



Jefferson
Philadelphia University +
Thomas Jefferson University

**Community and
Trauma Counseling**

Student Academic Manual

**Community and Trauma Counseling Program
& Art Therapy Specialization**

ACADEMIC YEAR 2019-2020

**Community and Trauma Counseling & Art Therapy Specialization
Student Academic Manual
Table of Contents**

Purpose of Manual	3
Mission Statements	4
Program Description	6
Program Goals and Learning Objectives	8
CTC Program Curriculum	10
CTC Art Therapy Specialization Curriculum	11
Graduation Requirements	12
Accreditation, Certification, and Student License Eligibility	14
University Resources and Systems	17
Financial Aid	17
Americans with Disabilities Act: Implications for Students	18
Professional and Technical Standards	19
Academic and Professional Policies and Procedures	27
Student Email Signature	27
Social Media and Digital	27
Professional Language	28
Personal Counseling	28
Academic Advising	30
Clinical Fieldwork Readiness Behaviors	30
Learning Contract and Performance Action Plans	31
Attendance Policy	31
Lateness Policy	32
Petition Policy	33
Illness	33
Change in Health Status/ Fieldwork Readiness	34
Weather/Snow Emergency	34
Academic Progression, Retention & Dismissal	34
Withdrawal/ Temporary Leave of Absence	38
Re-entry Policy	38
Procedures to Address Concerns and Misconduct	39
Grievance Procedure and Appeals	41
Health and Safety Policies and Procedures	43
Grading Scale	46
Faculty Course Evaluations	47
Confidentiality of Student Records	47
Technology	48
Submission of Learning Activities and Writing Guidelines	49
Counseling and Art Therapy Professional Associations	51
Counseling Honors Society	53
APPENDICES:	
<i>Safety/Security Information, Professional Organizations,</i>	54
<i>Student Criminal Charge Report</i>	55
<i>CTC Petition for Absence Form</i>	56
<i>Honor Code (to be signed & given to Program)</i>	57

PURPOSE OF THE MANUAL

This Manual is to be used by students in the Community and Trauma Counseling Program (and Art Therapy Specialization), East Falls campus, in conjunction with:

1. Thomas Jefferson University, East Falls, Catalog, Undergraduate & Graduate
2. Thomas Jefferson University, East Falls Student Handbook
3. Jefferson College of Health Professions Student Handbook, specifically sections regarding Academic Standing, Grading, and Graduation Requirements
4. Community and Trauma Program, East Falls Campus Student Clinical Manual

Together these resources are designed to provide students on the East Falls campus with information that will assist them in their academic endeavors at the University, including available resources and policies that pertain to students, lists of needed equipment, an outline of the curriculum, and some guidelines to help students in preparation for this challenging academic experience.

This Manual was not designed to be all-inclusive. There are some policies that may pertain to students that may not be covered in these sources. If you have any questions that cannot be answered from these sources, please feel free to discuss these with your faculty advisor, the Program Director or other CTC faculty. Students are required to sign the attestation statement on the last page of this manual and the Student Clinical Manual as a condition for participation in the Program.

Please read these sources carefully and thoroughly. Students are expected to abide by the policies outlined in this manual while enrolled in the Thomas Jefferson University CTC Program. Failure to recall policy is not a defensible reason to not follow policy.

The CTC Program reserves the right to amend or add to the academic policies and scholastic regulations at any time, provided that such changes or additions are intended to improve the quality of education and are introduced in a fair and deliberate manner with appropriate notice provided to all students affected by the change.

Students are directed to <http://www.eastfalls.jefferson.edu/studentlife/> for resources available on the East Falls campus in relation to Student Programming, Housing and Campus Resources, Student Services, and Academic Resources. Students will follow policies and procedures as described in the Graduate Academic Policies and Procedures located at <http://www.eastfalls.jefferson.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPa ndP/index.html>.

EXCEPTION: The Jefferson College of Health Professions maintains a consistent grading scale across all graduate level programs within the College. As such, information regarding **Academic Standing, Grading, and Graduation Requirements** contained in Jefferson College of Health

Professions Student Handbook will supersede information in the Graduate Student Academic Policies and Procedures referenced above.

The CTC program has additional academic standards and policies that address expected academic and clinical performance. These are described in this handbook. Incoming students are provided with copies of the program's academic standards and select program policies when they enter the program during orientation. Students can discuss questions about policies with their faculty advisor or the Program Director.

Note to CTC-Art Therapy students: *Unless otherwise specified, all policies and practices outlined within this handbook apply to CTC students enrolled in the Art Therapy Specialization.*

ACKNOWLEDGEMENT

Sections of this Handbook were adapted with permission from materials in the following publications: Jefferson's OT Student Handbook and Jefferson's Physician Assistant Studies Student Handbook.

MISSION STATEMENTS: UNIVERSITY & PROGRAM

Thomas Jefferson University

We improve lives and provide students with exceptional value in 21st century professional education. We are reimagining health, education and discovery to create unparalleled value.

We are a comprehensive university with preeminence in transdisciplinary, experiential professional education, research and discovery, delivering exceptional value for the 21st century students with excellence in architecture, business, design, fashion, engineering, health, medicine, science and textiles- infused with the liberal arts.

Community and Trauma Counseling Program

Born out of growing empirical evidence that trauma is frequently at the root of psychological distress and dysfunction, the **Master of Science degree program in Community and Trauma Counseling (CTC)** aims to develop competent trauma-responsive professionals who have the knowledge and skills to work as practitioners, researchers, and policy makers. Consistent with the central mission of Jefferson (Philadelphia University + Thomas Jefferson University) – East Falls Campus, this program combines a comprehensive, innovative, multidisciplinary and flexible education with an emphasis on a broader societal context. By integrating a specialized knowledge of trauma with a broad base of counseling scholarship and practice, graduates will emerge as versatile professionals in the global community. This program seeks to enhance the professionalism and practice of the field of trauma counseling by encouraging research and excellence in evidence-based practice.

CTC with Art Therapy Specialization

The mission of the Community and Trauma Counseling master's degree with a **Specialization in Art Therapy** is to train exceptionally skilled therapists who are uniquely equipped with the **competencies, skills, and knowledge** to engage in professional practice that is grounded in a broad understanding of the most current theory and research related to clinical art therapy, counseling, and trauma. This specialization allows graduates to work with many different clinical and culturally diverse populations through a variety of therapeutic treatment strategies.

CTC PROGRAM DESCRIPTION

Professional Counselors practice the prevention and treatment of mental, emotional, and behavioral disorders and associated stresses that interfere with mental health and normal growth and development. The Master of Science (MS) in Community and Trauma Counseling (CTC) Program provides students with the knowledge and skills for trauma-informed practice as community mental health counselors across a breadth of settings including community mental health agency and institutional settings, professional private practice, and other environments influenced by traumatic events and extreme stress.

The MS in CTC program of studies provides a comprehensive 60-credit in two different delivery methods: a traditional weekday format, and an evening and weekend model. Both delivery methods require an identical, lock-step 20-course curriculum that is designed to be completed by full-time students in two years (five consecutive semesters including the summer session of the first year in the program). Graduates from either progression will have met the coursework and practice requirements for licensure in Pennsylvania and many other jurisdictions of the United States of America.

Either delivery method is designed for working students. Courses are delivered through a hybrid-learning format that combines on campus classes and online instruction. The program prepares graduates for state licensure (i.e., licensed professional counselor; LPC) and national certification in professional counseling (i.e., national certified counselor; NCC).

In addition to the classroom and online learning components of this program, students will be required to engage in two clinical fieldwork experiences. In the first year, students will complete a practicum, where they will spend a minimum of 100 supervised hours developing skills and knowledge within a mental health or school setting. Students will then progress into the advanced clinical experience, the internship, where they will complete a minimum of 600 supervised hours within their community or school placement. Program faculty will facilitate student placements in practicum and internship. Please see the Student Clinical Manual for more details.

All CTC students are expected to participate in additional program-related or program-sponsored activities outside of scheduled class times throughout enrollment.

Weekday Format:

Classes meet weekly EITHER Tuesdays and Wednesdays OR Tuesdays and Thursdays, contingent on cohort, and asynchronous online learning will be continuous throughout the semester. The weekday program is comprised primarily of full-time students who enroll in 12 credits or 4 courses per semester; however, with Program Director approval, and/or as a contingency within a student remediation plan, students may drop to half-time in the weekday program.

Evening/Weekend Format:

The evening/weekend format allows students to maintain part-time employment while earning their degree in either 2, 3, or 4 years. In the flexible program, students engage in class meetings one evening weekly (Tuesdays) and two Saturdays per month, and participate regularly in asynchronous online interactions with instructors and peers. Students in the evening/weekend model can enroll full-time (12 credits per semester) or half-time (6 credits per semester).

Art Therapy Specialization Program Description

The Art Therapy Specialization in the Community and Trauma Counseling M.S. program develops knowledgeable and skilled practitioners, researchers and policy makers, who utilize art therapy as a distinct, therapeutic practice when helping individuals cope with stressful events and memories.

Art therapy provides a concrete expression and visual guide to help individuals process and communicate traumatic experiences on their journey to recovery. The comprehensive 69-credit program will give students a broad understanding of current theory and research related to clinical art therapy, mental health counseling, and trauma. Taught by a faculty of practicing professionals, students will develop a broad understanding of contemporary concepts and therapeutic methods. The program prepares graduates for state licensure (LPC) and national certification in professional counseling (NCC), and provides the educational requirements to apply for the credential of Board Certified Art Therapist (ATR-BC).

E-Learning at Jefferson (Philadelphia University + Thomas Jefferson University) Components of each course in this program are offered in a flexible online environment. In the online delivery model, the vast majority of this is asynchronous and can be completed on the student's own schedule provided the student meets the required examination and assignment deadlines.

PROGRAM GOALS AND LEARNING OBJECTIVES

Following is a list of Community and Trauma Counseling **Program Goals (grey) and Learning Outcomes (white)**.

Graduates of the Community and Trauma Counseling Program at Jefferson (Philadelphia University + Thomas Jefferson University) will be **competent, trauma-informed professionals**. They will meet the academic and practice standards necessary to achieve credentialing and membership with appropriate professional organizations such as the American Counselors Association, the National Board of Certified Counselors, The International Association of Trauma Professionals, and The International Society for Traumatic Stress Studies.

- a. Students will demonstrate, differentiate, and integrate, an understanding of mental health, mental illness and disorder, and the counselor's role in the systemic and individual healing process.
- b. Students will understand the unique dynamics of trauma and the importance of trauma-informed research, practice and treatment.
- c. Students will demonstrate competency in crisis counseling and debriefing skills in accordance to the profession's best practice standards.

Graduates of the Community and Trauma Counseling Program at Jefferson (Philadelphia University + Thomas Jefferson University) will be **versatile professionals** equipped to practice effectively with diverse clients within a variety of community, agency, and institutional settings, private practice, and government.

- d. Students will differentiate and integrate both the research and practice roles of the profession into their professional careers, and will evaluate and critically reflect on research to inform evidenced-based practice.
- e. Students will describe the role of the counselor within private, public and governmental entities, including disaster and crisis response, as well as in settings engaged in long-term therapeutic treatment.
- f. Art Therapy Specialization only: Students will have a broad knowledge of foundational approaches, theories, techniques, and evaluation methods of art therapy and counseling, and will have developed proficiency as art therapy researchers, understanding the inter-relationship between theory, practice, and science.

Graduates of the Community and Trauma Counseling Program at Jefferson (Philadelphia University + Thomas Jefferson University) will demonstrate cultural humility and engage as **culturally competent professionals**.

- g. Students will demonstrate an awareness and knowledge of their own cultural values and biases.
- h. Students will demonstrate an awareness and knowledge of the diverse worldviews of their clients, and will evaluate, select and employ culturally appropriate assessments and intervention strategies in their clinical practice.

Graduates of the Community and Trauma Counseling Program will serve as **advocates** for their clients, for the counseling profession, and for themselves as professionals continuously **engaged in life-long learning**.

- i. Students will demonstrate a commitment to continuous growth and education in their professional career and will promote the counseling profession.
- j. Students will appropriately engage in client advocacy.
- k. Art Therapy Specialization only: Students will cultivate their identity as an artist and art therapist and assist their clients to recognize the value of art in the healing process.

Graduates of the Community and Trauma Counseling Program will **uphold the highest standards of ethical practice** as according to the American Counseling Association's Code of Ethics (2005).

- l. Students will practice counseling in an ethical, humanistic manner.

PROGRAM CURRICULUM

MS in CTC

Below is a listing of the required courses for the **Master of Science in Community and Trauma Counseling**. All CTC MS students, with the exception of those enrolled in the Art Therapy Specialization, must start in the fall semester. The progression below is the full-time program progression, for part-time students your faculty advisor will provide you with a course progression. In addition to the curriculum progression below, students will be required to engage in other learning activities throughout the program. Students will engage in **five cultural literacy pre-professional development workshops** throughout the program:

1. During Foundations of Trauma Counseling Pre-Fall semester (Year 1);
2. The weekend before the start of the spring semester (Year 1);
3. During the summer semester (Year 1) – *this workshop will occur on a Friday or a Saturday during the semester;*
4. Either the weekend before the start the fall semester or during the initial weeks of the fall semester (Year 2) - *this workshop will either occur during scheduled class time on a Tuesday or on outside of class time Saturday during the semester;*
5. The weekend before the start of the spring semester (Year 2).

