

MACO STUDENT HANDBOOK 2019-2020

GORDON  CONWELL
THEOLOGICAL SEMINARY

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WELCOME TO THE MASTERS IN COUNSELING (MACO) PROGRAM! South Hamilton, MA

We are pleased to welcome you to the MACO Program. We are here to help prepare you for your chosen vocation, whether counseling licensure or minister in the church or doctoral studies, whatever work God has called you to. This MACO Student Handbook is for you! The first few days of registration and classes can be overwhelming as you locate classrooms and attempt to absorb a wealth of information. We have tried to make this handbook user friendly so you can refer to it frequently. The handbook contains the current policies and procedures of the counseling program and is an official agreement between the program and the counseling student.

The MACO Program began in September 1990. It has grown and changed according to state licensure requirements, accreditation and student needs. We now have a large network of licensed alumni employed in a wide variety of positions, with more alumni being licensed each year. Our current students hail from around the world and come with varied backgrounds. You will have many opportunities to learn and develop within this vibrant learning community and to develop life-long friendships. Whether you pursue licensure or church-based ministry or further graduate studies, our goal is to help you succeed.

As of 2019 we are happy to announce that the **MACO program is a CACREP (Counseling and Counseling Related Educational Program) accredited program!**

Please be aware that it is your responsibility to familiarize yourself with the contents of this handbook. Your signature of the affidavit of commitment will indicate that you have read and understand the information in the MACO Student Handbook and you will adhere by its stipulations, policies and procedures.

We look forward to serving you.

MACO Faculty and Staff

Karen Mason, Ph.D., L.P.C., Director of Clinical Counseling Program,
Associate Professor of Counseling and Psychology
kmason@gordonconwell.edu; 978-646-4042

Pablo Polischuk, Ph.D., George F. Bennett Professor of Pastoral Counseling and Psychology,
Professor of Psychology & Counseling
Pablo@gordonconwell.edu; 978-646-4116

Kateryna Kuzubova, Ph.D., L.P.C., Assistant Professor of Counseling
kkuzubova@gordonconwell.edu; 978-646-4106

Shiri Messina, MA., Program Administrator of MACO Program
Office Hours M-F 8:30-4:30
smessina@gordonconwell.edu; 978-646-4187

Zaynab Yusif, Administrative Assistant of the MACO Program
zyusif@gordonconwell.edu; 978-646-4105

This MACO handbook supplements the GCTS Student Handbook which is essential and binding for all GCTS students. The Student Handbook is located at

http://www.gordonconwell.edu/hamilton/current/documents/hamreg_handbook_full.pdf

In this handbook you will find the non-discrimination policy:

Gordon-Conwell Theological Seminary does not discriminate on the basis of race, color, gender, national or ethnic origin, age, handicap, or veteran status in administration of our educational policies, admissions policies, scholarship and loan programs, employment of faculty and administrative staff, use of facilities, athletic programs, other extracurricular activities, and other Seminary-administered programs.

You will also find the Community Life Statement.

MACO Mission Statement, Objectives and Goals

Masters in Counseling Mission Statement

Our mission is to equip effective, competent, ethical, and reflective counselors who integrate counseling theory with Christian faith so that their knowledge and skills will be actualized in professional practice.

Program Objectives

Faculty and staff will:

- Promote and develop the students' academic excellence, their integration of evidenced based research, their fair-mindedness toward differing views and evidence, and their critical thinking skills.
- Educate and train students in theoretical conceptualization and enactment of evidence-based practice where available.
- Develop student's awareness of social, racial, multinational and ethnic diversity of persons in all its definitions and to develop the capacity for critical evaluation of current trends within the discipline of counseling.
- Prepare students to become professional counselors who will practice in various settings and adhere to the professional standards of the ACA *Code of Ethics* (2014) or the AACC *Code of Ethics* (2014).
- Encourage and guide students in the integration of their Christian faith with counseling theories, models and practices.
- Support and mentor students and graduates across their professional development.

Program degree goals

Graduates will:

1. Adopt the roles, functions and identity of a competent member of the counseling profession (Professional Counselor Orientation).
2. Practice ethical decision-making in matters related to client welfare and interagency collaboration and consultation (Ethical Practice).
3. Provide competent, culturally relevant counseling and advocate to eliminate social injustices (Social and Cultural Diversity).
4. Implement developmentally relevant and strengths-based approaches in counseling (Human Growth and Development).
5. Equip clients for career decision-making and life planning across the lifespan (Career).
6. Provide evidence-based counseling, informed by theories and best-practice models (Counseling and Helping Relationships).
7. Provide evidence-based group counseling and group process, informed by theories and best-practice models (Group Counseling and Group Work).
8. Conduct assessment of clients' cognitive, affective, behavioral and social functioning by means of reliable and valid measures and approaches (Assessment and Testing).
9. Reflect critically on research to evaluate counseling practices and programs (Research and Program Evaluation).
10. Integrate counseling theory and practice with the historical and theological dimensions of the Christian faith as consistent with the Gordon-Conwell Statement of Faith.

Professional Organizations/Students Involvement Opportunities

The MACO Program **requires student membership** (no later than starting practicum) and participation in national and/or state professional organizations which offer you benefits and opportunities such as monthly newsletters, journals, conferences, scholarships, networking, training for licensure, continuing education and listings of job opportunities. Joining a professional organization helps you develop your professional identity, nurtures your growth and development, gives you a voice, and supports your association's advocacy for your profession with government and the insurance industry. One important benefit is discounted or complimentary student liability insurance which is required for your practicum/internship. State associations will keep you abreast of licensing requirement changes.

Plan to join an association early in your first year in the program. Not required till practicum but well worth it. The fees are available at student rates. Apply on the organization's website.

The MACO Program recommends membership in the American Counseling Association (ACA). It is also beneficial to join state level organizations - consider joining the Massachusetts Mental Health Counseling Association (MaMHCA)

The American Association of Christian Counselors (AACC) is recommended for you if you are preparing for church-based ministry or ministry as a Christian counselor.

In addition to joining national or state associations, below you will find more opportunities for students to get involved while studying in the MACO Program.

Professional Organizations Websites

For students preparing for counseling licensure

- American Counseling Association (ACA) www.counseling.org
- Massachusetts Mental health Counseling Association www.mamhca.org

For students preparing for church-based ministry

- American Association of Christian Counselors (AACC) www.aacc.net

Student Involvement Opportunities

Student societies

Every MACO student is a member of the Counseling Student Society (CSS)! CSS is a society for all MACO students whose purpose is to encourage the growth and development of MACO students through co-curricular events focused on current issues in the field of counseling. CSS is led by a President and a Vice-President, elected annually in the spring. Leadership responsibilities include planning any MACO events or initiatives for the larger community. Joining the leadership team allows you to have a greater influence in shaping the MACO program and the broader GCTS community. CSS is always looking for your input into planning events and initiatives that meet your interests and needs. Consider joining the CSS leadership team and plan to attend CSS-sponsored events.

Consider joining the GCTS Psi Chi Chapter if you plan to pursue doctoral studies in psychology or if you are an international student. Membership is life-long. The minimum requirements for membership into the GCTS Psi Chi Chapter are: completion of one graduate semester in MACO; GPA of 3.0 or higher and a one-time membership fee of \$55.

