



MA Counseling: Addiction Counseling Specialization

HANDBOOK 2024 - 2025

Updated: May 5, 2025

Table of Contents

INTRODUCTION	1
Accreditation	1
Governance	1
History of the University	1
History of Online Degree Programs	2
Mission	2
Institutional Goals	2
Institutional Learning Outcomes (ILOs)	3
MA Counseling (MAC): Addiction Counseling Specialization Mission	3
MAC Alignment with Accreditation Educational Standards	3
CACREP Common Core Areas	3
MAC Program Learning Outcomes	4
HOW TO USE MAC HANDBOOK & OTHER TUW PERTINENT PUBLICATIONS.....	4
TUW CENTRAL ADMINISTRATION LEADERSHIP	5
ADMISSION TO MAC PROGRAM	5
DEGREE COMPLETION REQUIREMENTS FOR MAC PROGRAM	6
Degree Completion Timelines.....	6
MAC Course Progression.....	7
MAC REQUIRED COURSES & CURRICULUM.....	7
Requirements for Clinical Practicum and Internship Courses Credits	8
Requirements for Practicum Course Credit: Grading	9
WHAT IS PRACTICUM AND INTERNSHIP AT TUW?	10
Practicum	10
When to Take Practicum.....	11
Internship.....	11
How to Locate an Appropriate Practicum/Internship Site.....	12
Approval of Site.....	12
Professional Liability Insurance and ACA Membership	15
PROFESSIONAL DEVELOPMENT AND ACTIVITIES.....	15
STUDENT RECRUITMENT.....	16
POLICY ON ANTI-DISCRIMINATION	16
RETENTION.....	17

GRADUATION REQUIREMENTS	17
HIGH TOUCH INTERACTION	17
TECHNOLOGY AND TRAINING	18
BEHAVIORAL STANDARDS.....	19
GRADING AND ASSESSMENT	19
REMEDIATION AND DISMISSAL POLICY	19
CODE OF CONDUCT	20
Plagiarism Policy	20
TUW Code of Conduct.....	20
American Counseling Association Code of Ethics	21
STUDENT GRIEVANCE POLICY	24
Student Complaints.....	25
University Student Voice System Policy & Protocol	26

INTRODUCTION

Touro University Worldwide is a non-profit institution of higher learning. Touro University Worldwide is an Equal Opportunity Institution. Touro College and University System was chartered by the Board of Regents of the state of New York in June of 1970.

Accreditation

The University is accredited by the *Western Association of Schools and Colleges Senior College and University Commission (WSCUC)*: 1080 Marina Village Parkway, Suite 500, Alameda, CA 94501, WASC Senior College and University Commission: <http://www.wascsenior.org/>

Touro University Worldwide on WASC website: <https://www.wscuc.org/institutions/touro-university-worldwide>

Governance

TUW University Worldwide is part of the Touro College University System (TCUS) which has a full governing board with Board of Trustees (BOT). The BOT has given the TUW Chief Executive Officer the authority and autonomy on all academic, administrative, and financial matters pertaining to TUW. In addition, the MA Counseling: Addiction Counseling Specialization program falls under the School of Behavioral and Applied Sciences, where Jacqueline Jemmott, PhD, LMFT, ICADC, MCAP serves as the School Director, Coordinator. James Hughes, PhD LMHC DAC CCJS serves as the MAC (Addiction) Program Director.

The University has a variety of mechanisms that are used to aid in faculty and student governance. In addition to the university administration, the university utilizes Academic Council meetings, School and Director Meetings, as well as program specific meetings. The MAC program meets formally, 1-2 times per term, and the MA Counseling: Addiction Counseling Interim Practicum Coordinator and School Director also schedules individual meetings with faculty on an as-needed basis regarding the overall program and faculty performance, as well as formally on an annual basis.

History of the University

Touro University Worldwide is part of the Touro University System. The Touro University System was established in New York City in 1970 by Bernard Lander, PhD, LHD, as a Jewish- sponsored independent, non-profit institution of higher and professional education primarily to enrich the Jewish heritage and serve the larger American and worldwide community. More than 23,000 students are currently enrolled in its various campuses schools and divisions.

Touro University Worldwide, in keeping with the system's founding mission and principles, prides itself on its Judaic foundation and the values that it represents. Those values involve a commitment to all communities, intellectual pursuit, and service to society and the underserved.

History of Online Degree Programs

Touro University System has had a long track record in offering high quality online degree programs in professional fields at the Bachelor, Master, and Doctorate levels. Touro University International (TUI) was founded in 1998 by Dr. Yoram Neumann and Dr. Edith Neumann and was the first university in the world to offer a regionally accredited PhD program online with no residency requirements.

Drs. Neumann, the founders, led TUI for 11 years (1998-2009). At that time, TUI had graduated 14,000 proud alumni. From no courses in 1998, TUI offered more than 50,000 courses in 2009. In 2007, TUI was sold to a private equity group. Touro University Worldwide (TUW) was founded in 2008 by Dr. Bernard Luskin to replace the void that the sale of TUI had created. Drs. Neumann, the founders of TUI, returned to Touro in July 2012 and assumed the leadership of Touro University Worldwide. The mission of online education at Touro University Worldwide is to offer professional degree programs to serve the needs of adult learners (service to society), professionals (intellectual pursuit), and the underserved.

Mission

The mission of Touro University Worldwide (TUW) is to offer online degree programs to serve the needs of adult learners (service to society), professionals (intellectual pursuit), and service to all communities in an ever-changing academic environment. TUW is committed to offering doctoral, graduate, bachelor and associate degree programs to support this mission. The mission is also shared through the campus-based undergraduate education programs at [Touro College Los Angeles Division](#) which serves components of the Jewish community. Together, the campus based and online programs contribute to the achievement of the overall Touro core values driving this mission to provide opportunities for all communities, providing service to society and achievement of the overall Touro University Worldwide student success.

Institutional Goals

- To respond to the professional and career advancement need of adult learners.
- To respond to the need of the underserved.
- To respond to the career advancement need of professionals.
- To attain program learning outcomes by using problem-based, project-based and interactive practitioner-scholar learning model and assessment.
- To recruit and retain high quality faculty with proven track record in the practitioner-scholar learning model.
- To develop and implement a learner-centered environment resulting in high retention rates and high graduation rates.
- To demonstrate that program's graduates are satisfied with their quality of learning experience.
- To continuously improve the quality of the programs and support services in accordance to educational/industry standards.

Institutional Learning Outcomes (ILOs)

Students who complete the program of study at TUW will be able to:

1. Demonstrate the ability to communicate effectively through listening, speaking, reading, writing and use of technology and media.
2. Display mastery of knowledge and skills in the discipline of study.
3. Demonstrate cultural awareness to be a responsible citizen in a global society and world.
4. Demonstrate the ability to exercise problem-solving skills, such as problem identification and analysis, and solution formulation, implementation, and assessment- using an integrated approach.
5. Exhibit the ability to think critically and utilize research and critical thinking to solve real life problems.
6. Use collaboration and group processes to achieve a common goal.
7. Demonstrate professional ethics and practice academic integrity.
8. Demonstrate commitment to lifelong learning and Information Literacy.

MA Counseling (MAC): Addiction Counseling Specialization Mission

Developed in alignment with the standards of The Council for Accreditation of Counseling and Related Educational Programs (CACREP) and curriculum specific requirements of the California Board of Behavioral Sciences (BBS), the mission of the Master of Arts in Counseling: Addiction Counseling Specialization is to provide academic and professional clinical training to students, as adult learners, to become ethical, culturally sensitive, and competent counselors who can effectively diagnose and treat a diverse population of individuals recovering from substance abuse. The program blends both theoretical and applied concepts relevant to addiction counseling professionals thus preparing students who will be capable of making unique contributions to the underserved in their communities and society.