The CTC faculty reserve the right to require students to engage in learning outside of their normal class time and will provide students with as much advanced notice as possible. Students should anticipate engaging in an interprofessional module during Childhood Trauma Effects during the summer term, *this workshop will occur on a Friday or a Saturday during the semester and will coincide with the scheduling of the cultural literacy workshop.*

Semester	Course Name	Credits
Pre-Fall 1	605 Foundations of Trauma Counseling	3
Fall and Spring Year 1	601 Orientation to the Counseling Profession	3
	602 Practicum I	3
	604 Psychopathology	3
	603 Human Growth and Development	3
	700 Practicum II	3
	607 Advanced Counseling Theory and Practice	3
	651 Neurobiology of Trauma	3
	-----Capstone I-----	-
Summer	606 Social and Cultural Diversity	3
	608 Group Work in Community and Trauma Counseling	1.5
	616 Experiential Group Process	1.5
	614 Addictions Theory and Practice	3
	652 Childhood Trauma and Effects	3
	790 Summer Internship (optional with approval)	0
Fall and Spring Year 2	609 Counseling Assessment	3
	611 Career Development	3
	613 Attachment, Relationships, and Family Therapy	3
	701 Internship I	3
	653 Advanced Clinical Interventions in Trauma Treatment	3
	654 Knowledge/Skill for Community Disaster and Trauma	3
	610 Research and Evaluation	3
	792 Internship II	3
	-----Capstone II-----	
Graduation: May	Credential Eligibility: LPC, NCC	60 credits

MS in CTC with Specialization in Art Therapy

Below is a listing of the required courses for the **Master of Science in Community and Trauma Counseling Art Therapy Specialization**. CTC-AT students must start in the summer semester.

Term	Course Name	Credits
Summer 1	Ethics, Standards & Prof Orientation in AT	3
	History and Theory of Art Therapy	3
	Studio and Techniques of Art Therapy	3
Pre-Fall 1	605 Foundations of Trauma Counseling	3
Fall 1	Orientation to the Counseling Profession	3
	Practicum I	3
	Psychopathology	3
Spring 1	Human Growth and Development	3
	Practicum in Art Therapy	3
	Advanced Counseling Theory and Practice	3
	Neurobiology of Trauma	3
	-----Capstone I-----	-
Summer 2	Social and Cultural Diversity	3
	Group Work in Community and Trauma Counseling	1.5
	Experiential Group Process Addictions Theory and Practice	1.5
	Childhood Trauma and Effects	3
	Summer Internship (optional, with approval)	0
Fall 2	Career Development	3
	Advanced Group, Couples and Family AT Process	3
	Research and Evaluation	3
	Internship I in Art Therapy	3
Spring 2	Knowledge/Skill for Community Disaster and Trauma	3
	Advanced Clinical Interventions in Trauma Treatment	3
	Art Therapy and Counseling Assessment & Skills	3
	Internship II in Art Therapy	3
	-----Capstone II-----	
Graduation: May	Credential Eligibility: LPC, NCC, ATR-BC	69 credits

CTC STUDENT GRADUATION REQUIREMENTS

The following is consistent with the Jefferson (Philadelphia University + Thomas Jefferson University) Graduate Education Policy for graduation, and includes specific references to the additional CTC program requirements.

- Students must fulfill the required credit hour requirements for the CTC graduate program
- Credit hour requirements include all didactic and fieldwork coursework.
- A candidate for graduation must have earned at least a 3.0 cumulative grade point average and no more than one grade below B- to be certified for graduation.
- Students must take a comprehensive exam (and formulate and adhere to a remediation plan if he/she fails to demonstrate competency in one or more areas assessed).
- Students must pass Capstone I and II requirements
- Students must submit an *Application for Graduation* prior to the semester in which they plan to graduate. This form is available on-line in Banner. Students will be billed for graduation fees.

In addition to successfully completing all required coursework, students in the Community and Trauma Counseling Program are expected to fulfill the following requirements during their student experience at Jefferson (Philadelphia University + Thomas Jefferson University).

Fieldwork: Practicum and Internship

Participation in clinical and fieldwork experiences is a required part of the curriculum and a requirement for graduation. Many settings require students to be fingerprinted, undergo a drug screening and/or gain clearance from the PA Sex Offender Registry. Students are responsible for the costs of these processes, as well as for transportation arrangements and costs associated with fieldwork experiences. Information regarding how to meet these requirements is provided by the program and can be found in the CTC Student Clinical Manual.

Comprehensive Exam

Students are required to take a comprehensive exam in their final semester that assesses competency on all areas addressed in the National Counseling Exam required for state licensure. The comprehensive exam is designed to support students' readiness for the state exam, and to identify any competency areas requiring remediation. Though this is a **required exam**, scores will not impact students' eligibility for graduation. A student who does not demonstrate competency in one or more areas will be required to develop and adhere to a remediation plan approved by his/her faculty advisor.

The exam will consist of 95-120 multiple choice questions modeled after questions on the licensure exam related to the following competency areas:

1. Human Growth and Development- studies that provide an understanding of the nature and needs of individuals at all developmental levels.
2. Social and Cultural Foundations- studies that provide an understanding of issues and trends in a multi- cultural and diverse society.
3. Helping Relationships- studies that provide an understanding of counseling and consultation processes.

4. Group Work- studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
5. Career and Lifestyle Development- studies that provide an understanding of career development and related life factors.
6. Appraisal- studies that provide an understanding of individual and group approaches to assessment and evaluation.
7. Research and Program Evaluation- studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
8. Professional Orientation and Ethics- studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.
9. Addictions

Capstone Projects I and II

Through use of in-class and electronically mediated learning models, faculty challenge students to critically examine and apply concepts learned in courses during a given semester while simultaneously expecting students to draw on knowledge gained in previous assignments and semesters.

Emphasis on professional development and the expectation that critical thinking is an essential skill necessary for ongoing competence and growth is derived from an understanding of the literature on transitions from students to professionals. Students mark this evolution in one of two ways.

Capstone I: Case Conceptualization

For students completing their first year, the didactic portion of the curriculum culminates with a capstone reflecting the integration of theory-to-practice in a Case Conceptualization presentation, developed by and unique to each student.

Capstone II: Research Proposal

The purpose of Capstone II is to identify a research project that addresses ONE specific trauma-focused issue/problem you may have observed in your personal or professional (or student intern) life that impacts individuals, families, communities, and/or organizations you may encounter in your work post-graduation. You will use the literature to support the nature and background of your chosen issue/problem. You will develop and present a research proposal paper for Capstone II.

Accreditation

CTC Program

The Council for the Accreditation of Counseling and Other Related Educational Programs (CACREP) is the national accrediting body of counselor education programs. According to the CACREP 2016 Standards, “CACREP accreditation is both a process and a status. Institutional application for CACREP accreditation denotes a commitment to program excellence. The accreditation process incorporates programs’ self-assessment along with external review to determine if and how program standards are being met. Accredited status indicates to the public at large that a program is fulfilling its commitment to educational quality.”

The CTC Program is currently engaging in its first self-study. The CTC Program recognizes the benefits of accreditation to the program, students, and faculty, and is committed to achieving this important status.

CTC with Art Therapy Specialization

The Specialization has been developed to meet the standards set forth by the American Art Therapy Association, which provides “approval” to programs that meet rigorous academic and clinical training standards. The CTC program with a Specialization in Art Therapy will pursue approval by AATA. Professional entry also requires a credential from the Art Therapy Credentials Board (ATCB). The ATCB administers the national art therapy proficiency examination and sets the parameters of ethical practice of art therapy with the ATCB Code of Professional Practice. This specialization will ensure that coursework has afforded the opportunity for students to be successful on their proficiency exam.

Student Certification and Licensure

National Board of Certified Counselors (NBCC)

Graduates of the program are eligible to sit for the National Counseling Examination (NCE) administered by the National Board of Certified Counselors (NBCC). Upon graduation from the program and after passing this exam, students will be *eligible* to be credentialed as National Certified Counselors (NCC). They will receive this credential in earnest upon successful completion and documentation of 3000 post-masters counseling hours. The NCC credential does not permit a student to engage in private practice, as most states require licensure in order to do so. However, the National Counselor Exam is widely accepted for licensure, and most licensing boards abide by the same educational requirements set forth by the NBCC (all of which are met by this program). It should be noted that a felony conviction may affect a graduate’s ability to sit for the NCE certification examination and/or attain state licensure.

Licensed Professional Counselor (LPC)

Master's level counselors and therapists in multiple specialties in Pennsylvania are credentialed as Licensed Professional Counselors (LPCs) by the Pennsylvania State Board of Social Workers, Marriage & Family Therapists, and Professional Counselors. Professional licensure requires, in addition to education, good character, passing scores on a certification examination, and satisfactory supervised work experience.

To become an LPC, you will need a qualifying master's degree in professional counseling or another closely related field (<http://www.pacode.com/secure/data/049/chapter49/chap49toc.html>). Your degree should be granted by a regionally accredited school and include at least 60 semester hours of coursework.

Additionally, you will need to do 100 clock hours of practicum and 600 clock hours of internship in a clinical or educational setting. The CTC Program exceeds minimal education requirements of the PA state board, and similarly meets requirements of most other states. It is advisable that students who wish to earn a license outside of Pennsylvania research the requirements in the desired state prior to advancing through the program.

If you take and pass the NCE (licensing exam) as a CTC student, you will graduate from the CTC Program with the following remaining requirement:

Supervised Practice: If your highest degree is a master's, you will be eligible for licensure when you have accrued 3,000 hours of qualifying experience. You may only count hours that you accrued after completing at least 48 semester hours of graduate coursework. If you have a doctoral degree, you will only need to work under supervision for 2,400 hours to become eligible for licensing. You may count some hours that you completed prior to conferral of your doctorate. However, you must complete at least 1,200 hours after receiving your degree. At least half of your experience requirement must be met through the following direct client services:

- Counseling
- Assessment
- Therapy
- Psychotherapy
- Consultation
- Family therapy
- Group therapy
- Other therapeutic services

Your supervisor must be someone who has training and experience in the area(s) where you will be completing your supervised practice. S/he will make observations, discuss your strengths and weaknesses, and make recommendations for your continued professional growth. S/he will also make recommendations for licensing purposes.

You should meet with your delegated supervisor at least two hours for every 40 hours of supervised experience that you do.

You won't necessarily accrue all your experience in the same setting, but in order to count it, it will need to meet the following requirement:

You must work 30 - 40 hours a week in the same setting for at least a three-month period (or 15 or more hours a week in the same setting for at least a six month period).

You may credit between 600 and 1,800 hours a year and meet your obligation over a period of two to six years.

As noted in the LPC application instructions, Pennsylvania applicants may not count practicum or internship as part of your supervised experience.

CTC Program with Art Therapy Specialization

In addition to the accreditation and certification status addressed above, students enrolled in the Art Therapy Specialization are eligible for the Registered Art Therapist (ATR) and the Board Certified Art Therapist (ATR-BC) credentials.

Following completion of the master's degree, graduates of approved programs must complete 1000 hours of direct client contact, with 100 hours of direct supervision, to be eligible to apply to ATCB for the ATR (Art Therapist, Registered) credential. Those who subsequently pass the ATCB proficiency examination become Board Certified and hold the ATR-BC credential. Students will receive advising and mentorship regarding the credentialing process.

UNIVERSITY RESOURCES AND SYSTEMS

Students are directed to <http://www.eastfalls.jefferson.edu/studentlife/> for resources available on the East Falls campus in relation to Student Programming, Housing and Campus Resources, Student Services, Academic Resources, on-campus parking and vehicle registration.

. Specifically, CTC students must become proficient with **BLACKBOARD Learn: ONLINE LEARNING PLATFORM**. The Office of Information Technology has guides and video tutorials that should help you to use the Blackboard system or answer questions.

Additionally, students must become familiar with **BannerWeb**, a web-based information management tool that allows Jefferson (Philadelphia University + Thomas Jefferson University) students, faculty and staff to access numerous online resources, including course registration, schedules, student information, and transcripts.

All students will be issued a University email address. It is **REQUIRED** that **CTC students utilize this email address, and check it daily**.

You will be issued a campus identification card, which also serves as your University photo I.D., library card and campus activity card. **You must come to campus during regular business hours to receive your ID card (Kanbar Campus Center, main floor)**. Your identification card has a magnetic strip on the back, which is needed to open doors on campus during the weekend. The administrative assistant in the CTC Office (Hayward 220) will assist you in obtaining your identification card (you will need to go to the Student Center during designated hours for your ID).

FINANCIAL AID

Eligibility for aid for the graduate portion of the program consists of Federal Direct Unsubsidized Stafford Loans, Federal Direct GRAD PLUS loans and possible private or alternative loans. (There is a list of lenders that Jefferson students have used the most in the past 3 years at <http://www.eastfalls.jefferson.edu/financialaid/>.)