Byington Scholars

The Byington Scholar Program provides high-ranking students training and experience in working closely with faculty members. The program is named for Dr. Edwin H. Byington, a former professor of the Seminary. Students may apply in the Spring to work with one of MACO faculty the following year. Each Byington Scholar works four hours weekly, in the amount of \$600 per semester (\$10 an hour for 60 hours). Information and application forms can be found here: <http://www.gordonconwell.edu/about/Byington-Scholarship-Information.cfm>

Announcements via your GCTS email account and the MACO- HAM CANVAS Portal

As the Program faculty and staff become aware of other opportunities for MACO students, we will email them to your Gordon-Conwell email account or post them to the MACO-HAM CANVAS Portal. This site is restricted to current MACO students and provides you with announcements for opportunities for involvement but also all the information and forms that pertain to the MACO program. Please be sure to login in regularly to be sure you are getting all the updates you need. Our most frequent form of communication is email and the MACO-HAM CANVAS Portal.

Be sure to **check your GCTS email account** and the **MACO CANVAS Portal** REGULARLY for updates!

Self-care and soul care

Self-care

One of our ethical obligations as counselors and marriage and family therapists is to prevent impairment as professionals. One of the ways we do this is through self-care. While in the MACO Program, begin to develop your personal self-care regimen, which will look different for each student. However, self-care will sometimes mean prioritizing life over academics. Walker Percy said, “You can get straight A’s and flunk life.” Choose life and accept the grade penalty.

Counseling Services

We highly recommend all counseling students go through counseling themselves.

This is not mandatory but will benefit you as you seek to counsel others in the future. Student Life Services serves as a supporting resource to students who may need assistance in locating counseling services for themselves and/or their spouses/families on issues such as personal development, spiritual concerns, relational adjustments and marital concerns. The school acts primarily as a crisis intervention and referral source. Individuals who demonstrate financial need beyond insurance coverage may be eligible to receive a subsidy from the school for necessary counseling upon recommendation of the Dean of Students in Student Life Services. Subsidy ranges in amount based upon student need. The duration of the subsidy is generally limited to 8-10 sessions. Students who desire help in addressing life issues and requiring credentials of a trained supervisor are encouraged to talk with their faculty mentor, the Dean of students or their pastor. Students are advised that a “Personal Counseling Services” list is available on the MACO-HAM Sakai portal as well as through Student Life Services.

Chapel

During the semester, attend the weekly Chapel on Tuesdays and Wednesdays from 11:00-12:00 in the Kaiser chapel in the Academic Center. We highly recommend that you make care for your soul a priority. To find more information about chapel, visit <http://www.gordonconwell.edu/resources/Chapel.cfm>

John and Lois Pierce Center for Disciple-Building

The John and Lois Pierce Center for Disciple-Building exists to help GCTS students to grow spiritually. This Center offers GCTS students opportunities for intentional spiritual formation through Soul Care Groups and Soul Sabbaths, retreats, training events, and other practical resources. If your vocational calling is within the Church, this Center also offers opportunities for developing spiritual direction skills. We encourage you to take advantages of these resources as you care for your soul while a student in the MACO Program. Visit their website for more information:

<http://www.gordonconwell.edu/resources/Pierce-Center-for-Disciple-Building.cfm>

MACO Admission requirements

MACO Admissions Procedures

The Gordon-Conwell Admissions department is the initial point of contact with applicants. They work with the applicant through the application process.

The application file requires

- Personal and educational information
- Two required personal statements and one optional statement:
 - Write a brief autobiographical statement and sign your name. Be sure to comment on your commitment to Christ, the significant factors which have aided your growth as a Christian, the important events and people shaping your identity as a person, and areas in which you are experiencing growth (two-pages maximum).
 - Write a statement explaining your desire to pursue theological education and your future professional and vocational goals. Include your previous ministry experience, your gifts/calling for ministry, and current involvement in your local church or Christian ministry (two-pages maximum).
 - Do you wish to comment on any relevant medical or psychological history that may help us accommodate your needs?
- Three letters of recommendation request a rating on many abilities including intellectual ability, ability to work with others, interpersonal skills, maturity, humility, Christian character, integrity, reliability/responsibility, etc. The letters also request information on strengths, weaknesses and readiness for seminary study.

“Please comment on your perception of the applicant’s strengths and weaknesses, ministry gifts, readiness to begin seminary study and overall potential for Christian ministry. If there is additional information, which you think will assist us in the evaluation process, please provide such information on a separate sheet.”
- The Church Endorsement letter requests the applicant’s church to attest to the following:

“We believe him/her to be a genuine Christian, possessing the spiritual, emotional and moral character necessary for Christian ministry. Furthermore, we recognize the candidate’s potential for effective Christian leadership and endorse him/her for seminary training.”
- A face-to-face (or video) interview with at least two MACO faculty.

The Admission requirements can also found on the Counseling Program admissions website and in the program brochure. For additional information refer to

<http://www.gordonconwell.edu/hamilton/future/Special-Instructions.cfm>

Applicants:

1. Must have a vocational goal requiring the specialized preparation available in the Master of Arts in Counseling program.
2. Will have met the general admission requirements of the seminary.
3. Must have followed an undergraduate or prior graduate degree program.

4. It is recommended the applicant have at least 20 semester hours in psychology and/or related disciplines. Life experience will be evaluated on an individual basis and considered as modification of this academic background requirement.
5. Must have an undergraduate cumulative grade point average of 3.0
6. After meeting general admissions requirements, candidates will interview with two of the Counseling faculty as an assessment of their academic and personal readiness to participate in the program.

Once the file is complete, it is sent to the MACO department. The decision process includes reviewing all completed applications as well as a face-to-face (or video) interview with the applicant and two MACO faculty.

The two MACO faculty then make the final admission decision based on the information provided in the application materials and the applicant's responses to the interview questions.

Successful applicants:

1. Meet the general admission requirements of the seminary, as judged by the provision of three written recommendations that attest to the applicant's commitment to Christ, church involvement, leadership ability, emotional maturity, reasoning and decision making ability, level of responsibility, skills in communication and facility in interpersonal relationships.
2. Graduate from an accredited college or university with a bachelor's degree.
3. Have at least 20 semester hours in psychology, counseling and/or related disciplines or life experience in lieu of the 20 hours in psychology/counseling/related disciplines.
4. Have a cumulative grade point average of 3.0.
5. Have relevant career goals, aptitude for graduate-level study, potential success in forming effective counseling relationships, and respect for cultural differences.

Financial Aid

GCTS is working to make your educational affordable. For financial aid information, visit <http://www.gordonconwell.edu/financial-aid/Hamilton.cfm>

Professional Expectations of MACO Students

The MACO Program is set up to help you grow and develop in the areas of Academic integrity and performance, Ethical practice and Clinical skill development, and Professional dispositions. The MACO faculty and staff are committed to help you meet these expectations. Each of these areas include the following subareas:

1. Academic integrity and performance
 - a. Academic discipline: the student demonstrates engagement in his/her learning.
 - b. Professional Knowledge: the student demonstrates the knowledge needed to provide competent professional services to a range of diverse clients.
 - c. Academic excellence: the student demonstrates academic excellence, such as the

integration of the best available resources, fair-mindedness toward differing views and evidence, and capacity for reflection on and critical evaluation of current trends within the discipline of counseling.

- d. Academic Integrity: the student demonstrates academic integrity, such as avoiding plagiarism and avoiding cheating.
- e. GPA: the student maintains a 3.0 GPA.

