or guidance counseling.

12. Demonstration of the willingness and ability to take corrective actions once a problem area has been identified.

13. Not repeating any behavior perceived as “misconduct” after being informed of this perception.

14. Full cooperation and compliance with the Graduate Committee in Psychology and its process.
WSC Assessment of Professional Skills & Disposition for Counselor Trainees

Student __________________________ Semester/Year __________________
Faculty __________________________ Course Number ________________

Rating Scale
1 - Student meets criteria consistently.
1 - Student attempts implementation but still needs support and direction.
1 - Student understands disposition but still has not had the opportunity to apply it
0 - Student does not understand disposition or does not meet criteria for program level
-1 - Student behavior and attitude are contrary to the disposition
N - No Opportunity to observe.

ATTENDANCE, MAINTENANCE OF CLINICAL RECORDS, APPEARANCE
_____ Demonstrates responsibility and reliability in keeping appointments
_____ Personal appearance is professional. The student presents self in a professional manner.
_____ Demonstrates appropriate professional record-keeping

PARTICIPATION IN ACADEMIC/CLASSROOM INSTRUCTION (includes courses, practicum and field experience)
_____ Demonstrates an understanding of counseling theory
_____ Can apply counseling theory to a case
_____ Brings specific questions and concerns directly to the appropriate individual, supervisor, advisor, or classroom instructor.
_____ Shows commitment to the classroom environment
_____ Written work is original work of the student
_____ Student appropriately gives credit for ideas which are not original
_____ Student demonstrates respect for other students and the classroom instructor.

PERSONAL GROWTH AND SUPERVISION
_____ Is open to receiving feedback in supervision
_____ Strives to implement feedback in personal growth as a counselor
_____ Is prepared for supervision (e.g., has thought through the case, has general idea of where she/he is “stuck”, has engaged in self-examination)
_____ Is resourceful, shows initiative, asks questions, and solicits suggestions/feedback from colleagues and supervisors and adjusts performance accordingly
_____ Develops a focused, clear, and professional development plan that incorporates a commitment to continuing scholarship
**CLINICAL SKILLS**
- Demonstrates skill in establishing a therapist-client relationship
- Can develop a treatment plan
- Is able to responsibly manage a case load
- Demonstrates appropriate listening skills

**ETHICAL CONDUCT AND PROFESSIONALISM**
- Protects client confidentiality
- Behavior is in accord with the ACA Code of Ethics; Ethical dilemmas are resolved with careful, rational problem-solving approach and the use of consultation
- Offers feedback to others in a way that is supportive and constructive

**KNOWLEDGE OF AND APPLICATION OF COUNSELING FOR DIVERSE POPULATIONS**
- Respects diversity among colleagues and clients
- Respects alternative styles and opinions

Any reservation about this candidate?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Appendix C-3

Faculty “Log” Entry about a Student’s Behavior

Student: ___________________________________  Program:  MHC GUID
Advisor: ___________________________________

Context in Which Observations Were Made (where, when, and in what role?):
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________

Observations / Description of Relevant Behaviors:
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________

Specific Professional Behavior(s) Involved (See Guidelines for Professional Conduct):
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________

Steps Taken to Address this Issue with the Student:
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________

Student’s Progress in Resolving this Situation:
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________

Recommendations:
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________

Time Frame for Resolution:
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________________________

________________________________       Copy to Student: _______  ____by mail
faculty signature  date     date  ____in person

CC:  ___Program Coordinator/Advisor
     ___Dean
     ___Other (specify) ______________________
[Note: ONLY forward when informal feedback has not resulted in resolution of the faculty member’s concern]
Appendix C-4

Faculty Request for Hearing by Graduate Committee in Psychology

Student: _______________________________ Date submitted: ____________

Advisor: _______________________________ Program: MHC GUID

Faculty Member Initiating Request: _______________________

Date When Situation was First Observed: _________________

Specific Professional Behavior(s) Involved (See Guidelines for Professional Conduct):
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Date and Format When Student was First Contacted about this Situation (please attach copies of any written communication with student about this situation):
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Steps Taken to remediate the Situation:
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Other Relevant Information:
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

faculty signature _______ Copy to Student: _______ by mail
date _______ date _______ in person

CC: ___ Program Coordinator/Advisor
     ___ Dean
     ___ Other (specify) ______________________
Appendix C-5

Documentation of the Hearing by the Graduate Committee in Psychology

Student: ___________________________  Date of Hearing: ____________

Advisor: ___________________________  Program: MHC  GUID

Faculty Member Initiating Hearing: _______________________

Date Student Started Program: ________________  Number of Hours Completed: __________

**Present at Hearing:**
Graduate Committee in Psychology Members:  Student: ___________________________
                                           ___________________________
                                           ___________________________
                                           ___________________________
                                           ___________________________
                                           ___________________________
                                           ___________________________
                                             Student’s guests: _______________________
                                           ___________________________
                                           ___________________________
                                           ___________________________
                                           ___________________________
                                           ___________________________
                                           ___________________________
                                             Faculty/Supervisor: _____________________
                                           ___________________________
                                           ___________________________
                                           ___________________________
                                           ___________________________
                                           ___________________________
                                           ___________________________

**Summary of Situation:**
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Major Points of Discussion at Hearing:**
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Recommendations of the Graduate Committee in Psychology:**
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Basis for Recommendations:**
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Date submitted to Dean: ________________  Copies sent to:  _____ Student
                                           _____ Program coordinator/Advisor
                                           _____ Faculty Member
                                           _____ Other (specify) __________
Appendix C-6

Student’s Appeal to the Recommendation Made by the Graduate Committee in Psychology

Student: ____________________________ Date of Hearing: ____________

Date of Appeal: ______________

Recommendations Made by the Graduate Committee in Psychology:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student’s Reason for Appeal:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student’s Proposed Resolution to Situation:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student’s Rationale for Proposal:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student’s signature ___________________________ date ____________

Submit copies of this appeal to the Dean of Graduate and Continuing Education and the Academic Coordinator/Advisor of your graduate program

Date submitted to Dean: ____________________________
Date submitted to Program Coordinator/Advisor: _________
Appendix D

Counselor Preparation Comprehensive Examination: Textbook List 2010
(Complied by: Center for Credentialing & Education)

Results are presented in the order of frequency of assignment (higher frequency at the top) and alphabetical order within frequency categories. While CPCE item writers do refer to these texts, and recommend them as study aids, inclusion and ranking on this list do not constitute endorsement of any one text over another.

Human Growth and Development


Social and Cultural Foundations


Helping Relationships


Group Work

Appendix E

Internship Eligibility Form

Name: ______________________________________________
Address: ______________________________________________
Phone: ______________________________________________
Email: ______________________________________________

Semester(s) when practicum will take place: ________________

Date of expected graduation: _____________________________

List all of the courses in which you are currently enrolled:

____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

[Please ATTACH a non-official transcript of previous courses completed]

Internship setting preference: Rate your preference (1st, 2nd, 3rd)

_____ Adult corrections  _____ Substance abuse  _____ Family services
_____ Mental health  _____ Career and occupational  _____ Medical/hospital setting
_____ Youth/adolescent corrections  _____ Youth/children services  _____ Employee assistance
_____ Other: ___________________________________________

Explanation of preferred internship settings. Please include a discussion of how your proposed internship will be clinical in nature.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student signature __________________________ Date __________________________

With the completion of courses on transcript, the student is eligible for Internship.

Advisor signature __________________________ Date __________________________
Appendix F

Psychology: Guidance & Mental Health Practicum & Internship Form

| NAME__________________________ | SSN or CWID _________________________ |
| (Last) Please Print (First) |
| ADDRESS_______________________________________________________________________________ |
| TELEPHONE NUMBERS: Business__________ Home______________________________________________ |

1) Pre-Practicum requirements completed? (Guidance Only) Yes:_______________ No:_________________

2) Field Placement: ____________________________ Placement Supervisor (print):__________________________

3) □ ATTACH copy of Practicum Eligibility Form you completed with your advisor.

4) Year: ___________ Semester: __________

5) Course Number, Circle one number and enter credit total:

   *PSYC 0690 Internship (Mental Health Counseling, 3-6 credits) Number of credits: ______

   *PSYC 0691 Practica in Counseling I (Guidance PreK-8, 3-12 credits) Number of credits: ______

   *PSYC 0692 Practica in Counseling I (For Guidance 5-12, 3-12 credits) Number of credits: ______

*The practicum fee does not apply to PSYC0690 Mental Health. The practicum fee does apply to PSYC0691/2 Guidance. The practicum fee is due only once per class. At the discretion of the student’s supervisor, the student will register for all credits in the same semester, paying the $100 at that time OR the student will register twice, once each semester, for half the total credits paying the $100 when registering for the 2nd half in the following semester. Student does not pay the fee twice.

***************************************************************************************

AUTHORIZED SIGNATURES

Westfield State College Supervisor
Signature________________________________ Print Name______________________________

DGCE Chair
Signature________________________ (Program Coordinator) Print Name__________ Date__________

Associate V.P. DGCE
Signature________________________ Date__________

Student Signature:________________________________________ Date:________________________

I understand that if registration for this coursework brings my total credits to ¾ time or more, I am responsible to either pay for medical insurance, or waive it by providing proof of medical insurance via the waiver on the other side of this form.

Attention Student: Tuition waivers and teacher vouchers may not be used for non-education practica or internships. However, matriculated students may use tuition waivers and personally-earned teacher vouchers if the non-education practicum or internship is necessary to meet the requirements of the student’s degree program.

Instructions for completing this form: 1) Students complete Practicum/Internship Eligibility Form (See your Student Handbook) with their program advisor prior to registration. 2) Students obtain signatures of their WSC Supervisor and DGCE Chair and bring completed form to the Graduate & Continuing Education Office to register and pay. Incomplete forms will not be accepted and late fees apply to late registrations. 3) Continuing Ed. staff will obtain Assoc. V.P. signature.
Appendix G

Internship Agreement Form

This agreement is to verify for the College, the Internship Site, and the student intern the expectations of the internship experience.

This agreement between Westfield State College and __________________________(Agency name) of ____________________(City and State) is for identifying responsibilities assumed in the provision of appropriate clinical supervision of ______________(Student’s name)

General guidelines:

1. Internship hours will be in accordance with agency work hours and will total 600 clock hours in which 240 must be in direct and face to face service to clients.
2. The internship must be clinical in nature. Students must have the opportunity to engage in diagnosis and treatment of mental disorders.
3. Students cannot begin accruing clock hours toward internship until all forms have been signed and no sooner than the first day of the academic semester in which the student is enrolled in internship.
4. Students are required to attend internship class sessions for the duration of their internship experience.

Responsibilities of WSC:

1. Assume responsibility for the approval of internship site, maintaining on-going and direct communication with site representatives, and ensuring that student interns are academically ready to begin the internship experience.
2. Internship course instructor will be available for consultation with the clinical supervisor and students for the duration of their internship. The role of the Internship Instructor will be that of a consultant alone; the designated site supervisor will assume legal responsibility for all clients seen by the student intern.
3. Instructor will visit each site once per semester unless more frequent visits are necessary.
4. Instructor will evaluate student intern once each semester.

Responsibilities of Agency:

1. Designate one staff person as clinical supervisor with appropriate degree and approved license.
2. Provide opportunities for the supervisor to become familiar with professional activities in addition to direct service such as writing case notes, attending staff meetings, etc.
3. The opportunity for the intern to use professional resources such as assessment instruments, research, etc.
4. Ensure that at least 240 clock hours are devoted to direct, face to face service to clients and offer audio/video taping access.
5. Provide opportunities for the intern to engage in clinical services such as diagnosis and treatment of mental disorders.
6. If a student is to engage in off site services, proper training and safety messages will be provided by the agency.
7. Provide appropriate working conditions such as desk space, access to a telephone, office space to meet with clients privately, etc.
8. Provide one hour of face to face supervision each week.
10. Monitor student performance and report to Internship Instructor if difficulties in performance, ethics, or other related activity arise.

