

Alverno College

Master of Science in Community Psychology

Student Handbook

Fall 2021

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Section I: Introduction to the Handbook

This *MSCP Student Handbook* is a supplement to the Alverno College Student Handbook, [*Building a Community of Learners: A Community Guide and Student Handbook*](#). The college handbook includes the policies that apply to all undergraduate and graduate students. This *MSCP Student Handbook* provides additional information, policies, and procedures specific to the MSCP program. In the spirit of continuous improvement, the Alverno College Community Psychology faculty invite you to contact the MSCP Program Director (Dr. Rachel Reinders) with your suggestions for changes to the handbook.

Section II: Statement of Mission and Purpose

The Alverno College Master of Science in Community Psychology program prepares students for work across a variety of mental health and community related settings. The focus of the program is concerned with how graduates identify and engage community agencies and resources in the delivery of services to those individuals and/or groups who need them. This includes, but is not limited to:

- ❖ Helping people to become change agents through the discipline of psychology.
- ❖ Developing a strong, community awareness and working with the dynamic interactions between communities, agencies, organizations, and individuals.
- ❖ Teaching a prevention/developmental model of psychological health.
- ❖ Helping people learn to work with other community resources to create a strength-based, positive approach to therapeutic need.
- ❖ Helping students earn the credentialing necessary (Licensed Professional Counselor) to base themselves soundly in community settings with the credibility needed for creating multidisciplinary approaches to individual and community needs.

Those who teach in and lead this program are committed to providing the critical thinking skills of the discipline of Psychology to help our graduates to problem-solve beyond the individual therapy session and to look at multiple resources at hand. We believe that whether a professional is working in consulting with an organization or with an individual mental health concern, the pairing of strong analytic frameworks for counseling with the awareness of community resources, trends, and problems will provide the practicing professional with an exceptional ability to coordinate and enact approaches for creating healthier environments for individuals and organizations.

The program has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. It is approved by the State of Wisconsin requirements for licensure as a professional counselor.

Contacting Us

Program Director, MCP

Rachel Reinders, Ph.D.

Telephone: 414-382-6215

E-Mail: Rachel.reinders@alverno.edu

Internship Coordinator

Jasmine Harrison, Psy.D.

E-Mail: jasmine.harrison@alverno.edu

Dean, School of Professional Studies

Jodi Eastberg, Ph.D.

Telephone: 414-382-6231

Jodi.Eastberg@alverno.edu

Community Psychology Academic Administrative Assistant

Division of Graduate Psychology in School of Professional Studies:

Mary Tews, Administrative Assistant

Telephone: 414-382-6500

E-Mail: mary.tews@alverno.edu

Faculty Profiles



Rachel Reinders, Ph.D.
Director of Community Psychology

<u>E-Mail</u>	rachel.reinders@alverno.edu
<u>Education</u>	- Ph.D., Counseling Psychology, University of Wisconsin-Milwaukee - M.S., Community Counseling, University of Wisconsin-Milwaukee - B.A., Psychology and Spanish, University of Wisconsin-Madison
<u>Professional Credential</u>	- Licensed Psychologist, Licensed Professional Counselor (LPC), National Board Certified Counselor (NBCC)
<u>Teaching Interests</u>	Counseling techniques, multicultural counseling
<u>Professional Involvement</u>	- ACA, APA, NLPA - Psychologist at Psychological Assessment Services
<u>Personal Interests</u>	Skiing, reading, singing, traveling



Vanessa Hintz, Ph.D.

<u>E-Mail</u>	Vanessa.Hintz@alverno.edu
<u>Education</u>	- Psy.D. , Clinical Psychology, The Chicago School of Professional Psychology - B.S., Computer Science, University of Louisville
<u>Professional Credential</u>	-Licensed Psychologist
<u>Teaching Interests</u>	Cultural Competence, Counseling Theories, Existential Psychology
<u>Professional Involvement</u>	-Psychologist, Cornerstone Counseling
<u>Personal Interests</u>	Geek Therapy, Popular Culture, Sports, Reading, Reality TV, Horror Movies



Jasmine Harrison, PsyD
Internship Coordinator

Email	Jasmine.harrison@alverno.edu
Education	Psy.D., Clinical Psychology, Wisconsin School of Professional Psychology M.S., Clinical Psychology, Wisconsin School of Professional Psychology B.A., Psychology, Roosevelt University, Chicago
Teaching Interests	Culturally Competent therapeutic skills, Integrated care for marginalized groups, Corrections, Multicultural Assessments, Diversity, Psychopathology
Professional Involvement	- WPA- D&I Committee - Therapist at Harrison Psychological Services, LLC - Consulting, Supervising - Sex Offender Treatment
Personal Interests	Traveling, Binge watching, Social Justice advocacy, shopping, HGTV, Personal Health&Wellness

Part-time Faculty



Terri DeWalt, Ph.D.

E-mail	
Education	- Ph.D., Counseling Psychology, Marquette University - M.A., Counseling, Marquette University - B.A., Psychology and Political Science Beloit College
Professional Credential	- Licensed Psychologist, Licensed Professional Counselor (LPC)
Teaching Interests	Clinical intervention, trauma informed clinical practice, working with diverse populations
Professional Involvement	APA; Training Director and Psychologist at UW-Whitewater
Personal Interests	Swimming, scuba diving, riding horses, paddle boarding, spending time with family, traveling



Mary Catherine (MC) Nimphius, LPC

E-mail	Mary-catherine.nimphius@alverno.edu
Education	BA University of Wisconsin-Madison MS Community Psychology Alverno College
Professional Credential	Licensed Professional Counselor
Teaching Interests	Internship & Supervision, Psychopathology, Ethics, Adolescents and Families
Professional Involvement	Portland DBT Institute, WCA, APA, DBT Skills in Schools, LGBTQ Community Support
Personal Interests	Cooking, Tabletop & RPG games, Sewing, Creative Arts, Reading

Adjunct Faculty



Maria Guardiola, MS, LPC
Licensed Professional Counselor, Sixteenth Street Community Health Center
Email: Maria.Guardiola@alverno.edu



Cesilia Gonzalez-Esparza, MS, LPC, NCC
Bilingual Psychotherapist, Growing Mindful Psychotherapy
Creciendo Plenamente
Email: Cesilia.Gonzalez-Esparza@alverno.edu



Jennifer Grodski (Evertsen), M.S
Education: Master of Science, Epidemiology, Medical College of Wisconsin.
Graduate Certificate in Project Management, UW-Platteville
Researcher
E-Mail: Jennifer.evertsen@alverno.edu



Melissa Hernandez, Ph.D.
Clinical Psychologist, Inpatient Mental Health, Chicago
Melissa.hernandez@alverno.edu

Melinda Hughes, LPC
Riverwalk Psychotherapy Associates
E-Mail: melinda.hughes@alverno.edu

Pablo Navarro, LPC
E-mail: Pablo.navarro@alverno.edu



Katie Patterson, PsyD, LPC, NCC
PsyD, Clinical Psychology, California Southern University, MS Clinical
Mental Health Counseling, Walden University
Katie.patterson@alverno.edu



Mary Rodgers, LPC, CSAC
PhD Counselor Education and Supervision (ABD), Walden University; MS Community
Psychology, Alverno College; BA Sociology, Alverno College
Mary.rodgers@alverno.edu



Megan Schiferl, LPC
Psychotherapist
Center for Behavioral Medicine
E-Mail: megan.schiferl@alverno.edu

Section III: Overview of the MSCP Curriculum

The MSCP curriculum provides an in-depth approach to the study of psychology within the context of community. Everyone who seeks the MSCP degree participates in a core curriculum that explores the field of community psychology as well as how people develop and grow within their environmental context. The core curriculum addresses the needs of the helping professional and equips students with the skills necessary for gathering and using relevant data.