The direct link to the Graduate Financial Aid page is:

<http://www.eastfalls.jefferson.edu/financialaid/Graduate/index.html>

The Graduate Financial Aid Office can be reached at financialaid@PhilaU.edu or 215-951-2940.

AMERICANS WITH DISABILITIES ACT (ADA) – IMPLICATIONS FOR STUDENTS WITH DISABILITIES

According to the Americans with Disabilities Act (ADA), an individual is considered to have a disability if that person either (1) has a physical or mental impairment that substantially limits one or more of the person's major life activities (i.e., walking, learning), (2) has a record of such impairment, or (3) is regarded as having such an impairment. The ADA requires that the University provide accommodations to afford students with disabilities an equal opportunity for participation and success provided such accommodation does not diminish the value of the educational experience for others in the class. To be eligible, the student must notify the University Office of Disability Services and provide documentation of the disability. Examples of accommodations might include reserving a front row seat for a student with vision or hearing disability or allowing a student with a learning disorder additional test time.

There may be students with disabilities in the Program. Some disabilities are readily apparent, while others are not visible; some are long term, while others are temporary. Generally, temporary disabilities do not entitle an individual to special accommodations.

Part of the University's ADA responsibility is to inform students of the availability of accommodations and how to access these services. Students with a disability who may need modifications in the classroom and/or fieldwork must first contact the Office of Accessibility Services to initiate services. It is the sole personal responsibility of the individual with the disability to contact the Director of Accessibility Services.

Zoe Gingold

Director, The Office of Accessibility Services
215.951.2733
215.951.2644 fax
email: zoe.gingold@jefferson.edu

The Office of Accessibility Services

ph: 215.951.6830
fax: 215.951.2770
email: accessibilityservices@jefferson.edu

After contacting the Director of the Office of Accessibility Services, students are also encouraged to discuss their needs with their advisor or the Program Director, . Faculty share responsibility with the Director of Accessibility Services in determining what, if any, academic adjustments and auxiliary aids are appropriate for the student's disability and in providing these accommodations in order to afford the student an equal opportunity for participation and success.

Student achievement and progress in the program are assessed throughout the educational program. Both formative and summative evaluation methods are used. The faculty has established office hours so that students have ready access to faculty feedback and guidance. Students are informed of course objectives and methods of evaluation in each course syllabus. Students receive feedback on all learning activities.

All CTC students will need to perform according to the following standards:

- Process, retain, and integrate information from the following types of sources: oral delivery by instructor(s) or student(s); BlackboardLearn data and diagrams; printed material (handouts, journals, manuals, books, medical records, computer); distance learning materials delivered electronically; overhead transparencies; slides, film and video segments; audio recordings; live demonstrations; one to one and group interactions in the classroom or clinic; lab specimens, instruments, equipment, and machinery; observation; evaluation and treatment tools; and therapeutic activities.
- Complete coursework that may require: independent mobility to various locations on and off campus; individual, partnered, or group efforts; following written or oral instructions; receiving and transmitting information or assignments electronically; recording personal opinions, knowledge, or ratings; verbalizing personal thoughts, feelings, and opinions; instructing others; presenting oral reports; facilitating group discussions; role playing; and managing time effectively.
- Take and pass scheduled and unscheduled quizzes, exams, and competencies in a variety of formats.
- Interact with others in a professional manner as defined in CTC Program materials and University policies (e.g., Student Handbook, Statement of Disposition).
- Perform in an ethical manner as described in the latest edition of the American Counseling Association Code of Ethics.

Professional Behaviors

Success in the Counseling profession requires certain behavioral attributes including: empathy, self-discipline, honesty, the ability to work effectively with others in a team environment, and the ability to address an emergency in a composed matter. Demonstrating these attributes requires that counseling students exhibit a high level of maturity and self-control even in highly stressful situations.

In keeping with these precepts, counseling students must conduct themselves in a professional manner. Students are expected to demonstrate all of the following behaviors. Specific attributes are described in behavioral terms in the Statement of Disposition and Disposition Checklist. Students complete this self-assessment upon entry into the Program and it serves as the basis for future advisement meetings.

The behaviors listed below are frequently those that can support or jeopardize students' academic and fieldwork success. Repeated instances where a student is not able to demonstrate professional behavior or personal conduct in accordance with Program expectations may result in an academic warning, delay in fieldwork, or dismissal, depending on the severity or frequency of behaviors.

Professional/Academic Responsibility

Success in graduate education depends upon acquiring an early appreciation for your own responsibility for learning as well as your own learning style. *It is your responsibility to communicate with faculty regularly using multiple modes of communication.* If you require assistance, contact faculty to request an in-person, phone or virtual meeting to review the issue, and come to an appropriate solution. Faculty are invested in your learning and success, and will provide feedback on academic and professional behaviors. Students are expected to incorporate feedback and modify behavior to facilitate professional growth and success as counseling student.

Initiative. Faculty are available to facilitate the learning process, but you alone are responsible for your learning. Faculty are interested in seeing *you* take the initiative in the pursuit of knowledge because we realize that in your professional career you will often find it necessary to demonstrate initiative and responsibility in the delivery of therapeutic services. In order that you may cultivate this important attribute, faculty and fieldwork supervisors will coach you and support a problem-solving approach rather than always directly answering your questions.

Throughout your educational experiences thus far you have probably been involved in both active and passive learning activities. This program stresses an *active learning* approach. You will be expected to review information, reflect on your readings, and discuss material in a way that reflects your knowledge and insight as well as your ability to integrate the various phases of your learning.

Time Management. The CTC program, with on campus, online, and community learning requires self-discipline. Your success will depend upon your ability to plan effectively, manage your time, and stay focused on your learning. *We recommend that students work no more than half time during the final two semesters of the program.*

Integrity. Students are expected to follow all policies in the *Standards of Professional Behavior and Personal Conduct* outlined in this handbook, the *CTC Student Clinical Manual*, and the *University Student Handbook* including those pertaining to academic honesty. Students are expected to do their own work and appropriately cite the work of others during the completion of assignments. Infractions such as forgery, plagiarism, stealing/copying tests, and cheating on examinations will not be tolerated. All submitted papers, regardless of course, may be evaluated by anti-plagiarism software. Students shall neither give nor receive old tests or past assignments from other students or past students.

Students are reminded that course lectures cannot be audio or video-taped without faculty permission, and course lectures and materials are the intellectual property of the faculty. These cannot be copied, distributed electronically, *uploaded to the web*, or otherwise shared with anyone outside the class *without permission of the course faculty, presenter(s) and fellow students.*

Reliability /Dependability. In order to develop healthy therapeutic relationships with clients, counselors must be reliable and dependable. In our educational program, this is characterized by your reporting to all classes, labs, seminars, and clinical sites at the scheduled time, and delivering assignments, notes and other required materials when due. Dependability also includes the ability to respond to requests from peers, faculty, and staff within appropriate time frames. Additionally, students are expected to sign-up for advisement sessions within a timely fashion, and submit required documents for those sessions by the due date.

Assignment Extensions must be negotiated, in advance, with course faculty, and are provided at faculty discretion. Extensions should not be used to manage workload; they are to be used only under extreme circumstances. Repeated tardiness reflects a lack of professionalism and is considered unprofessional conduct.

Students who are frequently late handing in assignments, obtaining or uploading health/legal clearances, attending classes or fieldwork, or who require multiple assignment extensions will, at the discretion of the faculty, be referred to the Academic and Professional Standards Review Committee. Decisions from this committee may result in failure of an assignment, of fieldwork, the delay of completion of the program, or other disciplinary action including but not limited to deceleration. Students must also return messages from the program faculty and staff, fieldwork educators, and clinical sites in a timely manner (generally within 24 hours).

Collaboration/Teamwork. There will be many opportunities to work in groups throughout the program. You are expected to work collaboratively with your classmates by being an active and equal participant in all group work. This means respecting the right of your peers to engage in the learning process, fulfilling your assigned tasks, and contributing to a positive learning experience for all. When an individual group member is disorganized or unprepared for a project, it effects the learning of the entire group. As such, students who present challenges in this area will be brought to the attention of their advisors for further action.

Communication

Success in graduate education and in the counseling profession depends upon acquiring and utilizing professional oral, written, and non-verbal communication skills.

Communication Etiquette. Due to the nature of a blended-learning program, much of the communication between faculty and students takes place through email. We must all be considerate of each other's schedules. While faculty frequently responds to student communications within 24 hours, there may be occasions when faculty is not available and responses can take up to 48 hours, particularly after an on-campus weekend. When you leave a message, please allow faculty or staff a reasonable amount of time to return your communication before leaving another message.

Likewise, students are expected to respond to faculty and peer communication in a timely fashion. Since program and course-related communication occurs through emails

and announcements, students should check their Jefferson email at least once daily so as not to miss important information.

Students should express ideas and opinions using accurate professional or lay terminology, based on what is appropriate for the audience. All communication, including papers, notes, and electronic messages, should be professional, and written in an organized and concise manner with correct punctuation and grammar.

Conflict Resolution. Conflicts should be resolved in a diplomatic, reasoned manner. If you experience disagreement, you must follow established protocols to reach a resolution. Talking behind people's backs or failing to address issues with a faculty directly, reflects poorly on the student.

Personal/ Professional Boundaries. As a developing counselor, you are also expected to be tactful when communicating with others, including peers, faculty and clients. Communication, to be effective, must be direct. Developing the ability to carefully listen, be supportive, and to be therapeutically engaged are traits of an effective counseling professional. Students should be aware of boundaries when communicating personal or academic information to peers, faculty, or clients. Over-disclosing personal information in class, through email, texting or other communication is in direct conflict with respecting boundaries. Insensitive or unfiltered comments on any topic is unprofessional.

Giving/Receiving Feedback. Throughout your academic career, you will receive feedback from peers, faculty, fieldwork supervisors, and clients. Students should view this as an opportunity for personal growth and incorporate feedback accordingly. Being open and receptive to feedback plays an important role in professional development. At times, students will be asked to provide feedback to others, including peers and faculty. Students should offer feedback in a thoughtful and reasoned manner that fosters respect and trust. The ability to integrate constructive feedback is an important component of becoming a counseling professional.

Respect. Students should be aware of and respectful of differences in cultures, beliefs, and values among each other and with clients. Counselor education involves a close working environment with other students and discussion groups that may reveal personal information. These situations must be approached with respect for the privacy, confidentiality, and feelings of fellow students.

Students should adjust their communication style and demonstrate appropriate body language based on the audience, as well as refrain from using demeaning, offensive, and insensitive language. Students should be attentive to how others may perceive actions, and behave accordingly.

Displays of anger, which include demeaning, offensive, or threatening language, or language that is insensitive to race, gender, ethnicity, religion, and sexual orientation will not be tolerated. Students shall not display disruptive or obstructive behavior at the University or at clinical sites.

Confidentiality. Students must respect the confidentiality of institutions, faculty, clients, and fellow students and are not permitted to discuss any clients by name outside the fieldwork or academic encounter situation. Students may not videotape, audiotape or take pictures in the classroom or at fieldwork, without the express permission of faculty and clinical site staff. In order to protect institutional confidentiality, students should **not** share on social media any videos, photos, or other media taken during fieldwork, regardless of expressed permission by subjects. **For academic presentations, please use clients' initials or first name only.**

Personal Insight and Self-Regulation

Success in graduate education and the counseling profession requires personal insight and the capacity to self-regulate in moments of stress. The following are expectations established by the CTC program regarding insight and regulation:

Open to Learning/Engagement. Successful students demonstrate a positive attitude toward learning and trying new experiences. There will be opportunities throughout your academic career that may be challenging; those who welcome challenges learn more. Students should be able to identify their emotions and apply appropriate strategies for emotional regulation to prevent fear and anxiety from interfering with learning and risk-taking within the academic environment.

An interested and engaged counselor is one who can focus attention and convey an open and interested attitude. They are also attentive to the verbal and nonverbal cues (e.g. eye contact, body language) of others during interactions. To help you to develop these skills, be aware of your facial expressions, gestures, posture, and conversation during class. Every student has the right to participate, consequently no one student should dominate a class discussion.

Self-Reflection. Attitudes to cultivate in this phase of your education are ones of willingness, self-reflection, and a firm sense of reality. Try to avoid being surprised, downcast, antagonistic or petty when faculty, peers, or supervisors supply evaluative and constructive feedback. It is better to take opportunities to explore, to make mistakes and overcome them while you are a student, than to postpone the inevitable to the time when you are actively engaged in your professional career.

Emotional-Regulation. It is understood that many students enter our program with multiple obligations, including balancing personal, family, and professional responsibilities. These, combined with course deadlines, may cause extra stress. In the classroom or fieldwork setting this can present as highly emotional communication or interpersonal interactions, and a lack of self-awareness regarding the impact on behavior or academic performance. In order to be successful, you will need to identify your own emotional response to events and take an active role in managing your emotional presentation in communication and behavior. This can include adopting adaptive coping strategies during periods of personal challenge (for example stress management activities, positive self-talk, exercise).