Student Responsibilities:

1. Student will attend all classes for Mental Health Counseling Internship course.
2. The student will complete a weekly log and activity report, obtain site supervisor’s signature on each activity report, and submit to course instructor on a weekly basis.
3. The student will complete duties assigned and at hours scheduled at the internship site.
4. The student will conduct themselves in a professional manner expected of all counselor trainees and professional counselors.
5. Student is responsible for seeing that all paperwork related to the internship is completed in a timely manner.
6. The student will purchase professional liability insurance and have proof of coverage throughout the internship experience.

The signatures below indicate each person’s understanding of the internship requirements for the mental health counseling internship at WSC. The signatures also represent each person’s agreement to upholding his or her respective responsibilities outlined in this form.

The Mental Health Counseling Internship will begin ____________and conclude ___________ for a total of ________ weeks.

**Agency Representative**

Signature: _____________________  Agency Name, Address, and Telephone
Printed: _____________________
Title: _____________________
Date: _____________________

**Student**

Signature: _____________________
Printed: _____________________
Date: _____________________

**WSC Internship Instructor**

Signature: _____________________
Printed: _____________________
Date: _____________________
Appendix H
Supervisor Assignment & Qualification Form

Name of Intern: ________________________

Internship will extend for ________ hours a week for _________ weeks, totaling at least 600 clock hours of service, of which a minimum of 240 clock hours are devoted to direct, face-to-face service to clients. Clinical services include the diagnosis and treatment of mental health disorders. Minimum face-to-face supervision hours to be provided each week will equal one hour on individual supervision for every 16 work hours. The agency supervisor will assume full and direct legal responsibility for all clients seen by the student intern.

*Please attach a brochure of the agency/service organization

Name of internship supervisor: _____________________
Name of agency: _____________________
Business address: _____________________
Email address: _____________________
Telephone: _____________________
Current Job Title: _____________________

Educational/Academic Information:

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Licensure Information:

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Certification Information:

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Signatures:

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<th>Site Supervisor</th>
<th>Practicum Student</th>
<th>WSC Supervisor</th>
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Appendix I

American Counseling Association Code of Ethics

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Mission
The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.

ACA Code of Ethics Preamble
The American Counseling Association is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. ACA members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts.

Professional values are an important way of living out an ethical commitment. Values inform principles. Inherently held values that guide our behaviors or exceed prescribed behaviors are deeply ingrained in the counselor and developed out of personal dedication, rather than the mandatory requirement of an external organization.

ACA Code of Ethics Purpose
The ACA Code of Ethics serves five main purposes:

1. The Code enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members.
2. The Code helps support the mission of the association.
3. The Code establishes principles that define ethical behavior and best practices of association members.
4. The Code serves as an ethical guide designed to assist members in constructing a professional course of action that best serves those utilizing counseling services and best promotes the values of the counseling profession.
5. The Code serves as the basis for processing of ethical complaints and inquiries initiated against members of the association.

The ACA Code of Ethics contains eight main sections that address the following areas:
Section A: The Counseling Relationship
Section B: Confidentiality, Privileged Communication, and Privacy
Section C: Professional Responsibility
Section D: Relationships With Other Professionals
Section E: Evaluation, Assessment, and Interpretation
Section F: Supervision, Training, and Teaching
Section G: Research and Publication
Section H: Resolving Ethical Issues

Each section of the ACA Code of Ethics begins with an Introduction. The introductions to each section discuss what counselors should aspire to with regard to ethical behavior and responsibility. The Introduction helps set the tone for that particular section and provides a starting point that invites reflection on the ethical mandates contained in each part of the ACA Code of Ethics.

When counselors are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process. Reasonable differences of opinion can and do exist among counselors with respect to the ways in which values, ethical principles, and ethical standards would be applied when they conflict. While there is no specific ethical decision-making model that is most effective, counselors are expected to be familiar with a credible model of decision making that can bear public scrutiny and its application.

Through a chosen ethical decision-making process and evaluation of the context of the situation, counselors are empowered to make decisions that help expand the capacity of people to grow and develop.
A brief glossary is given to provide readers with a concise description of some of the terms used in the ACA Code of Ethics.

Section A: The Counseling Relationship

Introduction
Counselors encourage client growth and development in ways that foster the interest and welfare of clients and promote formation of healthy relationships. Counselors actively attempt to understand the diverse cultural backgrounds of the clients they serve. Counselors also explore their own cultural identities and how these affect their values and beliefs about the counseling process.

Counselors are encouraged to contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (pro bono publico).

A.1. Welfare of Those Served by Counselors
A.1.a. Primary Responsibility
The primary responsibility of counselors is to respect the dignity and to promote the welfare of clients.
A.1.b. Records
Counselors maintain records necessary for rendering professional services to their clients and as required by laws, regulations, or agency or institution procedures. Counselors include sufficient and timely documentation in their client records to facilitate the delivery and continuity of needed services. Counselors take reasonable steps to ensure that documentation in records accurately reflects client progress and services provided. If errors are made in client records, counselors take steps to properly note the correction of such errors according to agency or institutional policies. (See A.12. g.7., B.6., B.6.g., G.2.j.)
A.1.c. Counseling Plans
Counselors and their clients work jointly in devising integrated counseling plans that offer reasonable promise of success and are consistent with abilities and circumstances of clients. Counselors and clients regularly review counseling plans to assess their continued viability and effectiveness, respecting the freedom of choice of clients. (See A.2.a., A.2.d., A.12.g.)
A.1.d. Support Network Involvement
Counselors recognize that support networks hold various meanings in the lives of clients and consider enlisting the support, understanding, and involvement of others (e.g., religious/spiritual/community leaders, family members, friends) as positive resources, when appropriate, with client consent.
A.1.e. Employment Needs
Counselors work with their clients considering employment in jobs that are consistent with the overall abilities, vocational limitations, physical restrictions, general temperament, interest and aptitude patterns, social skills, education, general qualifications, and other relevant characteristics and needs of clients. When appropriate, counselors appropriately trained in career development will assist in the placement of clients in positions that are consistent with the interest, culture, and the welfare of clients, employers, and/or the public.

A.2. Informed Consent in the Counseling Relationship
(See A.12.g., B.5., B.6.b., E.3., E.13.b., F.1.c., G.2.a.)
A.2.a. Informed Consent
Clients have the freedom to choose whether to enter into or remain in a counseling relationship and need adequate information about the counseling process and the counselor. Counselors have an obligation to review in writing and verbally with clients the rights and responsibilities of both the counselor and the client. Informed consent is an ongoing part of the counseling process, and counselors appropriately document discussions of informed consent throughout the counseling relationship.
A.2.b. Types of Information Needed
Counselors explicitly explain to clients the nature of all services provided. They inform clients about issues such as, but not limited to, the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services; the counselor’s qualifications, credentials, and relevant experience; continuation of services upon the incapacitation or death of a counselor; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis, the intended use of tests and reports, fees, and billing arrangements. Clients have the right to confidentiality and to be provided with an explanation of its limitations (including how supervisors and/or treatment team professionals are involved); to obtain clear information about their records; to participate in the ongoing counseling plans; and to refuse any services or modality change and to be advised of the consequences of such refusal.
A.2.c. Developmental and Cultural Sensitivity
Counselors communicate information in ways that are both developmentally and culturally appropriate. Counselors use clear and understandable language when discussing issues related to informed consent. When clients have difficulty understanding the language used by counselors, they provide necessary services (e.g., arranging for a qualified interpreter or translator) to ensure comprehension by clients. In collaboration with clients, counselors consider cultural implications of informed consent procedures and, where possible, counselors adjust their practices accordingly.

A.2.d. Inability to Give Consent
When counseling minors or persons unable to give voluntary consent, counselors seek the assent of clients to services, and include them in decision making as appropriate. Counselors recognize the need to balance the ethical rights of clients to make choices, their capacity to give consent or assent to receive services, and parental or familial legal rights and responsibilities to protect these clients and make decisions on their behalf.

A.3. Clients Served by Others
When counselors learn that their clients are in a professional relationship with another mental health professional, they request release from clients to inform the other professionals and strive to establish positive and collaborative professional relationships.

A.4. Avoiding Harm and Imposing Values
A.4.a. Avoiding Harm
Counselors act to avoid harming their clients, trainees, and research participants and to minimize or to remedy unavoidable or unanticipated harm.

A.4.b. Personal Values
Counselors are aware of their own values, attitudes, beliefs, and behaviors and avoid imposing values that are inconsistent with counseling goals. Counselors respect the diversity of clients, trainees, and research participants.

A.5. Roles and Relationships With Clients
(See F.3., F.10., G.3.)
A.5.a. Current Clients
Sexual or romantic counselor–client interactions or relationships with current clients, their romantic partners, or their family members are prohibited.

A.5.b. Former Clients
Sexual or romantic counselor–client interactions or relationships with former clients, their romantic partners, or their family members are prohibited for a period of 5 years following the last professional contact. Counselors, before engaging in sexual or romantic interactions or relationships with clients, their romantic partners, or client family members after 5 years following the last professional contact, demonstrate forethought and document (in written form) whether the interactions or relationship can be viewed as exploitative in some way and/or whether there is still potential to harm the former client; in cases of potential exploitation and/or harm, the counselor avoids entering such an interaction or relationship.

A.5.c. Nonprofessional Interactions or Relationships (Other Than Sexual or Romantic Interactions or Relationships)
Counselor–client nonprofessional relationships with clients, former clients, their romantic partners, or their family members should be avoided, except when the interaction is potentially beneficial to the client. (See A.5.d.)

A.5.d. Potentially Beneficial Interactions
When a counselor–client nonprofessional interaction with a client or former client may be potentially beneficial to the client or former client, the counselor must document in case records, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the client or former client and other individuals significantly involved with the client or former client. Such interactions should be initiated with appropriate client consent. Where unintentional harm occurs to the client or former client, or to an individual significantly involved with the client or former client, due to the nonprofessional interaction, the counselor must show evidence of an attempt to remedy such harm. Examples of potentially beneficial interactions include, but are not limited to, attending a formal ceremony (e.g., a wedding/commitment ceremony or graduation); purchasing a service or product provided by a client or former client (excepting unrestricted bartering); hospital visits to an ill family member; mutual membership in a professional association, organization, or community. (See A.5.c.)

A.5.e. Role Changes in the Professional Relationship
When a counselor changes a role from the original or most recent contracted relationship, he or she obtains informed consent from the client and explains the rights of the client to refuse services related to the change. Examples of role changes include:

1. changing from individual to relationship or family counseling, or vice versa;
2. changing from a nonforensic evaluative role to a therapeutic role, or vice versa;
3. changing from a counselor to a researcher role (i.e., enlisting clients as research participants), or vice versa; and
4. changing from a counselor to a mediator role, or vice versa.

Clients must be fully informed of any anticipated consequences (e.g., financial, legal, personal, or therapeutic) of counselor role changes.

A.6. Roles and Relationships at Individual, Group, Institutional, and Societal Levels
A.6.a. Advocacy
When appropriate, counselors advocate at individual, group, institutional, and societal levels to examine potential barriers and obstacles that inhibit access and/or the growth and development of clients.

A.6.b. Confidentiality and Advocacy
Counselors obtain client consent prior to engaging in advocacy efforts on behalf of an identifiable client to improve the provision of services and to work toward removal of systemic barriers or obstacles that inhibit client access, growth, and development.

A.7. Multiple Clients
When a counselor agrees to provide counseling services to two or more persons who have a relationship, the counselor clarifies at the outset which person or persons are clients and the nature of the relationships the counselor will have with each involved person. If it becomes apparent that the counselor may be called upon to perform potentially conflicting roles, the counselor will clarify, adjust, or withdraw from roles appropriately. (See A.8.a., B.4.)

A.8. Group Work
(See B.4.a.)
A.8.a. Screening
Counselors screen prospective group counseling/therapy participants. To the extent possible, counselors select members whose needs and goals are compatible with goals of the group, who will not impede the group process, and whose well-being will not be jeopardized by the group experience.

A.8.b. Protecting Clients
In a group setting, counselors take reasonable precautions to protect clients from physical, emotional, or psychological trauma.