Some people may decide to enter this program immediately after graduation from college. Others may come to this program as a working professional, ready to take the next step in their education. This curriculum is designed to meet the needs of either individual. Classes are scheduled on Friday evenings and Saturdays in our Weekend College schedule (meeting every other weekend), and on weeknights. Students may also choose to take summer courses which are offered on different evenings during the week or afternoons or evenings during the summer. Summer courses generally run for 8 weeks (not on an every-other week schedule).

MSCP Outcomes

The outcomes for the MSCP program have been constructed through an integration of the following standards in the field: (1) the Psychology Department advanced level outcomes at Alverno College, (2) the Council for Accreditation of Counseling and Related Educational Programs “Common Core Curricular Experiences” for Masters programs in psychology, (3) licensing standards of the Wisconsin Department of Safety and Professional Services, and (4) the central principles of Community Psychology. In the construction of these outcomes the Psychology faculty carefully considered core competences needed for the engaged, community-astute, professional counselor. In the curriculum construction, the competence areas and courses align with the standards of the field and those outlined by the State of Wisconsin. Alverno College is very conscientious about students’ ability to enact what they learn in the classroom as they work within the counseling and psychology positions that they hold in both their present and future vocation. The outcomes for the program are as follows.

1. **Theoretical reasoning related to the individual and community**: To engage in the complex dimensions of theory related to the individual and to the systems that mutually affect individuals and communities, particularly as these theories encompass an understanding of prevention strategies, counseling, and research. Specifically, the theoretical areas include, but are not limited to: the history and philosophy of counseling; social and cultural diversity; human growth and development; learning; physiological psychology; wellness and prevention; personality development; group dynamics; trauma; stress; abnormal behavior; career development; family systems; addiction and treatment;

helping relationships; research; measurement and evaluation; ethics and professional practice.

2. **Methodological proficiency and relevance**: Accurately and ethically apply theory and methods of prevention, counseling, research, and evaluation within a variety of social and cultural contexts; apply a practical grasp of civics for the purpose of aiding the welfare of specific client populations as well as the society as a whole.
3. **Professional interaction**: Effectively communicate with people across a variety of professional contexts, including relationships with clients, other service providers, inter-organizational collaborations, interdisciplinary management, community research, program evaluation, and consultation. Build coalitions by structuring and facilitating multidisciplinary teams.
4. **Self-monitoring and reflection**: Incorporate frameworks of professional practice in discerning the quality of self performance and self-awareness related to ethical professional practice including multicultural competence. Use supervision and consultation to monitor and enhance professional performance.
5. **Ethical insight and action**: Respond to the needs of others with sensitivity to various perspectives, including cultural, national, economic, racial, ethnic, gender, and spiritual differences; to act both interpersonally and in working with groups, with a clear grasp of civics, integrity, initiative, and vision in relationship to the APA and ACA Code of Ethics and the APA guidelines for serving diverse populations. Make ethical decisions and moral responses to complex, real-world dilemmas where multiple ethical frameworks and varied interests may be involved.

MSCP Courses

Most MSCP required courses are offered twice a year. Many are offered on Saturdays during the fall and spring semesters. Some required courses are offered on Friday or other weekday evenings and/or on afternoons or evenings during the summer. Formal and informal surveys (e.g., course evaluations, advising sessions) are conducted to identify course needs and delivery. The 60-credit program includes foundations, theories, skills, and practice. Each student also chooses 2 (6 credits) electives (or more if desired).

COURSE	CREDITS
MCP 600 – Foundations of community Psychology and Counseling	3
MCP 611 – Human Development in Community Contexts	3
MCP 625—Clinical Mental Health Counseling: Diagnosis & Treatment	3
MCP 620 – Helping Relationships: Prevention, Intervention, Systems	3
MCP 627 – Culturally Engaged Counseling	3
MCP 640 – Trauma Counseling	3
MCP 645 – Family, Partnership, and Couples Counseling	3
MCP 655 – Group dynamics Processing and Counseling	3
MCP 685 – Lifestyle and Career Development	3
MCP 651 – Research and Statistical Methods	3
MCP 660 – Individual Appraisal, Assessment, and Measurement	3
MCP 680 – Counseling Theory: Individual, Group, Family	3
MCP 682 – Evidence-Based Approaches to Abnormal Behavior and Psychopathology	3
MCP 688 – Professional Ethics and Legal Issues	3
MCP 671 – Substance Abuse Counseling	3
MCP 699 – Supervised Practicum	3
MCP 700 – Supervised Internship I	3
MCP 720 – Supervised Internship II	3
Total Credits from Required Courses	54
Elective Courses (Choose 2)	
MCP 630 – Topics in Community Psychology	3
MCP 642 – Advanced Trauma Counseling	3
MCP 679 – Physiological Psychopharmacology	
MCP 750 – Community-Based Research	3
MCP 695 – Grant Writing	3
MCP 690 – Community Consultation & Program Evaluation	3
Total Credits from Elective Courses	6
Total Credits Needed for Graduation	60

Possible Course Sequences

There are several ways to complete the program. Particularly, there is flexibility based on which electives you'd like to take. It is important to take the foundational courses first and to pay attention to what prerequisites are required for each course. This will help you avoid any unnecessary delays in your program.

This program is designed so that if you take 3 classes every semester plus 3 classes each summer (2 summers), you can graduate in 2.5 years. If you do some semesters at 2 classes, you may still be able to graduate in 3 years, start to finish. You can go more slowly if you'd like and in fact, many students choose to take two courses at a time. It is also possible to graduate in exactly 2 years if you are able to take 4 classes for 2 semesters.