Flexibility. Counselor education involves instruction from practicing professionals with unpredictable schedules. Additionally there may be times when lectures, clinical sessions, or fieldwork schedules may need to be adjusted with short notice. Faculty asks students to be flexible and tolerant of changes in the interest of gaining the most from the educational experience.

Self-Assessment. The academic environment sometimes pushes students outside of their comfort zone, which can result in unanticipated behavioral responses. Engaging in accurate self-appraisal through an analysis of individual strengths and challenges can assist you to identify behaviors that may be at odds to your academic or fieldwork success. Successful students are receptive to feedback from peers and faculty, and can implement strategies to change their behaviors in order to improve academic or fieldwork performance. They also do not use information and feedback for their own personal gains.

Personal Conduct

Students are expected to meet all of the following standards. Failure to do so will necessitate that the student appears before the CTC Program Academic and Professional Standards Review Committee and may result in corrective action or dismissal from the Program.

Ethical Behavior. Students are expected to display the highest ethical standards commensurate with work as a counseling professional as well as to demonstrate exemplary professional and ethical academic conduct while enrolled in the CTC Program. In addition to published University policies, every student is expected to abide by the *ACA Code of Ethics* (most recent edition).

Breaches in confidentiality, falsification of records, and sexual relationships with clients, fieldwork educators or faculty will not be tolerated. Students shall report any illegal or unethical activity to the appropriate faculty, program director and/or fieldwork supervisor. Students must be appropriately responsive to lawful requests from faculty or university representatives, fieldwork supervisors, and clinical sites.

Cultural Humility. Students will engage with student peers and in clinical practice with cultural humility. Students will engage in learning throughout the CTC program that will support the development of cultural humility, it is the student's responsibility to continuously engage in this learning, reflecting upon their own cultural humility. The CTC program follows the multicultural and social justice competencies (2015) endorsed both by Association for Multicultural Counseling and Development Executive Council and the American Counseling Association. <https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

Nondiscrimination. Students shall deliver counseling services to clients without regard to their race, religion, gender, creed, national origin, sexual orientation, socioeconomic status, disability, disease status, legal involvement, or political beliefs.

Identification. CTC students must always identify themselves as "counseling students" to clients and fieldwork site staff. *While on fieldwork, students may not use previously*

earned titles (i.e. RN, MD, MSW, etc.) for identification purposes.

Health and Safety. CTC Students shall not exhibit any behavior that may jeopardize the health and safety of clients, faculty, or fellow students.

Misuse of Substances. Students shall not appear at the University or clinical sites under the influence of alcohol or drugs. CTC students have the responsibility of patient/client care in addition to the usual academic responsibilities of a student. The University has a responsibility to ensure that students are functionally capable of handling these duties in a competent, appropriate manner. Substance abuse policies are listed in the Jefferson (Philadelphia University + Thomas Jefferson University) Student Handbook (<http://www.eastfalls.jefferson.edu/studenthandbook/2017-2018/>).

Managing Stress. The CTC educational process can be highly demanding and stressful. Many CTC students have significant outside responsibilities such as family duties. These stresses, along with other factors, sometimes leave people vulnerable to a wide variety of psychological, social, health, and substance abuse problems. CTC students are responsible for managing stress in healthy, appropriate ways. Failure to do so could jeopardize the health and safety of clients, faculty, or fellow students, as well as the safety of the learning environment and clinical setting.

Student Responsibilities in Communicating with Program. Students should keep their faculty advisor aware of any problems or stresses that may affect their academic and/or professional responsibilities in the Program. Program faculty and staff will try to be attuned to signs of psychosocial problems in students. They will then refer the student, initially, to their faculty advisor for assistance. The faculty advisor or Program Director may advise a student to seek further help from the University Counseling Center, Student Health Center, or outside resources. The Counseling Center can provide counseling and referral to students for psychological problems.

Faculty Role in Maintaining Health and Safety. If a faculty member believes that a physical or mental health problem may be impairing a student's ability to safely and effectively learn and/or carry out their responsibilities, the Program may remove the student from classes or a clinical site. All people have problems at some point in their life and our goal is to have joint responsibility between the faculty and students for early recognition and intervention. The Program encourages students to maintain outside activities such as counseling, hobbies, exercise, spiritual endeavors, and meditation as methods for stress reduction. We would also advise students not to isolate themselves in their studies, as outside support systems are crucial to a healthy, balanced life.

Appearance. While in the didactic phase of the program, students are expected to dress appropriately (i.e., neatly groomed, no revealing attire). Students will be required to dress professionally during site visits, at fieldwork placements, as well as during selected class sessions. Typically, business casual is considered professional attire. Refer to the Student Clinical Manual for specific information related to appropriate attire at fieldwork placements.

During site visits and selected class sessions, students are expected to present a clean, neat appearance. Hair should be neatly groomed and students should be conscious of personal hygiene. Keep in mind that you are representing the CTC Program, the University and the profession. *Clothing should allow for adequate movement during client care, and should not be tight, short, low cut or expose the trunk or undergarments. Students are not to wear flip flops, shorts, cutoffs, hats, jeans, clothing with rips/tears, sweat clothing, workout attire, short skirts/tops, halter type tops or T-shirts.* Be advised that flip flops and sandals are not appropriate at clinical sites.

ACADEMIC AND PROFESSIONAL POLICIES AND PROCEDURES

Professional progress is as important as academic progress and any instance by a student that demonstrates unprofessional behavior or conduct will be addressed accordingly. All students are required to adhere to the University Community Standards as defined in the University Student Handbook (<http://www.eastfalls.jefferson.edu/studenthandbook/2017-2018/>) in addition to the standards of behavior and conduct as defined by the CTC Program and those which govern the counseling profession (refer to the *most recent version of the ACA Code of Ethics*).

The CTC Program admission criteria are designed to select candidates who are most likely to succeed both in the university academic environment as well as in counseling professional practice. While the Program faculty is dedicated to assisting students in their professional education, the student also has responsibilities. Students enrolled in the program must demonstrate achievement in academic and clinical competencies necessary for professional practice, and meet academic standards consistent with graduate school criteria. Students must also demonstrate effective professional behavior as detailed in the *Statement of Disposition and Disposition Checklist*.

CTC Student Email Signature

All CTC students must have an email signature on their student email and must use the following language for their email signature, no modifications of this language is acceptable:

Name

Student, M.S. in Community and Trauma Counseling (add specialization(s) if applicable)

Class of 2020

Thomas Jefferson University

ADD EMAIL ADDRESS

CTC Program Social Media and Digital Policy

Social media includes, but is not limited to the following: personal blogs and cell phones, Facebook, Twitter, LinkedIn, MySpace, YouTube, Instagram, Yelp, Pinterist, Tumblr, SnapChat, multimedia sites and others. These guidelines apply whether a student is posting on their own sites, commenting on other sites or sharing the material of others (“liking” content or re-posting); this includes items others have posted to any of your feeds. It is your responsibility to monitor your sites, or to set privacy settings so comments of others must be approved. Violation of this policy may result in disciplinary action or dismissal from the program pending review of the incident by the program and the university faculty.

- a. Students must not share confidential information about Jefferson (Philadelphia University + Thomas Jefferson University), the CTC Program faculty or staff, clinical sites, supervisors or clinical staff.
- b. Students must maintain client privacy at all times, consistent with HIPAA Privacy Rules. They must never share confidential client information including health information, images, financial information or other identifying information.
- c. Students are prohibited from taking photos, or recording audio or video at a clinical site

- without written authorization from the clinical site and client.
- d. Students are prohibited from taking photos, or recording audio or video of any lecture, demonstration or other learning activity without authorization from the professor and all parties involved.
 - e. Students must not “friend” clients, families, supervisors or staff on social media websites, nor can they accept friend requests from clients, families, supervisors or staff.
 - f. Use of social media must not interfere with clinical requirements or client care and must be reserved for use during personal time.
 - g. Your social name, handle or URL should not include Jefferson’s (Philadelphia University + Thomas Jefferson University) name or logo. Your social media activities should be consistent with the university’s standards of professional conduct. It should be clear that any commentary reflects the student’s personal views and not the views of Jefferson (Philadelphia University + Thomas Jefferson University) or the CTC program.
 - h. Students are prohibited from dispensing medical advice or making medical referrals.
 - i. Students are encouraged to use common sense and good judgment in their use of social media.
 - j. Students must avoid unprofessional language, images and behavior which would reflect poorly on them and on the university.
 - k. Students are prohibited from engaging in racist or culturally insensitive behaviors on social media.
 - l. Students are prohibited from defaming CTC students and faculty, clinical supervisors or other fieldwork staff, and clients.

Professional Language Policy

Counselors must always treat clients, colleagues, and supervisors respectfully and avoid using insulting or insensitive language with or about them. Counselors’ use of offensive language in their communications can be hurtful and undermine their efforts to help people in need.

Counselors must not use derogatory language in their written or verbal communications to or about clients, colleagues, or supervisors and must use accurate and respectful language in all communications to and about clients, colleagues, and supervisors.

Personal Counseling Policy

The CTC Program does not universally require counseling for students; however, we do strongly urge all students to engage in personal counseling during graduate school. The following is the CTC Program’s policy on counseling for CTC students:

CTC Program faculty believe that the process of becoming a helper is greatly enriched by the experience of personal counseling, and we strongly urge all students to engage in personal counseling during graduate studies. Personal counseling affords students the opportunity to deeply self-reflect and learn about personal vulnerabilities which can impact one’s ability to serve others, allows students to experience first-hand the importance of the therapeutic relationship, and further provides a venue to observe a professional’s practice and to participate as a client, allowing greater empathy when engaging as a helper.

CTC faculty are committed to monitoring students’ emotional well-being and continuously encourage students to attend to their own level of distress throughout their studies. Some students may have challenges that are exacerbated or resurface in graduate school, while others

may experience new difficulties associated with a heavier workload, greater independence, increased responsibility or life events. For most, the depth at which trauma and adversity are studied, coupled with the strong emphasis on self-reflection can additionally be very unsettling.

In the event that students would like personal counseling, the following free or low cost/ sliding scale resources are made available:

**Jefferson (Philadelphia University + Thomas Jefferson University)-East Falls Campus
Counseling Services**

The Kanbar Campus Center

Suite 323

Tel: 215-951-2868

<http://www.eastfalls.jefferson.edu/counseling/>

Email: CounselingServices@philau.edu

Philadelphia Society of Clinical Psychologists

601 Summit Avenue, 3rd Floor

Jenkintown, PA 19046

Phone: 215-885-2562

Fax: 215-885-1797

Email: info@philadelphiapsychology.org

Psychological Services Clinic of Chestnut Hill College

1107 Bethlehem Pike, Ste. 212

Flourtown, PA 19031

215.233.1914

Website: www.chc.edu/psc

Email: clinic@chc.edu

Joshua Saks, PsyD, Director

Therapy Center of Philadelphia

The Philadelphia Building

1315 Walnut Street, Suite 1004

Philadelphia, PA 19017

215.567.1111 phone

215.567.0179 fax

website: <http://therapycenterofphila.org>

Additionally, students intending to use private insurance can ask CTC faculty members to make recommendations for licensed mental health professionals in private practice.

If CTC faculty recognize emotional instability or distress with a student in the CTC program, the need for personal counseling will be discussed directly with the student. If the level of distress interferes with the student's ability to successfully engage as a professional within the program or at clinical sites, students will be required to engage in a formal review process which could involve mandating counseling services as a condition for progression in the program. A full description of the process can be found in the University's Student Handbook

(<http://www.eastfalls.jefferson.edu/studenthandbook/2017-2018/>), Student Life Policies/Psychological Evaluation and Withdrawal section.

Academic Advising

Academic advising is available for each student. Questions pertaining to the program, instruction, course selection, and any related matters may be discussed with an advisor. After a student is accepted, an advisor is assigned by the Program Director. Advising may be conducted through face-to-face or electronic means. Faculty has established on-line, telephone, and on-campus office hours so that students may have ready access to faculty feedback and guidance. Students are required to meet with their advisors once during the New Student Orientation Week. Students are expected to communicate with their advisor at least once a semester through an in-person, phone, or online meeting. Additional meetings can be scheduled at either student or faculty request.

Clinical Fieldwork Readiness Behaviors

Developing into a professional counselor requires that an individual demonstrate acquisition of behaviors that are consonant with the ethics, values, and attitudes of the field, and which facilitate the attainment of clinical knowledge and skills. The Jefferson (Philadelphia University + Thomas Jefferson University) CTC Program faculty accepts the responsibility for guiding students through the process of evaluating their **evolving clinical fieldwork readiness behaviors**.

Students are first oriented to the professional behavior development process during the first semester of the CTC Program through a review of the *Disposition Checklist* that is completed upon entry into the program. This tool represents the Program's professional behavior and personal conduct standards in behavioral terms for the student to model. In the event that faculty have concerns about a student's readiness for clinical placement, the student will engage in a formal process of evaluation, and a learning/remediation contract will be developed. Fieldwork placement will be delayed or placed on hold pending the outcome of the remediation process. See the *Learning Contract and Performance Action Plan* section of this handbook for more details about this process and the program's expectations.