2. Ethical practice and Clinical skill development

- a) Professional Orientation: the student develops the roles, functions and identity of a competent member of the counseling profession.
- b) Ethical Practice: the student practices ethical decision-making skills in matters related to client welfare and interagency collaboration and consultation consistent with either the ACA or AACC Code of Ethics.
- c) Social and Cultural Diversity: the student provides competent, culturally-relevant counseling and advocating to eliminate social injustices.
- d) Human Growth and Development: the student implements developmentally-relevant and strengths-based approaches in counseling.
- e) Career: the student equips clients for career decision-making and life planning across the lifespan.
- f) Counseling and Helping Relationships: the student provides evidence-based counseling, informed by theories and best-practice models.
- g) Group Counseling and Group Work: the student provides evidence-based group counseling and group process, informed by theories and best-practice models.
- h) Assessment and Testing: the student skillfully conducts assessment of clients' cognitive, affective, behavioral and social functioning by means of reliable and valid measures and approaches.
- i) Research and Program Evaluation: the student reflects critically on research to evaluate counseling practices and programs.
- j) Integration: the student integrates counseling theory and practice with the historical and theological dimensions of the Christian faith as consistent with the GCTS Statement of Faith.

3. Professional Dispositions

- a) Spiritual formation and growth: the student demonstrates continued spiritual formation and growth.
- b) GCTS Community Life Statement: the student complies with the GCTS Community Life Statement.
- c) Interpersonal behaviors: the student's interpersonal behaviors (including but not limited to relationships with faculty, staff, peers, site supervisors, and clients) contributes to their professional growth and interactions with clients and others.
- d) Professional character: the student's professional character (including but not limited to self-awareness, self-regulation, maturity of judgment, and conceptual and behavioral flexibility) contributes to their professional growth and interactions with clients and others.
- e) Academic attitudes: the student's academic attitudes (including but not limited to

teachability, open and non-defensive stance with professor(s), staff, and others) contributes to their professional growth and interactions with clients and others.

Academic Appeal Policy

The MACO program follows the GCTS Grade Appeal Policy and Procedure:

If a student wishes to contest a grade, she or he has six months from the day the grade is issued to do so. The student must first seek to resolve the matter by contacting the professor who issued the grade. If he or she is not satisfied with the professor's response, the student has the right to appeal to the Judicial Committee for further consideration. The Judicial Committee is a sub-committee of the Academic Affairs Committee with representatives from the faculty of all three academic divisions. The Judicial Committee is chaired by the Registrar of the seminary. Requests for appeals after six months are normally not considered.

Appeal Process:

1. After attempting to resolve the issue directly with the professor who issued the grade, the student will submit a written petition to the Registrar concerning the grade in question.
2. Within three business days, the Registrar will give written notification to the professor that the grade has been appealed to the Judicial Committee.
3. The professor will have no more than 10 business days to respond in writing with his/her comments. This response must be directed to the Registrar.
4. The Registrar will gather all appropriate information and present it to the Judicial Committee for action.
 - a. The Judicial Committee will have 10 business days to review the case and render a decision.
 - b. The student has the right to appear before the Judicial Committee to defend his/her case and may do so by making a written request to the chair of the Judicial Committee prior to the meeting.
 - c. The Committee may decide to uphold the original grade or change the grade.
5. Within three business days of receiving the Judicial Committee's decision, the Registrar will send written notification of the decision to the professor, the student and all appropriate offices.
6. If the student so desires, he/she may appeal the Judicial Committee's decision by submitting a written petition to the Academic Dean within 10 business days.
7. Within 10 business days, the Academic Dean will send written notification to the student and all appropriate parties of his/her decision to uphold or change the Judicial Committee's original decision. The Academic Dean's decision is final.
8. If a student is scheduled to graduate while an appeal is in process, and the grade in question could impact a student's eligibility for graduation, the above process will be accelerated if reasonably possible. If the appeal is not fully resolved at the time of graduation, the student will be permitted to participate in the graduation exercises, but he/she will not receive a diploma until the issue has been resolved.

The above durations are typically extended during the January and summer sessions depending on the availability of the faculty members involved. If a pending decision will affect future enrollment (e.g., prerequisites), the student should contact the Registrar for guidance. Reasonable deviations from these procedures will not invalidate a decision or proceeding unless significant prejudice to the student may result.

Policy and Procedures for GCTS Counseling Faculty Recommendations and References

MACO faculty will not write general or open letters of recommendation or reference.

Letters of recommendation or reference for practicum

MACO faculty write letters of recommendation or reference for students' practicum application(s) only for students who have earned at least a "B" in the faculty member's class and who actively participated in class or made use of office hours. The faculty member will specifically state in the letter that s/he is not able to comment on the student's clinical skills. Counseling faculty only write letters of recommendation or reference if the student agrees to and signs a waiver of the student's right to examine the letter. This policy applies also to verbal recommendations and references.

Students will provide the faculty member with (1) a signed waiver, (2) at least two weeks' notice (3) a list of the courses and semesters taken from the faculty member with copies of relevant work completed in these courses, (4) a copy of the student's resume/CV, (5) the specifics of the job and relevant contact information, and (6) addressed envelopes with postage if relevant.

Letters of recommendation or reference for employment

MACO faculty write letters of recommendation or reference for graduates seeking employment in clinical positions only for students whose clinical work they know based on the student's active participation in a Professional Seminar led by the faculty member. Counseling faculty only write letters of recommendation or reference if the student agrees to and signs a waiver of the student's right to examine the letter. This policy applies also to verbal recommendations and references.

Students will provide the faculty member with (1) a signed waiver, (2) at least two weeks' notice (3) a list of the courses and semesters taken from the faculty member with copies of relevant work completed in these courses, (4) a copy of the student's resume/CV, (5) the specifics of the job and relevant contact information, and (6) addressed envelopes with postage if relevant.

Letters of recommendation or reference for scholarships or doctoral applications

MACO faculty write letters of recommendation or reference for doctoral level applications only if the student has earned an "A" average in the program and has distinguished him or herself in the counseling program through either holding office or participation in research or publication or other distinction. MACO faculty only write letters of recommendation or reference if the student agrees to and signs a waiver of the student's right to examine the letter. This policy applies also to verbal recommendations and references.

Students will provide the faculty member with (1) a signed waiver, (2) at least two weeks' notice (3) a list of the courses and semesters taken from the faculty member with copies of relevant work completed in these courses, (4) a copy of the student's resume/CV, (5) the specifics of the job and relevant contact information, and (6) addressed envelopes with postage if relevant.

Waiver for letters or verbal recommendations or references

I waive my right to access all letters or verbal recommendations or references. They are the sole property of the GCTS faculty and staff. I acknowledge reading and agree to follow the GCTS counseling policy and procedures for letters and verbal recommendations and references.

Signature

Date

Printed Name

MACO Students Policy and Review

The MACO Program is charged with the task of preparing students to become professional counselors in a variety of settings and to assume leadership in the mental health field and in the church. In order to fulfill these responsibilities, the MACO program has the following Policy and Procedures for student retention, remediation, and dismissal from the Program. Faculty members and the program administrator review MACO students at least annually and before graduation based on (1) academic integrity and performance, (2) ethical practice and clinical skill development needed for delivery of competent clinical services, and (3) professional dispositions, which are defined as students' commitments, characteristics, values, beliefs, and interpersonal behaviors that influence their professional growth and interactions with clients and others.

A MACO student's progress in the program may be interrupted for failure to comply with the Community Life Statement or for a violation of Academic Integrity. In addition, a MACO student's progress may be interrupted if a student's GPA falls below 3.0, if a student fails to abide by the ACA or AACC Code of Ethics or fails to make progress in the development of clinical skills needed to provide competent professional services to a range of diverse clients, or if a student's professional dispositions interfere with education or training-related requirements.