There are many required courses, so be sure you have the correct courses as well as having 60 credits. **Courses highlighted in yellow are prerequisites for future courses so should be taken in the recommended order.**

Sample Recommended Course Sequence (this is just a sample! Adjustments can be made with your advisor)

3 Courses at a Time

Fall 2021 MCP 600 MCP 601 (intro) MCP 620 MCP 627	Spring 2022 MCP 625 MCP 680 MCP 640 MCP 698 (information)	Summer 2022 MCP 651 MCP 671 Elective
Fall 2022 MCP 660 MCP 688 Elective	Spring 2023 MCP 699 (Practicum) MCP 655 MCP 645	Summer 2023 MCP 700 (Internship) MCP 682
Fall 2023 MCP 720 (Internship) MCP 685 MCP 611		

2 Courses at a Time

Fall 2021 MCP 600 MCP 601 (info) MCP 620	Spring 2022 MCP 625 MCP 680	Summer 2022 MCP 651 MCP 671
Fall 2022 MCP 627 MCP 660	Spring 2023 MCP 688 MCP 645 MCP 698 (info)	Summer 2023 MCP 655 Elective
Fall 2023 MCP 640 MCP 611	Spring 2024 MCP 699 (Practicum) Elective	Summer 2024 MCP 700 (Internship) MCP 682
Fall 2024 MCP 720 (Internship) MCP 685		

Course Prerequisites and Descriptions

A prerequisite is a class that you need to take before you can take a more advanced class. What follows is a sample of classes and their prerequisites.

Course	Description	Prerequisites
MCP 600 Social and Cultural Foundations of Community Psychology	This is the introductory course in the program. Students learn the cultural and social foundations of Community Psychology and engage in both research and reflection around key topics in Community Psych. All MSCP students take this course. It is a pre-requisite to every other course.	Program Admission
MCP 611 Human Development in Community Contexts	This is a course that reviews the theoretical foundations of human development. In this course students learn about both individual and community development and well-being.	MCP 600 or Concurrent
MCP 620 The Helping Professional	This is a prerequisite for most other courses. In this course you'll learn the listening and case management skills needed for counseling.	MCP 600
MCP 625 Clinical Mental Health Counseling	Students learn the frameworks associated with mental health diagnosis and apply these frameworks to cases. Use of the DSM-V is emphasized.	MCP 620 or concurrent

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MCP 627 Culturally Engaged Counseling	In this course you will learn major theoretical perspectives and concepts of multicultural and cross-cultural counseling. This is a discussion based course that will include some didactic and experiential activities.	
MCP 640 Trauma Counseling	This class is an introduction to trauma, effects of trauma and trauma informed care.	
MCP 642 Advanced Trauma Counseling	This is a continuation of the MCP 640 class and is an elective for anyone wanting to work more in the area of trauma counseling.	MCP 640
MCP 645 Family, Couples Partners	For counseling at an advanced level and across a variety of different client populations this course will focus on therapeutic work with intimate partner couples and families.	MCP 625

MCP 651 Research and Statistics	Students will learn a variety of research methods including quantitative and qualitative methods for conducting community based research. This is an introductory course.	
MCP 655 Group Behavior	This course explores theories and methods behind working therapeutically with groups. The course also addresses other group behavior and organization.	MCP 600 or concurrent
MCP 660 Individual Appraisal, Assessment and Intervention	In this course develop familiarity with a variety of assessment techniques and instruments. Application of ethical, multicultural, and statistical considerations are key components as students practice assessment for clinical contexts.	MCP 625 MCP 651
MCP 679 Physiological Psychopharmacology	In this elective course students will learn basic neuropsychological principles and how these relate to both DSM-V classifications and related medications.	MCP 625
MCP 680 Counseling Theories	Students will learn a variety of counseling theories and dimensions to counseling practice. Students will apply relevant theoretical approaches to cases, using both diagnostic tools and counseling methods.	MCP 625
MCP 682 Advanced Counseling Theory: Evidence-Based Practice	In this required class, students will learn a variety of evidenced-based counseling approaches and techniques for addressing a variety of clinical mental health diagnoses.	MCP 680
MCP 685 Career and Lifestyle Counseling	This course is designed to prepare counselors for the inevitable need to engage in career guidance and decision-making which so often happens in the counseling process.	MCP 620
MCP 688 Professional Ethics and Legal Issues	Here students will review issues of ethics and jurisprudence by researching ethics codes and applying them to ethics cases. Students will also be encouraged to assess their own ethical processes including cultural competence.	MCP 625

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MCP 699 Supervised Practicum	Students will engage in 100 hours of on-site practicum experience including 40 direct face to face hours. Group supervision to review cases and learn case conceptualization.	MCP 660 MCP 680 Application Needed
MCP 700 Supervised Internship	Students will engage in 300 hours of on-site supervised internship and will meet in a group supervision seminar to review cases and solve problems related to their internship experience.	MCP 660 MCP 680 Application Needed
MCP 720 Advanced Supervised Internship	Students will engage in 300 hours of advanced on-site supervised internship and will participate in a group supervision seminar to review cases and prepare for the licensing process.	MCP 700
MCP 750 (&752) Community Based Research	This is an elective course in the program. It is the second research course and focuses on developing research in community settings.	MCP 651

Substance Abuse Counselor and Substance Abuse Counselor-In Training Information

For up-to-date information on pursuing a credential as a Substance Abuse Counselor (SAC) or a Substance Abuse Counselor-In Training (SAC-IT), you are strongly encouraged to review all of the requirements which can be found on the website for Wisconsin’s Department of Safety and Professional Services (DSPS) (www.dsps.wi.gov). Depending on the electives you choose in the MSCP program, you may be eligible to apply for your SAC-IT before you graduate. In some cases, you may be asked to apply for your SAC-IT in order to qualify for certain internships. The SAC is a post-graduation credential, so the information here is for your future reference. Right now the only reason you would want a SAC-IT is if you are thinking that you will not apply for the LPC, but that you want to have an SAC. See more about practicing as both a Licensed Counselor and a Substance Abuse Counselor below.

Substance Abuse Counselor-In Training: In order to meet the requirements for the SAC-IT, you need to fulfill the following:

- 100 hours of specialized education in the required domains.
- Employment or internship that provides the appropriate supervision (descriptions of appropriate supervisors can be found on the DSPS website).
- Completed application and fees.
- Successfully completed a required examination.

The 100 hours of specialized education are broken down into the following domains:

- Assessment (15 hours required)
- Counseling (15 hours required)
- Case Management (10 hours required)
- Education (15 hours required)
- Professional Responsibility (20 hours required)
- Electives (25 hours required)

Substance Abuse Counselor:

Substance Abuse Counselor: After obtaining your SAC-IT, these are the requirements needed to obtain your Substance Abuse Counselor, or SAC License. This information is here for future reference.