In preparation for practicum, students will participate in a reflective process that focuses on their readiness skills. Growth in fieldwork readiness behaviors is reviewed and monitored by course faculty. Program faculty discuss students' fieldwork readiness behaviors regularly during faculty meetings, and review student development each semester. Students who demonstrate unprofessional behavior/ judgment or who are determined by the faculty to demonstrate behavioral/ social difficulties severe enough to affect clinical judgment will be reviewed by the CTC Program Academic and Professional Standards Review Committee. Follow-up meetings with faculty, advisors, and students are scheduled when there are concerns about fieldwork readiness behaviors.

Students are expected to address problematic behaviors as they are identified. Students who continue to demonstrate professional behavior issues (as identified in the form and faculty feedback) will be required to meet with the faculty advisor and program director (or representative) prior to continuing in the program or proceeding to fieldwork. The meeting will include a review of the consequences of failing to develop these critical professional behaviors as well as resources available to facilitate professional development. Failure to make progress could

result in an academic warning, dismissal from the Program, or requirement for additional coursework subject to the usual departmental review procedures.

Learning Contract & Performance Action Plan

A student and/or faculty member may determine that additional help is needed to learn certain concepts. This appraisal is best achieved prior to a test failure. A learning contract identifies problem areas and creates a process to help the student to be more successful in meeting course goals and objectives. Students are also encouraged to use the resources of the University Academic Success Center (see Graduate Catalog –or- <http://www.eastfalls.jefferson.edu/successcenter/index.html>).

The intention of the learning contract is not punitive. It provides a framework for the student and faculty to clearly communicate concerns, and create strategies to address identified problems. A learning contract may be initiated by either a faculty member or the student. The learning contract must be negotiated between the student and faculty member.

If a problem is serious, gets worse, or is not resolved by a learning contract, the student will be referred to their Academic Advisor and a *Performance Action Plan* may be initiated. The *Performance Action Plan* contains specific behavioral and performance expectations and is signed by both the student and the advisor. *Performance Action Plans* do not have to be preceded by *Learning Contracts*. **Failure to fulfill a *Performance Action Plan* may lead to dismissal from the program.**

Attendance Policy for ALL CTC Courses

The CTC Program uses a consistent system across all courses, and attendance will be recorded in each class session. Prompt (i.e. “on time”) arrival to every class is required. Students are additionally required to stay until the end of the class to receive credit for class attendance. Program faculty will maintain a record of students who arrive after the official start time, who leave class early, and who are absent. Attendance issues will impact final course grades in the following manner:

For courses that meet for 2 or 2.5 hour blocks weekly throughout the semester:

If a student is absent from **more than one class meeting**, regardless of the reason, she/he will have a **half letter grade deduction** from the final grade otherwise earned (i.e., from an A to an A-).

If a student misses a **third class**, regardless of the reason, she/he will be deducted an **entire final letter grade** (i.e., A to B).

If a student is aware that he/she must miss class, he/she should contact the instructor prior to the scheduled class time. In absence of a petition (see below), this will not impact the outcome, but is demonstrative of professional behavior that is expected in this program and in our profession.

For courses that meet for 4-hour blocks on weekends:

If a student is absent for **two class meetings**, regardless of the reason, she/he will have a **full letter grade deduction** from the final grade otherwise earned (i.e., from an A to a

B).

If a student misses more than 12 hours of a course, he/she will, at best, receive a grade of “C” and must repeat the course for credit.

If a student is aware that he/she must miss class, he/she should contact the instructor prior to the scheduled class time. In absence of a petition (see below), this will not impact the outcome, but is demonstrative of professional behavior that is expected in this program and in our profession.

For courses that meet for 8-hour blocks across four Saturdays:

The weekend model is comprised of classes that meet weekly on Tuesday evenings through the entire semester, as well as classes that meet for 8-hour blocks across four Saturdays. The following policy applies for the courses that meet across four 8-hour sessions:

Attendance

If a student is absent for **one class meeting (1/4 of the entire course)**, regardless of the reason, she/he will have a **half letter grade deduction** from the final grade otherwise earned (i.e., from an A to an A-).

If a student misses any additional time, regardless of the reason, she/he will be deducted an **entire final letter grade** (i.e., A to B).

If a student misses more than 12 hours of a course, he/she will, at best, receive a grade of “C” and must repeat the course for credit.

If a student is aware that he/she must miss class, he/she should contact the instructor prior to the scheduled class time. In absence of a petition (see below), this will not impact the outcome, but is demonstrative of professional behavior that is expected in this program and in our profession.

Lateness Policy for All CTC Courses:

It is the student’s responsibility to come to class on time and to leave class at the designated time; being late and/or leaving early is disruptive to the class and the learning community. Excessive lateness will impact your grade. As a program, we monitor professional behavior and dispositions in an effort to best prepare you for your counseling profession. Lateness is not tolerated in most working environments.

If a student is late (enters class after the start time, or returns late after scheduled breaks) **3 or more times**, the student will receive a **half letter grade deduction** (i.e. A to A-, B+ to B, etc.). If the student has a concern about being late for class, he/she should contact the instructor. In absence of a successful petition (see below), this will not impact the outcome, but is demonstrative of professional behavior that is expected in this program and in our profession.

If a student enters class **15 or more minutes after the official start time, or returns 5 or more minutes late after a scheduled break**, this will count as an **absence**.

Leaving early is also the equivalent to an absence.

Petition Policy for All CTC Courses:

Faculty will not make judgment calls about absences or lateness and should not be asked to do so. ***If a student is experiencing what he or she believes to be a circumstance that would justify receiving an exception to the above policies, that student must complete a CTC Petition form*** (Appendix III).

The form must be submitted to the CTC Administrative Assistant within 48 hours of the infraction in order to be considered (no petitions received after 48 hours will be considered). It is not necessary to disclose personal information in the petition, but rather to provide an explanation for the absence or lateness. CTC faculty will collectively review petitions in the next CTC Faculty meeting and a decision will be rendered as to whether there will be a grade policy exception.

Students can submit only **one petition per course each semester**. Subsequent petitions will not be reviewed.

The grading rubric in most courses also includes a participation grade. Please note that faculty have autonomy as to how to grade student participation in their classes. The grade deduction a student receives for attendance reasons is separate from any participation deductions one might receive. Students should attend to the grading rubrics in each syllabus to ensure they are maximizing their ability to be successful in individual courses.

Illness

Students who are ill and unable to attend class must notify the instructor via University email or office voicemail. **DO NOT** call an instructor at home or call/text faculty on their personal cell phones.

The Program Director, Coordinator of Clinical Placements, or instructor reserve the right to request a medical release from a physician in any situation in which there is a possible threat to the health and welfare of others. The medical release must be given to the Coordinator or Program Director before the student is allowed to resume attendance at a clinical site or classroom experience.

A student who is under the supervision of a physician or other health care provider, and/or a student who is taking any medication, should make this fact known to the instructor(s) of the course in which he/she is enrolled. While we respect the student's right to privacy, the instructor(s) must be in a knowledgeable position should an emergency situation arise.

A student's progression in the program may be affected as a result of acute or chronic physical or emotional problems; the faculty will consider the status of each student on an individual basis.

Change in Health Status and Fieldwork Readiness

A change in a student's health status must be reported to the program director. Though the student's right to privacy is recognized and respected, it is important that the appropriate people are aware of the situation in order to best support the student. If this change in health status requires accommodations, the student should contact the Office of Disability Services.

Weather/Snow Emergency

Students are not expected to travel to class when the University is officially closed or in instances when roads or airports are closed due to poor weather conditions.

- All University closings are announced on KYW Radio (1060 on the AM Dial). The University cancellation numbers are 112 (Friday) and 2230 (Saturday).
- In the instance that the University is closed due to severe weather, a message to that effect will be posted on 215-951-2700 (Friday) and 215-951-2900 (Saturday), and on the University web site.
- Students who do not have access to local radio are advised to use the web site or call (215) 951-2700 on Friday or 215-951-2900 on Saturday for this information.
- Students who are unable to travel to class due to closed roads or airports are to call and notify the Program Director (215-951-0434).

Academic Progression, Deceleration & Dismissal Policies

Retention and Progression

Students' academic records and professional behavior are reviewed at the end of each semester, including summer, to evaluate academic standing and satisfactory progress toward degree requirements. The Program Director will notify the student when problems in academic performance may jeopardize a student's academic standing.

Progression: The CTC curriculum is designed to be completed in a sequential fashion.

Courses: Students must successfully complete coursework within each given semester and remain in good academic standing in order to progress to the next semester coursework. Refer to the program of study for sequence of courses. Students are advised that dropping a course will result in a delay in the completion of the program, and, depending on the circumstances, an academic warning (see information below under Academic Warning).

Semester: Students must complete each semester in sequence and in good academic standing. Although students who receive academic warnings are not in good academic standing, they are allowed to progress to the next semester. It is during this next semester that students have the opportunity to raise their grades. Failure to demonstrate mandatory professional behaviors can either delay progression or result in dismissal from the program (refer to Academic Policies [II.F]).

Graduation: Students must successfully complete the academic and clinical portions of the curriculum (including the comprehensive exam and Capstones I and II) to qualify for graduation.

In order to remain in good academic standing, students must meet the following standards. These academic and conduct standards are in addition to the university academic standards as described in the University Student Handbook, University Catalog and on the University web site. ***Please note course grades of a C or lower (76.99 or below) in any CTC course are considered unsatisfactory/failing and require deceleration and repeating of the course in the subsequent semester the course is offered.***

- a. Maintain a minimum semester grade point average (GPA) of 3.0 in CTC coursework.
- b. Maintain a minimum cumulative grade point average of 3.0 (Graduation eligibility requires minimum overall 3.0 GPA).
- c. Receive no more than one C+ grade while in the CTC Program. Students will repeat all courses (except one) where the grade of C+ or lower is received. The faculty will inform students of which course(s) the student will need to repeat.
- d. Students who do not earn a minimum "B" (3.0) in a repeat course will be dismissed from the program. A course can be repeated only once.
- e. Repeat any course when "C" (2.0, 76.99% or below) grade is earned. Students who earn a "C" grade in any course must decelerate, and repeat the course before proceeding in the full time program (see Deceleration below). Students who are unable to earn a minimum "B" (3.0) in a repeat course will be dismissed from the program. A course can be repeated only once.
- f. Demonstrate appropriate professional behavior and conduct outlined in this manual and in the University Student Handbook.

Fieldwork/ Clinical Development

Students must receive satisfactory reports and evaluations from all fieldwork educators to receive fieldwork credit. If an unsatisfactory report or evaluation is obtained from a fieldwork supervisor, the student must develop a written plan of self-correction prior to being placed in another fieldwork. A fieldwork may be repeated only once, and the student must achieve a positive evaluation on the second attempt. If a student is reviewed poorly in two fieldwork placements, the student will be dismissed from the program. The decision to permit a student to repeat fieldwork is dependent on a fieldwork supervisor's verbal or written reports about student behavior with respect to adherence to site regulations, site schedule, ethical standards of conduct or engagement in behavior that puts patient/ client safety at risk.

The student must re-register and repeat the fieldwork in order to progress in the program. Repetition of a fieldwork could delay graduation.

Withdrawal for medical or personal reasons, and approved by program faculty, will not result in probation. Withdrawing students will be subject to the Withdrawal/Deferral policy below.

Professional Dispositions

Knowledge and skills related to the field of counseling will be accomplished through didactic and experiential instruction. In contrast to these, dispositions are defined as the values, commitments, and professional ethics that influence behavior and the way we interact with others (including students, faculty, family members, clients, colleagues, and communities). Dispositions affect learning and motivation, as well as professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001). To this end, professional counselors must couple their

counseling knowledge and skills with a clear commitment to the following dispositions:

- Impact on others.
- Demonstrates an awareness of own impact on others.
- Demonstrates ability to deal with conflict.
- Demonstrates flexibility in responding to the changing demands within the professional and interpersonal environment.
- Engages in self-reflection by using various forms of feedback including assessment and supervision.
- Demonstrates ability to be present and “true to oneself”
- Accepts responsibility for personal actions and behaviors.
- Ethics
- Attends to ethical and legal responsibilities, including ACA Code of Ethics and Jefferson Code of Academic Integrity.
- Demonstrates honesty, integrity, fairness, confidentiality, and respect for others.
- Professional Identity and Growth
- Treats others with courtesy, respect, and open-mindedness.
- Displays ability to work with diverse individuals.
- Demonstrates ability to accept and use feedback.
- Communicates effectively and appropriately.
- Interacts appropriately and positively with others.
- Shows initiative and motivation.
- Maintains appropriate boundaries with supervisors, peers, and clients.
- Behaves in a professional manner towards supervisors, peers, and clients. Is respectful and appreciative with colleagues. Is able to effectively collaborate with others.
- Demonstrates an understanding of all counseling site and course policies and procedures.
- Completes all course and site specific work or tasks correctly and promptly.
- Demonstrates emotional stability (congruence between mood and affect) and self-control (i.e., impulse control) in relationships with supervisors, peers, and clients.

Individual student dispositions are assessed throughout the program and are a key consideration in all recommendations for advancement or remediation.