Program Expectations

In reviewing students, the counseling program faculty members and program administrator will consider a wide range of knowledge, attitudes, skills and behaviors requisite to the academic and professional development of students, including (but not limited to) the

following:

1. Academic integrity and performance

- a. Academic discipline: Does the student demonstrate engagement in his/her learning?
- b. Professional Knowledge: Does the student demonstrate the knowledge needed to provide competent professional services to a range of diverse clients?
- c. Academic excellence: Does the student demonstrate academic excellence, such as the integration of the best available resources, fair-mindedness toward differing views and evidence, and capacity for reflection on and critical evaluation of current trends within the discipline of counseling?
- d. Academic Integrity: Does the student demonstrate academic integrity, such as avoiding plagiarism and avoiding cheating?
- e. GPA: Does the student maintain a 3.0 GPA?

2. Ethical practice and Clinical skill development

- a. Professional Orientation: Is the student developing the roles, functions and identity of a competent member of the counseling profession?
- b. Ethical Practice: Is the student practicing ethical decision-making skills in matters related to client welfare and interagency collaboration and consultation consistent with either the ACA or AACC Code of Ethics?
- c. Social and Cultural Diversity: Is the student providing competent, culturally-relevant counseling and advocating to eliminate social injustices?
- d. Human Growth and Development: Is the student implementing developmentally-relevant and strengths-based approaches in counseling?
- e. Career: Is the student equipping clients for career decision-making and life planning across the lifespan?
- f. Counseling and Helping Relationships: Is the student providing evidence-based counseling, informed by theories and best-practice models?
- g. Group Counseling and Group Work: Is the student providing evidence-based group counseling and group process, informed by theories and best-practice models?
- h. Assessment and Testing: Is the student skilled at conducting assessment of clients' cognitive, affective, behavioral and social functioning by means of reliable and valid measures and approaches?
- i. Research and Program Evaluation: Is the student reflecting critically on research to evaluate counseling practices and programs?
- j. Integration: Is the student integrating counseling theory and practice with the historical and theological dimensions of the Christian faith as consistent with the Gordon-Conwell Statement of Faith?

3. Professional Dispositions

- a. Spiritual formation and growth: Does the student demonstrate continued spiritual

- formation and growth?
- b. GCTS Community Life Statement: Does the student comply with the GCTS Community Life Statement?
 - c. Interpersonal behaviors: Do the student's interpersonal behaviors (including but not limited to relationships with faculty, staff, peers, site supervisors, and clients) contribute to their professional growth and interactions with clients and others?
 - d. Professional character: Does the student's professional character (including but not limited to self-awareness, self-regulation, maturity of judgment, and conceptual and behavioral flexibility) contribute to their professional growth and interactions with clients and others?
 - e. Academic attitudes: Do the student's academic attitudes (including but not limited to teachability, open and non-defensive stance with professor(s), staff, and others) contribute to their professional growth and interactions with clients and others?

Purpose of reviews

The annual review serves two main purposes:

1. To provide students with information related to their progress that will enable them to take advantage of their strengths and to remediate weakness in academic and professional development
2. To provide counseling program faculty with information about the progress of students that will facilitate decisions being made that are in the best interest of students, the profession they are preparing to enter, and the public.

Procedures

Informed Consent

GCTS counseling program faculty members and program administrator bear the ethical responsibility to make students aware of these expectations. All students matriculating in the MACO program must read, sign and submit the signed **Annual and Summative Student Review Policy and Procedures** form to acknowledge informed consent of the policy and procedures.

Schedule of Reviews

Student review is an ongoing and continuous process. Any GCTS faculty member may raise questions about a particular student's academic or clinical performance or professional dispositions at any time, including during scheduled program staff meetings. Discussions of student performance progress will be held in "closed session" with only MACO faculty and staff in attendance and input from a faculty member and program administrator familiar with the student's academic, clinical skills or professional dispositions will be obtained. However, formal review of each student occurs annually and before the student graduates.

- The first-year review will include feedback from all faculty members and the program

- administrator, with particular attention to feedback from faculty who have taught the student Introduction to Counseling and Clinical Counseling Skills.
- The second and third year reviews will include feedback from all faculty members and the program administrator, with particular attention to feedback from faculty who have taught the student Professional Seminar(s), Professional Standards and Ethics and from the student's site supervisor. Attention will also be paid to the student's case presentation and participation in Professional Seminar and the site supervisor's evaluation.
 - The last summative evaluation review may include feedback from all faculty members who have taught the student in other courses as well as professors outside of the MACO program and from the program administrator.

Outcomes

The annual or summative review results in the following possible outcomes. The student will be notified of the outcomes in writing and in a timely manner.

Status

- Active
- Inactive
- Temporary leave
- Approved for graduation

Outcome

- *Satisfactory Progress*: The faculty and program administrator deem that the student is making satisfactory progress on program expectations including but not limited to academics, ethical practice, clinical skill development and professional dispositions.
- *Remediation*: The faculty and program administrator deem that the student is making unsatisfactory progress on program expectations including but not limited to academics, ethical practice, clinical skill development and professional dispositions. At least one faculty member will meet with the student to inform the student of the problem area(s), to develop a plan for remediation, and to set up ongoing monitoring of the plan. The designated faculty member will monitor the student's completion of the plan.
- *Probation*: The faculty and program administrator deem that the student's performance is deemed illegal, unethical, substandard, and/or professionally unbecoming but remediable. At least two faculty members will meet with the student to review the identified problem area(s), to develop a plan for remediation, to review criteria for determining the outcome of the remediation plan, and to set the length of probation. The plan will be in writing and will be signed by both the student and the faculty members. Successful completion of the plan within the specified time will be required for continuation in the program. A plan may or may not require the student to suspend coursework or clinical work for some or all of the probation period. The designated faculty members will monitor the student's completion of the plan.

- *Voluntary Resignation:* The faculty and program administrator deem that the student's performance is illegal, unethical, substandard, and/or professionally unbecoming, and irremediable at this time. At least two faculty members will meet with the student to notify the student in writing of the recommendation that the student resign from the program. If a student chooses to resign, the recommendation to resign will not be placed in the student's permanent file.
- *Dismissal from the Program:* The faculty and program administrator deem that the student's performance is egregiously illegal, unethical, substandard, and/or professionally unbecoming and irremediable at this time. At least two faculty members will meet with the student to notify the student in writing about the dismissal recommendation which will be made to the Dean.

Notifications

Every student will be informed by email regarding the outcome.

If the outcome is *Satisfactory Progress*, the student will be notified:

MACO faculty and the program administrator met on _____ to review your progress in the MACO program.

The outcome of the review is "Satisfactory progress" which means that the faculty and program administrator deem that you are making satisfactory progress on program expectations including but not limited to academics, ethical practice, clinical skill development and professional dispositions. If you have any questions, please contact the director of the program, any faculty or the program administrator.

If the outcome is any other outcome besides *Satisfactory progress*, the student will be notified:

MACO faculty and the program administrator met on _____ to review your progress in the MACO program.

The Director of the Program would like to meet with you to inform you of a recommendation from the faculty and the program administrator for your continued growth and development. Please contact the director to set up an appointment for additional information.