- Complete 360 hours of specialized education in substance use disorder through a post secondary institution or department approved education program.
- Complete and submit Application for Substance Abuse Counselor including all required documentation and pay required fee.
- DSPS reviews application and makes applicant eligible for the National Association for Alcoholism and Drug Abuse Counselors (NAADC) examination. **Examinations may be taken after completion of education, before experience is completed.**
- Successful completion of required examinations.
- Submit verification of completion of 3,000 hours of work experience performing the 8 practice dimensions as a Substance Abuse Counselor, supervised as described in (Form #2749), within 5 years immediately preceding the date of application. 3,000 hours of work experience shall include the following:
 - 1,000 hours in substance use disorder counseling with at least 500 hours is a one-on-one individual modality setting.
 - A minimum of 200 hours of counseling during the 12 month period immediately proceeding the date of application, of which 100 hours shall have been completed using individual modality setting.

In our curriculum, the most efficient way to demonstrate educational hours in the domains are through completing the following courses:

- Assessment – MCP 660 (30 hours), MCP 625 (10 hours), MCP 700 (20 hours)
- Counseling – MCP 680 (30 hours), MCP 682 (20 hours), MCP 720 (10 hours)
- Case Management – MCP 620 (30 hours), MCP 625 (10 hours), MCP 700 (20 hours)
- Education – MCP 671 (30 hours), MCP 679 (30 hours)
- Professional Responsibility – MCP 688 (30 hours), MCP 627 (10 hours), MCP 720 (20 hours)
- Electives – MCP 627 (30 hours), MCP 611 (30 hours)

Most students are able to meet the 100 hour requirement before applying for practicum/internship and the 360 hour requirement before graduation as most of these courses are required courses. It is possible to apply for your SAC-IT even if you have not completed the above courses; however, you will have to clearly demonstrate that the course you would like to use to fulfill that particular domain fully meets all of the DSPS requirements.

If you are interested in applying for your SAC-IT, be sure to contact Rachel Reinders ahead of time so that she can walk you through the process.

Certificate in Trauma-Informed Care

Students have the opportunity to pursue a certificate in the area of trauma-informed care. This certificate is granted by Alverno College as a way of affirming that students, if they have met all of the criteria, have completed training and supervised experience in the area of trauma treatment. If you are interested in earning this certificate, the following criteria must be met:

- Successful completion of the initial Trauma Counseling (MCP 640) course
- Successful completion of the Advanced Trauma Counseling (MCP 642) course
- Supervised experience at your practicum and/or internship in the area of trauma-informed care. There is a form that your site supervisor will sign that documents the supervised experience. A copy of this form is included in the Appendices of this handbook.

Section IV: Policies and Procedures

Absences from Courses

Students are expected to attend all classes and participate in all learning activities. If, due to illness or unavoidable personal/professional commitments, you must miss a class, you should consult with the faculty member involved and/or the MSCP Program Director, as soon as possible in advance of the class, to develop an alternative plan to meet the objectives of the missed class. Absence from more than one session of a 3-credit required course will generally require the student to repeat the course. Consistent lateness may be considered an absence.

Depending on the situation, your instructor or the MSCP Program Director may advise you to drop a course, or may decide that you are ineligible to continue attending a course if attendance has not been regular or you have missed the first class meeting. In all instances, if you choose to drop a course, it is your responsibility to officially drop the course by contacting the Registrar's Office. You are always encouraged to communicate with your advisor if you are considering dropping a course.

Academic Integrity

All students are expected to come to classes prepared and ready to engage fully with other class members, in the assigned material at hand. Because this is a Community Psychology program, emphasis on respectful interaction within the community of learners is a key expectation.

Policy to request Academic Incomplete and/or Extension:

- **Extensions on Individual Assignments:**
 - If a student is unable to complete an assignment by the stated deadline, instructors may grant an extension when appropriate
 - Student needs to communicate with instructor **prior** to assignment due date to ask for an extension, either in person or via email.
 - Extension/Incomplete request needs to include a timeframe to complete work that is a collaboration with the instructor.

- **Incompletes for Overall Course**
 - If a student is unable to complete coursework before the end of a semester, an incomplete progress code may be granted by the instructor
 - Coursework extensions will be completed prior to the beginning of the next semester, unless otherwise agreed upon with instructor and program director.
 - Understand **requests** for extensions and/or incompletes are at the discretion of the instructor. Decisions are based on academic performance, standing, and professionalism.

- If an extension is granted, the student is responsible to maintain contact with the instructor, complete the work to satisfaction and/or complete an alternative assignment when required.
- Lastly, students need to update the program director upon completion of the extension/incomplete.

Academic Honesty

Plagiarism and Misrepresentation of Authorship

(Reprinted from *Building a Community of Learners: A Community Guide and Student Handbook*)

Throughout your studies at Alverno College, you are exposed to a variety of learning styles. In some classes faculty require students to complete assignments in small group work sessions, while in other cases they may require you to complete work on an independent and individual basis. Both experiences can be stimulating and rewarding. However, when submitting work for your courses, you need to remember that you have a personal responsibility to complete work in accordance with the instruction of your teacher and sound academic principles. This means standing behind your work as a contributing member of a team when collaborative work is required. It also means standing behind your work as the individual who thought it through and carried it out when independent work is required.

When you are required to consult with professionals outside the College or undertake research in the library in order to gather information necessary for the completion of an assignment, you need to make reference to the resources used. Whenever you refer to secondary sources, whether for direct quotation or paraphrasing, you must supply clear documentation within generally accepted academic standards. In other words, when you use another's thoughts in the exact words or with some words changed around, the source must be indicated.

Work required to be completed independently does not meet the above requirements if it is more the work of someone else than that of the person who claims it. To claim work that is essentially someone else's constitutes misrepresentation. Failure to document sources of information constitutes plagiarism. When such cases come to the attention of faculty, a department or division faculty committee will review the situation and make a recommendation to the department or division regarding the necessity of disciplinary action. After the committee reviews the situation, they may recommend that the student receive an unsatisfactory in the course for which the work was required, an assignment of a new equivalent assignment, and dismissal from the College or other disciplinary action.

Here are some additional guidelines adapted from *The Masters in Education Student Handbook*:

—GIVE CREDIT WHERE CREDIT IS DUE—Avoid Plagiarism

Learning the appropriate academic procedures for citing sources will not only help you in writing your papers within the academic setting, it will also help you to be accurate about the sources of ideas in writing and speaking within your work setting. Giving others credit for their ideas is a basic writing guideline. Such practice keeps you honest, by allowing you to reflect on the ideas of another and to add or integrate your own thoughts with the deliberate support of other authors. Citing sources correctly also helps your reader to follow your own thinking and to understand the evidence that supports your thoughts. You too may find that being able to find a reference based on how someone else talked about them in an article or paper is a very helpful process.

The same guidelines apply to giving a speech, poster-project, or other form of presentation. PowerPoint, slides, posters and other visual materials need to be properly referenced, and your thinking needs to be distinguished from the thoughts and ideas of others.

Plagiarism is, in essence, the taking of someone else's thoughts and words and representing them as your own. It is seen as an offense to both the original author of those thoughts and words as well as an offense to your reader, who potentially could confuse the thoughts of the original author with those of someone representing those thoughts as their own.