Academic Alerts

Academic alerts are issued to students when their records are unsatisfactory, while there is still time to remedy the situation. Students will receive academic alerts when their records indicate that typical progress toward a degree may be in jeopardy. Students should meet with their faculty advisor to discuss plans for improving their performance.

Students whose academic records include one or more of the following will receive an academic alert from the Program Director:

- a. Semester grade point average (GPA) below 3.0. (*CTC Program GPA is comprised of all CTC courses taken, beginning with the semester that the student enters the professional phase of the CTC Program.*)
- b. Cumulative GPA below 3.0.
- c. A C+ grade in one course
- d. Withdrawal from a course for academic reasons (students who need to withdraw from a course for medical or personal reasons must first be approved by the Academic and

- Professional Standards Review Committee prior to withdrawing)
- e. A grade of “C” or below is judged as unsatisfactory performance. Students who earn a “C” grade in any course must decelerate, and repeat the course before proceeding in the full time program (see Deceleration below).
 - f. Verbal or written reports from clinical supervisors indicating the student’s non-adherence to site regulations, site schedule, ethical standards of conduct, or engagement in behavior that puts client safety at risk. This information may be reviewed by the Academic and Professional Standards Review Committee for action, depending upon the circumstances.
 - g. A student who violates the CTC Program’s *Standards of Professional Conduct* or *ACA Code of Ethics* (most recent edition). This information may be reviewed by the Academic and Professional Standards Review Committee for action, depending upon the circumstances.
 - h. A student who receives a grade of “Incomplete” in a class. Students who do not meet course requirements will receive a failing grade in that course. CTC course instructors have the autonomy to grant a student a grade of “Incomplete” if the **request is made by the student minimally 2 weeks prior to the semester’s end**. If a student requests an “Incomplete” (s)he MUST create a CTC Incomplete Grade Contract: Agreement for the Completion of Work Outstanding (Appendix 4) and obtain the approval/signature from the course instructor. If the "Incomplete" is granted by the instructor, the student must adhere to the terms of the contract. Failure to meet the contracted terms will result in a grade that reflects the student’s earned credit in the course. Deceleration and Dismissal policies may be enacted if the grade doesn’t meet minimum criteria for passing and/or drives a students’ GPA below a 3.0 for a 2nd semester.

Students who receive academic alerts will be required to improve their performance by the end of the next enrolled semester. Details will be provided in writing to the student upon academic alert notification. When a student receives an academic alert the student is required to schedule a meeting with their faculty advisor to develop a success plan. Academic alerts can lead to dismissal or other sanctions contingent on the individual student process.

Deceleration

Deceleration means that the student may not progress in the full-time program. Students decelerate when they receive a “C” or below (2.0/ 76.99 or below) in any course. Students must repeat the course and earn a minimum “B” (3.0) in order to proceed in the program. Students who are unsuccessful with remediation activities will be dismissed. Students can repeat only one course.

Since the program is a lock-step curriculum, a course that was not successfully completed cannot be repeated until the following year. A second deceleration results in dismissal.

Dismissal

Students whose academic records include any of the following will be dismissed from the program:

- a. Cumulative grade point average below 3.0 for any two semesters.
- b. Academic warnings in two consecutive semesters, or any three semesters.
- c. A grade of “F” or “NC” in a non-fieldwork course.
- d. Grade of “NC” in two fieldwork courses.
- e. Failure to correct deficiencies outlined in academic warning notice.
- f. Failure to earn minimum 3.0 grade in a repeated course (a course can be repeated only

- once).
- g. Unprofessional behavior and/or conduct that violates the University's Code of Conduct, the *ACA Code of Ethics*, or the CTC Program's Standards of Professional Conduct.

Official notification of dismissal will be in writing and sent directly to the student. Students may appeal by submitting a written request for reinstatement to the Program Director.

Withdrawal/ Temporary Leave of Absence

The CTC Program curriculum is sequential and integrated in nature. For this reason, withdrawal from one course may require withdrawal from another course. The faculty recognizes that various circumstances may result in a student needing to withdraw from the program. Students who wish to reenter at a later date must be in good academic standing at the time of withdrawal. To withdraw or apply for a leave of absence students must follow the policies and procedures described in the current graduate catalog. Additionally students must:

- meet with the Program Director and Academic Advisor
- complete relevant forms available from the Registrar's website
<http://philau.edu/registrar/forms.html>

Academic leaves of absence are granted for no more than one year. In select instances students may request to return and complete the program in less than full-time status. Students enrolled in the program in less than full-time status *must* follow the specific course of study delineated by the program director at the time the student reenters the program.

Re-entry Policy

Students who *withdraw* from the CTC Program and who wish to return must submit a letter to the Program Director. The letter must state the student's rationale and readiness for return to full-time coursework. It should include information about the student's activities since leaving the program that have prepared him/her to return. Readmission will be determined by the faculty based on a review of records and any additional criteria required at the discretion of the faculty. Refer to the university catalog for further information regarding procedures.

Students *dismissed* from the CTC Program for academic conduct or any other reasons are not typically readmitted to the Program. In special circumstances, dismissed students may be considered for re-entry.

To be considered for re-entry students must have developed and implemented an action plan that would facilitate successful academic, clinical, and dispositional performance. They must notify the Program Director prior to application, then submit the Re-Entry Application to the Office of Graduate Admissions following the admission procedures described above.

All requests for re-entry will be considered on an individual basis by the CTC Program faculty. Decisions will be based on factors such as current academic status, clinical readiness, dispositional and ethical assessment, availability of space, and the student's written justification for re-entry.

Procedures to Address Academic and Professional Concerns or Misconduct

1. Faculty identifies academic or professionalism concerns. There are two categories of perceived academic or professionalism misconduct.
 - a. **Tier 1** behaviors include any of the following: early plagiarism or “with attribution”; not integrating feedback; poor group participation; causing distractions during class; disrespectful; boundary issues; lack of self-regulation (e.g. repeated texting in class)
 - b. **Tier 2** behaviors include any of the following: repeated Tier 1 behaviors despite documented faculty attempts to remediate; cheating with concrete proof; plagiarism (knowingly, without attribution); stealing; falsifying documents (including documentation); unethical behavior (per ACA Code of Ethics).
2. **Tier 1** behaviors are handled by course faculty, or may be discussed in regularly scheduled CTC faculty meetings. Consequences typically follow syllabus guidelines with regard to final course grade reduction as indicated by participation point definition.
3. Repeated **Tier 1** behaviors are reviewed by the CTC Program Academic & Professional Standards Review Committee.
4. Concerns are discussed with representatives of the CTC faculty, or if relevant information is missing, concerns are moved to future agenda, after all facts are gathered.
5. The subcommittee determines whether student should be brought before the University Academic & Professional Standards Review Committee, or if concerns can be addressed at the program level.
 - a. If addressed at program level, student receives results of faculty deliberation in written form from subcommittee chairperson.
6. Student may appeal to the Program Director. If not satisfied, students can *appeal to the College Dean who is the final appeal.
7. **Tier 2** behaviors are reviewed by the CTC Program Academic & Professional Standards Review Committee.
8. Chair of committee manages communication between student and committee members.
9. Students may submit written documentation to be reviewed by committee members, or be invited to appear before committee in person.
10. Final disposition/sanctions delivered in writing to student, with copy to Program Director.
11. Student may appeal committee decision to Program Director. If not satisfied can appeal to Dean (final appeal). See ***Appeal of Academic Progression or Dismissal*** section below.

12. The CTC Program Academic & Professional Standards Review Committee may determine that the Tier II concern needs to be escalated to the University Academic & Professional Standards Review Committee.

Potential Consequences

Professionalism

Unprofessional behavior or conduct will result in one or any of the following dependent upon the severity and/or frequency of the behavior, conduct and/or violations.

- Formal notification of the infraction to student via e-mail, in person or phone.
- Formal meeting with appropriate program personnel and documentation in the student's file.
- Referral to the CTC Academic and Professional Standards Review Committee for possible disciplinary action including but not limited to removal from the classroom or fieldwork, failure of a course or fieldwork, probation and/or dismissal from the program.

Academic

Violation of the program's and university's academic integrity policies will result in one or any of the following, dependent upon the severity of the behavior, conduct and/or violations. Sanctions based on this policy are ultimately assessed and determined at the discretion of the faculty member or the CTC Program Academic and Professional Standards Review Committee, according to whether they are Tier 1 or Tier 2 academic or professionalism violations.

Sample consequences:

- Fail or "0" for assignment
- Partial credit for assignment
- Complete additional work
- Fail course
- Create Learning Contract
- Dismissal from program

Guidelines for conduct specific to fieldwork are outlined in the CTC Student Clinical Manual. These also must be fully understood and adhered to.

Appeal of Academic Progression or Dismissal

Students who receive an academic progression or dismissal notice from the program may petition the University Academic and Professional Standards Review Committee to reverse the decision by filing a formal appeal. The Committee is an advisory group who reviews cases related to student academic progression. Students may be referred to the Committee for academic, disciplinary, or professionalism reasons.

Students may appeal an academic progression or dismissal decision by submitting a written request for review or reinstatement to the Program Director, the next step in the appeal process. The Program Director will forward the appeal to the Committee. The appeal should be in writing and include the following:

1. An explanation of the poor academic performance that led to the academic notice or dismissal.

2. An explanation of whether the student worked with Program faculty, sought tutoring assistance or accessed other support services to address academic performance.
3. Documentation concerning any mitigating circumstances that may have contributed to poor performance.
4. A plan for preventing recurrence of academic or professional behavior difficulties and for raising performance to at least the minimum standard required for continued enrollment.
5. Letters of support from faculty (optional).

The University Academic and Professional Standards Review Committee will schedule a hearing to address the appeal. The student will be invited to present his or her case. Information from the following may be reviewed and considered: student's letter of appeal; documentation submitted by faculty/ staff/ fieldwork educators and/or students; the student's academic record; interviews with faculty and/or students; and/or comments from the student during the Committee hearing. Following the hearing the Committee will make recommendations directly to the Program Director. The Program Director will review the Committee's recommendation, make a decision, and contact the student as soon as practical.

In the event a satisfactory resolution cannot be reached at this level, an appeal may be submitted to the Dean of the Jefferson College of Health Professionals. Requests for appeal of adverse decisions must be made in writing and include the following:

- A thorough description of the concerns.
- A synopsis of the decisions to date.

*The Dean of JCHP is the final appeal. The purpose of an appeal is to review whether policies and procedures were followed, whether there was bias, and whether there were any mitigating factors that were not considered.

GRIEVANCE PROCEDURES AND APPEALS OF ADVERSE DECISIONS

All members of the Thomas Jefferson University Community have the right to express concerns when they perceive that they have been treated in a manner not consistent with the standards of conduct at the University. The student grievance procedure as described below is intended to allow students this mode of expression. However, the student grievance procedure is not intended for grade appeals or dismissal due to unsafe clinical practice. Please see the policy for grade appeals outlined in this handbook for resolution to those issues. Course grades become final 6 weeks after the conclusion of the course. Should any student find reason to appeal a grade, the appeal process should be initiated in writing by the student and addressed to the faculty member prior to this timeframe.

Students may present general grievances, concerns, or constructive criticism to the Program Director of faculty at any time. The CTC Program encourages open communication between the students and Program faculty, staff and administration. Students should voice their concerns in a thoughtful and constructive manner.

The student grievance procedure includes the following steps:

1. Students are encouraged to address the problem at the point closest to the issue. In the Jefferson College of Health Professions, the student is encouraged to attempt to resolve the dispute directly with the faculty or staff member involved with the issue.
2. If dissatisfied with the outcome after meeting with the person closest to the issue, the student may meet with the CTC Program Director to reach a resolution.
3. If a satisfactory resolution was not achieved in the student's meeting with the CTC Program Director, the student may request a meeting with the Chair of the JCHP Department of Counseling and Behavioral Health.
4. If satisfactory resolution was not achieved in the student's meeting with the Department Chair, the student may file an official complaint by completing the Student Grievance Form located at <http://www.jefferson.edu/university/academic-affairs/schools/student-affairs/student-handbooks/university-policies/tju-grievance-process/student-grievance-form.html>.
5. When the complaint information is received, the Dean or Dean's Designee will schedule a meeting with the student to discuss the complaint. Please note that the Dean/Dean's Designee may request additional information from the student who submitted the complaint, as well as from other individuals identified in the complaint. Every reasonable effort will be made to preserve an individual's privacy and protect the confidentiality of information connected with the complaint. The information will be shared only with individuals who assist or are otherwise involved in the investigation and/or resolution of the complaint, or who otherwise have a need to know about the complaint and/or its resolution.
6. The Dean is the final authority in hearing student grievances.

All parties are encouraged to address the issue promptly in writing (within three [3] class days whenever possible) so that resolution of the grievance should require no more than three weeks.

Records of the grievance are kept by the respective faculty and administrative personnel and do not become part of the student's permanent record. If an official complaint is filed with the Office of the Dean, the University will also track such complaints and maintain a record that includes the date the complaint was received, the student(s) identified with the complaint, the nature of the complaint (including a copy of the written complaint), the University officials who were involved in addressing the complaint, the steps taken to resolve the complaint, and the final resolution/disposition of the complaint. This information may also be made available to regulatory agencies and accrediting bodies as required in accordance with applicable laws, regulations and policies.