Graduates of the Master of Arts in Counseling: Addiction Counseling Specialization will be able to work in mental health agencies, in their own private practices, in government agencies, in health and educational administration that specialize in addiction counseling. Some graduates may even continue their professional education in doctoral degree programs.

MAC Alignment with Accreditation Educational Standards

While TUW plans to pursue CACREP full accreditation and California Board of Behavioral Sciences (BBS) approval, the curriculum was developed in alignment with accreditations standards along with statutes and regulations for California BBS educational standards. For full content requiring licensure in accordance with the BBS, see

https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=4999.33.&lawCode=BPC.

CACREP Common Core Areas

(see <https://www.cacrep.org/section-2-professional-counseling-identity/>)

MAC Program Learning Outcomes (with Associated CACREP Standards)

PLO 1: Value legal and ethical guidelines that shape the professional identity of counselors in multiple settings. **(Common Core F.1)**

PLO 2: Demonstrate mastery of counseling knowledge and associated communication skills while working with clients. **(Common Core F.5)**

PLO 3: Appraise common issues and associated trends working with multicultural and diverse clients. **(Common Core F.2)**

PLO 4: Demonstrate proficiency in administration and associated interpretation of assessment instruments to diagnose mental disorders across the lifespan of development. **(Common Core F.7)**

PLO 5: Utilize appropriate applied research methodologies relevant to application in counseling practice. **(Common Core F.8)**

PLO 6: Implement evidence-based group counseling practices with counseling clients. **(Common Core F.6)**

PLO 7: Analyze the bio-psychosocial developmental theories applicable to counseling clients in various development levels. **(Common Core F.3)**

PLO 8: Synthesize components of career development and career counseling over the life span. **(Common Core F.4)**

HOW TO USE MAC HANDBOOK & OTHER TUV PERTINENT PUBLICATIONS

The MAC Handbook contains the policies and procedures for the Master's Degree program in Addiction Counseling and is a contract for your performance in the program. It will also guide you through the academic and experiential requirements that lead to counseling licensure. READ THIS HANDBOOK CAREFULLY and become familiar with its contents, consult it every time you have any questions.

In addition, please read these publications that contain useful information for your success in the graduate program:

1. The TUV Catalog for your year of entry to the MA Counseling: Addiction Specialization Program (available at <http://www.tuw.edu/students/university-catalog/>)
2. Participate in any orientations within your portal and or conducted within the program
3. Laws and Regulations Relating to the Licensure Process of the MA Counseling, published by the Board of Behavioral Sciences (see BBS: <https://www.bbs.ca.gov/pdf/publications/lawsregs.pdf>)
4. Non-California students should reference the rules and regulations for your intended state of licensure by visiting your state board (see American Counseling Association (ACA), <https://www.counseling.org/knowledge-center/licensure-requirements>)
5. General information regarding the field of MA Counseling (see ACA: <https://www.counseling.org/>)

TUW CENTRAL ADMINISTRATION LEADERSHIP

Roy Finaly, DMgt, MBA

Interim Chief Executive Officer and Chief Operating Officer
Doctor of Management

Shelia Lewis, PhD

Provost
PhD in Business Administration

Aldwin Domingo, PhD

Associate Provost
PhD in Psychology

Jacqueline Jemmott, PhD, LMFT, ICADC, MCAP

Director, School of Behavioral and Applied Sciences
PhD in Marriage and Family Therapy

James Hughes, PhD, LMHC, DAC

Director, MAC Program (Addiction Specialization)
PhD in Counseling Psychology

ADMISSION TO MAC PROGRAM

Prospective MAC applicants seeking master's level admissions through a degree or individual master's courses through TUW must meet one of the following criteria to be considered for enrollment:

1. Have earned a Baccalaureate degree from an accredited institution with a minimum overall GPA of 2.5.
2. Be a graduate transfer student from another college or university in good academic standing with a minimum GPA of 2.75 on a 4.0 scale.

Students who meet one of the above criteria will be required to complete the following steps in order to be admitted and enrolled at TUW:

1. Submit an application to the University.
2. As a non-profit organization committed to serving the underserved, Touro University Worldwide has waived the \$60 application fee for all prospective students.
3. *Submit official transcripts from all institutions attended. Transcripts must come directly from the issuing institutions. Students who completed college coursework outside the United States must have their transcripts translated and evaluated. (See Foreign Credit for additional information).

****Note:** Students are required to complete step 3 by the end of their second session (16 weeks) of enrollment. To review academic calendar and tuition & Fees, please see links below:*

Click here for [Academic Calendar](#)

Click here for [Tuition & Fees](#)

DEGREE COMPLETION REQUIREMENTS FOR MAC PROGRAM

When students complete all academic and clinical requirements, they must meet with their advisor to review and audit their degree plan to verify completion and petition to graduate. After the student advisor reviews the degree plan, it is approved by the advisor, and sent to the designated representative to ensure all clinical requirements are met (direct client contact hours, supervision hours, etc.). After review and audit at the program level, the form is signed by designated representative and then sent to the Bursar's Office to ensure financial clearance. Once the degree plan is approved by the Bursar's office, it is sent to the registrar to finalize the issuing of the diploma.

In particular, MAC students are required to complete the following:

1. Complete all academic and clinical coursework in the MA Counseling: Addiction Counseling Specialization program with a B average GPA (3.0 or higher) as described below.
2. Meet with their advisor and petition to graduate
3. If approved by advisor, program level, and university (Bursar) student is issued their diploma. Students are also encouraged to participate in commencement.

Students who are within one academic semester of completing all graduation requirements may participate in the annual graduation ceremony. Students must be in good academic standing and have received a grade in all courses completed. Degree completion date will be posted at the end of the term in which the student completes all program requirements.

The University holds one graduation ceremony each academic year. All graduates for that academic year are invited to participate in the ceremony. Graduates may expect to receive their diplomas within 12 weeks after graduation date.

Degree Completion Timelines

The MA Counseling: Addiction Specialization program is designed for full-time students to be completed in two years. The maximum amount of years that students can take to complete the program is 5 years, regardless of if they attend on a full-time (2 courses per 8 week session) or part-time basis.

MAC Course Progression

One course per session	Two courses per session
CNL 600 Introduction to Counseling Theory	CNL 600 Introduction to Counseling Theory
CNL 602 Ethics and Law in Counseling	CNL 602 Ethics and Law in Counseling
CNL 604 Lifespan Development	CNL 604 Lifespan Development
CNL 606 Counseling Diverse Populations	CNL 606 Counseling Diverse Populations
CNL 608 Career and Lifestyle Counseling	CNL 608 Career and Lifestyle Counseling
CNL 610 Group Counseling Skills	CNL 610 Group Counseling Skills
CNL 612 Psychopathology	CNL 612 Psychopathology
CNL 614 Assessment and Testing for Counseling	CNL 626A Clinical Practicum I
CNL 616 Research Methods and Program Evaluation in Counseling	CNL 614 Assessment and Testing for Counseling
CNL 618 Principles of Psychopharmacology	CNL 626B Clinical Practicum II
CNL 620 Substance Abuse and Recovery for Counselors	CNL 616 Research Methods and Program Evaluation in Counseling
CNL 622 Trauma Counseling and Addiction	CNL 628A Clinical Internship Part I
CNL 624 Advanced Counseling Theories in Addiction	CNL 618 Principles of Psychopharmacology
CNL 626A Clinical Practicum I	CNL 628B Clinical Internship Part II
CNL 626B Clinical Practicum II	CNL 620 Substance Abuse and Recovery for Counselors
CNL 628A Clinical Internship Part I	CNL 628C Clinical Internship III
CNL 628B Clinical Internship Part II	CNL 622 Trauma Counseling and Addiction
CNL 628C Clinical Internship III	CNL 628D Clinical Internship IV
CNL 628D Clinical Internship IV	CNL 624 Advanced Counseling Theories in Addiction
CNL 690 Capstone	CNL 690 Capstone

MAC REQUIRED COURSES & CURRICULUM

The curriculum is comprised of 60 semester credits. There are 14 core courses, 2 practicum courses (with a minimum of 100 clock hours), and 4 internship courses (with a minimum of 600 clock hours).

