NOTE:

1) This guidebook is subject to change. If it does, students will be notified via email and will be provided with the revised version.

2) Policies and program information are located in the Student Handbook and Academic Catalog, to access click on the URL: http://catalog.thechicagoschool.edu/
# Table of Contents

Student Learning Assessment...........................................................................................................................5  
Assignment of Advisor ..................................................................................................................................5  
Professional Development Group.....................................................................................................................5  
Performance Feedback .....................................................................................................................................6  
Student Professional Evaluation (SPE) and Student Review Process.............................................................6  
Concentration Course of Study.........................................................................................................................6  
Practicum and Internship Placement Experience.............................................................................................7  
  Description....................................................................................................................................................7  
  Requirements to Apply .................................................................................................................................7  
  Requirements for Completion .......................................................................................................................7  
Out of State Placement.........................................................................................................................................8  
Comprehensive/Competency Examinations ......................................................................................................9  
  Counselor Preparatory Comprehensive Examination (CPCE).........................................................................9  
  Counseling Competency Examination (CCE)..................................................................................................9
Program Overview

The mission of the Counseling Psychology Program is to prepare mental health professionals who serve the counseling profession through professional competence, personal integrity and academic excellence. This goal is realized through a curriculum that integrates the theoretical foundations of counseling and psychology, essential diagnostic, clinical and consultative skills, and clinical field placement into appropriate practice in a variety of settings and with diverse populations. In addition, the Program has adopted The Engaged Professional Model of Education developed at The Chicago School. This Model “incorporates a commitment to community engagement and social change at the systems-level” (Aspirations Report, 2011, p.1), and prepares “engaged professionals” who are both practitioner-scholars, as well as individuals prepared to deliver services to the community at large.

The program acknowledges the significance of promoting an academic environment that is sensitive to individual differences and the preparation of clinicians who recognize the importance of gaining multicultural competence. As such, the program seeks to engage faculty and students in preparing counselors who meet the needs of diverse communities, “from the broader view of innovators, transformers, and problem solvers; and use their discipline to make positive and lasting impacts on the World” (Aspirations Report, 2011, p.5).

The Chicago School is committed to preparing professionals for practice in a multicultural and diverse society. Aligned with this commitment, the content of all courses is informed by knowledge of individual and cultural differences, so that students develop skills that enable them to provide professional services to individuals of diverse backgrounds. The faculty conveys attitudes respectful of these individual and cultural differences.

Program Learning Outcomes

The program incorporates the 13 content areas required by the State of Illinois and Washington, DC, as well as the 8 content areas outlined by the National Board of Certified Counselors to prepare students seeking professional counselor licensure and to begin professional practice at the master’s level. These areas are organized under the institutional learning goals of Professional Behavior and Ethics, Professional Practice, Diversity, and Scholarship; and are further defined by the Program Competencies outlined below.

Professional Behavior and Ethics:

**Ethical and Professional Conduct:** Competency in ethical and professional behavior is evidenced by the ability to apply ethical and professional standards to interactions with clients and with others (peers, supervisors, faculty, professionals in other disciplines, etc.); socialization into the profession through advisement, modeling and education; an understanding of legal obligations that may or may not conflict with ethical guidelines; the development of skills in reflective practice and quality control; effective functioning in multiple professional roles; and the commitment to life-long learning.
Professional Practice:

Relationship: Competency in relationship is indicated by the capacity to develop and maintain a constructive therapeutic alliance with clients and a constructive working alliance with others (including peers, faculty, supervisors, professionals in other disciplines, etc); openness to feedback and accurate self-reflection; an appreciation of the use of self in the therapeutic relationship; the development of empathy, respect for others and interpersonal relatedness; and an understanding of cultural values, worldview and history on cross cultural relationships.

Assessment: Assessment is conceptualized to include both formal and informal assessment activities. Competency in assessment is indicated by proficiency in the interpretation of standard assessment tools; the collection and incorporation of information from multiple sources to inform decision making and diagnosis; effective clinical inference that links gathered data with resulting diagnosis and recommendations; effective communication of assessment results and recommendations; the identification and conceptualization of client strengths and limitations and culturally sensitive choice of assessment methods that will comprise a formal assessment.