A.9. End-of-Life Care for Terminally Ill Clients
A.9.a. Quality of Care
Counselors strive to take measures that enable clients
1. to obtain high quality end-of-life care for their physical, emotional, social, and spiritual needs;
2. to exercise the highest degree of self-determination possible;
3. to be given every opportunity possible to engage in informed decision making regarding their end-of-life care; and
4. to receive complete and adequate assessment regarding their ability to make competent, rational decisions on their own behalf from a mental health professional who is experienced in end-of-life care practice.

A.9.b. Counselor Competence, Choice, and Referral
Recognizing the personal, moral, and competence issues related to end-of-life decisions, counselors may choose to work or not work with terminally ill clients who wish to explore their end-of-life options. Counselors provide appropriate referral information to ensure that clients receive the necessary help.

A.9.c. Confidentiality
Counselors who provide services to terminally ill individuals who are considering hastening their own deaths have the option of breaking or not breaking confidentiality, depending on applicable laws and the specific circumstances of the situation and after seeking consultation or supervision from appropriate professional and legal parties. (See B.5.c., B.7.c.)

A.10. Fees and Bartering
A.10.a. Accepting Fees From Agency Clients
Counselors refuse a private fee or other remuneration for rendering services to persons who are entitled to such services through the counselor’s employing agency or institution. The policies of a particular agency may make explicit provisions for agency clients to receive counseling services from members of its staff in private practice. In such instances, the clients must be informed of other options open to them should they seek private counseling services.

A.10.b. Establishing Fees
In establishing fees for professional counseling services, counselors consider the financial status of clients and locality. In the event that the established fee structure is inappropriate for a client, counselors assist clients in attempting to find comparable services of acceptable cost.

A.10.c. Nonpayment of Fees
If counselors intend to use collection agencies or take legal measures to collect fees from clients who do not pay for services as agreed upon, they first inform clients of intended actions and offer clients the opportunity to make payment.

A.10.d. Bartering
Counselors may barter only if the relationship is not exploitive or harmful and does not place the counselor in an unfair advantage, if the client requests it, and if such arrangements are an accepted practice among professionals in the community. Counselors consider the cultural implications of bartering and discuss relevant concerns with clients and document such agreements in a clear written contract.

A.10.e. Receiving Gifts
Counselors understand the challenges of accepting gifts from clients and recognize that in some cultures, small gifts are a token of respect and showing gratitude. When determining whether or not to accept a gift from clients, counselors take into account the therapeutic relationship, the monetary value of the gift, a client’s motivation for giving the gift, and the counselor’s motivation for wanting or declining the gift.

A.11. Termination and Referral
A.11.a. Abandonment Prohibited
Counselors do not abandon or neglect clients in counseling. Counselors assist in making appropriate arrangements for the continuation of treatment, when necessary, during interruptions such as vacations, illness, and following termination.

A.11.b. Inability to Assist Clients
If counselors determine an inability to be of professional assistance to clients, they avoid entering or continuing counseling relationships. Counselors are knowledgeable about culturally and clinically appropriate referral resources and suggest these alternatives. If clients decline the suggested referrals, counselors should discontinue the relationship.

A.11.c. Appropriate Termination
Counselors terminate a counseling relationship when it becomes reasonably apparent that the client no longer needs assistance, is not likely to benefit, or is being harmed by continued counseling. Counselors may terminate counseling when in jeopardy of harm by the client, or another person with whom the client has a relationship, or when clients do not pay fees as agreed upon. Counselors provide pretermination counseling and recommend other service providers when necessary.

A.11.d. Appropriate Transfer of Services
When counselors transfer or refer clients to other practitioners, they ensure that appropriate clinical and administrative processes are completed and open communication is maintained with both clients and practitioners.

A.12. Technology Applications
A.12.a. Benefits and Limitations
Counselors inform clients of the benefits and limitations of using information technology applications in the counseling process and in business/billing procedures. Such technologies include but are not limited to computer hardware and software, telephones, the World Wide Web, the Internet, online assessment instruments and other communication devices.

A.12.b. Technology-Assisted Services
When providing technology-assisted distance counseling services, counselors determine that clients are intellectually, emotionally, and physically capable of using the application and that the application is appropriate for the needs of clients.

A.12.c. Inappropriate Services
When technology-assisted distance counseling services are deemed inappropriate by the counselor or client, counselors consider delivering services face to face.

A.12.d. Access
Counselors provide reasonable access to computer applications when providing technology-assisted distance counseling services.

A.12.e. Laws and Statutes
Counselors ensure that the use of technology does not violate the laws of any local, state, national, or international entity and observe all relevant statutes.

A.12.f. Assistance
Counselors seek business, legal, and technical assistance when using technology applications, particularly when the use of such applications crosses state or national boundaries.

A.12.g. Technology and Informed Consent
As part of the process of establishing informed consent, counselors do the following:
1. Address issues related to the difficulty of maintaining the confidentiality of electronically transmitted communications.
2. Inform clients of all colleagues, supervisors, and employees, such as Informational Technology (IT) administrators, who might have authorized or unauthorized access to electronic transmissions.
3. Urge clients to be aware of all authorized or unauthorized users including family members and fellow employees who have access to any technology clients may use in the counseling process.
4. Inform clients of pertinent legal rights and limitations governing the practice of a profession over state lines or international boundaries.
5. Use encrypted Web sites and e-mail communications to help ensure confidentiality when possible.
6. When the use of encryption is not possible, counselors notify clients of this fact and limit electronic transmissions to general communications that are not client specific.
7. Inform clients if and for how long archival storage of transaction records are maintained.
8. Discuss the possibility of technology failure and alternate methods of service delivery.
9. Inform clients of emergency procedures, such as calling 911 or a local crisis hotline, when the counselor is not available.
10. Discuss time zone differences, local customs, and cultural or language differences that might impact service delivery.
11. Inform clients when technology-assisted distance counseling services are not covered by insurance. (See A.2.)

A.12.h. Sites on the World Wide Web
Counselors maintaining sites on the World Wide Web (the Internet) do the following:
1. Regularly check that electronic links are working and professionally appropriate.
2. Establish ways clients can contact the counselor in case of technology failure.
3. Provide electronic links to relevant state licensure and professional certification boards to protect consumer rights and facilitate addressing ethical concerns.
5. Obtain the written consent of the legal guardian or other authorized legal representative prior to rendering services in the event the client is a minor child, an adult who is legally incompetent, or an adult incapable of giving informed consent.
6. Strive to provide a site that is accessible to persons with disabilities.
7. Strive to provide translation capabilities for clients who have a different primary language while also addressing the imperfect nature of such translations.
8. Assist clients in determining the validity and reliability of information found on the World Wide Web and other technology applications.

Section B: Confidentiality, Privileged Communication, and Privacy

Introduction
Counselors recognize that trust is a cornerstone of the counseling relationship. Counselors aspire to earn the trust of clients by creating an ongoing partnership, establishing and upholding appropriate boundaries, and maintaining confidentiality. Counselors communicate the parameters of confidentiality in a culturally competent manner.

B.1. Respecting Client Rights
B.1.a. Multicultural/Diversity Considerations
Counselors maintain awareness and sensitivity regarding cultural meanings of confidentiality and privacy. Counselors respect differing views toward disclosure of information. Counselors hold ongoing discussions with clients as to how, when, and with whom information is to be shared.

B.1.b. Respect for Privacy
Counselors respect client rights to privacy. Counselors solicit private information from clients only when it is beneficial to the counseling process.

B.1.c. Respect for Confidentiality
Counselors do not share confidential information without client consent or without sound legal or ethical justification.

B.1.d. Explanation of Limitations
At initiation and throughout the counseling process, counselors inform clients of the limitations of confidentiality and seek to identify foreseeable situations in which confidentiality must be breached. (See A.2.b.)

B.2. Exceptions
B.2.a. Danger and Legal Requirements
The general requirement that counselors keep information confidential does not apply when disclosure is required to protect clients or identified others from serious and foreseeable harm or when legal requirements demand that confidential information must be revealed. Counselors consult with other professionals when in doubt as to the validity of an exception. Additional considerations apply when addressing end-of-life issues. (See A.9.c.)

B.2.b. Contagious, Life-Threatening Diseases
When clients disclose that they have a disease commonly known to be both communicable and life threatening, counselors may be justified in disclosing information to identifiable third parties, if they are known to be at demonstrable and high risk of contracting the disease. Prior to making a disclosure, counselors confirm that there is such a diagnosis and assess the intent of clients to inform the third parties about their disease or to engage in any behaviors that may be harmful to an identifiable third party.

B.2.c. Court-Ordered Disclosure
When subpoenaed to release confidential or privileged information without a client’s permission, counselors obtain written, informed consent from the client or take steps to prohibit the disclosure or have it limited as narrowly as possible due to potential harm to the client or counseling relationship.

B.2.d. Minimal Disclosure
To the extent possible, clients are informed before confidential information is disclosed and are involved in the disclosure decision-making process. When circumstances require the disclosure of confidential information, only essential information is revealed.

B.3. Information Shared With Others

B.3.a. Subordinates
Counselors make every effort to ensure that privacy and confidentiality of clients are maintained by subordinates, including employees, supervisees, students, clerical assistants, and volunteers. (See F.1.c.)

B.3.b. Treatment Teams
When client treatment involves a continued review or participation by a treatment team, the client will be informed of the team’s existence and composition, information being shared, and the purposes of sharing such information.

B.3.c. Confidential Settings
Counselors discuss confidential information only in settings in which they can reasonably ensure client privacy.

B.3.d. Third-Party Payers
Counselors disclose information to third-party payers only when clients have authorized such disclosure.

B.3.e. Transmitting Confidential Information
Counselors take precautions to ensure the confidentiality of information transmitted through the use of computers, electronic mail, facsimile machines, telephones, voicemail, answering machines, and other electronic or computer technology. (See A.12.g.)

B.3.f. Deceased Clients
Counselors protect the confidentiality of deceased clients, consistent with legal requirements and agency or setting policies.

B.4. Groups and Families

B.4.a. Group Work
In group work, counselors clearly explain the importance and parameters of confidentiality for the specific group being entered.

B.4.b. Couples and Family Counseling
In couples and family counseling, counselors clearly define who is considered “the client” and discuss expectations and limitations of confidentiality. Counselors seek agreement and document in writing such agreement among all involved parties having capacity to give consent concerning each individual’s right to confidentiality and any obligation to preserve the confidentiality of information known.

B.5. Clients Lacking Capacity to Give Informed Consent

B.5.a. Responsibility to Clients
When counseling minor clients or adult clients who lack the capacity to give voluntary, informed consent, counselors protect the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards.

B.5.b. Responsibility to Parents and Legal Guardians
Counselors inform parents and legal guardians about the role of counselors and the confidential nature of the counseling relationship. Counselors are sensitive to the cultural diversity of families and respect the inherent rights and responsibilities
of parents/guardians over the welfare of their children/charges according to law. Counselors work to establish, as appropriate, collaborative relationships with parents/guardians to best serve clients.

**B.5.c. Release of Confidential Information**

When counseling minor clients or adult clients who lack the capacity to give voluntary consent to release confidential information, counselors seek permission from an appropriate third party to disclose information. In such instances, counselors inform clients consistent with their level of understanding and take culturally appropriate measures to safeguard client confidentiality.

**B.6. Records**

**B.6.a. Confidentiality of Records**

Counselors ensure that records are kept in a secure location and that only authorized persons have access to records.

**B.6.b. Permission to Record**

Counselors obtain permission from clients prior to recording sessions through electronic or other means.

**B.6.c. Permission to Observe**

Counselors obtain permission from clients prior to observing counseling sessions, reviewing session transcripts, or viewing recordings of sessions with supervisors, faculty, peers, or others within the training environment.

**B.6.d. Client Access**

Counselors provide reasonable access to records and copies of records when requested by competent clients. Counselors limit the access of clients to their records, or portions of their records, only when there is compelling evidence that such access would cause harm to the client. Counselors document the request of clients and the rationale for withholding some or all of the record in the files of clients. In situations involving multiple clients, counselors provide individual clients with only those parts of records that related directly to them and do not include confidential information related to any other client.