Course Number	Course Title	Semester Credit Hours
CNL 600	Introduction to Counseling Theory	3
CNL 602	Ethics and Law in Counseling	3
CNL 604	Lifespan Development	3
CNL 606	Counseling Diverse Populations	3
CNL 608	Career and Lifestyle Counseling	3
CNL 610	Group Counseling Skills	3
CNL 612	Psychopathology	3
CNL 614	Assessment and Testing for Counseling	3
CNL 616	Research Methods and Program Evaluation in Counseling	3
CNL 618	Principles of Psychopharmacology	3
CNL 620	Substance Abuse and Recovery for Counselors	3
CNL 622	Trauma Counseling and Addiction	3
CNL 624	Advanced Counseling Theories in Addiction	3
CNL 626A*	Clinical Practicum I	3
CNL 626B*	Clinical Practicum II	3
CNL 628A**	Clinical Internship Part I	3
CNL 628B**	Clinical Internship Part II	3
CNL 628C**	Clinical Internship III	3
CNL 628D**	Clinical Internship IV	3
CNL 690	Capstone	3

**Notes: For each practicum course in which a student is registered (CNL 626A-CNL 626B), the student should complete approximately 50 hours per term to reach overall goal of 100 hours in CNL626 A & B, and approximately 40 of the total hours are relational. If a student does not complete the total required hours by the end of 626B course, students enroll in a continuation course until completion at a fee of \$750 per additional term until completion. Note: Continuation courses are counted as 0 credits.*

Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. Practicum students have weekly interaction with supervisors that averages one (1) hour per week of individual and/or triadic supervision throughout the practicum. Moreover, practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum with a TUW counselor education faculty member. Students must be enrolled in practicum until all hourly requirements are complete.

*** For each internship course in which a student is registered (CNL628A to CNL628D), the student should complete 150 hours per term to reach an overall goal of 600 hours by the end of the 4th session. If a student does not complete the required hours by the end of 628D course, students enroll in a continuation course until completion at a fee of \$750 per additional term until completion. Note: Continuation courses are counted as 0 credits.*

The program requires students complete supervised counseling internship experiences in roles and settings with clients relevant to their specialized practice area that total a minimum of 600 clock hours. Internship students complete at least 240 clock hours of direct service with clients. Internship students have weekly interaction with supervisors that averages one (1) hour per week of individual and/or triadic supervision throughout the internship. Moreover, internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship with a TUW counselor education faculty member. Students must be enrolled in internship until all hourly requirements are complete and the internship course must be taken a minimum of 4 times for a minimum total of 12 credits.

****Material Fee:**

Students on the Master of Arts in Counseling: Addiction Counseling Specialization are required to pay \$145 Material Fee during the Capstone course (CNL699), which will provide access to exam kit that prepares students for the Alcohol & Drug Counselor (AODA) exam and/or choose from one of the following: CA Exam, National Exam and LPCC Exam. The exam kit is part of the capstone course only.

Please note: Students applying for counseling license (or any other mental health related field) outside of California must confirm that the coursework and practicum experiences at TUW will fulfill requirements for that respective state. The MA Counseling team is here to support students with this process and help guide students, but it is ultimately the responsibility of the student. In some cases, there may be additional courses or practicum requirements that may be needed either before or after graduation.

Requirements for Clinical Practicum and Internship Courses Credits

MAC students must meet ALL of the following criteria:

- **Attends weekly Supervision:** The minimum number of weeks of supervision is **8 weeks** per session.
- Student will participate in weekly individual/group supervision with primary supervisor (affiliated with clinical site)— *(individual, group, or a combination.*
- **Students will obtain** at least one hour supervision (individual, group, or combination) per week by **the qualified placement site** supervisor.
- Students will participate in weekly group supervision with TUW faculty supervisor for 1.5 hours.

California students must follow the 5:1 ratio for supervision hours per the BBS requirements. This means that for every five (5) hours of direct client contact you gain as a trainee in Practicum, you need at least one hour of supervision at your placement site.

- No more than eight (8) supervisees may attend group supervision.
- 1 hour of supervision must be 60 minutes of supervision or depending on the state group supervision may be 1 unit, which is equivalent to 2 hours group supervision per week (https://www.bbs.ca.gov/pdf/publications/pcci_faq.pdf).
- No more than 6 total clock hours of supervision may be counted in any one week (Be sure to record all supervision hours on your logs for ratio purposes).
- TUW students must log weekly Direct and Indirection client hours.
- Please note some states have additional ways that they calculate supervisions, and it is the student's responsibility to know how hours are counted in the state the student plans to get licensed in.
- For example, for Students intending to get licensed in California, for every five (5) hours of direct client contact you gain as a trainee in Practicum, you need at least one hour of individual supervision or 2 hours of group supervision.
- During Practicum, you will have to upload the forms and weekly client and supervision hours signed by your clinical site supervisor to the Integrated Campus system (**the Dashboard**).
- **Students will maintain their own BBS (in California) (or state board, if pursuing licensure in another state) forms, including their Weekly Logs and original Supervisor Responsibility Statements.**
- **Also, it is recommended to make a copy of your "Supervisor's Evaluation of the Student".**
- ***TUW is not required by the BBS to hold onto MAC/Practicum student forms post-graduation. You are responsible for the safekeeping of all your BBS forms!***

Requirements for Practicum Course Credit: Grading

Practicum is graded on an "A/F" basis. "Credit" is given if ALL of the following criteria are met.

The student:

- attended class regularly (posted weekly activity as required **and video camera on during practicum conferences**)
Click here for [Live Group Attendance Policy](#)
- received the minimum number of weeks of supervision for the term (8 weeks)
- received a satisfactory evaluation from the clinical supervisor
- received a satisfactory evaluation from the Practicum Team
- demonstrated competence as a training counselor
- did not show any signs of behavioral or emotional issues that would affect his or her or them clinical judgment and performance
- showed understanding of and compliance with legal and ethical issues
- make class presentation with ("live"-supervision transcript, or video, or audio tape)
- complete all assignments, including case assignment, signature, discussions, and self-reflection assignments
- Attend consumer and/or family member videoconference or teleconference meetings (once for Clinical Practicum students over the 2 series courses and twice for Course Clinical Internship students over the 4 series courses. The TUW Practicum Coordinator/Program Director/Designee will arrange a meeting with NAMI or Mental Health America chapter, or a local community mental health agency. Students will be notified via emails of dates and times.

A grade of "F" may be given if ANY of the following conditions occur.

The student:

- did not file an approved “MOA” with the Coordinator of the Practicum
- failed to comply with the terms of the “MOA”
- attended training sporadically with unexplained or unexcused absences
- take vacation/breaks without site supervisors’ approval
- performed poorly or did not meet MAC trainee standards for adequate performance
- saw no clients
- received an unsatisfactory evaluation from the site clinical supervisor
- received an unsatisfactory evaluation from the TUW Supervisor
- demonstrated gross incompetence as a training counselor
- showed behavioral or emotional issues that raised questions about his or her clinical judgment and performance and/or violated ethical principles or legal standards in work with clients
- was dismissed from the practicum site
- failed to complete requirements of a previous semester’s number of hours

****Again, as a reminder, you must be enrolled in a practicum course to count your clinical hours!***

****Reminder: you will need to enroll in Practicum continuation courses if you have not completed the minimum clinical hour requirements for graduation.***

WHAT IS PRACTICUM AND INTERNSHIP AT TUW?