If you use someone else's words, you **must** use the proper quotation format. For short quotations, that means quotation marks and a reference with page number. For longer quotations, that means a hanging indent, and a reference with page number. Be sure to consult your APA manual 6th Edition. (Remember when you paraphrase, you give the author's name and date of the publication. When you quote, you must also include the quotation marks and the page number where you found the quote.)

If you have a question about the format of a specific citation, first consult your APA Manual, 7th Edition. If after considerable effort in trying to resolve your question you are still in need of assistance, bring your question to your instructor or advisor, along with your specific work with the APA Manual and show them exactly where your confusion lies. They will help you address your specific concern. In the end however, you will be held responsible for representing yourself and others in an appropriate manner.

—Tell It Like It Is—Avoid Misrepresentation

When you are working with another author's ideas, it is imperative that you

represent those ideas accurately and that you give credit to the author for those ideas. If, for example, an author is presenting several alternatives to a particular dilemma, it is important that you indicate the range of alternatives that the author offers, rather than simply picking the one that you like the best and presenting it as if it were the author's only idea. To single out a sentence or paragraph that suits your own purposes but does not represent the author's train of thought is considered misrepresentation.

—**Talk Your Own Talk**—Avoid Plagiarizing Another Student's Work.

A student may be dismissed from the program if he/she uses the work of another student as her/his own. This includes using papers that have been published on the internet, written by a student in this or another college or university, or written by a former student.

—**Be Discreet About Repeat**—Avoid Self-Plagiarism

Self-plagiarism is the practice of using a paper that is written in one class to complete the requirements for a different class or project. If you are planning to use a part of a paper that you have already written in another class, first consult your instructor to see if the part of the paper is suitable material for the class you are presently taking. If you do not obtain appropriate permission for building on work from another class, or if you hand in a duplicate paper from another class to meet an assessment requirement, you may fail the project, the assessment and jeopardize your standing in the program.

—**Walk The Walk In Order To Talk the Talk**—Maintain Responsibility for Your Work within Groups

Students are expected to be appropriately responsible for their work within a group project setting. This includes attending mutually agreed-upon group meetings, completing mutually-agreed upon assignments and carrying your weight in the writing of a group paper or the implementation of a group presentation. If you fail to maintain your responsibilities as a group member, you may fail the group project assignment and you may be dismissed from the class

Resources Consulted:

Graham, S. (2000) Academic Honesty (Alverno College Master of Arts in Education). Unpublished document. Milwaukee, WI: Alverno College.

Smith, P. (2001). Policy on plagiarism for all psychology & MA courses. Alverno College Master of Arts in Education policy on academic honesty. Unpublished document. Milwaukee, WI: Alverno College.

University of Massachusetts: Policies: Academic Honesty. Retrieved August 2002 from <http://www.umass.edu/umhome/policies/honesty.html>

University of Oregon: Avoiding Plagiarism. Retrieved August 2002 from <http://www.cs.orst.edu/~watsog/cs151/honesty.htm>

University of Vermont Policies on Academic Honesty. Retrieved August 2002 from

E-Mail Expectations

Your Alverno e-mail is an official way the college uses to communicate with you. This includes all instructor communication. You should read your Alverno email regularly.

Universal Design for Instruction Tip

Accessibility: Alverno College makes every effort to provide accessible facilities and programs for individuals with disabilities. For accommodations/services please contact Colleen Barnett, colleen.barnett@alverno.edu or at Ext. 6026.

Children on Campus Policy

Approved by the Student Service Advisory Committee, April 24, 2007

Alverno College is deeply committed to creating an environment that maximizes learning and provides campus safety. This policy was designed to ensure both.

Children may not remain alone on campus: a parent or other responsible adult must accompany them. Alverno College cannot be responsible for children on campus under 17 who are not with a parent/guardian, in Childcare Services, or participating in college-sponsored programs. The following guidelines apply to children on campus.

In The Classroom - In general, attendance in a classroom is limited to the instructor, students who are enrolled in the course, and others who can contribute to the educational mission of the College. For example, the instructor may bring in guest presenters, or other educators may observe the course in order to evaluate the instructor or the curriculum. Exceptions to this policy are at the discretion of the instructor and of the College.

Generally, it is not appropriate to bring children to class. Should an unexpected event arise that would mean you must bring a child to a class in order to attend yourself, you must get prior permission from the instructor. The instructor will review the planned activities and determine whether the child would be reasonably safe and would not detract from the educational experiences of others. Please use your judgment to determine if the child is a distraction, if the content is appropriate, or if the child cannot sit quietly for the length of the session. If you must bring a child to class and have received prior permission from the instructor, it is your responsibility to bring appropriate materials to occupy the child quietly.

You are responsible for the safety and the well-being of your child. Occasionally, subjects raised in class may not be appropriate for children. If this is the case, or if the instructor asks you to remove the child, please do so.

Permission to bring a child to class cannot be granted under the following circumstances:

- (1) The child is ill. If the child is too ill to attend her/his regular daycare, s/he is too ill to be in a classroom.
- (2) The class meets in one of the TL labs. No children are allowed in the science laboratories. This is for the safety of all. If a room has mixed use, children will not be allowed in the room on lab days.

©Copyright And Fair Use: Read Me

As a college student using Alverno College's technology resources, you are required to comply with copyright laws. Illegal downloading of movies and music is just that: illegal, and traceable back to the user. It is also illegal to take texts, images, web-pages, and computer programs from the Internet or other sources without getting permission from the creator. College students have been successfully prosecuted for copyright violations.

However, much of the material in the Library and on the Internet can be used for educational purposes by following Fair Use Guidelines. You may use approximately 10% of a written text, of images out of a book, or information from a web-page for a course project. You can also play excerpts from movies and music. Of course, when you do use materials that you have not personally created, you must give full credit to the originator.

Additionally, there are resources available at Alverno College that have been paid for and are yours to use. These include databases that offer free music streaming, web- pages that encourage student use (such as OWL at Purdue), ARTstor, which offers millions of images, and much more. Visit your Library and your Library Web-Page often for resources and updates.

For more information on copyright laws and fair use, follow the link below:
<http://depts.alverno.edu/library/copyright.html>

Other Important Alverno College Technology Use Policies

From Alverno Student Handbook

Be Ethical

Accurately identify yourself and your affiliations; use the Alverno College name only for official school business; use Alverno College technologies for lawful purposes only.

Be Respectful

Do not share confidential information; do not send offensive communications or materials; do not send chain letters, spam, or unsolicited advertisements.

Be Secure

Do not share your password; change your password when prompted; if you are using a personal computer, it must have anti-virus software.

Graduate Student Professionalism Rubric

All MSCP students are held to high academic and professional standards. This rubric is used by faculty to document professional behavior. Should concerns arise regarding professional behavior, faculty will review concerns with the student involved and report them to the MCP Program Director.