**B.6.e. Assistance With Records**

When clients request access to their records, counselors provide assistance and consultation in interpreting counseling records.

**B.6.f. Disclosure or Transfer**

Unless exceptions to confidentiality exist, counselors obtain written permission from clients to disclose or transfer records to legitimate third parties. Steps are taken to ensure that receivers of counseling records are sensitive to their confidential nature. (See A.3., E.4.)

**B.6.g. Storage and Disposal After Termination**

Counselors store records following termination of services to ensure reasonable future access, maintain records in accordance with state and federal statutes governing records, and dispose of client records and other sensitive materials in a manner that protects client confidentiality. When records are of an artistic nature, counselors obtain client (or guardian) consent with regards to handling of such records or documents. (See A.1.b.)

**B.6.h. Reasonable Precautions**

Counselors take reasonable precautions to protect client confidentiality in the event of the counselor’s termination of practice, incapacity, or death. (See C.2.h.)

**B.7. Research and Training**

**B.7.a. Institutional Approval**

When institutional approval is required, counselors provide accurate information about their research proposals and obtain approval prior to conducting their research. They conduct research in accordance with the approved research protocol.

**B.7.b. Adherence to Guidelines**

Counselors are responsible for understanding and adhering to state, federal, agency, or institutional policies or applicable guidelines regarding confidentiality in their research practices.

**B.7.c. Confidentiality of Information Obtained in Research**

Violations of participant privacy and confidentiality are risks of participation in research involving human participants. Investigators maintain all research records in a secure manner. They explain to participants the risks of violations of privacy and confidentiality and disclose to participants any limits of confidentiality that reasonably can be expected. Regardless of the degree to which confidentiality will be maintained, investigators must disclose to participants any limits of confidentiality that reasonably can be expected. (See G.2.e.)

**B.7.d. Disclosure of Research Information**

Counselors do not disclose confidential information that reasonably could lead to the identification of a research participant unless they have obtained the prior consent of the person. Use of data derived from counseling relationships for purposes of training, research, or publication is confined to content that is disguised to ensure the anonymity of the individuals involved. (See G.2.a., G.2.d.)
B.7.e. Agreement for Identification
Identification of clients, students, or supervisees in a presentation or publication is permissible only when they have reviewed the material and agreed to its presentation or publication. (See G.4.d.)

B.8. Consultation
B.8.a. Agreements
When acting as consultants, counselors seek agreements among all parties involved concerning each individual’s rights to confidentiality, the obligation of each individual to preserve confidential information, and the limits of confidentiality of information shared by others.

B.8.b. Respect for Privacy
Information obtained in a consulting relationship is discussed for professional purposes only with persons directly involved with the case. Written and oral reports present only data germane to the purposes of the consultation, and every effort is made to protect client identity and to avoid undue invasion of privacy.

B.8.c. Disclosure of Confidential Information
When consulting with colleagues, counselors do not disclose confidential information that reasonably could lead to the identification of a client or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided. They disclose information only to the extent necessary to achieve the purposes of the consultation. (See D.2.d.)

Section C: Professional Responsibility

Introduction
Counselors aspire to open, honest, and accurate communication in dealing with the public and other professionals. They practice in a nondiscriminatory manner within the boundaries of professional and personal competence and have a responsibility to abide by the ACA Code of Ethics. Counselors actively participate in local, state, and national associations that foster the development and improvement of counseling. Counselors advocate to promote change at the individual, group, institutional, and societal levels that improve the quality of life for individuals and groups and remove potential barriers to the provision or access of appropriate services being offered. Counselors have a responsibility to the public to engage in counseling practices that are based on rigorous research methodologies. In addition, counselors engage in self-care activities to maintain and promote their emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.1. Knowledge of Standards
Counselors have a responsibility to read, understand, and follow the ACA Code of Ethics and adhere to applicable laws and regulations.

C.2. Professional Competence
C.2.a. Boundaries of Competence
Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population. (See A.9.b., C.4.e., E.2., F.2., F.11.b.)

C.2.b. New Specialty Areas of Practice
Counselors practice in specialty areas new to them only after appropriate education, training, and supervised experience. While developing skills in new specialty areas, counselors take steps to ensure the competence of their work and to protect others from possible harm. (See F.6.f.)

C.2.c. Qualified for Employment
Counselors accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors hire for professional counseling positions only individuals who are qualified and competent for those positions.

C.2.d. Monitor Effectiveness
Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary. Counselors in private practice take reasonable steps to seek peer supervision as needed to evaluate their efficacy as counselors.

C.2.e. Consultation on Ethical Obligations
Counselors take reasonable steps to consult with other counselors or related professionals when they have questions regarding their ethical obligations or professional practice.

C.2.f. Continuing Education
Counselors recognize the need for continuing education to acquire and maintain a reasonable level of awareness of current scientific and professional information in their fields of activity. They take steps to maintain competence in the skills they use, are open to new procedures, and keep current with the diverse populations and specific populations with whom they work.

C.2.g. Impairment
Counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent arm to clients. (See A.11.b., F.8.b.)

C.2.h. Counselor Incapacitation or Termination of Practice
When counselors leave a practice, they follow a prepared plan for transfer of clients and files. Counselors prepare and disseminate to an identified colleague or “records custodian” a plan for the transfer of clients and files in the case of their incapacitation, death, or termination of practice.

C.3. Advertising and Soliciting Clients
C.3.a. Accurate Advertising
When advertising or otherwise representing their services to the public, counselors identify their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent.

C.3.b. Testimonials
Counselors who use testimonials do not solicit them from current clients nor former clients nor any other persons who may be vulnerable to undue influence.

C.3.c. Statements by Others
Counselors make reasonable efforts to ensure that statements made by others about them or the profession of counseling are accurate.

C.3.d. Recruiting Through Employment
Counselors do not use their places of employment or institutional affiliation to recruit or gain clients, supervisees, or consultees for their private practices.

C.3.e. Products and Training Advertisements
Counselors who develop products related to their profession or conduct workshops or training events ensure that the advertisements concerning these products or events are accurate and disclose adequate information for consumers to make informed choices. (See C.6.d.)

C.3.f. Promoting to Those Served
Counselors do not use counseling, teaching, training, or supervisory relationships to promote their products or training events in a manner that is deceptive or would exert undue influence on individuals who may be vulnerable. However, counselor educators may adopt textbooks they have authored for instructional purposes.

C.4. Professional Qualifications
C.4.a. Accurate Representation
Counselors claim or imply only professional qualifications actually completed and correct any known misrepresentations of their qualifications by others. Counselors truthfully represent the qualifications of their professional colleagues. Counselors clearly distinguish between paid and volunteer work experience and accurately describe their continuing education and specialized training. (See C.2.a.)

C.4.b. Credentials
Counselors claim only licenses or certifications that are current and in good standing.

C.4.c. Educational Degrees
Counselors clearly differentiate between earned and honorary degrees.

C.4.d. Implying Doctoral-Level Competence
Counselors clearly state their highest earned degree in counseling or closely related field. Counselors do not imply doctoral-level competence when only possessing a master’s degree in counseling or a related field by referring to themselves as “Dr.” in a counseling context when their doctorate is not in counseling or related field.

C.4.e. Program Accreditation Status
Counselors clearly state the accreditation status of their degree programs at the time the degree was earned.

C.4.f. Professional Membership
Counselors clearly differentiate between current, active memberships and former memberships in associations. Members of the American Counseling Association must clearly differentiate between professional membership, which implies the possession of at least a master’s degree in counseling, and regular membership, which is open to individuals whose interests and activities are consistent with those of ACA but are not qualified for professional membership.

C.5. Nondiscrimination
Counselors do not condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, socioeconomic status, or any basis proscribed by law. Counselors do not discriminate against clients, students, employees, supervisees, or research participants in a manner that has a negative impact on these persons.

C.6. Public Responsibility
C.6.a. Sexual Harassment
Counselors do not engage in or condone sexual harassment. Sexual harassment is defined as sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with professional activities or roles, and that either
1. is unwelcome, is offensive, or creates a hostile workplace or learning environment, and counselors know or are told this; or
2. is sufficiently severe or intense to be perceived as harassment to a reasonable person in the context in which the behavior occurred. Sexual harassment can consist of a single intense or severe act or multiple persistent or pervasive acts.

C.6.b. Reports to Third Parties
Counselors are accurate, honest, and objective in reporting their professional activities and judgments to appropriate third parties, including courts, health insurance companies, those who are the recipients of evaluation reports, and others. (See B.3., E.4.)

C.6.c. Media Presentations
When counselors provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, technology-based applications, printed articles, mailed material, or other media, they take reasonable precautions to ensure that
1. the statements are based on appropriate professional counseling literature and practice,
2. the statements are otherwise consistent with the ACA Code of Ethics, and
3. the recipients of the information are not encouraged to infer that a professional counseling relationship has been established.

C.6.d. Exploitation of Others
Counselors do not exploit others in their professional relationships. (See C.3.e.)

C.6.e. Scientific Bases for Treatment Modalities
Counselors use techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation. Counselors who do not must define the techniques/procedures as “unproven” or “developing” and explain the potential risks and ethical considerations of using such techniques/procedures and take steps to protect clients from possible harm. (See A.4.a., E.5.c., E.5.d.)

C.7. Responsibility to Other Professionals
C.7.a. Personal Public Statements
When making personal statements in a public context, counselors clarify that they are speaking from their personal perspectives and that they are not speaking on behalf of all counselors or the profession.

Section D: Relationships With Other Professionals

Introduction
Professional counselors recognize that the quality of their interactions with colleagues can influence the quality of services provided to clients. They work to become knowledgeable about colleagues within and outside the field of counseling. Counselors develop positive working relationships and systems of communication with colleagues to enhance services to clients.

D.1. Relationships With Colleagues, Employers, and Employees
D.1.a. Different Approaches
Counselors are respectful of approaches to counseling services that differ from their own. Counselors are respectful of traditions and practices of other professional groups with which they work.

D.1.b. Forming Relationships
Counselors work to develop and strengthen interdisciplinary relations with colleagues from other disciplines to best serve clients.

D.1.c. Interdisciplinary Teamwork
Counselors who are members of interdisciplinary teams delivering multifaceted services to clients, keep the focus on how to best serve the clients. They participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the counseling profession and those of colleagues from other disciplines. (See A.1.a.)

D.1.d. Confidentiality
When counselors are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, they clarify role expectations and the parameters of confidentiality with their colleagues. (See B.1.c., B.1.d., B.2.c., B.2.d., B.3.b.)

D.1.e. Establishing Professional and Ethical Obligations
Counselors who are members of interdisciplinary teams clarify professional and ethical obligations of the team as a whole and of its individual members. When a team decision raises ethical concerns, counselors first attempt to resolve the concern within the team. If they cannot reach resolution among team members, counselors pursue other avenues to address their concerns consistent with client well-being.

D.1.f. Personnel Selection and Assignment
Counselors select competent staff and assign responsibilities compatible with their skills and experiences.

D.1.g. Employer Policies
The acceptance of employment in an agency or institution implies that counselors are in agreement with its general policies and principles. Counselors strive to reach agreement with employers as to acceptable standards of conduct that allow for changes in institutional policy conducive to the growth and development of clients.

D.1.h. Negative Conditions
Counselors alert their employers of inappropriate policies and practices. They attempt to effect changes in such policies or procedures through constructive action within the organization. When such policies are potentially disruptive or damaging to clients or may limit the effectiveness of services provided and change cannot be effected, counselors take appropriate further action. Such action may include referral to appropriate certification, accreditation, or state licensure organizations, or voluntary termination of employment.

D.1.i. Protection From Punitive Action
Counselors take care not to harass or dismiss an employee who has acted in a responsible and ethical manner to expose inappropriate employer policies or practices.

D.2. Consultation
D.2.a. Consultant Competency
Counselors take reasonable steps to ensure that they have the appropriate resources and competencies when providing consultation services. Counselors provide appropriate referral resources when requested or needed. (See C.2.a.)

D.2.b. Understanding Consultees
When providing consultation, counselors attempt to develop with their consultees a clear understanding of problem definition, goals for change, and predicted consequences of interventions selected.