Practicum

The practicum sequence is taken **over 2 terms (CNL 626A and CNL 626B)*** and consists of an instructor, required attendance, required hours at a practicum site under supervision, and in-class activities and assignments. Students may have assigned and/or recommended readings and present their work in the Integrated Campus system. Students are evaluated both by their supervisors and their practicum instructors. By the end of the practicum, students will have completed 100 total hours. Students must register for the 2 practicum courses consecutively (back-to-back terms) in order for the practicum to be considered as completed hours. Student will participate in weekly individual/group supervision with primary supervisor (affiliated with clinical site). The internship mimics a convention counseling job.

**Not all students will complete their Clinical hours during the 2 practicum courses and may need additional Practicum Continuation Courses until all 100 hours are completed. The cost is \$750 per continuation course, and it is a non-credit course.*

Before a student can start the practicum process, they will participate in a practicum orientation where they will review program policies, rules, guidelines, best practices, as well as complete the on-boarding process. **Likewise, before students can begin practicum and obtaining hours, they have to have an approved site, which is discussed below under the Site Approval Process and can be located in the “what is Practicum document:** <https://portal.tuw.edu/downloadsFiles/What%20is%20Practicum--Internship.pdf>”

MA Counseling student Trainees can fulfill practicum requirements for training at sites only after the designated representative and/or Interim Practicum Coordinator has approved the site and signed an MOA Agreement with the site. Please note: criminal background checks are required by certain internship sites. Further, having a criminal background may create an additional barrier for students in securing an internship site and pursuing licensure. The student is expected to discuss any potential issues with program staff upon admission to ensure appropriate planning for the student.

Consumer and/or Family Member Videoconference or Teleconference Meetings

The California Board of Behavioral Sciences (BBS) requires students to have the opportunity to meet with consumers of mental health services and their families for interactive exchange during students' program of study. The TUW Practicum Coordinator/Program Director/Designee will arrange a meeting with NAMI or Mental Health America chapter, or a local community mental health agency. This will be done once for CNL 626 Clinical Practicum series and twice for the CNL 628 Clinical Internship series. Students will be notified of dates and times via emails.

When to Take Practicum

The courses below are considered foundational courses in preparation prior to taking practicum courses. Students must take the courses below prior to entering practicum (If considered full-time and taking two classes in each semester).

Course Number	Course Title	Semester Credit Hours
CNL 600	Introduction to Counseling Theory	3
CNL 602	Ethics and Law in Counseling	3
CNL 604	Lifespan Development	3
CNL 606	Counseling Diverse Populations	3
CNL 608	Career and Lifestyle Counseling	3
CNL 610	Group Counseling Skills	3

The above courses are considered to be the basis for preparation for the Practicum courses.

Internship

- The Internship is taken **over 4 terms (CNL 628 A-D)*** and consists of TUW instructor for live group work, and an internship site supervisor. Students are evaluated both by their supervisors and their internship instructors. By the end of the internship, students will have completed 600 total hours. Students must register for the 4 internship courses consecutively (back-to-back terms).
- **Practicum:** Short-term, supervised training experience required during a graduate program.
- **Internship:** More extended and independent experience focused on clinical and professional development.

**Not all students might complete their Clinical hours during the 4 courses and may need additional Internship Continuation Courses until all 600 hours are completed. The cost is \$750 per continuation course, and it is a non-credit course.*

A student is required to seek out an internship site that specializes in mental health counseling and also emphasize addiction counseling, review program policies, rules, guidelines, best practices, as well as complete the on-boarding process for internship. **Before students can begin internship and obtain hours, they must identify an approved site and supervisor (see Site Approval Process).**

MA Counseling student Trainees can fulfill internship requirements for training at sites only after TUW designated representative and/or Interim Practicum Coordinator of the Practicum/Internship has approved the site and signed an MOA Agreement with the site. Please note: criminal background checks are required by certain internship sites. Further, having a criminal background may create an additional barrier for students in securing an internship site and pursuing licensure. The student is expected to discuss any potential issues with program staff upon admission to ensure appropriate planning for the student.

How to Locate an Appropriate Practicum/Internship Site

Although students are responsible for locating a practicum/internship, TUW will provide assistance as applicable, but **cannot guarantee a practicum or internship site to the student**. It is part of the professional growth and development of graduate students to try to obtain a practicum or internship site (similar to finding employment in the Addiction Counseling field after graduation).

Approval of Site

Step 1: The practicum or internship site must be approved by the designated representative and or Coordinator of practicum/internship. The Master of Arts in Counseling with specialization in Addiction Counseling seeks to train students to develop and demonstrate the knowledge and skills necessary to address a wide range of issues in their specialized practice area of addiction counseling. Therefore, sites should provide opportunities for trainees to gain experiences in substance use recovery service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral, healthcare, and/or aftercare community systems in the addiction treatment and recovery/addiction counseling services.

Students will complete and submit a request for a practicum or internship site through the IC portal. This request will include background information about the site and about the Counseling Supervisor at the site. Once it is submitted, it will be approved or rejected based on the site, type of counseling work available (including relational hours) as well as the credentials of the supervisor at the site. In particular, the site will need to have a counseling supervisor that meets TUW's definition of a counseling Supervisor. According to CACREP Standards, site supervisor's qualification are (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision (CACREP 3.P).

The Coordinator of the Practicum and Internship and/or designated representative can work with the students to detail specific requirements related to both the site and the supervisor credentials. The student can interview for a site before it is approved, but the student is encouraged to inquire about the likelihood of approval before completing step 2 of the process.

Employment Based Practicum Site

In some **rare cases**, a practicum can be established within the student's place of employment. T UW adheres to the belief that the role of an employee must be clearly distinguished from the role of an intern/practicum trainee at a practicum/internship site to ensure the integrity of the learning experience. If the employing agency is to be approved as a potential practicum/internship site, it is necessary for the agency and the program to agree to certain stipulations, In addition, to those required of all practicum/internship agencies. Typically, **students are placed in a different department or division for practicum/internship**. The Agency must agree to provide the student with educationally focused learning opportunities that are different and separate from the student's regular job responsibilities.

The student must submit in writing their current job description with detailed hours of employment and the proposed description of internship duties providing hours different from the employment hours. The Site Supervisor may not be the student's regular job supervisor. The TUW program believes the role of the student as an employee must be clearly distinguished from the role of the student as a practicum trainee/intern to ensure the integrity of the practicum experience. Therefore, approval for a student to conduct their practicum/internship placement at their place of employment is considered only if the integrity of the student's educational experience will not be compromised.

The Coordinator of the Practicum and Internship and/or designated representative can work with the students to detail specific requirements related to both the site and the supervisor credentials. The student can interview for a site before it is approved, but the student is encouraged to inquire about the likelihood of approval before completing step 2 of the process.

STEP 2: Prepare a résumé that is personalized for each site

A resume is a summary of your professional and educational history. A cover letter is a summary of your background experience, qualifications, as well as where you detail your level of interest for the position. Your resume and cover letter will be submitted to integrated campus portal as part of the practicum/ internship onboarding process. If you need assistance with your resume or cover letter you may refer to resources provided in the student portal (Optimal Resume) as well as contact the Interim Practicum Coordinator and/or MAC Advisor.

STEP 3: Create a cover letter

Taking the time to craft a cover letter now will definitely pay off. A cover letter shows the agency directors and employers that you have the skills and characteristics they are looking for. The cover letter should have the same heading as the résumé and reference page and should be about 3/4 of a page long.