Liability Insurance and Professional Affiliation

Students are required to maintain professional organization memberships with the American Counseling Association (ACA). Students will be required to pay for their own membership (billed by the University), and must maintain active membership status throughout their enrollment in the graduate program (approximately \$95 per year). Students must also have malpractice liability insurance prior to starting clinical field placements. Liability insurance is complimentary to students who have an American Counseling Association Master's Student Membership. Again, STUDENTS WILL BE BILLED BY THE UNIVERSITY FOR REQUIRED MEMBERSHIP AND INSURANCE.

Students are responsible for their own medical and dental care while enrolled in the program, and for informing the University they have coverage or they will be automatically placed on the University student health plan. Students may need to submit to, and be financially responsible for, any reasonable health screening that is required by a clinical agency beyond that required by the Community and Trauma Counseling Program at Jefferson (Philadelphia University + Thomas Jefferson University).

Health Insurance

Students are required to obtain and annually maintain personal health insurance coverage. Proof of coverage is required prior to matriculation into the program. Health Insurance is available through the University.

Health Clearance

Though the CTC Program does not require health clearances beyond University requirements. Please review the University requirements at <https://www.eastfalls.jefferson.edu/healthservices/services.html>.

Please note that some clinical sites may require any of the following vaccines or tests:

- Tetanus/Diphtheria/Pertussis booster (within the last 10 years)
- Polio
- Varicella (history or positive antibody)
- TB Test (PPD required annually while in the program, regardless of prior BCG inoculation)
- MMR (Measles, Mumps, Rubella) 2 doses
- Hepatitis B Vaccine series (or positive Hepatitis surface antibody)
- Current flu immunization
- Positive titre for chicken pox or vaccine
- Others, as required by field placement

Human Subject Review Guidelines

It is imperative that the rights and safety of individuals involved in University-sanctioned projects conducted by students and faculty are protected. University guidelines for human subject research are delineated in the *Guidelines and Policies for Research Involving Human Subjects*. This manual is available on the University web site: <http://www.philau.edu/provost/irb.html>. Students will be oriented to these procedures during the *Research* course.

Student and Consumer Safety

The safeguarding of student and consumer safety is of paramount concern during all learning experiences. Students, supervisors and faculty are all responsible for monitoring the learning environment to assure protection of all involved parties. In classroom situations, student-to-faculty ratios should be maintained that support the provision of safe learning experiences. In fieldwork, adequate supervision should be provided to ensure protection of consumers. Students are expected to notify the Coordinator of Clinical Placements of any concerns that emerge during practicum or internship experiences.

The Department of Safety and Security is responsible for the safety of the University community and security of all buildings and property belonging to Jefferson (Philadelphia University + Thomas Jefferson University). The Department of Safety and Security is the first contact and first responder in all campus emergency-response situations (215-951-2999).

Students and faculty can access the University Emergency Resource Guide at the following URL: <http://www.philau.edu/security/emergencyresourceguide/index.html#illnessorinjury>

Safety and Health Procedures:

- Fully supplied First Aid kits are located under the sink in room HH 230, and in the CTC office suite.
- The First Aid kit is replenished at the beginning of every semester.
- Keep pathways to fire exits and walking areas clear at all times.
- Do not block fire extinguishers or doors.

Emergency and Fire Procedures:

University procedures are located online:

<http://www.philau.edu/security/inc/documents/emergency%20resource%20guide%20-%20web.pdf>

In the event of an emergency (i.e. student injury/illness) students will notify faculty immediately. For local emergency medical response, students should call **Campus Security at 215-951-2999**. Students should give their name, the location of the emergency, and explain exactly what happened. Security will in turn contact necessary emergency units. Students will notify another faculty member immediately or the CTC office at extension 215-951-0253 after contacting Campus Security. University phones are located in rooms HH230 and in the CTC office suite.

In the event of a fire, students will notify faculty (if faculty are available), call **Campus Security at 215-951-2999** and give their name, the phone number and location they are calling from, the location of the fire, and an exact description of the fire including what they see and smell. Students will then sound the fire alarm. Fire alarms are located in the hallway of every building. After sounding the fire alarm, all students will evacuate the building and proceed outside following the posted evacuation plans. Evacuation plans are posted in every hallway in all campus buildings.

In the event that a non-emergency situation arises that requires medical assistance, students will notify faculty immediately. If faculty cannot be located students will contact **Campus Security at 215-951-2999**.

In the event that a student becomes ill he/she should notify faculty immediately, or the CTC office staff. If no one is available, contact **Campus Security at 215-951-2999**. Students should be examined by health care staff at University Health Services located in Scholar Hall, 215-951-2986.

Permission to Photograph

Periodically the university staff or faculty may photograph students during classroom activities or in the field. All students complete a form at the beginning of their educational program to document permission. Students who do NOT want their pictures taken must take steps to remove themselves during photo opportunities.

GRADING SCALE

Consistent with all graduate programs in the Jefferson College of Health Professions, the CTC Program uses the following to determine grades:

Letter Grade	Numeric Value	Quality Points	Letter Grade	Numeric Value	Quality Points
A	93-100	4.0	C+	77-79.99	2.3
A-	90-92.99	3.7	C	73-76.99	2.0
B+	87-89.99	3.3	C-	70-72.99	1.7
B	83-86.99	3.0	D	60-69.99	1.3
B-	80-82.99	2.7	F	Below 60	0.0
			WF		0.0

Description of Grades:

A Represents consistent, outstanding performance in assignments and class participation. The A student is always prepared to respond to and ask questions in every class. The student has received a majority of As, in all written assignments and nothing below an A-. The students' work is on time and in correct format. If there are a number of grammatical errors, the student has consulted the Writing Center for assistance and has shown improvement.

A- Represents a very good student who is actively involved in every class. Either the class participation and or the assignments fall slightly short of receiving full credit. The A- student is a strong student, but can improve in one or another area.

B+ This student meets all standards and is above average. This student exceeds and participates in class, but not a regular basis. Either the written work or class participation are not as strong as should be.

B This student does all the work and meets all standards. This is an average grade. Participation and written assignments are not outstanding and lack proficiency as indicated by performance.

Below B The student has met only the minimal standards of the course or assignment. A student receiving a grade below a B is in jeopardy of failure if greater effort or competency is not demonstrated.

For courses offered on a credit/no credit basis a minimum of 80 percent must be achieved to earn credit.

FACULTY/COURSE EVALUATION

The University is dedicated to providing exemplary instruction and to evaluating our faculty performance in providing quality education. In support of this, the CTC Program believes that student participation in this process is critical.

Students will be asked to evaluate each course/faculty member in the curriculum formally upon completion of the course. The University conducts this evaluation through its online course evaluation system. Data is collected in an anonymous fashion. Some faculty choose additional course evaluations which are typically available on the Blackboard Learn course page.

CONFIDENTIALITY OF STUDENT RECORDS

The CTC Program and the Office of the Registrar maintain academic and personal records on all students. Except under legal compulsion, information contained in such records, with the exception of name, address, dates of attendance and degrees obtained, will not be released to agencies outside the University without written consent of the student.

Students are permitted, under supervision, to examine their permanent academic records. All persons handling the permanent records are instructed concerning the confidential nature of such information and their responsibility regarding it.

Computers

The CTC Program uses the university's web-based course management system, Blackboard Learn, to upload course information. Students must have daily access to a computer, a reliable internet connection, and be familiar with basic computer functions (primarily e-mail, Microsoft Word and PowerPoint). It is recommended that computers be no more than three years old. Additionally, students must have:

- the capacity to hear audio (sound card). Also, a USB microphone or other recording device is required and web cam capability will be useful.
- Internet access with high-speed connection (DSL, Broadband or cable)
- Microsoft Office software (Word and PowerPoint)
- Kingston DataTraveler Vault Privacy 3.0 Flash Drive. See Practicum/Internship Manual for details

Cell Phones

No cell phones are allowed to be used during class, unless required by the course instructor for engagement in the learning activity, or on-site at clinical placements. In special instances where a student requires access to a cell phone for potential family emergency situations, the cell phone must be used on vibrate mode and the instructor must be informed of the situation *prior* to class. ***If interruptions become too numerous, the student will be required to make other communication arrangements.***

Laptops & Personal Electronic Devices in the Classroom

Having laptops, cell phones, and other technology in the class can be both a barrier and a support to learning. Faculty has set ground rules for the use of laptops (and other electronic devices), as we found that students engaged in personal activities that did not contribute to the learning community often detracted from it. Students' laptop use is for taking notes while in class, or for in-class collaborative activities. Using the computer to email, go on Facebook, tweet, shop, or any other activity that is unrelated to the course at hand will result in the student's loss of all laptop privileges for the semester. Faculty will move around the classroom to create a climate of accountability.

SUBMISSION OF LEARNING ACTIVITIES AND WRITING GUIDELINES

Submission

Students may only submit each Learning Activity once. In those select instances where a faculty member allows a student to remediate an assignment the final grade for that assignment will reflect an average grade of *all* submitted work related to that assignment.

General Writing Guidelines

Learning activities are graded on both content and presentation. The faculty will be evaluating your mastery of the learning objectives, your synthesis of the content, and your ability to communicate in writing. Written submissions are expected to meet graduate level writing criteria.

You may ask, "Why must I write well to be counselor?" Among the many reasons, consider the following:

- Direct client care requires legal documentation of the treatment provided such as: charting, case summaries, consults, referrals, and client education materials. Quality client care depends on clear, accurate and professional communication.
- The process of presenting your ideas in a clear, well-organized manner will promote critical thinking skills necessary in professional counseling practice today.
- The high standards set by professional counselors by which our public image and identity are assessed is upheld by individuals who meet the criteria for excellence in professional practice and role, which includes communication skills.
- Professional counselors are expected to add to our professional body of knowledge in the professional literature through practice, publication and research.

Content Policy

The following policy will be used to evaluate all learner activities:

- a. All directions are followed, meeting the specific requirements and criteria.
- b. Understanding of the topic is demonstrated by in-depth inclusion of appropriate resources.
- c. Coverage of the topic is comprehensive.
- d. Critical thinking is demonstrated by original thought, synthesis, or interpretation of the topic.
- e. Paraphrasing another's ideas does not demonstrate mastery of the topic.
- f. All references are current and support the topic.

Presentation Guidelines

The following guidelines should be followed when preparing learning assignments:

Style

- Tone or voice matches the assignment; that is formal vs. informal.
- The presentation is well organized with smooth transitions.
- Writing is clear, concise and precise. Quality not quantity is expected.
- All papers include a beginning or introduction, middle section of discussion and conclusion or summary.
- The introduction identifies the purpose and scope of the assignment.
- The conclusion summarizes the findings of the assignment.
- Avoid biased language or slang.
-

Grammar

- Follow appropriate sentence and paragraph structure to ensure clarity.
- Use complete sentences.
- Maintain consistent use of person within a sentence or paragraph.
- Maintain consistent use of tenses.
- The subject(s) and verb(s) must agree.
- Use pronouns correctly.
- Punctuate correctly.

Spelling

- Spelling and capitalization are consistently correct.
- Spell check functions should be used for *all* work including electronic submissions.

Referencing

- All sources are correctly cited in the text.
- References use APA format.

Some Suggested Strategies to Improve Writing Include:

- Outline prior to writing.
- Make good use of any good dictionary and thesaurus.
- Always use spell check.
- Read your writing out loud to see if everything makes sense and flows smoothly.
- Find someone qualified to proofread or edit your work.
- Seek help in developing your writing skills by utilizing the services of the University Learning Center, or attending a class, or workshop at a local academic support and testing center. [A link to the University Academic Success Center's website at <http://www.philau.edu/successcenter/> This website includes:
 - Comprehensive, up-to-date documentation information for American Psychological Association (APA)
 - information about tutoring and advising services
- Use a tutor for improving your writing skills at the University Academic Success Center.

Required Resources

- The *APA Manual (6th edition)* contains specific guidance for clear writing (always use most recent edition). – students may utilize the electronic copy found on the Gutman Library website (<http://www.eastfalls.jefferson.edu/library/index.html>).