D.2.c. Consultant Goals
The consulting relationship is one in which consultee adaptability and growth toward self-direction are consistently encouraged and cultivated.

D.2.d. Informed Consent in Consultation
When providing consultation, counselors have an obligation to review, in writing and verbally, the rights and responsibilities of both counselors and consultees. Counselors use clear and understandable language to inform all parties involved about the purpose of the services to be provided, relevant costs, potential risks and benefits, and the limits of confidentiality. Working in conjunction with the consultee, counselors attempt to develop a clear definition of the problem, goals for change, and predicted consequences of interventions that are culturally responsive and appropriate to the needs of consultees. (See A.2.a., A.2.b.)

Section E: Evaluation, Assessment, and Interpretation

Introduction
Counselors use assessment instruments as one component of the counseling process, taking into account the client personal and cultural context. Counselors promote the well-being of individual clients or groups of clients by developing and using appropriate educational, psychological, and career assessment instruments.

E.1. General
E.1.a. Assessment
The primary purpose of educational, psychological, and career assessment is to provide measurements that are valid and reliable in either comparative or absolute terms. These include, but are not limited to, measurements of ability, personality, interest, intelligence, achievement, and performance. Counselors recognize the need to interpret the statements in this section as applying to both quantitative and qualitative assessments.

E.1.b. Client Welfare
Counselors do not misuse assessment results and interpretations, and they take reasonable steps to prevent others from misusing the information these techniques provide. They respect the client’s right to know the results, the interpretations made, and the bases for counselors’ conclusions and recommendations.

E.2. Competence to Use and Interpret Assessment Instruments
E.2.a. Limits of Competence
Counselors utilize only those testing and assessment services for which they have been trained and are competent. Counselors using technology assisted test interpretations are trained in the construct being measured and the specific instrument being used prior to using its technology based application. Counselors take reasonable measures to ensure the proper use of psychological and career assessment techniques by persons under their supervision. (See A.12.)

E.2.b. Appropriate Use
Counselors are responsible for the appropriate application, scoring, interpretation, and use of assessment instruments relevant to the needs of the client, whether they score and interpret such assessments themselves or use technology or other services.

E.2.c. Decisions Based on Results
Counselors responsible for decisions involving individuals or policies that are based on assessment results have a thorough understanding of educational, psychological, and career measurement, including validation criteria, assessment research, and guidelines for assessment development and use.

E.3. Informed Consent in Assessment
E.3.a. Explanation to Clients
Prior to assessment, counselors explain the nature and purposes of assessment and the specific use of results by potential recipients. The explanation will be given in the language of the client (or other legally authorized person on behalf of the client), unless an explicit exception has been agreed upon in advance. Counselors consider the client’s personal or cultural context, the level of the client’s understanding of the results, and the impact of the results on the client. (See A.2., A.12.g., F.1.c.)

E.3.b. Recipients of Results
Counselors consider the examinee’s welfare, explicit understandings, and prior agreements in determining who receives the assessment results. Counselors include accurate and appropriate interpretations with any release of individual or group assessment results. (See B.2.c., B.5.)

E.4. Release of Data to Qualified Professionals
Counselors release assessment data in which the client is identified only with the consent of the client or the client’s legal representative. Such data are released only to persons recognized by counselors as qualified to interpret the data. (See B.1., B.3., B.6.b.)

E.5. Diagnosis of Mental Disorders
E.5.a. Proper Diagnosis
Counselors take special care to provide proper diagnosis of mental disorders. Assessment techniques (including personal interview) used to determine client care (e.g., locus of treatment, type of treatment, or recommended follow-up) are carefully selected and appropriately used.

E.5.b. Cultural Sensitivity
Counselors recognize that culture affects the manner in which clients’ problems are defined. Clients’ socioeconomic and cultural experiences are considered when diagnosing mental disorders. (See A.2.c.)

E.5.c. Historical and Social Prejudices in the Diagnosis of Pathology
Counselors recognize historical and social prejudices in the misdiagnosis and pathologizing of certain individuals and groups and the role of mental health professionals in perpetuating these prejudices through diagnosis and treatment.

E.5.d. Refraining From Diagnosis
Counselors may refrain from making and/or reporting a diagnosis if they believe it would cause harm to the client or others.

E.6. Instrument Selection
E.6.a. Appropriateness of Instruments
Counselors carefully consider the validity, reliability, psychometric limitations, and appropriateness of instruments when selecting assessments.

E.6.b. Referral Information
If a client is referred to a third party for assessment, the counselor provides specific referral questions and sufficient objective data about the client to ensure that appropriate assessment instruments are utilized. (See A.9.b., B.3.)

E.6.c. Culturally Diverse Populations
Counselors are cautious when selecting assessments for culturally diverse populations to avoid the use of instruments that lack appropriate psychometric properties for the client population. (See A.2.c., E.5.b.)

E.7. Conditions of Assessment Administration
(See A.12.b., A.12.d.)

E.7.a. Administration Conditions
Counselors administer assessments under the same conditions that were established in their standardization. When assessments are not administered under standard conditions, as may be necessary to accommodate clients with disabilities, or when unusual behavior or irregularities occur during the administration, those conditions are noted in interpretation, and the results may be designated as invalid or of questionable validity.

E.7.b. Technological Administration
Counselors ensure that administration programs function properly and provide clients with accurate results when technological or other electronic methods are used for assessment administration.

E.7.c. Unsupervised Assessments
Unless the assessment instrument is designed, intended, and validated for self-administration and/or scoring, counselors do not permit inadequately supervised use.

E.7.d. Disclosure of Favorable Conditions
Prior to administration of assessments, conditions that produce most favorable assessment results are made known to the examinee.

E.8. Multicultural Issues/ Diversity in Assessment
Counselors use with caution assessment techniques that were normed on populations other than that of the client. Counselors recognize the effects of age, color, culture, disability, ethnic group, gender, race, language preference, religion, spirituality, sexual orientation, and socioeconomic status on test administration and interpretation, and place test results in proper perspective with other relevant factors. (See A.2.c., E.5.b.)

E.9. Scoring and Interpretation of Assessments
E.9.a. Reporting
In reporting assessment results, counselors indicate reservations that exist regarding validity or reliability due to circumstances of the assessment or the inappropriateness of the norms for the person tested.

E.9.b. Research Instruments
Counselors exercise caution when interpreting the results of research instruments not having sufficient technical data to support respondent results. The specific purposes for the use of such instruments are stated explicitly to the examinee.

E.9.c. Assessment Services
Counselors who provide assessment scoring and interpretation services to support the assessment process confirm the validity of such interpretations. They accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use. The public offering of an automated test interpretations service is considered a professional-to-professional consultation. The formal responsibility of the consultant is to the consultee, but the ultimate and overriding responsibility is to the client. (See D.2.)

E.10. Assessment Security
Counselors maintain the integrity and security of tests and other assessment techniques consistent with legal and contractual obligations. Counselors do not appropriate, reproduce, or modify published assessments or parts thereof without acknowledgment and permission from the publisher.
E.11. Obsolete Assessments and Outdated Results
Counselors do not use data or results from assessments that are obsolete or outdated for the current purpose. Counselors make every effort to prevent the misuse of obsolete measures and assessment data by others.

E.12. Assessment Construction
Counselors use established scientific procedures, relevant standards, and current professional knowledge for assessment design in the development, publication, and utilization of educational and psychological assessment techniques.

E.13.a. Primary Obligations
When providing forensic evaluations, the primary obligation of counselors is to produce objective findings that can be substantiated based on information and techniques appropriate to the evaluation, which may include examination of the individual and/ or review of records. Counselors are entitled to form professional opinions based on their professional knowledge and expertise that can be supported by the data gathered in evaluations. Counselors will define the limits of their reports or testimony, especially when an examination of the individual has not been conducted.

E.13.b. Consent for Evaluation
Individuals being evaluated are informed in writing that the relationship is for the purposes of an evaluation and is not counseling in nature, and entities or individuals who will receive the evaluation report are identified. Written consent to be evaluated is obtained from those being evaluated unless a court orders evaluations to be conducted without the written consent of individuals being evaluated. When children or vulnerable adults are being evaluated, informed written consent is obtained from a parent or guardian.

E.13.c. Client Evaluation Prohibited
Counselors do not evaluate individuals for forensic purposes they currently counsel or individuals they have counseled in the past. Counselors do not accept as counseling clients individuals they are evaluating or individuals they have evaluated in the past for forensic purposes.

E.13.d. Avoid Potentially Harmful Relationships
Counselors who provide forensic evaluations avoid potentially harmful professional or personal relationships with family members, romantic partners, and close friends of individuals they are evaluating or have evaluated in the past.

Section F: Supervision, Training, and Teaching

Introduction
Counselors aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students. Counselors have theoretical and pedagogical foundations for their work and aim to be fair, accurate, and honest in their assessments of counselors-in-training.

F.1. Counselor Supervision and Client Welfare
F.1.a. Client Welfare
A primary obligation of counseling supervisors is to monitor the services provided by other counselors or counselors-in-training. Counseling supervisors monitor client welfare and supervise clinical performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review case notes, samples of clinical work, or live observations. Supervisees have a responsibility to understand and follow the ACA Code of Ethics.

F.1.b. Counselor Credentials
Counseling supervisors work to ensure that clients are aware of the qualifications of the supervisees who render services to the clients. (See A.2.b.)

F.1.c. Informed Consent and Client Rights
Supervisors make supervisees aware of client rights including the protection of client privacy and confidentiality in the counseling relationship. Supervisees provide clients with professional disclosure information and inform them of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who will have access to records of the counseling relationship and how these records will be used. (See A.2.b., B.1.d.)

F.2. Counselor Supervision Competence
F.2.a. Supervisor Preparation
Prior to offering clinical supervision services, counselors are trained in supervision methods and techniques. Counselors who offer clinical supervision services regularly pursue continuing education activities including both counseling and supervision topics and skills. (See C.2.a., C.2.f.)
F.2.b. Multicultural Issues/Diversity in Supervision
Counseling supervisors are aware of and address the role of multiculturalism/diversity in the supervisory relationship.

F.3. Supervisory Relationships
F.3.a. Relationship Boundaries With Supervisees
Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Counseling supervisors avoid nonprofessional relationships with current supervisees. If supervisors must assume other professional roles (e.g., clinical and administrative supervisor, instructor) with supervisees, they work to minimize potential conflicts and explain to supervisees the expectations and responsibilities associated with each role. They do not engage in any form of nonprofessional interaction that may compromise the supervisory relationship.

F.3.b. Sexual Relationships
Sexual or romantic interactions or relationships with current supervisees are prohibited.

F.3.c. Sexual Harassment
Counseling supervisors do not condone or subject supervisees to sexual harassment. (See C.6.a.)

F.3.d. Close Relatives and Friends
Counseling supervisors avoid accepting close relatives, romantic partners, or friends as supervisees.

F.3.e. Potentially Beneficial Relationships
Counseling supervisors are aware of the power differential in their relationships with supervisees. If they believe nonprofessional relationships with a supervisee may be potentially beneficial to the supervisee, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include attending a formal ceremony; hospital visits; providing support during a stressful event; or mutual membership in a professional association, organization, or community. Counseling supervisors engage in open discussions with supervisees when they consider entering into relationships with them outside of their roles as clinical and/or administrative supervisors. Before engaging in nonprofessional relationships, supervisors discuss with supervisees and document the rationale for such interactions, potential benefits or drawbacks, and anticipated consequences for the supervisee. Supervisors clarify the specific nature and limitations of the additional role(s) they will have with the supervisee.

F.4. Supervisor Responsibilities
F.4.a. Informed Consent for Supervision
Supervisors are responsible for incorporating into their supervision the principles of informed consent and participation. Supervisors inform supervisees of the policies and procedures to which they are to adhere and the mechanisms for due process appeal of individual supervisory actions.

F.4.b. Emergencies and Absences
Supervisors establish and communicate to supervisees procedures for contacting them or, in their absence, alternative on-call supervisors to assist in handling crises.