MACO Annual and Summative Student Review

Student Name:	Date:
Review Scale:	
<p>S—Superior. Student demonstrates outstanding skill and functions independently. T—Target. Student functions in a competent manner D—Developing. Student functions at an adequate level typical of most students in training. U—Unsatisfactory. Student’s functioning is unacceptable. N/O—Not observed. Insufficient on which to evaluate the student. N/A—Not applicable</p>	

Status:

<input type="checkbox"/> Active	<input type="checkbox"/> Inactive
<input type="checkbox"/> Temporary Leave	<input type="checkbox"/> Approved for graduation

Outcome:

<input type="checkbox"/> Satisfactory Progress	<input type="checkbox"/> Remediation
<input type="checkbox"/> Probation	<input type="checkbox"/> Voluntary Resignation
<input type="checkbox"/> Dismissal from the Program	

Academic	S	T	D	U	N/O	N/A
Academic Discipline: Does the student demonstrate engagement in his/her learning?						
Professional Knowledge: Does the student demonstrate the knowledge needed to provide competent professional services to a range of diverse clients?						
Academic excellence: Does the student demonstrate academic excellence, such as the integration of the best available resources, fair-mindedness toward differing views and evidence, and capacity for reflection on and critical evaluation of current trends within the discipline of counseling?						
Academic Integrity: Does the student demonstrate academic integrity (e.g., no plagiarism and no cheating)?						
GPA: Does the student maintain a 3.0 GPA?						
Ethical practice and Clinical skill development						
Professional Orientation: Is the student developing the roles, functions and identity of a competent member of the counseling profession?						
Ethical Practice: Is the student practicing ethical decision-making skills in matters						

related to client welfare and interagency collaboration and consultation consistent with either the ACA or AACC Code of Ethics?						
	S	T	D	U	N/O	N/A
Social and Cultural Diversity: Is the student providing competent, culturally-relevant counseling and advocating to eliminate social injustices?						
Human Growth and Development: Is the student implementing developmentally-relevant and strengths-based approaches in counseling?						
Career: Is the student equipping clients for career decision-making and life planning across the lifespan?						
Counseling and Helping Relationships: Is the student providing evidence-based counseling, informed by theories and best-practice models?						
Group Counseling and Group Work: Is the student providing evidence-based group counseling and group process, informed by theories and best-practice models?						
Assessment and Testing: Is the student skilled at conducting assessment of clients' cognitive, affective, behavioral and social functioning by means of reliable and valid measures and approaches?						
Research and Program Evaluation: Is the student reflecting critically on research to evaluate counseling practices and programs?						
Integration: Is the student integrating counseling theory and practice with the historical and theological dimensions of the Christian faith as consistent with the Gordon-Conwell Statement of Faith?						
Professional Dispositions						
Spiritual formation and growth: Does the student demonstrate continued spiritual formation and growth?						
GCTS Community Life Statement: Does the student comply with the GCTS Community Life Statement?						
Interpersonal Behaviors: Do the student's interpersonal behaviors (including but not limited to relationships with faculty, staff, peers, site supervisors, and clients) affect negatively their professional growth and interactions with clients and others?						

Professional character: Does the student's professional character (including but not limited to self-awareness, self-regulation, maturity of judgment, and conceptual and behavioral flexibility) affect negatively their professional growth and interactions with clients and others?						
Academic attitudes: Do the student's academic attitudes (including but not limited to teachability, open and non-defensive stance with professor(s), staff, and others) affect negatively their professional growth and interactions with clients and others?						

REVIEW COMMENTS THAT SUPPORT OUTCOME:

FACULTY SIGNATURE _____ DATE _____

MACO Annual and Summative Student Review Policy and Procedures Consent Form

I, _____ (student's name, printed) have read the **Annual and Summative Student Review Policy and Procedures**. I am aware that the Gordon-Conwell Theological Seminary Masters in Counseling Program will monitor my academic performance, ethical and clinical skill development and professional dispositions. I am aware of the MACO program's expectations, the purpose of ongoing reviews, the schedule of reviews and possible outcomes, as outlined by the policy and procedures.

I agree to abide by the policies and procedures set forth in the **Annual and Summative Student Review Policy and Procedures**

.

Student's signature

Date

Faculty/Administrator signature

Date

MACO Degree Requirements/Course of Study

MACO students must complete the required courses, maintain a grade point average of 3.0 or higher, and be present for graduation exercises. MACO students may not take more than six Semlink/online courses (18 credit hours). No more than eight courses may be taken at other schools in the Boston Theological Institute. All coursework applied to the MACO program must be completed within a seven-year period. MACO classes taken at different campus or online must be from a CACREP accredited school.

The degree is a Master of Arts in Counseling. Students interested in specializing in any particular area are encouraged to choose electives that meet those interests. Alums can come back after graduation to take the additional classes needed for licensure at half price. In order to qualify for the half price arrangement, a student must first have their diploma, then become a "Special Student" (through Admissions) and then obtain the alumni augmentation form (found in Counseling Office) which must be signed by the Program administrator.

Degree Requirements

Number of Courses/Credits:

Counseling students are required to **take 60 counseling credits** which are made up of 15 counseling classes (45 credits) and Practicum/Internship requirements (15 credits). In addition, in order to meet Gordon-Conwell's expectation of a biblical theological core and MACO integrative studies, students will need to take an additional nine classes (27 credits).

The total is 87 credits.

General GCTS Core Requirements:

Complete at least 8 classes in the areas of Biblical Studies and Christian Thought and CO801 Integrative Seminar (3 credits).

Bible Competency:

All MACO students must demonstrate Bible competency either by successfully completing the Old and/or New Testament survey courses, or by passing the Bible competency exams during their new student orientation. Those who do not pass the competency exams, or elect not to sit for the exams, will be required to complete OT 500 Old Testament Survey and/or NT 501 New Testament Survey *as additional courses* (see *Bible Competency Exams*).

Students in either MACO track must complete the following courses:

General GCTS Core Requirements (7-9* courses/21-27* credits)

- CH 500 Survey of Church History
- Ethics Course (Any ET or SE course)
- New Testament course selected from the following:
NT 502, NT 503, NT 504, NT 552/652, NT 564, NT 575/675, NT 577, NT 582 or NT 586
- Old Testament course selected from the following:
OT 501, OT 502, OT 505, OT 511, OT 577, OT 590 or OT 595
- TH 501 Theology Survey I
- TH 502 Theology Survey II
- World Missions or Evangelism course (Any WM or EV course)

**For MACO Students completing CO/WM712 Multi-cultural Diversity in Counseling waives this*

World Missions core requirement

OT500 Old Testament Survey

**For those who do not pass the OT competency exam*

NT 501 New Testament Survey

**For those who do not pass the NT competency exam*

GCTS non-Maco Online Studies**Semlink+ Courses**

Semlink+ is the Seminary's Online Study Program and 6 courses can be taken for Seminary credit by this method. There are NO MACO courses offered through Semlink+, but the following are examples of classes that would transfer into your degree program if you specify that purpose when you sign up:

CH 500	Church History Survey
TH 501	Theology Survey I
TH 502	Theology Survey II
ET 501	Christian Ethics
NT 501	New Testament Survey
NT 503	Life of Jesus
OT 500	Old Testament Survey

Make sure courses listed are those required for MA GCTS core courses before registering for it.

Semlink+ courses last for 14 weeks and are roughly concurrent with the on-campus semesters. All coursework must be completed within the 14-week window. Semlink+ courses are taught online, using our online learning management system, Sakai. The course will include video presentations from your professor(s) and online interactions with your professor and fellow students via online discussion forums, blog posts and responses, etc. Exams will also be taken, and other assignments submitted, online.

MACO Colloquium (1 course/3 credits)

CO 801 Integrative Seminar

Note must have pre/co-requisite of OT/NT survey or have passed competency tests.