Suggested Resources

- Any good grammar text or writer's guide will help you to hone your writing skills.
- *Write Papers* by Ron Fry, a paperback study guide from Career Press, gives guidelines for organizing and writing papers.
- The *Elements of Style* by William Strunk, Jr. and E.B. White is a small paperback published by MacMillian that is very helpful for developing basic writing skills.
- Students will engage in an APA writing workshop at orientation

American Counseling Association

CTC students are required to have a student membership to the American Counseling Association (ACA) – the national professional organization that represents the interests of the counseling profession. Students in the CTC program are required to join the ACA as student members. Upon payment of the assessed membership fees, the individual is entitled to: belong to special interest groups; receive publications and regular mailings of the Association; subscribe to Association listserves; serve on committees of the association; vote on affairs of the association; hold office, if qualified, as stipulated in the by-laws; and, participate in the optional insurance plans of the Association. To obtain more information, visit the website at <https://www.counseling.org>

CTC Students are also encouraged to join national, regional, and international professional organizations. The following are a list of recommended associations:

American Mental Health Counseling Association

The American Mental Health Counselors Association (AMHCA) is the leading national organization for licensed clinical mental health counselors. AMHCA strives to be the go-to organization for licensed clinical mental health counselors for advocacy, education, leadership, and collaboration. The AMHCA provides the backbone of resources needed for clinical mental health counselors to thrive in today's world. For more information, visit: <http://www.amhca.org/home>

Pennsylvania Counseling Association

The Pennsylvania Counseling Association (PCA) is a state branch of American Counseling Association (ACA), the national professional association that represents the 526,000-plus professional counselors who live and practice here in the United States. The PCA is also a part of the American Counseling Association—North Atlantic Region's (ACA—NAR) network of state branches, the ACA—NAR being one of four regional chapters of the ACA. The PCA president serves as the association's official delegate to the ACA-NAR. For more information, visit: <http://www.pacounseling.org/aws/PACA/pt/sp/about>

Other Related Organizations

There are many other professional organizations in specific practice areas available to counselors, including but not limited to:

- International Society for Traumatic Stress Studies (ISTSS)
- American School Counselor Association (ASCA)[ASCA](#)
- National Career Development Association (NCDA)[NCDA](#)
- International Association of Marriage and Family Counselors (IAMFC)[IAMFC](#)
- American Association for Marriage and Family Therapists (AAMFT)
[AAMFT -AAMFT](#)
- [Association for Assessment in Counseling and Education \(AAC\)](#)
- [Association for Creativity in Counseling \(ACC\)](#)
- [Association for Adult Development and Aging \(AADA\)](#)

- American College Counseling Association (ACCA)
- Association for Counselors and Educators in Government (ACEG)
- Association for Counselor Education and Supervision (ACES)
- Association for Lesbian, Gay, Bisexual, & Transgender Issues in Counseling (ALGBTIC)
- Counseling Association for Humanistic Education and Development (C-AHEAD)
- Counselors for Social Justice (CSJ)
- Association for Multicultural Counseling and Development (AMCD)
- American Mental Health Counselors Association (AMHCA)
- American Rehabilitation Counseling Association (ARCA)
- American School Counselor Association (ASCA)
- The Association for Humanistic Counseling (AHC)
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- Association for Specialists in Group Work (ASGW)
- International Association of Addiction and Offender Counselors (IAAOC)
- National Employment Counseling Association (NECA)

Art Therapy Associations

Art Therapy students and practicing professionals are eligible to belong to the American Art Therapy Association (AATA) – the national professional organization that represents the interests of the art therapy profession. Students in the Art Therapy specialization of the CTC program are encouraged to join AATA as student members.

Upon payment of the assessed membership fees, the individual is entitled to: receive publications and regular mailings of the Association; receive discounted attendance to conferences and events; subscribe to Association listserves; serve on committees of the association; vote on affairs of the association; hold office, if qualified, as stipulated in the by-laws; and, participate in the optional insurance plans of the Association. To obtain more information, visit the website at <https://arttherapy.org/>

Other Associations Related to Art Therapy

There are many other professional organizations in specific practice areas available to art therapists, including but not limited to:

Art Therapy Credentials Board (ATCB) <http://www.atcb.org/>

American Group Psychotherapy Association (AGPA) <http://www.agpa.org/>

International Expressive Arts Therapy Association (IEATA) <http://www.ieata.org/>

National Coalition of Creative Arts Therapies Associations (NCCATA) <http://www.nccata.org/>

Philadelphia Area Coalition of Creative Arts Therapists (PACCAT)

<https://groups.google.com/forum/#!forum/philadelphia-area-coalition-of-creative-arts-therapists-paccat>

State Art Therapy Association

The Pennsylvania Art Therapy Association (PAATA) is a state/regional branch of the [American Art Therapy Association \(AATA\)](#), the national professional association that represents art therapists who live and practice here in the United States. Students are encouraged to join this local organization, which holds conference events and symposium locally throughout the year. For more information, visit: <http://dvata.org/> or <https://www.facebook.com/paarttherapy/>

CHI SIGMA IOTA (CSI)

Founded at Ohio University in 1985, Chi Sigma Iota has over 113,000 members who have been initiated into the Society through 392 chapters that have been chartered throughout our history. The members are affiliated with campus-based chapters contributing to their counselor education programs and communities. Chapters are supported at least in part by funding from CSI.

One of the largest associations of professional counselors in the world, CSI's annual active membership is made up of both professional and student members. Practicing counselors in all settings and specialties of counseling, as well as counselor educators and supervisors, are represented within CSI's professional members.

DELTA SIGMA MU (DSM)

Delta Sigma Mu is the Jefferson (Philadelphia University + Thomas Jefferson University) Chapter of the national counseling honor society Chi Sigma Iota. Delta Sigma Mu was named in honor of Dale S. Michaels, associate professor, who was instrumental in the foundation of the Community & Trauma Counseling program at Philadelphia University.

DSM Eligibility Requirements

To be eligible for induction, students must be able to demonstrate the traits, dispositions, and characteristics of professional counselors as well as maintaining a 3.5 GPA.

Security at Jefferson (Philadelphia University + Thomas Jefferson University)

Your safety and security is extremely important to us at Jefferson (Philadelphia University + Thomas Jefferson University). You are encouraged to report any crime, no matter how small, immediately to the Department of Safety and Security. In addition to emergency phone callboxes located throughout campus, the University provides two telephone numbers: emergency 215-848-5555 and non-emergency 215-951-2999 to report all criminal activity and/or emergencies. The safety and security office is available for walk-in complaints and the business phone number to the safety and security office is 215-951-2620.

The Department of Safety and Security provides 24 hour-a-day patrol protection to the campus. The department is responsible for the security of the Philadelphia campus only. The department works very closely with the Philadelphia Police Department and other law enforcement agencies. Patrol officers are not armed and no one is allowed to possess a weapon on campus. Arrests of individuals on University property are made by the Philadelphia Police with the assistance of the Department of Safety and Security. Criminal incidents on campus are reported to the Pennsylvania State Police.

The academic buildings are locked after evening classes and unlocked in the morning when classes are scheduled. Classroom buildings are locked on weekends. To access, students must swipe their Student Identification cards on the card reader situated outside the building entrance. The buildings are posted with trespass warnings and they are patrolled on a regular basis by the Department of Safety and Security. The Philadelphia University campus is considered private property and trespassers are escorted off campus and/or arrested.

A copy of the University Safety and Security Report may be found in the University Student Handbook at <http://www.eastfalls.jefferson.edu/studenthandbook/2017-2018/>. Refer to this website for information regarding parking regulations.

**Jefferson's
Graduate Program in Community and Trauma Counseling
Student Criminal Charge Report**

Jefferson (Philadelphia University + Thomas Jefferson University) students who acquire criminal charges must report the charges within 72-hours or immediately upon return to school, whichever comes first. Charges to be reported include, but are not limited to, misdemeanors, including serious traffic violations, and any felony offenses. Charges must be reported in writing to the Program Director.

When the legal process is completed, it is the student's responsibility to notify his/her Program Director of the outcome within 72-hours or immediately upon return to school, whichever comes first.

Failure of student to report any new criminal charges when they occur (as outlined above) may result in dismissal.

Date of Charge(s) _____

Criminal Charges(s)

Misdemeanor

Felony

Other (explain) _____

Jurisdiction (City, County, State where incident happened) _____

Explanation of Charge(s) _____

Court Date (if applicable) _____

Student's Name (please print) _____

Student's Signature _____ Date _____

Signature of Director _____

COMMUNITY AND TRAUMA COUNSELING PROGRAM
Petition for Absence

Name: _____

Date of absence: _____

Course Number(s) and Title of Class(es): _____

In the space provided below please provide a brief explanation for the absence:

Please email the completed form to Sheryl Cooley within 48 hours of missed class:
sheryl.cooley@jefferson.edu

Date received by S. Cooley _____

Petitions will be considered by the CTC faculty on a case-by-case basis. Submission of this form is not a guarantee of excused absence. Students should only engage in the petition process if they have to miss a class for an unforeseen reason that is out of their control, and only if they are in danger of receiving a grade reduction.

**THOMAS JEFFERSON UNIVERSITY ACADEMIC INTEGRITY POLICY
HONOR CODE**

Academic Integrity and honesty is the foundation of the Thomas Jefferson University, East Falls and New Jersey Campuses, teaching, learning, and professional community. Anyone who is a part of this community who knowingly or unknowingly breaks the rules of academic integrity as defined by the Thomas Jefferson University, East Falls and New Jersey Campuses, community commits an offense against all members of this group. In order for all to know and understand the standards that define academic integrity at Thomas Jefferson University, East Falls and New Jersey Campuses, the following policy has been developed and ratified by students, faculty, and staff.

These policies pertain equally to all courses regardless of the method of delivery. Thus, they pertain to courses delivered fully or partially online as much as to courses delivered in-person.

(1) Types of Academic Dishonesty

The following incidences provide examples of the most common types of academic dishonesty, but other instances may occur outside of the categories defined here.

(a) Cheating

Cheating is the inappropriate and unacknowledged use of materials, information, designs, ideas or study aids in any academic exercise. The use of books, notes, calculators, electronic resources and conversations with others is restricted or forbidden in certain circumstances as indicated by your professor. Cheating also includes stealing, buying, or otherwise obtaining a test; selling or giving away answers to a test; buying or selling a paper, painting, sculpture, model, project, or design for use in the fulfillment of an academic requirement; or falsifying a grade or attempting to alter a grade on a test, official academic record, or a change of grade form.

Students may not request others (including commercial term paper companies) to conduct research or prepare any work for them.

Students in all course delivery formats, including online and other forms of distance-learning, must complete all coursework themselves. Any attempt to have others complete coursework in the student's name is a form of cheating.

Students are also not permitted to submit identical work or portions of that work for credit or honors more than once without prior approval of the faculty member.

(b) Fabrication

Fabrication is the falsification or invention of any information or citation in an academic work. "Invented" information (that is, information which is made up by the student) may not be used

in any laboratory experiment, surveys or other academic exercise. The student must always acknowledge any source from which cited information was obtained. A writer should not, for example, reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.

(c) Plagiarism

Plagiarism is the representation of the words, images, information, charts, graphs, data or ideas of another as one's own in any academic exercise. Every idea, image or argument that is not one's own must be cited. Only information considered to be "common knowledge" does not need to be cited. When unclear about the definition of "common knowledge" in a particular discipline, students should consult with the faculty member teaching the course.

Paraphrased material taken from print, electronic sources, or other media should also be cited. Along with this citation, the author should acknowledge a paraphrase properly, by using words such as: "to paraphrase Smith's comment," or "drawing on Smith's ideas about." Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly cited according to correct citation conventions. Manipulated images or visuals that are not your own must also be cited. Students must familiarize themselves with the correct citation conventions required in each course. Any questions about what constitutes plagiarism should be discussed with the faculty member.

Faculty members may suggest a style guide to use; style guidelines are also available on the Thomas Jefferson University, East Falls and New Jersey Campuses' Academic Success Center Website. (www.philau.edu/successcenter)

(d) Facilitating Academic Dishonesty

Students who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty are in violation of the academic integrity.

(e) Denying Others Access to Information or Material

It is a violation of academic integrity to deny others access to scholarly resources, or to deliberately impede the progress of another student. Examples of offenses of this type include giving other students false or misleading information; making library material unavailable to others by stealing or defacing books or journals or by deliberately misplacing or destroying reserve materials; or altering computer files that belong to another.

(f) Digital Piracy and Privacy

The following, and similar practices, are violations of academic integrity when done to benefit one's own (or others') academic record:

- Digital Piracy and Privacy: The willful violation of copyright laws through file sharing of information destined for an academic submission; use of material discoverable or

downloadable without acknowledgement of the source; willful deletion of another's work from shared sites, interference with others' use of shared sites, e-portfolios, etc.

- Hacking: Seeking out weaknesses in a computer network or system for the purpose of academic gain.
- Cracking: Breaking security on a system to engage in theft or vandalism for the purpose of academic gain.

I hereby attest that I have received, read, fully understand and will comply with the Thomas Jefferson University, East Falls and New Jersey Campuses, Student Honor Code. I am aware that violations will be referred to the Program Academic and Professional Standards Review Committee, and other University committees or officials as deemed necessary. Any violation of this Honor Code may result in disciplinary action or University dismissal.

Signature _____

Print Name _____

Date _____

ATTESTATION STATEMENT

I, _____, have read, understand and agree to comply with the RULES, REGULATIONS, and PROCEDURES outlined in the Community and Trauma Counseling Program Student Manual. The Rules, Regulations, and Procedures were explained to me, and I acknowledge that I am subject to any of the disciplinary actions that may be brought against me. I am aware of my rights as a student, which were explained to me.

I have been given a copy of the Student Manual and understand that I may ask questions at a later date if I need further clarification of its content. I take full responsibility for being aware of all policies found in this manual for the duration of my time in the Thomas Jefferson University, Community and Trauma Counseling Program.

I also understand that should policies change, I will be notified in writing and an updated copy of the handbook will be made available to me.

Signature

Date

Print Name