F.4.c. Standards for Supervisees
Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities. Supervisors of postdegree counselors encourage these counselors to adhere to professional standards of practice. (See C.1.)

F.4.d. Termination of the Supervisory Relationship
Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for withdrawal are provided to the other party. When cultural, clinical, or professional issues are crucial to the viability of the supervisory relationship, both parties make efforts to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

F.5. Counseling Supervision Evaluation, Remediation, and Endorsement
F.5.a. Evaluation
Supervisors document and provide supervisees with ongoing performance appraisal and evaluation feedback and schedule periodic formal evaluative sessions throughout the supervisory relationship.

F.5.b. Limitations
Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees are unable to provide competent professional services. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions. (See C.2.g.)

F.5.c. Counseling for Supervisees
If supervisees request counseling, supervisors provide them with acceptable referrals. Counselors do not provide counseling services to supervisees. Supervisors address interpersonal competencies in terms of the impact of these issues on clients, the supervisory relationship, and professional functioning. (See F.3.a.)

**F.5.d. Endorsement**
Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

**F.6. Responsibilities of Counselor Educators**

**F.6.a. Counselor Educators**
Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession, are skilled in applying that knowledge, and make students and supervisees aware of their responsibilities. Counselor educators conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior. (See C.1., C.2.a., C.2.c.)

**F.6.b. Infusing Multicultural Issues/ Diversity**
Counselor educators infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors.

**F.6.c. Integration of Study and Practice**
Counselor educators establish education and training programs that integrate academic study and supervised practice.

**F.6.d. Teaching Ethics**
Counselor educators make students and supervisees aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession. Counselor educators infuse ethical considerations throughout the curriculum. (See C.1.)

**F.6.e. Peer Relationships**
Counselor educators make every effort to ensure that the rights of peers are not compromised when students or supervisees lead counseling groups or provide clinical supervision. Counselor educators take steps to ensure that students and supervisees understand they have the same ethical obligations as counselor educators, trainers, and supervisors.

**F.6.f. Innovative Theories and Techniques**
When counselor educators teach counseling techniques/procedures that are innovative, without an empirical foundation, or without a well-grounded theoretical foundation, they define the counseling techniques/procedures as “unproven” or “developing” and explain to students the potential risks and ethical considerations of using such techniques/procedures.

**F.6.g. Field Placements**
Counselor educators develop clear policies within their training programs regarding field placement and other clinical experiences. Counselor educators provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that site supervisors are qualified to provide supervision and inform site supervisors of their professional and ethical responsibilities in this role.

**F.6.h. Professional Disclosure**
Before initiating counseling services, counselors-in-training disclose their status as students and explain how this status affects the limits of confidentiality. Counselor educators ensure that the clients at field placements are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students and supervisees obtain client permission before they use any information concerning the counseling relationship in the training process. (See A.2.b.)

**F.7. Student Welfare**

**F.7.a. Orientation**
Counselor educators recognize that orientation is a developmental process that continues throughout the educational and clinical training of students. Counseling faculty provide prospective students with information about the counselor education program’s expectations:
1. the type and level of skill and knowledge acquisition required for successful completion of the training;
2. program training goals, objectives, and mission, and subject matter to be covered;
3. bases for evaluation;
4. training components that encourage self-growth or self-disclosure as part of the training process;
5. the type of supervision settings and requirements of the sites for required clinical field experiences;
6. student and supervisee evaluation and dismissal policies and procedures; and
7. up-to-date employment prospects for graduates.
F.7.b. Self-Growth Experiences
Counselor education programs delineate requirements for self-disclosure or self-growth experiences in their admission and program materials. Counselor educators use professional judgment when designing training experiences they conduct that require student and supervisee self-growth or self-disclosure. Students and supervisees are made aware of the ramifications their self-disclosure may have when counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and do not depend on the student’s level of self-disclosure. Counselor educators may require trainees to seek professional help to address any personal concerns that may be affecting their competency.

F.8. Student Responsibilities
F.8.a. Standards for Students
Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors. (See C.1., H.1.)

F.8.b. Impairment
Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services. In addition, they seek appropriate professional services for themselves to remediate the problems that are interfering with their ability to provide services to others. (See A.1., C.2.d., C.2.g.)

F.9. Evaluation and Remediation of Students
F.9.a. Evaluation
Counselors clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing performance appraisal and evaluation feedback throughout the training program.

F.9.b. Limitations
Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance. Counselor educators
1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures. (See C.2.g.)

F.9.c. Counseling for Students
If students request counseling or if counseling services are required as part of a remediation process, counselor educators provide acceptable referrals.

F.10. Roles and Relationships Between Counselor Educators and Students
F.10.a. Sexual or Romantic Relationships
Sexual or romantic interactions or relationships with current students are prohibited.

F.10.b. Sexual Harassment
Counselor educators do not condone or subject students to sexual harassment. (See C.6.a.)

F.10.c. Relationships With Former Students
Counselor educators are aware of the power differential in the relationship between faculty and students. Faculty members foster open discussions with former students when considering engaging in a social, sexual, or other intimate relationship. Faculty members discuss with the former student how their former relationship may affect the change in relationship.

F.10.d. Nonprofessional Relationships
Counselor educators avoid nonprofessional or ongoing professional relationships with students in which there is a risk of potential harm to the student or that may compromise the training experience or grades assigned. In addition, counselor educators do not accept any form of professional services, fees, commissions, reimbursement, or remuneration from a site for student or supervisee placement.

F.10.e. Counseling Services
Counselor educators do not serve as counselors to current students unless this is a brief role associated with a training experience.

F.10.f. Potentially Beneficial Relationships
Counselor educators are aware of the power differential in the relationship between faculty and students. If they believe a nonprofessional relationship with a student may be potentially beneficial to the student, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include, but are not limited to, attending a formal ceremony; hospital visits; providing support during a stressful event; or mutual membership in a professional association, organization, or community. Counselor educators engage in open discussions with students when they consider entering into relationships with students outside of their roles as teachers and supervisors. They discuss with students the rationale for such interactions, the potential benefits and drawbacks, and the anticipated consequences for the student. Educators clarify the specific nature and limitations of the additional role(s) they will have with the student prior to engaging in a nonprofessional relationship. Nonprofessional relationships with students should be time-limited and initiated with student consent.

F.11. Multicultural/Diversity Competence in Counselor Education and Training Programs  
F.11.a. Faculty Diversity  
Counselor educators are committed to recruiting and retaining a diverse faculty.

F.11.b. Student Diversity  
Counselor educators actively attempt to recruit and retain a diverse student body. Counselor educators demonstrate commitment to multicultural/diversity competence by recognizing and valuing diverse cultures and types of abilities students bring to the training experience. Counselor educators provide appropriate accommodations that enhance and support diverse student well-being and academic performance.

F.11.c. Multicultural/Diversity Competence  
Counselor educators actively infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice. Counselor educators include case examples, role-plays, discussion questions, and other classroom activities that promote and represent various cultural perspectives.

Section G: Research and Publication  

Introduction  
Counselors who conduct research are encouraged to contribute to the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and more just society. Counselors support efforts of researchers by participating fully and willingly whenever possible. Counselors minimize bias and respect diversity in designing and implementing research programs.

G.1. Research Responsibilities  
G.1.a. Use of Human Research Participants  
Counselors plan, design, conduct, and report research in a manner that is consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research with human research participants.

G.1.b. Deviation From Standard Practice  
Counselors seek consultation and observe stringent safeguards to protect the rights of research participants when a research problem suggests a deviation from standard or acceptable practices.

G.1.c. Independent Researchers  
When independent researchers do not have access to an Institutional Review Board (IRB), they should consult with researchers who are familiar with IRB procedures to provide appropriate safeguards.

G.1.d. Precautions to Avoid Injury  
Counselors who conduct research with human participants are responsible for the welfare of participants throughout the research process and should take reasonable precautions to avoid causing injurious psychological, emotional, physical, or social effects to participants.

G.1.e. Principal Researcher Responsibility  
The ultimate responsibility for ethical research practice lies with the principal researcher. All others involved in the research activities share ethical obligations and responsibility for their own actions.

G.1.f. Minimal Interference  
Counselors take reasonable precautions to avoid causing disruptions in the lives of research participants that could be caused by their involvement in research.

G.1.g. Multicultural/Diversity
Considerations in Research When appropriate to research goals, counselors are sensitive to incorporating research procedures that take into account cultural considerations. They seek consultation when appropriate.

G.2. Rights of Research Participants
(See A.2, A.7.)

G.2.a. Informed Consent in Research
Individuals have the right to consent to become research participants. In seeking consent, counselors use language that
1. accurately explains the purpose and procedures to be followed,
2. identifies any procedures that are experimental or relatively untried,
3. describes any attendant discomforts and risks,
4. describes any benefits or changes in individuals or organizations that might be reasonably expected,
5. discloses appropriate alternative procedures that would be advantageous for participants,
6. offers to answer any inquiries concerning the procedures,
7. describes any limitations on confidentiality,
8. describes the format and potential target audiences for the dissemination of research findings, and
9. instructs participants that they are free to withdraw their consent and to discontinue participation in the project at any time without penalty.

G.2.b. Deception
Counselors do not conduct research involving deception unless alternative procedures are not feasible and the prospective value of the research justifies the deception. If such deception has the potential to cause physical or emotional harm to research participants, the research is not conducted, regardless of prospective value. When the methodological requirements of a study necessitate concealment or deception, the investigator explains the reasons for this action as soon as possible during the debriefing.

G.2.c. Student/Supervisee Participation
Researchers who involve students or supervisees in research make clear to them that the decision regarding whether or not to participate in research activities does not affect one’s academic standing or supervisory relationship. Students or supervisees who choose not to participate in educational research are provided with an appropriate alternative to fulfill their academic or clinical requirements.

G.2.d. Client Participation
Counselors conducting research involving clients make clear in the informed consent process that clients are free to choose whether or not to participate in research activities. Counselors take necessary precautions to protect clients from adverse consequences of declining or withdrawing from participation.

G.2.e. Confidentiality of Information
Information obtained about research participants during the course of an investigation is confidential. When the possibility exists that others may obtain access to such information, ethical research practice requires that the possibility, together with the plans for protecting confidentiality, be explained to participants as a part of the procedure for obtaining informed consent.

G.2.f. Persons Not Capable of Giving Informed Consent
When a person is not capable of giving informed consent, counselors provide an appropriate explanation to, obtain agreement for participation from, and obtain the appropriate consent of a legally authorized person.

G.2.g. Commitments to Participants
Counselors take reasonable measures to honor all commitments to research participants. (See A.2.c.)

G.2.h. Explanations After Data Collection
After data are collected, counselors provide participants with full clarification of the nature of the study to remove any misconceptions participants might have regarding the research. Where scientific or human values justify delaying or withholding information, counselors take reasonable measures to avoid causing harm.

G.2.i. Informing Sponsors
Counselors inform sponsors, institutions, and publication channels regarding research procedures and outcomes. Counselors ensure that appropriate bodies and authorities are given pertinent information and acknowledgement.

G.2.j. Disposal of Research Documents and Records
Within a reasonable period of time following the completion of a research project or study, counselors take steps to destroy records or documents (audio, video, digital, and written) containing confidential data or information that identifies research participants. When records are of an artistic nature, researchers obtain participant consent with regard to handling of such records or documents. (See B.4.a, B.4.g.)
G.3. Relationships With Research Participants (When Research Involves Intensive or Extended Interactions)

G.3.a. Nonprofessional Relationships
Nonprofessional relationships with research participants should be avoided.

G.3.b. Relationships With Research Participants
Sexual or romantic counselor–research participant interactions or relationships with current research participants are prohibited.

G.3.c. Sexual Harassment and Research Participants
Researchers do not condone or subject research participants to sexual harassment.

G.3.d. Potentially Beneficial Interactions
When a nonprofessional interaction between the researcher and the research participant may be potentially beneficial, the researcher must document, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the research participant. Such interactions should be initiated with appropriate consent of the research participant. Where unintentional harm occurs to the research participant due to the nonprofessional interaction, the researcher must show evidence of an attempt to remedy such harm.