Guidelines in creating a cover letter follow:

- In the first paragraph, you should let the director of the agency know specifically for which traineeship you are applying (Supervised practicum or internship as part of the MA Counseling: Addiction Counseling program). Also, it is helpful to the employer if you reveal how you heard about this traineeship. You need to provide information about Touro University Worldwide. Also attach the letter of introduction from the Coordinator of the Practicum.
- In the second paragraph, you should detail your skills, qualifications and responsibilities that are directly related to the MA Counseling: Addiction Counseling practicum or internship you are seeking.

- In the third paragraph, respectfully and cautiously show your appreciation for the opportunity to interview and let the employer know that you are flexible in your schedule and are available to meet him or her at his or her convenience. Also, include your phone number before closing.
- It helps the prospective employer if your résumé, cover letter and reference match in color, style and heading. Remember to use a clear printing font that is easily transmittable by facsimile transfer (FAX), in case you need to send your résumé package by FAX.

***REMEMBER TO EDIT YOUR WORK! CHECK FOR MISTAKES IN SPELLING, TYPING AND GRAMMAR! GIVE YOUR WORK A PROFESSIONAL APPEARANCE! NEATNESS IS PARAMOUNT!**

STEP 4: Arrange for an interview.

Telephone the contact person listed on the site information form and arrange for an interview. Ask this person what you should bring to the interview and follow her or his instructions exactly. Be aware that some agencies conduct the initial interview over the phone. FAX or email your résumé to the contact person, if requested.

STEP 5: Follow-up with your contacts.

Be diligent and follow through after your first contact. After sending your résumé, call sites back and make and keep your appointment for an interview, as needed.

STEP 6: Go to your interview.

During the interview, the agency contact person will attempt to assess your potential as a trainee therapist and to determine the match between your interests and abilities and those needed by the agency. Some agencies need Trainees with some prior clinical experience; others are quite satisfied to use therapists who are just starting out. In addition to seeing clients, some sites want Trainees to work the desk and help with clinic management. Some clinics may require Trainees to pay for supervision.

Look at the agency websites to find out what an agency requires and/or prefers in terms of Trainee skills, availability and requirements. Whenever possible, demonstrate your interest in a particular site by showing your knowledge of its requirements for Trainees, its clinical orientations, populations served, and so forth. Be prepared to describe a therapeutic approach you would use in a clinical setting. Feel free to ask the Coordinator of the Practicum/Internship or designated representative about agency interviews. After each interview, follow up with a "Thank You" note.

Questions to Ask During Your Interview:

- Inquire about PROFESSIONAL LIABILITY INSURANCE. Insurance companies who underwrite professional liability coverage to mental health agencies usually sell an umbrella policy that covers both licensed and unlicensed personnel. Ask your potential supervisor or the director of the agency about its coverage of trainees.
- In addition to agency coverage, students in practicum and internship are required to obtain their own professional liability policies. An application for such coverage can be obtained online <https://www.counseling.org>. Note that the professional liability carriers only cover students who are required to complete practicum or internship hours as part of their university programs. This refers only to MA Counseling students who are formally enrolled in the practicum or internship course.
- Inquire about your supervisor's **experience** and **approach to supervision**. Good supervision is of utmost importance for your counseling training experience. We ask that you meet with your

counseling supervisor prior to accepting a practicum or internship. (Please review the requirements from the supervisor and forms to be filled out at the California BBS site and/or the license board website for the state you plan to pursue licensure.

- Excellent articles on clinical supervision can be found on our professional associations' websites: <https://www.counseling.org/> and <https://calpcc.org/>.
- Inquire about your supervisor's completion of **mandated training in supervision**.
- Inquire about matching your personal weekly schedule with their weekly training schedule in the best interest of the agency and their clientele.

STEP 7. You did it-Good job!

As soon as you have secured an appropriate practicum or internship site, take all completed documents (Acknowledgement Statement, MOA signed Agreement and Supervisor Responsibility Statement) and upload them to the IC system. Practicum or Internship hours towards graduation must be completed when actively enrolled in a practicum and or internship course.

Note: Students are eligible for Practicum and Internship credit and TUW approval of hours when they are working **ONLY** with sites that have been evaluated and approved by the Coordinator of the Practicum/Internship and or the designated representative.

Professional Liability Insurance and ACA Membership

All students who are enrolled in practicum and internship are required to be covered by individual professional counseling liability insurance policies (CACREP 3.A). The student is responsible to pay for the liability insurance. Please view suggested liability Insurance options:

<https://portal.tuw.edu/Uploads/Practicum/files/MAC/Professional-Liability-Insurance-Information.pdf>

Although not endorsed, it is a good idea to register with the American Counseling Association (ACA) as it provides many benefits, such as networking connections, continuing education, and access to publications. The cost for a student membership with ACA is \$105 a year and is covered by the student.

One of the significant benefits of having an ACA membership is that as long as you are a student in a master's program and in good standing with your ACA membership (dues are paid), the Professional Liability Insurance through **HPSO (one-million-dollar policy) is included**. Please see <https://www.counseling.org/membership/value-of-membership> for further information.

PROFESSIONAL DEVELOPMENT AND ACTIVITIES

There is a range of professional counseling organizations that can support you, both during your years of training and then after during your career. Becoming involved with professional organizations can help you meet colleagues, engage with your interests further, and provide you with potential career or professional development opportunities. Organizations tend to either be national or local/regional. There are numerous organizations, many of which offer specific support for different specialties; a full list can be found at <http://www.counselor-license.com/resources/counseling-organizations.html>. The following represent the most relevant organizations:

NATIONAL ORGANIZATIONS

1. American Counseling Association (ACA)
 - a. Annual Membership Rate: \$105 (Student), \$105 (New Professional), \$189 (Professional)
(Note: check with ACA to ensure rates are up to date)
 - b. Magazine: Counseling Today
 - c. Journal: Journal of Counseling & Development
 - d. Website: www.counseling.org
2. Association for Addiction Professionals (NAADAC)
 - a. Annual Membership Rate: \$32.50-\$67.50 (Student), \$64-139 (Associate), \$85-160 (Professional) **(Note: check with NAADAC to ensure rates are up to date)**
 - b. Magazine: Advances in Addiction & Recovery
 - c. Website: www.naadac.org

STUDENT RECRUITMENT

The MAC program at Touro University Worldwide utilizes social media and other forms of advertisement and recruiting to identify potential students who would desire to pursue an MA Counseling: Addiction Specialization program via a distance education format. The recruitment of students is focused upon identifying those students who would likely be successful in a distance education context, who have also completed an undergraduate degree that would qualify them to be eligible for admission to Touro University Worldwide.

POLICY ON ANTI-DISCRIMINATION

The MAC program abides by the TUW University Worldwide Policy as found in the most current catalog. TUW has developed a Policy on Anti-discrimination that affirms applicable state and federal laws but also supports TUW's mission, which is to offer online degree programs to serve the needs of adult learners (service to society), professionals (intellectual pursuit), and the underserved Touro University Worldwide treats all employees, students, staff, and applicants without unlawful consideration or discrimination as to any classification protected by applicable federal, state or local laws in all decisions, including but not limited to recruitment, the administration of its educational programs and activities, hiring, compensation, training and apprenticeship, promotion, upgrading, demotion, downgrading, transfer, lay-off, suspension, expulsion and termination, and all other terms and conditions of admission, matriculation and employment. Further, consistent with the MA Counseling: Addiction Specialization programs mission, which is to provide academic and professional clinical training to students to become competent, ethical, , and empathetic, with mental health and substance use therapeutic skills to effectively assess, diagnose, and treat dually diagnosed clientele. Faculty, administrators, and staff are committed to exploring diversity in the classroom throughout the MA Counseling: Addiction Specialization program, as the MA Counseling: Addiction Specialization program believes that community focus with cultural sensitivity orientation must be a part of student's growth and development.