Counseling Course Requirements (15 Courses/45 credits)

CO 500 Introduction to Counseling

CO 507 Clinical Counseling Skills

CO/SF 610 Lifespan Developmental: Implications for Counseling

- CO 611 Theories of Personality
- CO 699 Research Methods & Design
- CO 710 Psychopathology
- CO/PC/SF 711 Group Process
- CO/WM 712 Multi-Cultural Diversity in Counseling
- CO 735 Assessment in Counseling
- CO 740 Career Counseling and Lifestyle Development
- CO 790 Professional Standards and Ethics
- Choice of four from the following Counseling Electives:*
 - CO 602 Human Sexuality
 - CO 614 Family Systems Theory
 - CO 616 Cognitive Psychology
 - CO 635 Crisis and Trauma Counseling
 - CO/MC 642 Ministering to Women in Pain
 - CO/PC 671 Suicide Prevention for Professional Caregivers
 - CO 709 Counseling in Addictive Behaviors
 - CO 714 Family Counseling/Therapy
 - CO 716 Couples Counseling
 - CO/PC 717 Counseling in Abuse and Domestic Violence
 - CO 720 Counseling Children
 - CO/PC/YM 725 Counseling the Adolescent
 - CO635 Crisis and Trauma Counseling
 - CO/EM/PC 741 Counseling the Aged: Intro to Gerontology

Practicum/Internship (3 courses/9 credits)

- CO 863 Clinical Practicum (3 credits)
- CO 865A & 865B Clinical Internship 1 & 2 (6 credits)

Professional Seminars (3 courses/6 credits)

- CO 871 Professional Practicum Seminar (3 credits)
- CO 873A & 873B Professional Internship Seminar 1 & 2 (3 credits)

MACO Course Descriptions

CO500 Introduction to Counseling This course is an introduction to the counseling process in a multicultural society. Students develop basic skills and learn counseling models and theories for conceptualizing the client's presentation and selecting treatment modalities.

Must be taken first year of MACO program.

CO507 Clinical Counseling Skills This course is a complement to CO 500 with a focus on applying counseling theories pragmatically and developing clinical skills and strategies in experiential triads. The course is also geared to the student's development as a professional counselor in terms of identity and ethical stances.

Pre-requisite is CO500. Must be taken first year of MACO Program

CO 602 Human Sexuality This course provides students with an overview of biological, psychological, behavioral, and theological material concerning human sexuality. The course covers special topics as well as the theology of sexuality, human anatomy, sexual cycles/phases, sexual problems, dysfunctions, and treatments.

CO/SF610 Lifespan Development: Implications for Counseling This course provides an overview of human growth and development across the lifespan with a focus on the implications for counseling, including understanding developmental crises. Students develop their observation skills and reflect on their own development.

CO611 Theories of Personality This course introduces historical and contemporary theories of personality development and psychopathology with an emphasis on the application to counseling. Students reflect on their own personality and how their personality interrelates with other personalities in the counseling session.

CO614 Family Systems Theory This course introduces Family Systems Theory and the most prominent contemporary systems of therapy. Particular attention is paid to a critical evaluation of the assumptions and methodologies derived from these theories.

CO616 Cognitive Therapy This course provides an overview of mental processes underlying a person's ability to perceive the world, understand and remember experiences, communicate with others, alter feelings and control behavior. The course deals with theoretical assumptions and practical approaches.

CO/MC/SF642 Ministering to Women in Pain This course focused on understanding the complexity and broad range of painful issues with which many contemporary women deal. The course focuses on helping students develop their theodicy and counseling and ministry skills in the care of women.

CO/PC671 Suicide Prevention for Professional Caregivers This course introduces counselors, chaplains and pastors to all relevant and basic aspects of suicide prevention. The emphasis is on helping the student develop understanding and skills to help suicidal individuals, individuals who have attempted suicide, and survivors following a suicide death.

CO699 Research Methods and Design This course provides an overview of the basic approaches to research methods and design including quantitative, qualitative and mixed methods. Particular attention is given to the application of research in the counseling setting including program evaluation and evaluating research studies.

CO709 Counseling in Addictive Behaviors This course introduces models for prevention and intervention of addictions, both neurobiological and behavioral. The course addresses etiology, assessment and models of treatment, with an emphasis on Stages of Change and Motivational Interviewing.

CO710 Psychopathology This course provides an overview of the basic theories, concepts and structures which form an understanding of psychopathology. Particular focus is on the student's development of skills in using the DSM-5.

CO/PC/SF711 Group Process This course provides students the opportunity to learn both theory and to develop the competencies to conduct counseling groups. Class members become part of a process group for the purposes of an effective learning process.

CO/WM712 Multicultural Diversity in Counseling This course provides an overview of multicultural considerations in counseling families and individuals of different cultural backgrounds. The course provides an opportunity to develop sensitivity and insight as well as strategies needed to work effectively among people in diverse settings.

CO714 Family Counseling/Therapy This course provides students with the opportunity to develop basic skills in counseling families. Particular focus is on the evaluation of the most applicable methods for counseling interventions with families.

Pre-requisite: CO614

CO716 Couples Counseling This course introduces major theories of couples counseling with particular attention to practical approaches. Students have the opportunity to develop practical skill in assessment, evaluation and treatment through carefully constructed role-play/feedback sessions.

Pre-requisite: CO614

CO/PC717 Counseling in Abuse and Domestic Violence This course focuses on the identification, intervention, and treatment of both victims and perpetrators of domestic violence and abuse. The course presents a comprehensive approach and model encompassing physical, emotional, cognitive, relational, and spiritual factors.

CO720 Counseling Children This course focuses on the developmental needs of children and how these inform various approaches to counseling children in the context of the family. A particular focus is on a family systems framework for understanding disorders of childhood and formulating treatment plans.

Pre-requisite: CO614

CO/PC/YM725 Counseling the Adolescent This course reviews the basic issues in adolescent development with a particular focus on understanding the adolescent in the family context. A particular focus is on the student's development of introductory skills in the counseling of adolescents and their families.

CO735 Assessment in Counseling This course introduces the theory and practice of assessment in counseling. The course includes experience in assessment and writing reports with an emphasis on ethical issues as well as the experience of psychopathology from the perspective of the consumer.

Pre-requisite: CO710

CO740 Career Counseling and Lifestyle Development This course introduces students to all relevant and basic aspects of the career counseling process. The emphasis is on helping students develop skills to help individuals throughout the life span make career and lifestyle choices.

CO/EM/PC741 Counseling the Aged: Introduction to Gerontology This course introduces a holistic approach to counseling older persons. A particular focus is on the ways in which biological, psychological, sociological, economic, and spiritual factors interact in the lives of this population.

CO790 Professional Standards and Ethics This course introduces the student to the professional standards of counseling including both ethical and legal responsibilities. Students demonstrate their use of ethical decision-making models in the context of ethical dilemmas.

Must be taken first year of MACO Program

CO801 Integrative Seminar This seminar addresses the important issues of the relationship between biblical, theological and psychological perspectives on a wide variety of topics. Ontological, epistemological and teleological aspects are considered, so as to engage in integrative efforts based upon principles derived from the disciplines of theology and psychology.

Pre/Co-requisite: OT/NT Survey

CO760 Reading in Counseling Independent study, any session by petition. See Student Handbook for information on reading and research courses.

CO860 Research in Counseling Independent study, any session by petition. See Student Handbook for information on reading and research courses.