G.4. Reporting Results

G.4.a. Accurate Results
Counselors plan, conduct, and report research accurately. They provide thorough discussions of the limitations of their data and alternative hypotheses. Counselors do not engage in misleading or fraudulent research, distort data, misrepresent data, or deliberately bias their results. They explicitly mention all variables and conditions known to the investigator that may have affected the outcome of a study or the interpretation of data. They describe the extent to which results are applicable for diverse populations.

G.4.b. Obligation to Report Unfavorable Results
Counselors report the results of any research of professional value. Results that reflect unfavorably on institutions, programs, services, prevailing opinions, or vested interests are not withheld.

G.4.c. Reporting Errors
If counselors discover significant errors in their published research, they take reasonable steps to correct such errors in a correction erratum, or through other appropriate publication means.

G.4.d. Identity of Participants
Counselors who supply data, aid in the research of another person, report research results, or make original data available take due care to disguise the identity of respective participants in the absence of specific authorization from the participants to do otherwise. In situations where participants self-identify their involvement in research studies, researchers take active steps to ensure that data is adapted/changed to protect the identity and welfare of all parties and that discussion of results does not cause harm to participants.

G.4.e. Replication Studies
Counselors are obligated to make available sufficient original research data to qualified professionals who may wish to replicate the study.

G.5. Publication

G.5.a. Recognizing Contributions
When conducting and reporting research, counselors are familiar with and give recognition to previous work on the topic, observe copyright laws, and give full credit to those to whom credit is due.

G.5.b. Plagiarism
Counselors do not plagiarize, that is, they do not present another person’s work as their own work.

G.5.c. Review/Republication of Data or Ideas
Counselors fully acknowledge and make editorial reviewers aware of prior publication of ideas or data where such ideas or data are submitted for review or publication.

G.5.d. Contributors
Counselors give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions. The principal contributor is listed first and minor technical or professional contributions are acknowledged in notes or introductory statements.

G.5.e. Agreement of Contributors
Counselors who conduct joint research with colleagues or students/supervisees establish agreements in advance regarding allocation of tasks, publication credit, and types of acknowledgement that will be received.

G.5.f. Student Research
For articles that are substantially based on students' course papers, projects, dissertations or theses, and on which students have been the primary contributors, they are listed as principal authors.

G.5.g. Duplicate Submission
Counselors submit manuscripts for consideration to only one journal at a time. Manuscripts that are published in whole or in substantial part in another journal or published work are not submitted for publication without acknowledgment and permission from the previous publication.

G.5.h. Professional Review
Counselors who review material submitted for publication, research, or other scholarly purposes respect the confidentiality and proprietary rights of those who submitted it. Counselors use care to make publication decisions based on valid and defensible standards. Counselors review article submissions in a timely manner and based on their scope and competency in research methodologies. Counselors who serve as reviewers at the request of editors or publishers make every effort to only review materials that are within their scope of competency and use care to avoid personal biases.

Section H: Resolving Ethical Issues

Introduction
Counselors behave in a legal, ethical, and moral manner in the conduct of their professional work. They are aware that client protection and trust in the profession depend on a high level of professional conduct. They hold other counselors to the same standards and are willing to take appropriate action to ensure that these standards are upheld.

Counselors strive to resolve ethical dilemmas with direct and open communication among all parties involved and seek consultation with colleagues and supervisors when necessary. Counselors incorporate ethical practice into their daily professional work. They engage in ongoing professional development regarding current topics in ethical and legal issues in counseling.

H.1. Standards and the Law
(See F.9.a.)

H.1.a. Knowledge
Counselors understand the ACA Code of Ethics and other applicable ethics codes from other professional organizations or from certification and licensure bodies of which they are members. Lack of knowledge or misunderstanding of an ethical responsibility is not a defense against a charge of unethical conduct.

H.1.b. Conflicts Between Ethics and Laws
If ethical responsibilities conflict with law, regulations, or other governing legal authority, counselors make known their commitment to the ACA Code of Ethics and take steps to resolve the conflict. If the conflict cannot be resolved by such means, counselors may adhere to the requirements of law, regulations, or other governing legal authority.

H.2. Suspected Violations

H.2.a. Ethical Behavior Expected
Counselors expect colleagues to adhere to the ACA Code of Ethics. When counselors possess knowledge that raises doubts as to whether another counselor is acting in an ethical manner, they take appropriate action. (See H.2.b., H.2.c.)

H.2.b. Informal Resolution
When counselors have reason to believe that another counselor is violating or has violated an ethical standard, they attempt first to resolve the issue informally with the other counselor if feasible, provided such action does not violate confidentiality rights that may be involved.

H.2.c. Reporting Ethical Violations
If an apparent violation has substantially harmed, or is likely to substantially harm a person or organization and is not appropriate for informal resolution or is not resolved properly, counselors take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, voluntary national certification bodies, state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when counselors have been retained to review the work of another counselor whose professional conduct is in question.

H.2.d. Consultation
When uncertain as to whether a particular situation or course of action may be in violation of the ACA Code of Ethics, counselors consult with other counselors who are knowledgeable about ethics and the ACA Code of Ethics, with colleagues, or with appropriate authorities.

**H.2.e. Organizational Conflicts**

If the demands of an organization with which counselors are affiliated pose a conflict with the ACA Code of Ethics, counselors specify the nature of such conflicts and express to their supervisors or other responsible officials their commitment to the ACA Code of Ethics. When possible, counselors work toward change within the organization to allow full adherence to the ACA Code of Ethics. In doing so, they address any confidentiality issues.

**H.2.f. Unwarranted Complaints**

Counselors do not initiate, participate in, or encourage the filing of ethics complaints that are made with reckless disregard or willful ignorance of facts that would disprove the allegation.

**H.2.g. Unfair Discrimination Against Complainants and Respondents**

Counselors do not deny persons employment, advancement, admission to academic or other programs, tenure, or promotion based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

**H.3. Cooperation With Ethics Committees**

Counselors assist in the process of enforcing the ACA Code of Ethics. Counselors cooperate with investigations, proceedings, and requirements of the ACA Ethics Committee or ethics committees of other duly constituted associations or boards having jurisdiction over those charged with a violation. Counselors are familiar with the ACA Policy and Procedures for Processing Complaints of Ethical Violations and use it as a reference for assisting in the enforcement of the ACA Code of Ethics.

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**Glossary of Terms**

- **Advocacy** – promotion of the well-being of individuals and groups, and the counseling profession within systems and organizations. Advocacy seeks to remove barriers and obstacles that inhibit access, growth, and development.
- **Assent** – to demonstrate agreement, when a person is otherwise not capable or competent to give formal consent (e.g., informed consent) to a counseling service or plan.
- **Client** – an individual seeking or referred to the professional services of a counselor for help with problem resolution or decision making.
- **Counselor** – a professional (or a student who is a counselor-in-training) engaged in a counseling practice or other counseling-related services. Counselors fulfill many roles and responsibilities such as counselor educators, researchers, supervisors, practitioners, and consultants.
- **Counselor Educator** – a professional counselor engaged primarily in developing, implementing, and supervising the educational preparation of counselors-in-training.
- **Counselor Supervisor** – a professional counselor who engages in a formal relationship with a practicing counselor or counselor-in-training for the purpose of overseeing that individual’s counseling work or clinical skill development.
- **Culture** – membership in a socially constructed way of living, which incorporates collective values, beliefs, norms, boundaries, and lifestyles that are cocreated with others who share similar worldviews comprising biological, psychosocial, historical, psychological, and other factors.
- **Diversity** – the similarities and differences that occur within and across cultures, and the intersection of cultural and social identities.
- **Documents** – any written, digital, audio, visual, or artistic recording of the work within the counseling relationship between counselor and client.
- **Examinee** – a recipient of any professional counseling service that includes educational, psychological, and career appraisal utilizing qualitative or quantitative techniques.
- **Forensic Evaluation** – any formal assessment conducted for court or other legal proceedings.
- **Multicultural/Diversity Competence** – a capacity whereby counselors possess cultural and diversity awareness and knowledge about self and others, and how this awareness and knowledge is applied effectively in practice with clients and client groups.
- **Multicultural/Diversity Counseling** – counseling that recognizes diversity and embraces approaches that support the worth, dignity, potential, and uniqueness of individuals within their historical, cultural, economic, political, and psychosocial contexts.
- **Student** – an individual engaged in formal educational preparation as a counselor-in-training.
- **Supervisee** – a professional counselor or counselor-in-training whose counseling work or clinical skill development is being overseen in a formal supervisory relationship by a qualified trained professional.
- **Supervisor** – counselors who are trained to oversee the professional clinical work of counselors and counselors-in-training.
- **Teaching** – all activities engaged in as part of a formal educational program designed to lead to a graduate degree in counseling.
- **Training** – the instruction and practice of skills related to the counseling profession. Training contributes to the ongoing proficiency of students and professional counselors.
Appendix J

Weekly Log & Report

Directions: This 2-page report should be completed weekly and turned into the course instructor as directed.

Name of Student: ______________________ Date: ______ Week#: _____

Agency Name: ________________________ Site Supervisor: ________________

I. Log

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Current Week Total</th>
<th>Previous Total</th>
<th>Cumulative Total</th>
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<td>Individual</td>
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<td>Group (include in class meetings 2.5 hours)</td>
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<td>Individual Counseling</td>
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<td>Group Counseling</td>
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<td>Families/Couples</td>
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<td>ADDITIONAL EXPERIENCE</td>
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<td>Staff Meetings</td>
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<tr>
<td>In-Service Training</td>
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<td>Documentation</td>
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</table>

Report in quarter hour increments (.25, .50, .75, 1.00 hr); Note a client contact hour must be 45-50 minutes.

______________________________ _______________________________
Student’s Signature    Site Supervisor’s Signature
II. Activity Report
Describe your assignment within the agency this week by responding to the following questions. Please be as specific as you can, citing appropriate and helpful examples.

A. What specifically am I expected to do this week?

B. In what ways is my assignment different than at the time of the last report?

C. Mention specific learning or practice objectives which you and/or your supervisor have developed for you this week.

D. Delineate new areas of growth and development during this reporting period. How will you apply these in the near future?

E. Are there tasks of assignments which you would like to have added to your workload?

F. Describe any major practice problems you feel you are having.

G. Assess your own performance during this report period. Please provide specific examples.

III. Internship Concerns
Indicate any practicum-related problems which you are experiencing. What steps have you now taken to resolve the problem(s)? Is your site supervisor aware of this problem?

Please indicate any matter which you feel requires the assistance of the internship instructor/College supervisor.
Appendix K

Performance Evaluation and Checklist: MHC Internship (□ Mid, □ End)

Name of Intern: ___________________________  Date: ________
Name of Agency: ___________________________  Hours completed: ___________
Name of Site Supervisor: ___________________________

I. Statement related to the specific nature of the assignment and overall Counselor Trainee performance to date.

II. Rating and Assessment. Based upon your observation, please rate this Counselor Trainee in each of the following areas by circling the most applicable option next to each item:

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Can not Rate</th>
<th>Low</th>
<th>Mod</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism toward public and clients</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Cooperation with colleagues</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Responsible job behavior</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Ethical behavior</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Use of resources, literature and supervision for professional growth purposes</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>General rating of this Counselor Trainee</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Based upon your observation, please rate this student in each of the following areas:

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Can not Rate</th>
<th>Low</th>
<th>Mod</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human growth and development knowledge</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Ability to work with culturally diverse groups</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Large group guidance planning &amp; implementation</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Intake ability</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Individual appraisal ability</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Case conceptualization, diagnostic, &amp; treatment planning ability</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Individual counseling ability</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Couples &amp; family counseling ability</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Group counseling ability</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Demonstration of lifestyle &amp; career development knowledge</td>
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<td>?</td>
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<tr>
<td>Case management ability</td>
<td>X</td>
<td>?</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Record keeping/clinical documentation ability</td>
<td>X</td>
<td>?</td>
<td>1</td>
<td>2</td>
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<td>Consultation ability</td>
<td>X</td>
<td>?</td>
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<tr>
<td>Needs assessment and program development &amp; evaluation</td>
<td>X</td>
<td>?</td>
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<td>Other (specify) ____________________</td>
<td>X</td>
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III. Suggested specific objectives related to future professional growth and development:
1. ____________________________________________________
2. ____________________________________________________
3. ____________________________________________________
4. ____________________________________________________

IV. Please indicate here whether you would like a conference with the internship instructor.
   Yes _____       No _____

   Items to review and discuss at conference:
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________

V. Additional Supervisor Comments:
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________

The intern has been involved in an evaluation process and this instrument has been shared with him/her. Significant disagreement on the part of the intern regarding this assessment should be noted in writing and forwarded as an addendum to this form within seven (7) days from the date below.