RETENTION

The Touro University Worldwide MAC program promotes retention within the program through utilizing its student support services, faculty training, and through abiding by the university's and program's mission and anti-discrimination policy in student retention decisions.

GRADUATION REQUIREMENTS

The Touro University Worldwide MAC program policy on graduation is that students who successfully meet all of the University requirements as well as program specific requirements, (published in the MAC Handbook) are eligible for graduation. Students may request for graduation audit during their last term of enrollment at TUW by submitting the request form to the Office of the Registrar. The staff in the Office of the Registrar will review students' record to ensure:

- All required documentations are on file.
- All course requirements are completed with a 3.0 GPA or higher.
- All practicum and internship hour requirements are met (for applicable sessions).
- All financial obligations are fulfilled.

Each request will be signed off by the School and/or Program Director and the Registrar for accuracy and completion before diploma will be released.

Students must be in good academic standing and have received a grade in all courses before graduation audit can begin. The processing of graduation audit may take up to 4-5 weeks, and the degree completion date will be posted at the end of the term in which the student completes all requirements and the audits are completed.

The University holds one graduation ceremony each academic year. All graduates for that academic year are invited to participate in the ceremony. Graduates may expect to receive their diplomas within 12 weeks after graduation date. Students who are within one academic semester of completing all graduation requirements may participate in the annual graduation ceremony.

HIGH TOUCH INTERACTION

TUW utilizes a pedagogy that supports what we refer to as "High Touch." High Touch is rooted in the idea that students perform better, achieve better outcomes, and have better overall experiences, when they are engaged in continuous interaction with staff, faculty, and administrators. Therefore, there are a variety of "touch points" that faculty, staff, and administrators have with students to assist them as they matriculate through the MAC program. Students interact with advisors regularly via phone, email, and have access to student support services, School Director, Interim Practicum Coordinator, and other administrators. Upon admission, students are provided with an advisor that develops a degree completion plan. The plan outlines all program requirements. The plan is reviewed with students prior to registration in the foundation courses, prior to enrollment in practicum and internship, and at other times requested by the student.

Additional touch points include formal evaluations completed by Supervisors once students enter practicum and subsequently into internship. Students know they are achieving satisfactory academic

progress based on their completion of various requirements as stipulated on their degree competition plan, obtain grades that are a grade “B-” or higher, and maintaining a 3.0 grade point average. Likewise, a student knows that they are not making satisfactory progress if they are failing courses, do not perform well in practicum or internship courses as evidenced by practicum/internship grade and evaluations, and have been identified by program staff (advisors, Staff, Faculty, Administrators, Supervisors) regarding failing grades, lack of clinical readiness, or their recommendations for remediation.

TECHNOLOGY AND TRAINING

Technology Requirements: All TOW degree programs are 100% online and students must have technological resources to succeed in their studies. Please visit the following link to review minimum technical requirements: <http://www.tow.edu/admissions/technical-requirements/>

Technical training for students, faculty, and supervisors: TOW selected and developed innovative and easy to use technology. TOW is using several key applications in the MAC program.

1. Integrated Campus Learning Management System (LMS).
2. Video Conferencing system.

TOW created robust training for students, faculty, and supervisors for all of the above applications. All training is required to ensure success in the program.

Student Training: Students in the MA Counseling: Addiction Specialization program at TOW are required to use the Integrated Campus Learning Management System. They are trained upon admission as well as prior to starting practicum and internship on how to utilize the system. They are also trained in utilizing video conferencing.

1. **Integrated Campus (IC) Learning Management System (LMS):**
 - a. All new students to TOW are required to participate in TOW new student Orientation. The student orientation is a set of videos that provide training for students on IC LMS, library, course navigation, and how to use the portal, include communications, and much more.
 - b. To view the student orientation, students login to the IC portal and click on Orientation. The Orientation is available for students online.
 - c. In addition, the IC LMS provides help documents with easy to follow step-by-step instructions.
 - d. In case students need additional help, the TOW helpdesk is available to assist students with any questions. Students receive one-on-one assistance with questions and/or all required applications.
2. **Video Conferencing system:**
 - a. TOW is using ZOOM which is HIPAA compliant for its video conferencing solution, and students will use this system to meet **weekly** with supervisors in their Practicum and Internship courses.
 - b. ZOOM has created robust training that was made available for TOW students and supervisors. Students and supervisors can access the training materials online by logging in

- to IC portal and click on help and select ZOOM Training.
- c. In addition, the TUV helpdesk is available to work with students to learn how to use the ZOOM.

Supervisor Training: The School Director and/or Interim Practicum Coordinator of the MAC program conducts an orientation conference at the start of every session and provides training through the system for all local supervisors. The orientation is mandatory for all MAC supervisors.

BEHAVIORAL STANDARDS

The TUV Catalog addresses nonacademic matters, thus in addition to meeting academic standards for graduation; students are expected to meet generally accepted behavioral criteria for a mental health professional. Relevant areas include the following:

- appropriate ethical-legal standards,
- demonstrating reasonable maturity in professional interpersonal contacts, and
- remaining relatively free of personal-emotional behaviors that could constitute a potential threat to the welfare of the public to be served.

In accordance with the TUV Code of Conduct as stipulated in the catalog, if warranted (as determined by faculty, staff, MA Counseling Program Administration, and University administration) an issue can be brought to the TUV student conduct committee. At this point, due process will be ensured. Based on the outcome of this process, recommendations for remedial interventions will be provided where deemed necessary. Whereas every attempt will be made to resolve problems, it is possible that these procedures could lead to dismissal from the program as detailed in the Code of Conduct section in the TUV Catalog.

GRADING AND ASSESSMENT

Grading and assessment aligns with the TUV catalog policy that states grades are determined by faculty in a number of ways. That is, faculty choose the criteria by which to determine their students' grades, which may include the quality of work, promptness in completing assignments, attendance and participation.

Criteria for grading are located in the course syllabi that students access on the first day of the course. TUV policy holds that the University will provide guidance to new faculty regarding grading criteria. It is the policy of the TUV MA Counseling program to follow the university policy in that MA Counseling faculty members will establish their policies for grading and assessment in accordance with the university's policy on grading/assessment.

REMEDIATION AND DISMISSAL POLICY

Because it is the goal of the Program faculty and staff to maintain the integrity of the program, aspire to ensure the well-being of mental health consumers receiving services from their students and facilitate students' successful completion of the program, evaluations of student conduct and academic performance are taken very seriously. The MA Counseling Interim Practicum Coordinator e, in concert with faculty, administrators, and appropriate staff, may require discussions with a student who has presented significant behavioral or academic concerns to the faculty and staff. These discussions may result in requirements of student remediation to include faculty or peer-mentoring and specific

evidence of remediation in order for the student to continue in the program. There may also be requirements for ongoing monitoring of the student's remediation to ensure the successful resolution of the problems. TUW will document such requirements which will be provided to the student. The student may choose to concur with these requirements or decide that they do not agree with the decisions. If there is no consensus between the Administrative staff, faculty, and the student, the student may proceed according to the policy in the TUW catalog.

CODE OF CONDUCT

Plagiarism Policy

Academic Integrity violations will not be tolerated within the program. All students must review the Academic Integrity video during the student orientation where the video places emphasis on Plagiarism.

In addition, each syllabus contains a statement about academic integrity that includes plagiarism. Confirmed cases of suspected plagiarism within the program will follow the university's plagiarism policy.

Plagiarism also includes improperly citing sources, which is also an Academic Integrity Policy Violation. As a result of academic integrity violation, the faculty member may assign an unsatisfactory grade that can lead to failure in the course and Academic probation (see TUW's plagiarism and Code of Conduct policies).