Master of Science in Community Psychology Professionalism Rubric

Professionalism Requirement	Not Present	Emerging	Effective	Exceptional
Student effectively demonstrates discipline and responsibility for attending all class sessions and being present at the start of each class as well as appropriate and responsible attendance in practicum and internship settings.				
Comment:				
Student finishes and turns in on the dates requested assignments that are complete and have been proofread				
Comment:				
Student takes the initiative to communicate with faculty if there are attendance, assignment, or communication concerns.				
Comment:				
Student consistently uses appropriate language, interacts in a professional manner, and shows respect for others.				
Comment:				
Student accepts equal responsibility for group and team responsibilities and assignments and supports others in doing so.				
Comment:				
Student honors professional ethics including appropriate use of quotations, recognition/citation of sources, respect for confidentiality, privacy, and seeking out supervision. Student only practices within the scope of their ability.				
Comment:				

MSCP Student Status Committee

Every semester, the MSCP Student Status Committee reviews MSCP student academic performance and professionalism. Any student with an "Unsatisfactory" progress code in any course will be recommended to the Alverno College Graduate School Status Committee for consideration of probation. Any student with multiple Unsatisfactory MSCP progress codes (in the same or different courses) will be recommended for probation with warning or dismissal from the program. Any student not meeting one or more professionalism standards (see the Graduate Student Professionalism Rubric above) may also be recommended for probation. Engaging in plagiarism may be grounds for dismissal from the program.

As part of this process, each student will meet with their faculty advisor to review their progress in the program. Please see the Student Evaluation Form in the appendices for details about what will be covered during this meeting.

Advising

When you are admitted to the MSCP program you are assigned a faculty advisor/mentor who serves as an academic advisor. The Program Director serves as a resource on to academic matters, policies and procedures, and registration.

The Practicum/Internship Experience

A Supervised Internship (also referred to as practicum) is a key experiential learning component of the MSCP program. Your supervised experiences as an intern will prepare you greatly for your work as a Licensed Professional Counselor. In your internships, you will apply many of the concepts that you study throughout your MSCP program. You will be supervised by a licensed site mentor and you will actively participate in the group supervision that is supplied in the internship classes on campus, which are taught by faculty members in the MSCP program.

You will begin to prepare for your internship placement a year before you take your first internship (usually this means you will be taking MCP 660 and MCP 680 when you complete your Application for Internship). The Internship Coordinator generally sends you an invitation to a session where the Practicum and Internships are more fully explained. You will complete the internship application and you will submit this application to the Internship Coordinator. Your application will be reviewed by the graduate faculty who will also review your academic progress and your professionalism rubrics. Once the graduate faculty have approved your candidacy for internship you will work with the Internship Coordinator to find an appropriate internship placement. You may seek out an internship placement. If you do this, the placement must be approved by the Internship Coordinator and the Program Director. The site mentor of the placement must be licensed and must be able and willing to supervise your work for at least one hour every week. More specific guidelines for the internship experience and

the class will be presented to you at the time that you receive your application.

If you are not performing appropriately in your practicum or internship the Site Supervisor, in consultation with the Internship Coordinator may remove you from the internship site. If removed from the internship site, you must meet with the Internship Coordinator and the Program Director before you may secure another internship. If you are unable to successfully complete your practicum or internship experience, you may be required to change your program from counseling to another area. The Program Director is available to help you with this process.

Credit for Transfer Courses

Previous graduate course work is evaluated at the time of admission. There are very rare cases when transfer credit is accepted for the Core courses. Elective credit will be considered if there is no significant overlap with these required courses. It is usual A maximum of 6 credit hours are accepted.

Extension of Program Completion

Course work is to be completed within seven years of entry into the MSCP program. If you are not able to complete the program within this timeframe, you must submit a letter to the MSCP Program Director requesting an extension. Your letter should explain why an extension is required and describe your plan and timeline for program completion. The Program Director will review the request and respond in writing. The deadline for submitting a request to extend your program completion is the beginning of your sixth year in the program.

Independent Study, Internships, Projects for Academic Credit

A student who wishes to engage in independent study, pursue an internship, or receive academic credit for a special project, as part of their elective coursework must complete the Independent Study/Internship/Project Proposal Form. This form is available from the Registrar's Office (or on-line) and must be submitted to the MSCP Program Director at least one semester prior to pursuing this as an alternative to an existing course.

Purpose – These alternatives are available to graduate students who seek unique and specialized professional development learning opportunities which are not available through existing MSCP elective courses. It requires students to independently design, implement, and manage their learning with the guidance of an Alverno College Psychology Faculty member. The learning experience, if approved, must be completed within the regular semester timeframe. For each semester hour of academic credit a minimum of 20 hours of academic study is required. The two internships are typically taken in the final two semesters of your program.

Feasibility - The first step in exploring the feasibility of an independent study, internship, or project is to formulate and describe your topic, objectives, and learning strategies in writing and discuss this with the program director and/or your faculty advisor. It is also important that you identify a faculty member who is willing and able to

serve as your mentor and evaluator for this experience. You should meet with them and explain:

- a. How you would benefit from this experience
- b. What your specific topic, objectives, and learning strategy would include
- c. When you would begin and end your work
- d. How many semester credit hours you are requesting

If your proposal appears feasible based on these exploratory conversations, you should complete and submit the Independent Study/Internship/Project Proposal Form to begin the formal approval process for registration.

Approval and Registration Process - Complete the Independent/Internship/Project Proposal Form and submit it to the MSCP Program Director for approval at least one semester prior to registration for the internship. The request must be approved by the faculty member who will serve as your mentor and evaluator, the Behavioral Sciences Associate Dean, and the MSCP Program Director. It will be evaluated according to:

- e. Your need for this experience as a part of your academic program
- f. The quality of your objectives and plans for learning
- g. The availability of alternative learning opportunities
- h. The availability of faculty resources

If your request is approved by everyone, it will be forwarded to the Registrar's Office and added to your official registration for the semester.

Plan for Independent Study/Internship/Project - Within the first week of the semester you should initiate and arrange a meeting with your faculty mentor/evaluator. Within 25 days after the start of the semester you must submit your formal plan for faculty approval. The plan will include:

1. Title, purpose, and detailed description of the independent study/internship/project
2. Learning objectives related to your topic, the MCP outcomes, and your academic development
3. Detailed description of learning strategies, activities, and tasks
4. Timeline of activities and tasks for the semester. Timeline should include meetings with your faculty mentor/evaluator
5. Description of resources and external individuals necessary to complete your work
6. Description and due date (at least 6 weeks before last class) of interim progress report
7. Description of final product, audience, and date of completion
8. Plan for faculty and self assessment of performance including criteria related to learning objectives

Activity Log - You are required to keep an activity log for your academic work. The log should include dates, beginning and ending times, and descriptions of activities. The log

should always be up to date and available for faculty review. You will turn this in with your final product.