Intervention: Competency in intervention is indicated by the ability to develop and present plausible formulations for understanding psychological phenomenon using theory; the use of theory to guide formulations regarding the conditions that create, maintain and change behavior or distress; effectively implement and revise treatment strategies; evaluate the effectiveness of a chosen intervention approach or strategy; recognize the limitations of theories as they relate to individual and system functioning and change; and adjust traditional models of treatment and treatment planning to better meet the needs of diverse clients.

Diversity:

Cultural and Individual Differences: This competency is conceptualized as the recognition that culture is best understood from a broad perspective and includes, but is not limited to, identities related to race, ethnicity, gender, sexual orientation, socioeconomic status, age, religious belief, and ability. It is evidenced by the ability to articulate one’s personal culture and its impact on held values, relationships and worldview; an understanding of worldview, and the psychological impact of privilege, prejudice, oppression, culture and sociopolitical structures; the ability to differentiate between individual variation, characteristic variation across culture and human dysfunction in development, attitudes and reactions; and appreciation for the impact of culture on the historical and philosophical foundations of psychology.

Scholarship:

Research and Evaluation: Competency in research and evaluation is indicated by the ability to organize, synthesize and interpret scholarly information; the ability to design and critique approaches to systematic inquiry; the awareness of limits of certainty in different types of clinical and scientific inquiry; the understanding of foundational scientific knowledge in the field; and the recognition of scholarly knowledge production as a social, cultural and political process. Finally, scholarly findings should guide/direct clinical practice/interventions.
Consultation and Education: Competency in consultation and education is indicated by effective presentation skills and the ability to teach others through oral or written presentation of material; the ability to provide feedback, regarding a client or system issue to multiple sources; and understanding the means of facilitating and evaluating the growth of knowledge, skills and attitudes in a learner; effective peer consultation and constructive feedback; and the development of productive relationships with community helping networks.

Student Learning Assessment
The Student Learning Assessment (SLA) is an annual process that reflects student mastery of all seven Master’s program learning competencies. These competencies are evaluated using formative and summative assessment tools, which include capstone rubrics, site supervisor evaluations, and national testing. All faculty and administrators meet to review student learning data and prepare an action plan for the following academic year.

Statement of Ethical Guidelines
Ethical codes were developed by the American Counseling Association (ACA) for the purpose of setting professional standards for appropriate behavior, defining professional expectations, and preventing harm to individuals who initiate counseling services. As counselors-in-training, students are obligated to be familiar and adhere to the current 2014 ACA Code of Ethics.

Assignment of Advisor
Students will be assigned an advisor when admitted to the program and the name of the advisor and contact information will be provided to the student at the start of the program from the department. Students are required to meet with their assigned advisor during the first semester to develop a plan of study.

Advising is an on-going, intentional, and educational partnership between a department faculty member and a student. It is also a mentoring relationship focused on the student’s academic work and professional training as s/he progresses through the master’s degree in counseling psychology. Advisors guide students through to degree completion and are the principal point of contact for academic and professional issues that impact a student’s progress toward his or her degree. Advisors also act as liaisons between the school, department, and the other instructors.

Professional Development Group
Students are required to enroll in a Professional Development Seminar (CC502 and CC503) during their first two semesters in the program (with the exception of the Blended Format and Spring cohort students). The Professional Development course is graded on a pass/no-pass basis. Students in the Blended Format register for the Professional Development course during their second year of the program. Students in the Spring Start cohort may register for the Professional Development Seminar during their first or third semester, depending on the campus.
Performance Feedback
Course grades assist the school, the student, and the student’s academic advisor to monitor the student’s progress and mastery of material deemed necessary by the department faculty to become proficient and competent clinicians. Grades are assigned in all courses and students can review course grades online.

All final assignments are expected to be completed by students to the best of their ability and should be considered their best effort. No assignment may be redone for credit. Also, no extra credit assignments will be given to students to raise a poor or failing grade. All work is expected to be completed individually unless otherwise stated.