TUW Code of Conduct

The following procedures consonant with the due process have been approved by the Board of Trustees. Any student on campus may be placed on probation, suspended, expelled, or given a lesser sanction for one or more of the following:

- Cheating or plagiarism in connection with any academic program;
- Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information;
- Misrepresentation of oneself or of an organization to be an agent of the University;
- Obstruction or disruption, on or off campus property, of the educational process, administrative process or other function;
- Physical abuse of the University, family members, or the threat of physical abuse;
- Theft of, or non-accidental damage to, University property, or property of or owned by, members of the University;
- Unauthorized entry into, unauthorized use of, or misuse of University property;
- On University property, the sale of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis;
- Knowing, possessing, or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function;
- Engaging in lewd, indecent or obscene behavior on campus property or at a campus function;
- Abusive behavior, directed toward, or hazing of, a member of the University campus;
- Violation of any order of the Touro University Worldwide CEO, notice of which had been given

prior to when such violation occurs; either by publication in the campus Catalog, or by posting notice on the official website designated for this purpose, and which order is consistent with any of the other provisions of this section;

- Sharing electronic message other than the individual the message intended for and named in the message;
- Deliver, distribute or copy this message and do not disclose its contents or take any action in reliance on the information it contains as it constitutes the violation of the university code of conduct; and
- Soliciting or assisting another to do any act, which would subject a student to expulsion, suspension or probation.

American Counseling Association Code of Ethics

(retrieved from <https://www.counseling.org/resources/ethics>)

The Counseling Relationship (Section A): these ethical guidelines focus on the counseling relationship such as client welfare, informed consent, and managing multiple relationships.

Counselors must:

- Work hard to create and sustain a relationship with their clients based on trust.
- Obtain informed consent from clients entering a counseling relationship.
- Respect a client's confidentiality and privacy.
- Explain to clients what the counseling relationship entails (which could include fees, group work, and termination).
- Be cognizant of client's culture, values, and beliefs.

Confidentiality and Privacy (Section B): these ethical guidelines focus on the importance of trust, boundaries, and confidential interactions.

Counselors must:

- Communicate the concept of confidentiality with their clients on an ongoing basis and do so in a culturally sensitive way.
- Inform clients about the limitations of confidentiality regarding what situations information must be disclosed (e.g., to protect clients or others from harm).
- Discuss if and how information may be shared with others.
- Understand legal and ethical issues involved in working with clients who cannot provide informed consent (such as minors or clients with impairment).
- Maintain and store records in an approved way.

Professional Responsibility (Section C): these ethical guidelines focus on respecting the practice of counseling.

Counselors must:

- Adhere to the ACA Code of Ethics.
- Practice within one's boundaries of competence.
- Participate in associations that help improve the profession.
- Practice counseling based on scientific foundations.
- Be mindful when advertising and talking with the media.
- Engage in self-care activities so they can work at their highest capacity.

Relationships with Colleagues, Employees, and Employers (Section D): these ethical guidelines focus on developing working relationships with those within and outside of the counseling field.

Counselors must:

- Develop relationships with colleagues from other disciplines and be respectful of those who have different theoretical approaches.
- Provide consultation services within areas of competence.
- Provide appropriate consultation referrals when requested or necessary.

Evaluation, Assessment, and Interpretation (Section E): these ethical guidelines focus on how to ethically use formal and informal assessments to guide treatment plans and intervention selection.

Counselors must:

- Understand the use of assessments as an important part of information gathering and to assist in conducting clients' treatment and evaluation.
- Use educational, mental health, forensic, and career assessments (among others) on which they are trained and have had comprehensive supervised experience administering and interpreting.
- Diagnose clients and interpret assessments accurately and in a culturally sensitive manner.

Supervision, Training, and Teaching (Section F): these ethical guidelines focus on how to develop relationships with supervisees, students, and trainees in ways that support ethical boundaries in a learning environment.

Counseling supervisors must (at least two years post license):

- Be trained in supervision methods and techniques before they offer supervision services.
- Be responsible for monitoring supervisees' clients' welfare and supervisees' performance and development through a variety of supervision modalities, such as regular meetings and live supervision.
- Inform supervisees of their clients' rights and inform clients with information regarding the supervision process and its limitation on confidentiality.
- Be aware of and address the role of multiculturalism and diversity in the supervisory relationship.
- Endorse supervisees that they deem qualified and sufficiently able to perform duties in the areas of certification, licensure, employment, or completion of an academic or training program.

Counselor educators must:

- Be knowledgeable regarding the ethical, legal, and everyday aspects of the profession including how diversity impacts groups and individuals.
- Inform students of their ethical responsibilities and standards as professionals and as students.
- Provide ongoing feedback, evaluation, and act as gatekeepers to the profession.
- Promote the use of techniques, procedures, and modalities that are grounded in theory and have scientific foundations.
- Develop clear policies and provide direct assistance regarding field placement.

Counseling students must:

- Be aware of their responsibility to follow the ACA Code of Ethics and applicable laws.
- Understand the implications of taking a break from counseling others when impaired.
- Disclose their status as supervisees before beginning counseling others.

Research and Publication (Section G): these ethical guidelines focus on how to ethically conduct human subject's research and publish and/or present results.

Counselors must:

- Conduct research that is aligned with ethical principles, federal and state laws, host institutional regulations, and scientific standards of governing research.
- Adhere to confidentiality in their research.
- Be responsible for participants' welfare throughout the research process.
- Inform individuals of their rights as a research participant through informed consent.
- Plan, conduct, and report research accurately.

Distance Counseling, Technology, and Social Media (Section H): these ethical guidelines focus on how to ethically use technology and social media within the field of counseling.

Counselors must:

- Be knowledgeable about the laws governing distance counseling and social media.
- Only utilize distance counseling after gaining competence through training and supervised experience in this specialty area.
- Inform clients about the limits of confidentiality and potential Internet interruptions due to the nature of technology.
- Understand the benefits and drawbacks related to distance counseling
- Utilize a professional presence if they choose to use social media platforms
- Avoid disclosing confidential information through social media.
- Utilize informed consent to explain the boundaries of social media.

Resolving Ethical Issues (Section I): these ethical guidelines focus on how to address and resolve ethical issues with other counselors.

Counselors must:

- Behave in an ethical and legal manner and recognize when there is a conflict between ethics codes and laws.
- Utilize and document an ethical decision-making process when faced with an ethical dilemma.
- Hold other counselors to similar standards of professional conduct.
- Resolve ethical dilemmas with direct and open communication to all parties involved.
- Seek consultation when necessary.
- Become familiar with the ACA Policy of Procedures for Processing Complaints of Ethical Violations and use it as a reference.

STUDENT GRIEVANCE POLICY

The MAC Grievance policy aligns with the established TUW policy. Grievance procedures in academic matters are appropriate only in those cases in which there is reason to believe there has been bias or wrongdoing on the part of the faculty. It is important to understand that grievances are not the same as disagreements. One cannot grieve an assigned grade, for example, merely because one disagrees with the grade. The purpose of the following procedures is to allow for the resolution of MA Counseling: Addiction Counseling student grievances in academic matters that result in injury to students.

Informal Procedures: A student who believes that the University or any administrative subdivision or employee thereof has discriminated against her/him and that such action has resulted in injury, the student is encouraged to attempt to resolve the matter informally with either the party alleged to have committed the violation (e.g., course instructor), with the head of the Program or School in which the alleged violation occurred, or both. An informal resolution of the grievance can occur at any time.