Course Completion - Your independent study, internship, or project must be completed by the last class or an earlier date as required by faculty.

APPENDIX A- Criteria for Communication and Social Interaction

Graduate students at Alverno College are expected to develop and consistently demonstrate strong communication and social interaction, along with critical thinking and problem solving. Three developmental rubrics help guide the students in integrating these skills into their performance in academic and clinical settings.

I. CRITERIA FOR EFFECTIVE SPEAKING/MEDIA

(Adapted for Entering Graduate Students, 8/04)

In a given speech, the student should show the following abilities to the level indicated:

Preliminary: Follows directions: yes____no ____

1. Connects with audience through SPEAKING ON ONE'S FEET

- L1 Speaks to an audience for at least a minute with little reliance on scripted or memorized input
- L2 Communicates *to* an audience, long enough to suggest the speaker has internalized his/her message, with little reliance on scripted or memorized input
- L3 Communicates *with* the audience, giving the impression of both thinking and speaking spontaneously without reliance on scripted or memorized input
- L4 Gives a consistent impression of communicating *with* the audience without reliance on scripted or memorized input

Graduate Level: As a professional, gives a consistent impression of communicating with the audience without reliance on scripted or memorized input in a variety of job related contexts.

2. Connects with audience through ESTABLISHING AND MAINTAINING CONTEXT (clarifying, in a manner appropriate to a specified audience, limits of the situation and sources of thinking)

- L1 Gives audience some sense of focus and purpose (*What* am I telling *whom* and *why*?)
- L2 Gives audience full sense of purpose and focus, distinguishing his/her own thoughts from those of others
- L3 Throughout a presentation, show how others' ideas relate to his/her own thinking
- L4 Throughout a presentation, clearly articulates relationships between ideas/concepts out of an academic framework and those out of his/her own thinking

Graduate Level: As a professional, shows explicit awareness of his/her own ideas as claims rather than truths in the context of disciplinary/professional discourse.

3. Connects with audience through VERBAL EXPRESSION (word choice/style/tone—reflecting awareness of the audience's degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)

- L1 Uses language that shows some awareness of appropriate word choice/style/tone
- L2 Uses language that shows general awareness of appropriate word choice/style/tone— avoiding vague, empty, and condescending expression

L3 Uses language that consistently shows awareness of appropriate word choice/style/tone

L4 Uses language that reflects a *refined* awareness of the audience

Graduate Level: As a professional, Effectively incorporates word choice/style/tone unique to a particular discipline or profession

Shows explicit awareness of ambiguity, e.g., that words/concepts may have different meanings for different audiences

Maintains the individuality of the speaker

Communicates a sense of ongoing dialogue, common ground, and openness to other perspectives

4. Connects with audience through EFFECTIVE DELIVERY (speaking with credibility demonstrated through adequate volume and voice projection, clear articulation, vocal variety, use of gestures/body language, eye contact, and projection of interest in topic and audience)

L1 Speaks with some elements of effective delivery L2

Speaks with most elements of effective delivery

L3 Speaks consistently with elements of effective delivery

L4 Speaks with a refined repertory of effective delivery techniques

Graduate Level: As a professional, meets the delivery requirements of a given discipline or profession

5. Connects with audience through use of APPROPRIATE CONVENTIONS (usage, pronunciation, and sentence structure)

L1 Generally follows appropriate conventions L2

Consistently follows appropriate conventions

L3 Adapts appropriate conventions to the expression of complex relationships

L4 Shows a refined sense of appropriate conventions

Graduate Level: As a professional, meets the stylistic requirements of a given discipline or profession

6. Connects with audience through PURPOSEFUL STRUCTURE (sense of introduction/development/ conclusion; focusing by main point make; major/minor connections)

L1 Presents a message with recognizable introduction, development, and conclusion L2

Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development

L3 Without digression from the focus of the speech, consistently articulates relationships between points of development

L4 Maintains a refined sense of structure in relation to an academic framework

Graduate Level: As a professional, maintains a refined sense of structure in relation to an academic framework integrated into that of a profession

7. Connects with audience through SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA

- L1 Shows ability to use examples and/or evidence meaningful to audience
- L2 Supports most generalizations with examples and/or evidence meaningful to audience
- L3 Uses development appropriate to audience and purpose to clarify message
- L4 Uses development of appropriate length and variety and of sufficient interest to convince audience of worth of message

Graduate Level: As a professional, explicitly acknowledges contradictory or conflicting evidence

8. Connects with audience through CREATION and USE OF MEDIA

- L1 Incorporates a visual that is legible, understandable, and appropriate to topic and audience
- L2 Computer-generates eye-appealing visuals, using them purposefully to enhance presentation
- L3 Smoothly incorporates high-quality and diverse media whose messages reflect the core concepts of a presentation
- L4 Incorporates professional-quality media within a specific context to aid in clarifying academic frameworks

Graduate Level: As a professional, meets expectations for media quality for a given profession

9. Connects with audience through APPROPRIATE CONTENT (criteria may be further contextualized by instructor in discipline)

- L1 Articulates accurate representation of ideas
- L2 Demonstrates appropriate application of designated or selected ideas
- L3 Identifies key elements that indicate understanding of theories and/or frameworks L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/theories, validating them with substantial thinking and appropriately citing valid sources

Graduate Level: As a professional,
- Effectively integrates academic frameworks/theories into the context of the profession
- Thoughtfully challenges existing frameworks and/or approaches

10. SELF ASSESSMENT

- L1 Shows awareness of a few strengths and weaknesses in a presentation, based on specifically designated criteria
- L2 Shows some understanding of development in speaking ability, based on the same criteria
- L3 Articulates, providing evidence, a realistic sense of performance in all criteria areas L4 Shows a refined sense of strengths and weaknesses in all criteria areas

Graduate Level: As a professional,
- Shows a refined sense of one's own strengths and weaknesses in all criteria areas, particularly in professional contexts
- Identifies reasonable plans for improvement related to one's own areas of weakness

-Shows explicit awareness of the development of one's own understanding of one's own mental models

II. CRITERIA FOR EFFECTIVE WRITING

(Adapted for Entering Graduate Students, 1/03)

In a given piece of writing, the student should show the following abilities to the level indicated: **Preliminary:** Follows directions: yes____no ____

1. Connects with audience through **ESTABLISHING AND MAINTAINING CONTEXT** (clarifying, in a manner appropriate to a specified audience, limits of the situation and sources of thinking)

L1 Gives audience some sense of focus and purpose (*What I am telling whom and why?*)

L2 Gives audience full sense of purpose and focus, distinguishing own thoughts from those

of others

L3 Throughout the writing, shows reasonably how others' ideas relate to his/her own thinking

L4 Throughout the writing, convincingly articulates relationships between ideas/concepts out of an academic framework and those out of her own thinking