CO863 Clinical Practicum A specific clinical experience under individual supervision in a variety of settings throughout the community. Approximately 10 hours per week is spent in these clinical settings to provide beginning level counseling experience.

Must be taken with CO871. Pre-requisite: CO507. Pre/Co requisite with CO790.

CO871 Professional Practicum Seminar For all counseling students. An opportunity to work in small groups with the counseling faculty to evaluate, integrate and develop insight into the professional aspects of counseling.

Must be taken with CO863.

CO865A Clinical Counseling Internship 1 A continuation of clinical experience at a more advanced level under individual supervision. Approximately 20 hours per week in a variety of clinical settings.

Must be taken with CO865A

CO873A Professional Internship Seminar 1 A small group experience with the counseling faculty to clarify issues and develop advanced understanding of the role of the Mental Health Counselor.

Must be taken with CO865A

CO865B Clinical Counseling Internship 2 A continuation of clinical experience at a more advanced level under individual supervision. Approximately 20 hours per week in a variety of clinical settings.

Must be taken with CO873B.

CO873B Professional Internship Seminar 2 A small group experience with the counseling faculty to clarify issues and develop advanced understanding of the role of the Mental Health Counselor.

Must be taken with CO865B .

Course Sequencing

Course selection requires taking note of all counseling pre-requisites as well as selection of elective courses, which are not offered every year. The counseling degree track sheet and tentative course sequencing forms are provided to assist you in the course selection process. It is possible to map out the courses you plan to take for the entire time you are in the program should you want to do so. Academic advising is available with program administrator and your faculty advisor.

Counseling Pre-Requisites

- 1: CO 500 Introduction to Counseling (pre-requisite for MACO classes)
2. CO 507 Clinical Counseling Skills (pre-req. of Introduction to Counseling)
3. CO 790 Professional Standards and Ethics (Pre-req./Co-req. for Practicum)
- 4: CO 710 Psychopathology (Pre/co-requisite with Clinical Skills)
- 5: CO 711 Group Process (Pre-requisite of Clinical Skills)
- 6: CO 865A Clinical Internship I
(Pre-requisites of Practicum, Research Methods and Psychopathology)
- 7: CO 865B Clinical Internship II
(Pre-requisites of Internship I, Group Process, Career Counseling and Assessment)

8: CO 614 Family Systems Theory (Elective)

(Pre-requisite for Family Counseling, Couples Counseling and Counseling Children)

9: CO 801 Integrative Seminar (Pre-requisite of Introduction to Counseling AND Pre/co requisite Old Testament Survey/NT Survey)

Please note the following electives are NOT offered every year

- CO 602 Human Sexuality
- CO 616 Cognitive Therapy
- CO 635 Crisis and Trauma Counseling
- CO 642 Ministering to Women in Pain
- CO 671 Suicide Prevention for Professional Caregivers
- CO 709 Counseling in Addictive Behaviors
- CO 717 Domestic Abuse
- CO 720 Counseling Children
- CO 725 Counseling the Adolescent
- CO 741 Counseling the Aged: Introduction to Gerontology

COURSE RECOMMENDATIONS

All first-year students are required to take:

- CO 500 Introduction to Counseling in the Fall
- CO 507 Clinical Counseling Skills in the Spring

All first-year students should consider taking:

- CO790 Professional Standards (pre/co-requisite for Practicum)
- CO 610 Lifespan development: Implications for Counseling
- CO 710 Psychopathology (good to take prior to Practicum)

Alternative Education Opportunities

GCTS Boston Campus: Center for Urban Ministerial Education (CUME) – Students may ONLY GCTS core classes available at CUME. For more information, visit www.gordonconwell.edu/boston.

GCTS Charlotte Campus – Students may take any of the MACO courses at Charlotte because they are CACREP accredited. For more information visit website.

Boston Theological Institute (BTI) — Students enrolled at Gordon-Conwell have the unique opportunity to take classes through the Boston Theological Institute (BTI), a consortium of ten seminaries and theological schools in the Boston area. For more information, visit www.gordonconwell.edu/academics → Boston Theological Institute. Students may take “Counseling and Psychotherapy” courses. Examples: Death and Dying; Trauma and Addiction

Students who wish to enroll in BTI courses must first have the Administrator's approval and they may not take more than 8 courses through BTI.

Assessment Courses

There is a \$100 lab fee for the following three courses: Assessment in Counseling, Career Counseling and Lifestyle Development and Clinical Skills. Fee assessed at registration.

Psychopharmacology Lecture

All students need to attend a Psychopharmacology lecture before graduating from the program. Many states, including Massachusetts, require some specific instruction in this area. This lecture takes place every year early in the spring semester (an email will be sent to you, advising when the lectures will occur). It is best to attend this lecture early on in your program as the information may be useful to your practicum and internship experiences. Your attendance of this lecture will be recorded on your transcript in order to help your future licensure process. There is no fee for the students to attend the lecture, but there is a **Pre-requisite is CO 710 Psychopathology.**

Advising

Upon admission to GCTS each student is assigned a Faculty Advisor who can assist in any issues or concerns regarding your progress towards your degree. In addition, the MACO Program Administrator and/or Administrative Assistant are available to assist you with other academic advising, questions, course selections, and general information regarding the Program.

MACO office hours are Monday through Friday 8:30-4:30. They are willing to provide extended hours if needed. Faculty's office hours are posted on their faculty door. Adjunct faculty members may be contacted directly by phone or email.

Disability Policy

Gordon-Conwell Theological Seminary (GCTS) is in compliance with the provisions of the Americans with Disabilities Act. If you have a disability, which meets GCTS' Disability Accommodation Policy, first inform Student Life Services in writing. Then discuss with your professor the disability requiring accommodation.

Writing Papers & Research

The American Psychological Association (APA, 2009, 6th edition) style is the required style for all your MACO papers. The guidelines can be found online at www.apastyle.org.

Please follow faculty instructions for turning in assignments. Most assignments are turned in through CANVAS, the online learning management system.

To turn in a hard copy of your work, include the following on your assignment:

- Your name
- GCTS Box number
- The class
- The professor

We need this information because assignments are typically returned to your GCTS mailbox. If you need a mailbox, talk to the Mailroom staff in the Kerr building.

Research for assignments

The GCTS library provides the following helpful information for MACO students' research:

- Find basic information here:
<http://www.gordonconwell.edu/library/Goddard-MACO.cfm>
- We strongly recommend attending Library Orientation (Fall) in order to familiarize yourself with the resources available.
- For further questions, please contact our librarian, Jim Darlack, at jdarlack@gordonconwell.edu who is able and willing to answer questions that pertain specifically to MACO resources.

PRACTICUM AND INTERNSHIPS

Requirements

The MACO's requirements for Practicum and Internships are detailed in your Orientation packet. These requirements are *based* on the requirements for clinical field experience which are regulated by the professional licensure board in Massachusetts. *MACO requirements must be met for graduation* regardless of the varying licensure requirements between states. However, if your home state requires more hours or any other specific element in the clinical field experience, we can work with you to meet those requirements.

For the majority of students:

- The Practicum consists of working at a selected site for a minimum of 10 weeks (100 hours total). Note: Pre-requisites of Intro. to Counseling and Clinical Skills
- The Internship consists of working at a selected site approximately 20 hours per week for two consecutive semesters (600 hours total).
- Practicum/Internships require a full academic year to complete (three full semesters).
- It is also possible to do an internship out of state or overseas. These situations are the exception and must be discussed with the administrator of program. Remote professional seminars are available every semester.