_____________________________   _______________________________
Counselor Trainee’s Signature   Internship Site Supervisor’s Signature

_________    _________
Date      Date
# Mental Health Counselor Trainee’s Assessment of the Internship Experience

**Trainee:** ________________________________  **Date:** __________

**School:** ____________________________  **School Supervisor:** ________________

Rate 1-5 (1 being low), X = N/A or Cannot Rate

## I. The Internship Process

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<td><strong>1</strong></td>
<td>Was there sufficient information about the internship prior to actually starting the experience?</td>
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<td><strong>2</strong></td>
<td>Did you feel the kind of setting provided was appropriate to your needs and interests?</td>
<td>X</td>
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<td><strong>3</strong></td>
<td>Was orientation at the agency sufficient when the internship began?</td>
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<td><strong>4</strong></td>
<td>Overall, did the faculty instructor meet his/her responsibilities for the internship experience?</td>
<td>X</td>
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<td><strong>5</strong></td>
<td>During the internship experience, did you feel that you were treated as an individual with respect for your own special circumstances?</td>
<td>X</td>
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<td><strong>6</strong></td>
<td>Was the agency adequately prepared for your arrival?</td>
<td>X</td>
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### II. The School Setting

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<tbody>
<tr>
<td>1</td>
<td>Was interaction with other counselors and related disciplines sufficient?</td>
<td>X</td>
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<td>2</td>
<td>Did the agency provide you with adequate working conditions?</td>
<td>X</td>
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<td>3</td>
<td>Overall, did you feel the agency attached sufficient importance to your internship experience?</td>
<td>X</td>
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### III. Professional Development

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<tr>
<td>1</td>
<td>Did the experience acquaint you with the operation of a community service agency?</td>
<td>X</td>
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<td>2</td>
<td>Did this internship experience improve your capacity to work with people in a helping relationship?</td>
<td>X</td>
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<td>3</td>
<td>Did the placement acquaint you with resources available in the community?</td>
<td>X</td>
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<td>4</td>
<td>Did the internship significantly increase your knowledge of specific problems in the community, e.g., poverty, mental illness, aging, alcoholism and other addictions, etc.?</td>
<td>X</td>
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<td>5</td>
<td>Rate your general level of satisfaction with the amount and kind of clinical practice activity you were assigned.</td>
<td>X 1 2 3 4 5</td>
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<td>6</td>
<td>Was there a sufficient diversity of learning activities?</td>
<td>X 1 2 3 4 5</td>
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<td>7</td>
<td>Were there opportunities to be part of the “larger agency” such as by attending staff meetings, in-service training, and so on?</td>
<td>X 1 2 3 4 5</td>
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<td>8</td>
<td>Did this agency experience help you understand and use professional record keeping procedures?</td>
<td>X 1 2 3 4 5</td>
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**IV. Direct Supervision**

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<tr>
<td>1</td>
<td>Did your supervisor stimulate professional counseling identity?</td>
<td>X 1 2 3 4 5</td>
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<td>2</td>
<td>Did your supervisor help you feel accepted and respected as a person?</td>
<td>X 1 2 3 4 5</td>
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<td>3</td>
<td>Did your supervisor help in demonstrating professional relationships with staff members at the site?</td>
<td>X 1 2 3 4 5</td>
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<td>Did your supervisor meet with you for supervision at established times and for the agreed upon time?</td>
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<td>5</td>
<td>Did your supervisor assist in conceptualizing your clients?</td>
<td>X</td>
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<td>6</td>
<td>Did your supervisor help clarify objectives for your counseling sessions?</td>
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<td>7</td>
<td>Did your supervisor help organize relevant case data in planning procedures for working with your clients?</td>
<td>X</td>
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<td>8</td>
<td>Did your supervisor guide you in generating your own solutions to problems faced with clients?</td>
<td>X</td>
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<td>9</td>
<td>Did your supervisor provide you with useful feedback regarding your counseling skills?</td>
<td>X</td>
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<td>10</td>
<td>Did your supervisor help you focus on how your personal style influenced clients?</td>
<td>X</td>
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<td>11</td>
<td>Did your supervisor adequately reinforce the development of your strengths and capabilities?</td>
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<td>12</td>
<td>Did your supervisor help you use appraisal instruments constructively in counseling?</td>
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<td>13</td>
<td>Was your supervisor helpful in critiquing your report writing?</td>
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<td>14</td>
<td>Did your supervisor allow and encourage you to evaluate your work with clients?</td>
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The intern has been involved in an evaluation process and this instrument has been shared with him/her. Significant disagreement on the part of the intern regarding this assessment should be noted in writing and forwarded as an addendum to this form within seven (7) days from the date below.

Counselor Trainee’s Signature ___________________________ Internship Site Supervisor’s Signature ___________________________

Date ___________  Date ___________

College Supervisor’s Signature ___________________________

Date ___________
Appendix M
Requirements for LMHC Licensure: Commonwealth of Massachusetts

1. 60 semester hours of graduate credit (minimum)
   - 48 credit hour M.A. (minimum)
     - degree must include a practicum (minimum 100 hours)
     - degree must include an internship (minimum 600 hours)
   - remaining 12 credits from elective areas (below)

2. Passing score on NCCMHC Examination

3. Post-Master’s Field Experience (defined below)

Elective courses must include knowledge and skills in the practice of mental health counseling. Students should understand the scope of practice and learn the responsibilities in the clinical practice of mental health counseling. Appropriate courses could include: modalities for maintaining and terminating counseling and psychotherapy, psychopharmacology, consultation skills, outreach and prevention strategies, diagnosis and treatment issues, historical perspectives and multiple dimensions of mental health counseling, professional identity and practice issues, mental health regulations and policy, management of community programs. Similar related courses are also appropriate.

Pre-Master’s Field Experience Requirements

Practicum – 100 hours
   25 hours of supervision
     - minimum 10 hours individual supervision
     - minimum 5 hours group supervision
     - remaining 10 hours may be individual or group
   (At WSC this is fulfilled over your required coursework in Group Psychotherapy, Counseling Basics with Supervision, & Advanced Counseling with Supervision).

Internship – 600 hours
   240 hours of direct, face-to-face contact
   45 hours of supervision
     - minimum 15 hours individual supervision
     - minimum 15 hours group supervision
     - remaining 15 hours may be individual or group

Site supervisors MUST by approved supervisors or contract supervisors (defined below)

Post-Master’s Field Experience Requirements

*Two (2) years of full-time or equivalent part-time post-master’s degree supervised clinical field experience.
*Post-master’s field experience may not begin until an individual has earned 60 credits, including all requirements.

Total hours required = 3,360
Direct client contact hours required = 960
(a maximum of 250 hours of the 960 direct/face-to-face contact hours may be group client contact experience)

Supervision requirement (130 hours)
   - minimum of 75 hours individual supervision
   - supervision must be a minimum of 1 hour for every sixteen (16) hours of client contact.
   - supervision must be by an approved supervisor

THE SUPERVISOR MUST BE A STAFF MEMBER OF THE SITE WHO IS AN APPROVED SUPERVISOR OR A CONTRACT SUPERVISOR who has entered into a written agreement with the individual and the site to provide supervision as defined by 262 CMR 2.01 (8).

AN EMERGENCY CONTACT PROVISION MUST BE IN PLACE for all work placement settings. The emergency contact individual DOES NOT replace the requirement for an approved supervisor.
Summary of Supervision Requirements
Total supervision requirement = 200 hours

Pre-masters 70 hours
   Practicum 25 hours (min. 10 individual and 5 group)
   Internship 45 hours (min. 15 individual and 15 group)
Post-masters 130 hours
   (min. 75 must be individual)

Of the total 200 hours, 50 hours of supervision by an LMHC or by a CCMHC or by an NBCC Approved Supervisor (ACS) who holds a valid NBCC Academy credential as a CCMHC. All the supervisors must have at least 5 years post-master’s clinical mental health counseling experience.

Definitions
NBCC  National Board for Certified Counselors
NCCMHC National Certified Clinical Mental Health Counselor
CCMHC Certified Clinical Mental Health Counselor
LMHC Licensed Mental Health Counselor
ACS Approved Clinical Supervisor

Approved Supervisor. An approved supervisor is a mental health practitioner who meets the qualifications listed under subcategory (a), (b), (c), (d), or (e). All the supervisors must have at least 5 years post-master’s clinical mental health counseling experience.

(a) An LMHC; a currently licensed mental health counselor.
(b) An ACS; an NBCC approved clinical supervisor who holds a current NBCC Academy credential as a CCMHC.
(c) A CCMHC; a certified Clinical mental Health Counselor who holds a valid certificate.
(d) A licensed mental health practitioner who:
   1. has a master’s degree in social work and is licensed for independent practice;
   2. has a master’s degree in marriage and family therapy;
   3. has a doctoral degree in clinical, counseling or developmental psychology or a medical degree with a sub-specialization in psychiatry.
(e) A licensed mental health practitioner who has:
   1. a master’s or doctoral degree in rehabilitation counseling, pastoral counseling, psychiatric nursing, developmental or educational psychology, or other related field (see definition of Related Field below)
   2. successfully completed a Supervised Clinical Experience; and
   3. achieved a passing score on the NCCHMC licensure examination.

Clinical Field Experience Sites. Clinical field experience sites for pre and post masters field experience training include public and private health and mental health institutions that have integrated programs for the delivery of clinical mental health counseling, and have established provisions for appropriate supervision. If the clinical field experience is an internship see also internship sites below.

NOTE: Neither individual nor group private practice experience will be accepted as a qualifying clinical field experience.

Contract Supervision/Contract Supervisor. Individuals or sites offering clinical mental health counseling may contract with a supervisor to provide supervision for a fee or pro bono. The contract supervisor must have a minimum of five (5) post-graduate years of experience in clinical mental health counseling and must either be a LMHC, CCMHC or an NBCC Approved Supervisor who is also a CCMHC. A contract supervisor must have a written agreement with the individual and the site regarding the supervision to be provided. Written notice of the agreements with a contract supervisor must be provided to and maintained on file by appropriate personnel at the site. Quarterly evaluations of the supervisee must be completed by the contract supervisor and reviewed and maintained on file by appropriate personnel at the site.

Direct Client Contact Experience. Direct face-to-face clinical counseling experience with individuals, groups, couples and families in clinical field experience sites. Such experience does not include vocational guidance services, academic school guidance counseling, industrial or organizational consulting services, teaching or conducting research.
**Internship Sites.** Appropriate internship sites are described above in the Clinical Field experience Sites definition, in addition, internship sites must provide on-site administrative supervision. This supervision does not take the place of the required clinical supervision by an approved supervisor on-site or a contract supervisor. Sites must also provide emergency contact procedures. In the case where the internship is conducted in the intern’s place of employment, the internship site must provide additional activities and supervision clearly delineated from the intern’s usual work activities.

**Licensure Examination.** The examination for licensure as a mental health counselor shall be the National Clinical Mental Health Examination (NCMHCE) administered by the national Board for Certified Counselors, Inc. (NBCC).

**Part-Time.** For the purpose of meeting the post-graduate clinical field experience requirement, part-time practice of mental health counseling must complete the number of required hours (3360) within a six (60 year period. Fifty percent (50%) of part time work must be direct/face-to-face client contact experience and there must be bi-weekly case consultation or supervision.

**Related Field.** An accredited degree in counselor education, creative arts therapy, community mental health, adjustment counseling, rehabilitation counseling, educational or developmental psychology, psychoanalysis, or other field determined by the Board to be a related field.