Graduate Level: As a professional, shows explicit awareness of one's own ideas as claims rather than truths in the context of disciplinary/professional discourse

2. Connects with audience through **VERBAL EXPRESSION** (word choice/style/ton— reflecting awareness of the audience's degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)

L1 Uses language that shows some awareness of appropriate word choice/style/ton L2

Uses language that shows general awareness of appropriate work choice/style/ton— avoiding vague, empty, and condescending expression

L3 Uses language that consistently shows awareness of appropriate word choice/style/ton

L4 Uses language that reflects a *refined* awareness of the audience

Graduate Level: As a professional,

1. Effectively incorporates word choice/style/ton unique to a particular discipline or profession

2. Shows explicit awareness of ambiguity, e.g., that words/concepts may have different meanings for different audiences

3. Maintains the individuality of the writer

4. Communicates a sense of ongoing dialogue, common ground, and openness to other perspectives

3. Connects with audience through **APPROPRIATE CONVENTIONS** (usage, spelling, punctuation, capitalization, sentence structure, format conventions)

L1 Generally follows appropriate conventions

L2 Consistently follows appropriate conventions

L3 Adapts appropriate conventions to the expression of complex relationships

L4 Shows a refined sense of appropriate conventions

Graduate Level: As a professional, meets the stylistic requirements of a given discipline or profession

4. Connects with audience through PURPOSEFUL STRUCTURE (sense of introduction/development/conclusion; focusing by main point made; major/minor connections)

L1 Presents a message with recognizable introduction, development, and conclusion L2

Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development

L3 Without digression from the focus of the work, consistently articulates relationships between points of development

L4 Maintains a refined sense of structure in relation to an academic framework

Graduate Level: As a professional, maintains a refined sense of structure in relation to an academic framework integrated into that of a profession

5. Connects with audience through SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA

L1 Shows ability to use examples and/or evidence meaningful to audience

L2 Supports most generalizations with examples and/or evidence meaningful to audience

L3 Uses development appropriate to audience and purpose to clarify message

L4 Uses development of appropriate length and variety and of sufficient interest to convince

audience of worth of message

Graduate Level: As a professional, explicitly acknowledges contradictory or conflicting evidence

6. Connects with audience through APPROPRIATE CONTENT (criteria may be further contextualized by instructor in discipline)

L1 Articulates ideas accurately

L2 Demonstrates appropriate application of designated or selected ideas

L3 Identifies key elements that indicate understanding of theories and/or frameworks

L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/

theories, validating them with substantiated thinking and appropriately citing valid sources

Graduate Level: As a professional, Effectively integrates academic frameworks/theories into the context of the profession Thoughtfully challenges existing frameworks and/or approaches

7. SELF ASSESSMENT

L1 Shows awareness of a few strengths and weaknesses in one's own written work, based on specifically designated criteria

L2 Shows some understanding of one's own development in writing ability, based on the

same criteria

L3 Articulates, providing evidence, a realistic sense of one's own writing performance in all criteria areas

L4 Shows a refined sense of one's own strengths and weaknesses in all criteria areas

Graduate Level: As a professional, shows a refined sense of one's own strengths and weaknesses in all criteria areas, particularly in professional contexts

Identifies reasonable plans for improvement related to one's own areas of weakness

Shows explicit awareness of the development of one's own understanding of one's own mental models

III. CRITERIA FOR SOCIAL INTERACTION

(Adapted for Entering Graduate Students, 8/04)

1. Shaping and Working with a Task

Clearly defines a problem identification process

Accurately verbalizes a representation of the problem

Clearly defines a decision making process

2. Using Task Oriented Behaviors Appropriate to the Task

Effectively exhibits task oriented group behaviors such as leading, reinforcing, seeking information, etc.

Listens analytically and affectively, trying to understand a speaker's frame of reference Provides appropriate information before, during and following meetings

Thoughtfully includes multiple viewpoints in a discussion

Effectively demonstrates planning and implementation strategies for decisions

Effectively uses strategies to explore a wide range of possibilities, thus avoiding 'group think'

Thoughtfully utilizes group techniques to promote effective decision making

Effectively demonstrates consensus building skills

Reflectively draws upon an understanding of power dynamics to effectively lead and participate in groups

Effectively uses conflict management strategies to create win-win results

3. Using Interpersonal Behaviors Appropriate to a Situation Uses an effective repertoire of non-verbal body language to communicate positively Effectively creates a physical environment conducive to the groups needs Consistently behaves proactively. Consistently creates patterns of dialogue that are healthy for group participants. Uses Reflection for Personal Growth in Task Oriented and Interpersonal Behaviors

Thoughtfully uses feedback to others to improve group skills. Accurately self assesses own performance related to both task and interpersonal behaviors. Consistently views feedback as a means of strengthening relationships and/or accomplishing the task.

Thoughtfully reflects on stages of group development to analyze impact of own and others' behavior

Appendix B: Student Evaluation Form

Student Name: _____

Date: _____

Advisor Name: _____

Year 1 **Year 2** **Year 3** **Other:** _____

Completed Coursework

Fall _____	Spring _____	<input type="checkbox"/> Summer _____
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Foundational Coursework

Course	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Human Development (611)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping Relationships (620)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Mental Health Counseling (625)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual Assessment (660)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling Theory (680)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Ethics (688)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Development

Course	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Supervised Practicum (699)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervised Internship I (700)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervised Internship II (720)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conference Presentations		
Title	Conference	Date

- Introductory Video recorded** (Year 1)
- Follow-Up Video recorded** (prior to graduation)

Professional Requirement	Not Present	Emerging	Effective	Exceptional
Effectively demonstrates discipline and responsibility for attending all class sessions and being present at the start of each class, as well as appropriate and responsible attendance in practicum and internship settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finishes and turns in assignments on the requested dates; and, assignments are complete and proofread.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes the initiative to communicate with faculty if there are attendance, assignment, or communication concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently uses appropriate language, interacts in a professional manner, and shows respect for others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts equal responsibility for group and team responsibilities and assignments, and supports others in doing so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors professional ethics, including appropriate use of quotations, recognition/citation of sources, respect for confidentiality and privacy, and seeking out supervision. Only practicing within the scope of your ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative Feedback

Overall Progress

- Not Meeting Expectations
- Satisfactory
- Exceptional

Student Signature

Advisor Signature

APPENDIX C: VERIFICATION OF TRAUMA-INFORMED COUNSELING EXPERIENCE AND SUPERVISION

This is to document that the student listed below, through their professional counseling practicum and/or internship(s), received 100 hours of experience and supervision in trauma-informed care. At least 40 of those hours were in direct service to clients.

STUDENT: _____

Practicum/Internship Site: _____

Semester(s): _____

Supervisor Signature: _____

Supervisor Printed Name: _____

Date: _____