Selection and Placement

- It is never too early for students to start thinking about the type of Practicum or Internship that he or she desires to pursue.
- The *student is ultimately responsible for finding a Practicum and Internship site* that will meet the requirements for his/her degree and licensure. On CANVAS, under Resources there is a list of many local options. However, the MACO Administrator works with you to determine which potential sites would be a good fit for you. Careful consideration of interests and abilities is an important part of the placement process, as are your future goals. Our MACO CANVAS Portal provides a listing of possible practicum/internship sites.
- Help with placement for the Practicum/Internship is done *after* the student attends a *mandatory* Practicum/Internship Orientation.
- **The Mandatory Practicum/Internship Orientation is offered twice a year.** The first one takes place in September and should be attended by any student who intends on doing their FIRST practicum in the following academic year. The second orientation offered in late January/ early February is intended for those planning on a practicum/internship for the following fall or spring. It is important to give *at least six months* lead time to finding a site.
- Placements are very competitive as there are many schools in the greater Boston area with students seeking practicum and internship placements in the field of counseling and social work. Typically, sites are interviewing candidates in **January and February for a placement to begin the following Fall.**
-

Résumés

This is necessary to have in place prior to applying for internships. Please email your updated résumé to the Administrative Assistant, to keep on record in your file in the office. Your résumé will be required for your initial interview with the supervisor of your chosen site and helps us in making recommendations.

Student Liability Insurance

Students are **required to be individually insured** for liability during their practicum/internship. Membership in counseling organizations provides free liability insurance. All documentation of student liability insurance is submitted to the administrative assistant of counseling program with

contract and supervisor verification forms within the first month at a site. Insurance must be renewed annually throughout your time at practicum or internship site.

The following professional organizations offer complimentary liability insurance through student membership:

American Counseling Association (ACA)

www.counseling.org/membership/membership-benefits

America Mental Health Association (AMCHA)

www.amhca.org/?page=studentbenefits

MACO Clinical Counseling Practicum & Internships

- Be sure to check out our MACO CANVAS Portal Resources tab for Frequently Asked Questions about Practicum/Internship as well as forms you may need.
- It is *very important* to keep careful records of your Practicum and Internship experiences and to complete all paperwork for your own portfolio as well as turn in original work to the MACO office. Paperwork WILL NOT be accepted without all required signatures.
- Careful calculation of the hours completed, the supervisor's qualifications and the exact nature of your experience must comply with "Clinical Field Experience" requirements for the State of Massachusetts.
- Please Note: Requirements include audio/visual recording of clients as well as leading or co-leading a group at least ONCE throughout your practicum/internship
- Other states may have different requirements and it is *up to you* to contact your state for their specific requirements (see listing of all US state contact information in your MACO Orientation packet).
- Some states will send the verification of fieldwork directly to the Administrator to fill out. For this reason, you must be certain your documents are complete and properly signed, and that the hours documented satisfy at least the minimum required for each category of experience. Without this, your eventual licensure application will be denied.

Required Paperwork

Below is a list of required paperwork for Practicum and Internships with an explanation of each form. All of the forms listed below will be handed out at the Practicum/Internship Orientation, can be picked up in the MACO Office, & are on CANVAS. Due dates for each form are part of your Professional Seminar syllabi and enforced by faculty. Original forms must be provided to Counseling office and a copy kept for the student portfolio

Professional Seminars

All students doing a practicum or internships must also register and attend a Professional Seminar, more commonly referred to as ProSem. This is a 1.5-hour class which meets weekly

for 11 weeks during the fall, spring and summer semesters. Students must attend all 11 classes in order to fulfill requirements of 16.5 semester hours of group supervision. There are no exceptions to this requirement. Registration for practicum or internship requires registration for a Professional Seminar. You will then choose a specific group section by signing up through the counseling office. No more than six students can be in a Pro.Sem at one time. The counseling office will advise possible times prior to registration.

Licensure

Requirements for Licensure

In order to get licensed as a Mental Health Counselor you must complete an MA in counseling, pass a licensure exam and accumulate two years of full time post-graduate supervised clinical counseling experience. The exact requirements for licensure will vary by state.

In Massachusetts the post-graduate clinical counseling hour requirements are 3360 hours of which 960 hours are direct service hours and 200 hours of supervision, a minimum of 75 hours with an LMHC. For more information on Massachusetts requirements see:

Licensed Mental Health Counselor (LMHC)

www.mass.gov/ocabr/licensee/dpl-boards/mh/regulations/rules.../262-cmr-200.html

Spring Graduate Forum

The Spring graduate forum addresses the specifics of licensure application, requirements and examination information in the last semester of your MACO Program.

The MACO Program's and the Student's Responsibility

The MACO Program's responsibility is to provide you the opportunity to earn an MA in counseling but the Program does not guarantee that licensure or certification requirements for all states and countries will be met through the Program. The MACO degree requirements, including course work, practicum and internships, and supervision are based upon Massachusetts requirements for state licensure. You must assume responsibility to be aware of and to meet the licensure and/or certification requirements of a particular state or country or professional organization.

Periodically, national and state statutes and requirements for professional certification may change. The GCTS MACO Program is not responsible for notifying you about changes of statutes and requirements nor responsible for your choices regarding course work, and practicum and internship placement choices, or supervision. The student is responsible to contact the appropriate licensure or certification organizations and obtain the latest information on what is required for licensure or certification in the state or country in which the student plans to seek licensure.

However, the MACO Program Administrator and Administrative Assistant will assist you in this process with reference copies of the most recent Commonwealth of Massachusetts requirements for Mental Health Counselors and a list of addresses for each state, which is posted on our MACO CANVAS Portal. A helpful website for comparing state licensures is www.counselor-license.com. However, when applying for licensure it is most important to check with the **official licensing board** in the state where you will be seeking licensure. In addition, the

program requires that you keep copies of all documentation of your work, including course syllabi, to assist you with the licensure/certification process. MACO office will retain all original Practicum/Internship paperwork.

Licensing Requirements/Exam Prep.

Depending on the state where you are seeking licensure, you are required to earn a passing score on the National Counselor Examination for Licensure and Certification (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) to become licensed. Becoming licensed earns you credentials such as LMHC, LCMHC, LPC, LCPC, LPCC, LPCMH, or LPC-MH. In Massachusetts, you are required to earn a passing grade on the NCMHCE exam to become a Licensed Mental Health Counselor (LMHC).

National Counselor Examination for Licensure and Certification (NCE) is a 200-item multiple-choice examination designed to assess knowledge, skills and abilities determined to be important for providing effective counseling services.

National Clinical Mental Health Counseling Examination (NCMHCE) consists of 10 clinical simulations designed to sample a broad range of counseling competencies. Massachusetts requirement.

To determine which exam you need to pass to become licensed in your state, click on your state in the State Board Directory: <http://www.nbcc.org/directory>. Contact the government of your country to determine licensure requirements in your country.

Alumni who have recently taken (and passed!) the NCE or NCMHCE exam recommend the following resources:

- www.counselingexam.com - Definitions, study guides, helpful practice tests, subscription required, but worth the money
- www.cce-global.org - Good study materials & information
- www.mamhca.org - All requirements for licensure listed, workshops offered, study guides, practice tests
- www.nbcc.org - Preparation materials, exam information

Affidavit of Commitment

Leave this form with the department administrator to be placed in your file. You may request a copy for your records.

My signature below indicates that I have read and understand the information in the MACO Student Handbook and I agree to adhere by its stipulations, policies and procedures.

Printed Student Name

Student ID number

Student Signature

Date