Student Professional Evaluation (SPE) and Student Review Process
The course content and applied activities offered by the Counseling Psychology Program at The Chicago School are designed to afford students the opportunity to advance their academic and professional development and functioning. Throughout the program of study, students are given feedback concerning their interpersonal, academic, and professional strengths, developmental needs, and performance. This feedback is included from a variety of sources including faculty, advisors, and supervisors. Students are expected to respond to and incorporate this feedback in a mature and professional manner. Throughout their matriculation in the program students are expected to explore and recognize the impact of their personal beliefs, issues, emotions, and behaviors on others and on their ability to function as professional counselors and practicing clinicians.

Students are formally evaluated regarding their professional comportment. Additionally, all students are reviewed semi-annually by program faculty and administration with respect to their overall program performance during the Student Review Process. In the Student Review Process, advisors discuss individual student concerns and progress. Feedback is solicited from the faculty regarding students’ progress in the program. After reviewing the students’ academic and professional performance, the faculty forward written feedback to each student.

Concentration Course of Study
A number of areas of specialized study are available to students depending on each specific campus. Students should consult with their advisor for available concentrations such as Treatment of Addiction Disorders, Latino Mental Health, Health Psychology, Trauma and Crisis Intervention, Child and Adolescent Treatment, and Marriage and Family Therapy. Students will declare a specific concentration or remain generalists prior to applying for internship placement.
Generalists will complete a minimum of 3 electives in addition to the core courses required for degree completion.

Students who wish to change concentrations must complete a Student Data Sheet available from the Department Administrative Office. The sheet must be completed and signed by the student’s academic advisor anytime there is a change in the course of study or enrollment status.

Practicum and Internship Placement Experience

Description
The practicum and internship experience serve to integrate the theoretical and practical aspects of the education of the professional counselor. Students are provided the opportunity during the practicum and internship training to synthesize their knowledge, technique and skills learned in the classroom. These supervised field placements allow students to demonstrate their understanding of key concepts in counseling in a work setting.

Requirements to Apply
In order to be eligible to apply for placement, students must:

- be in good academic standing (refer to Student Handbook for more details),
- successfully complete 30 hours of required coursework (by the end of the Summer semester preceding the start of placement),
- obtain the approval of the department administration, faculty, and Director of Applied Professional Practice.

Students may be withheld from the process, at any time, by department faculty, administration, or the APP Director if the student is no longer eligible to proceed. Prohibition from proceeding in the process may result from failure to maintain good academic standing or a significant concern about the student’s professional development and ability to meet the demands of the placement experience.

APP reserves the right in consultation with the Department Chair, department faculty, and Campus APP department to recommend a student’s progress in practicum training be delayed in order to increase competitiveness for placement and/or increase competencies related to academic work. Students are able to apply to a wide variety of training sites that include community mental health centers, child welfare and family service agencies, substance abuse programs, college counseling centers, as well as private group practices.

Requirements for Completion
The practicum and internship are designed to ensure that students who successfully pass the practicum and internship experience will be eligible to apply to take the National Counselor
Examination (NCE) in order to obtain licensure as a Licensed Professional Counselor (LPC). The training experience requires the completion of a minimum 700 hours with at least nine months on-site of supervised training. The first 100 hours of a student’s training experience is considered the “practicum” and the subsequent 600 hours are considered the “internship.” The practicum period includes orientation to the internship site, including review of policies and procedures, role expectations and job responsibilities. The internship hours include a variety of tasks with a required minimum of 280 hours in direct service to persons served. Students who have met all prerequisites can begin their placement experience no earlier than July 1st of the placement year.

The Campus Director of Applied Professional Practice awards final grades for practicum and internship based on the evaluation of the site supervisor, the student’s performance in practicum and internship seminar, the seminar leader’s evaluation, the completion of the requisite practicum/internship hours, and the submission of all required forms to the Department’s Office of Applied Professional Practice.

The student’s placement experience must be concurrent with the academic experience. If a student takes a leave of absence, a medical leave, is dismissed and/or suspended from the program, then all practicum and internship placement activities at the site must cease. If a student on such leave elects to re-enroll, then the student must retake the practicum training coursework such that a student may be auditing a seminar course previously passed in order to remain in the practicum training sequence coursework. When students fail the course CC598, the department determines the next course of action.