Formal Procedures: In the event that informal resolution is unsuccessful, the student may launch a formal grievance as follows:

- Within 10 days of the time in which the student could be reasonably expected to have knowledge of the alleged violation, or when the violation occurs, the student may request the Director of the Program to file a grievance and request a review.
- The student will provide the Provost or designated representative with a written statement within ten (10) working days after the student has informed that s/he wishes a review. This statement will include the specific nature of the grievance, all pertinent supporting data, and the nature of the action requested by the student to redress the grievance.
- Upon receiving written request for a review from the student, the Provost or designated representative, within ten (10) working days, will request written materials from the employee involved. The Provost or designated representative will promptly provide the employee with the student's written materials.
- The employee's materials will include responses to all points raised in the student's material and other pertinent data. The employee will provide the Provost or designated representative with a written statement within ten (10) working days after receipt of the student's materials.
- Upon receipt of the employee's statement, the Provost or designated representative will promptly provide a summary or copy of this to the student.
- The Provost or designated representative will meet by teleconference with the student and employee involved within ten (10) working days after receipt of material from the employee and attempt to resolve the alleged grievance.
- In the event that the grievance is still unsuccessfully resolved after the above steps, the student may request, within ten (10) working days after the meeting, that the Provost or designated representative convene an ad hoc Grievance Committee, the Chairperson of which is an Academic

Affairs Council member. The ad hoc Committee will meet with the student and employee for a formal hearing as soon as reasonable, but no later than ten (10) working days after being constituted as a committee.

- The committee will inform the student and the Provost in writing the summary of the resolution. The resolution of the Grievance Committee will be final. The student may escalate the grievance to the Provost who will review the entire file and will provide a final report to the student within 3 weeks.

Student Complaints

The MAC Student Complaint process aligns with the TUW established process to resolve complaints internally. We believe that the vast majority of the issues can be internally resolved when students have the opportunity to calmly communicate their concerns. To submit a complaint please go to the student portal and click on "Student Voice".

Complaints associated with accreditation standards may be filed with the WASC Senior College and University Commission (WSCUC), at <https://www.wscuc.org/resources/comments/>.

WASC Senior College and University Commission

1080 Marina Village Parkway Suite 500

Alameda, CA 94501

Phone: 510-748-9001

Fax: 510-748-9797

www.wscuc.org

California - An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
Website address: <http://www.bppe.ca.gov/enforcement/complaint.shtml>. Tel: 916-431-6959 F: 916-263- 1897. All other complaints may be filed with the appropriate state agency in your state of residence.

Hawaii - A student also can file an external complaint with The Hawaii Post-secondary Education Authorization Program (HPEAP) <http://cca.hawaii.gov/hpeap/>. The HPEAP may investigate complaints based on possible violations of this chapter or rules. HPEAP cannot consider complaints that infringe on the academic or religious freedom of or question the curriculum content of an educational institution. You must use all administrative remedies available at the institution first. Hawaii Postsecondary Education Authorization Program (HPEAP) PO Box 541, Honolulu, Hawaii, 96809hpeap@dcca.hawaii.gov , <http://cca.hawaii.gov/hpeap/student-complaint-process/>.

All other complaints may be filed with the appropriate state agency in your state of residence. Students may access specific contact information for the various states using the Student Complaint Process by State at: <https://nc-sara.org/guide/state-authorization-guide>

Students who receive military tuition assistance or veterans' benefits may submit complaints to the Postsecondary Education Complaint System, the VA hot line, or the Principle of Excellence Complaint Intake Questionnaire (see <https://www.benefits.va.gov/GIBILL/Feedback.asp>).

University Student Voice System Policy & Protocol

Consistent with our mission and goal of a student-centered university, our student service model aims to develop policies that ensure student success with a holistic approach. We have designed a high-engagement support network for students addressing individual needs as progress is made towards the completion of all degrees at TUW to include the MA Counseling degree.

TUW, we use your comments and feedback as the foundation of our own continuous improvement plan. Our latest effort to capture the voice of our students is the new University Student Voice System (USVS). This process establishes a central place where students can submit compliments, complaints, or general comments. We believe the USVS will direct our steps to address student concerns in a fair, efficient and collegial manner.

As you construct your submissions, we encourage you to be familiar with the Student Handbook found in the student portal, which includes your Rights and Codes of Conduct.

The USVS is open to all **students**. Submissions will be accepted via the student portal any of the following:

1. **Compliments**
2. **Complaints**
3. **Comments**

Please note: the student voice system should not be used if you need general assistance from IT support or advising. Students should contact the appropriate department directly for assistance. If you need assistance with contact information, please contact your advisor.

Compliments

At Touro University Worldwide, we strive to ensure your student experience is positive with high quality educational experiences. If you have a positive interaction with one of your faculty members, or one of your advisors went above and beyond, or if you want to share your positive learning experience with the university, we want to hear it! Providing a positive acknowledgement about the university or a university employee, (staff, faculty, or administration) is one way to show your appreciation and encourage each to keep doing a great job because it really does matter.

The following protocol shall serve as a guide for addressing student **compliments**:

1. Upon receipt of compliments, an email will be sent to the student acknowledging receipt of the compliments and copied to the person or department for which the compliment is addressed towards.
2. On occasion, the student may be asked to post their testimonials on our website, marketing materials, or any other TUW materials.

Complaints

If a student has a concern, the staff/faculty involved should make a genuine effort to resolve it. We believe issues are best resolved when students have the opportunity to calmly and honestly communicate details. When efforts to reach a mutually satisfactory resolution are unsuccessful,

students are advised to proceed as quickly as possible to initiate a complaint. While we could identify processes to change, we believe your input will identify and confirm effective changes.

If any of the following statements apply to your situation, we invite you to share your experience, and we will provide assistance until the issue is resolved.

- If you are uncertain about which university policy, procedure, or regulation applies to your situation
- If you feel that you have been unfairly or inequitably treated by a university employee or that any university policy, procedure, or regulation has been applied unfairly or erroneously, or is itself fundamentally unfair
- If you have a problem that requires someone to help negotiate a solution, or to help facilitate your communication with faculty, staff, or others at TUW
- If you would like to find out who has the authority to make an exception to a rule or policy
- If you want to know the right person or office to whom to direct a formal complaint or grievance

Submissions will receive follow up within 48 business hours.

We guarantee that every effort will be made to resolve the complaint/grievance at an initial level. If that process is not satisfactory, the Office of the Provost will be engaged to assist with the resolution of the complaint /grievance submitted.

The following protocol shall serve as a guide for addressing student **complaints**:

- To submit a complaint you must go to the [student portal](#) and click on “Student Voice”
- It is important to report complaints promptly and to include a short and concise statement of all the relevant facts and the action or remedy you are requesting so that an investigation can be completed and a resolution achieved.
- Complaints must be filed within 10 business days from the date of the action or occurrence, which is the subject of the complaint.
- Within 48 business hours of submission of the complaint through our student portal, the student will receive an email from the Office of the Provost acknowledging receipt.
- The Office of the Provost reviews each complaint and will notify the appropriate personnel and/or department in which the complaint is against. The personnel/department in which the complaint is filed against has 48 business hours to respond.
- If additional information is needed for the investigation from either party, each party has 5 days to provide the information and respond to all parties involved.
- A complaint may be dismissed without further action, if the student fails to cooperate in the investigations.
- The university shall maintain the confidentiality of the student to the extent possible during the complaint resolution process.
- At the conclusion of the investigation and resolution, the student will be notified in writing by either the head department or by the Office of the Provost.
- In the event the student is not satisfied with the outcome and wish to take further actions, students have the right to appeal the decision following the guidelines of “Student Grievance Policy” which can be found in the student handbook and university catalog.
- All appeals will be recorded in the university student voice system.

The following protocol shall serve as a guide for addressing student comments:

- Upon receipt general comments through USVS, an email will be sent to the student acknowledging receipt of the comments.
- The comments will be sent to the appropriate department accordingly to review.