Depending on the circumstances and availability of the Seminar course by semester, potential outcomes related to failing CC598 include auditing CC597 and then enrolling in CC598 for credit or retaking CC598 during the next semester it is offered. These decisions are made collaboratively by the department faculty and APP staff and are determined on an individual basis. Discretion of auditing resides with the Director of APP and Department Chair of each program. Appeals to this decision can be made to the Campus Director of APP and Campus Dean of Academic Affairs.

Dismissal from a practicum or internship is considered extremely serious and will result in an automatic referral to the Student Affairs Committee, which could result in dismissal from the program. Transfer of credit for the practicum/internship is not granted and practicum/internship requirements are never waived. Further details regarding practicum and internship are found in the Practicum/Internship Manual available from the program’s Office of Applied Professional Practice.

Out of State Placement
The purpose of this policy is to guide and inform students who are seeking out of state placements for their practical experiences in the Counseling department. It remains the student’s responsibility to ensure that their out of state placement will meet the program’s graduation requirements as well as applicable state licensing board’s requirements for licensure.
To facilitate an out of state placement, the student must meet with a staff member in Applied Professional Practice to discuss the out of state placement requirements. In order for a student to be eligible for out of state placement, the student must continue to meet with criteria for placement, i.e. good academic standing and met coursework requirements. The student must have the approval of her/his academic advisor. The approval to pursue an out of state placement will be determined by the director of APP and Department Chair. The student will be responsible for developing a placement site with final approval of the site by the Director of APP. Prior to accepting placement at the out of state site, the site must first be approved by the Director of APP.

Comprehensive/Competency Examinations

Counselor Preparatory Comprehensive Examination (CPCE)

All students are required to successfully complete the Counselor Preparatory Comprehensive Examination (CPCE). The exam assesses student knowledge covered by the program competencies. The comprehensive examination is administered at least twice annually and typically taken during the final year of enrollment. Additional information regarding registering, qualifying, format and dates of the exam can be obtained from the Department representative. Students are permitted to take the exam a maximum of three times. The exam may be retaken during the next available administration. Students will receive results from the department regarding their performance on the examination. Students are encouraged to seek additional support and resources aimed at enabling them to pass this program requirement.

Any student who fails the Comprehensive Examination a third time is ineligible for degree conferral. If such a student believes they have a substantive reason to appeal this decision, not just a dissatisfaction with the policy (i.e. evidence of improper procedure, failure to receive sanctioned accommodations, etc.) they must make a written appeal to the Department Chair within ten (10) business days of receiving a failing score. This written appeal must include all rationale and supporting evidence which the student believes needs to be taken into account and justifies the appeal. The Department Chair has final decision-making authority. If, in the opinion of the Chair, the request for an appeal is clearly without merit or does not meet the requirements as stated, the Chair will reject the appeal.

Counseling Competency Examination (CCE)

The Counseling Competency Examination (CCE) is comprised of three (3) distinct components with the purpose of demonstrating proficiency in the core competencies of the academic program. The CCE is the tool by which program faculty evaluate students along several competency domains within the field of counseling. Students will be assessed and graded on all three (3) components: the written report, audio/videotape, and oral defense.
Rationale: In awarding this degree, The Chicago School certifies that the graduate has attained competency in counseling assessment, case formulation, counseling planning, and implementation, as well as the knowledge and skills that underlie these abilities. As such, successful completion of the CCE represents the summative culmination of the academic and clinical training at the Master’s level.

Preparation: The student should possess a foundational understanding of issues pertaining to human development and developmental assessment, family life cycle development, group dynamics, individual assessment, social and cultural foundations of behavior, theoretical constructs, psychopathology, ethical practice and decision making, treatment planning, and substance abuse and career counseling where appropriate.

Components of CCE: The Counseling Competency Examination (CCE) consists of a formal written report that includes the case assessment, diagnosis, case conceptualization, treatment plan, and application of skills grounded in theory; an audio/video recording session and transcription of the session with analysis; and an oral defense.