

COUNSELLING PSYCHOLOGY PROGRAM POLICIES AND PROCEDURES

This document details policies and procedures of the Master's Program in Counselling Psychology for the information of applicants, students, and faculty. All applicants, students, and program faculty are expected to be familiar with the contents of this document

ADMISSION PROCESS

Admission to the Counselling Psychology Program is highly competitive, with far more applications received each year than there are spots in the program. Wherever minimum requirements for admission are stated, applicants should be aware that meeting these minimum requirements does not guarantee admission to the program. Each year approximately 12-16 new applicants are admitted to the Counselling Psychology Program leading to a MA or a MEd degree. The program emphasizes high standards of academic and professional work.

MA calendar description.

<https://www.sfu.ca/students/calendar/programs/counselling-psychology/master-of-arts.html>

MEd calendar description.

<https://www.sfu.ca/students/calendar/programs/counselling-psychology/master-of-education.html>

Calendar course descriptions.

<https://www.sfu.ca/students/calendar/areas-of-study/education.html>

Graduate General Regulations

<http://www.sfu.ca/students/calendar/fees-and-regulations/grad-regulation.html>

Completed applications must be received by **January 15**.

The admissions process involves four components: initial screening, short-listing, review of counselling skills video recordings, and panel interviews.

Initial Screening

Fully completed application packages will be screened by faculty members in the Counselling Psychology Program. The minimum requirements for applicants to the Master's program in Counselling Psychology are listed below:

1. A Bachelor's degree from a recognized institution with a cumulative grade point average of at least 3.0 or equivalent.
2. The ability to express ideas clearly in writing.
3. Completed (with at least a B+) undergraduate courses in counselling theories and counselling skills

(SFU EDUC 323 Introduction to Counselling Theories and SFU EDUC 423 Helping Relationships or equivalents).

4. Completed additional pre-requisite courses in specified areas of study. **For details about additional pre-requisite courses see <http://www.sfu.ca/education/gs/degreediploma/masters/counspych/admission-reqs.html>**
5. Experience, paid or volunteer, in a helping role (e.g., teaching, counselling, crisis-line, tutoring, etc.).
6. MA applicants are also screened to ensure that a faculty member with expertise in the applicant's research area is available for thesis supervision.

Admission to the Counselling Psychology Program is competitive. In addition to the general minimum admission requirements listed above, successful applicants typically possess a minimum GPA of 3.3 (B+) in the last 60 credits of their undergraduate degree and in the courses that are pre-requisites for the counselling program.

Short Listing

Files that have passed the screening process described above are examined independently by counselling psychology program faculty members, who shortlist the files in consideration of six criteria:

1. Quality of academic preparation and grade point average.
2. Letters of reference.
3. Relevant professional experience.
4. Academic writing ability.
5. Match with program objectives and resources.
6. Suitability for a career as a professional counsellor.

These faculty short lists are used to develop a final short list of approximately 30 applicants.

Review of Counselling Skills Video Recordings

Short-listed applicants are required to submit a video recording of a mock 15-minute counselling interview to the committee within two weeks of being notified of their short-listed status. Applicants must include a letter of permission signed by the mock client advising the admissions committee that the client has been informed that the recording will be viewed by the admissions committee as part of the admissions procedure for the counselling psychology program at SFU. Only applicants who submit a recording within the time limit will

proceed to a panel interview.

Panel Interviews

Short-listed applicants who have submitted a video recording attend an interview (usually conducted late February to mid-March) with faculty from the Counselling Psychology Program. In cases where short-listed applicants reside outside the Lower Mainland, it may be possible to arrange telephone interviews. The panel interview focuses on topics such as:

Possible matches between the applicant's academic and professional interests, program objectives, and faculty expertise.

1. Program demands (e.g., in-class and out-of-class time, practicum placement requirements, work quality) and the applicant's ability to meet these demands.
2. Various aspects of the prospective candidate's background experience that might be relevant for admission to the Counselling Program.
3. Applicants' knowledge about various topics related to the theory and practice of counselling.

On the basis of these interviews and an assessment of the application materials, the Counselling Psychology faculty members make a final shortlist of applicants whom they recommend to the Director of Graduate Programs, Faculty of Education for admission. All applicants are informed in writing of the final decisions regarding their applications, usually by the middle of April. Official letters of admission are issued by the Dean of Graduate Studies. All approximately 12-16 applicants (combined MEd and MA) are admitted to the Counselling Program annually. Students entering the program may begin their studies either in the Summer (May) or Fall semester immediately following formal notice of admission.

Applicants to the program should also be aware that a Criminal Record Check is required after acceptance to the program and prior to commencing the program. Please see the next section, below, for further details on this requirement.

Courses within the Counselling Psychology Program can only be taken by students who are specifically admitted in this program.

CRIMINAL RECORD CHECK REQUIREMENT

Because the Counselling Psychology Program prepares students to work with children and vulnerable adults, all students in the program are required by provincial legislation to complete a Criminal Record Check (CRC) before beginning the program. This procedure is administered through the Student Services office. See the *Criminal Records Review Act* [LINK to <http://www.pssg.gov.bc.ca/criminal-records-review/who-qualifies/index.htm>] for further details on this legislative requirement. For information on the offences reviewed in a CRC, please see <http://www.pssg.gov.bc.ca/criminal-records-review/offences-reviewed/index.htm>. Students are prohibited from registering in the first two courses, EDUC 862 and EDUC

870 until a CRC is completed. Students whose CRC result includes a relevant offence(s) (as specified by the *Act*) will be withdrawn from the program. Students are required to complete a CRC prior to their first course in the program. Students may also be required to complete a CRC later in the program, when applying for practicum placements. www.students.sfu.ca/criminalrecords

Students who do not complete a Criminal Record Check prior to their first course in the program or when requested to do so by a practicum setting will be withdrawn from the program and will not be eligible to register until such time as the Criminal Record Check is completed and cleared.

ACADEMIC ADVISING

Prospective applicants may e-mail edcouns@sfu.ca for information about admissions, degree requirements, program structure, etc.

Upon admission, each student is assigned a pro-tem advisor who is a faculty member associated with the Counselling Psychology Program. Later in the program, each student is required to form a committee (either for their thesis or for their comprehensive examination) that includes a senior supervisor (normally the same person who has served as pro tem advisor). This committee must be formalized by completing the relevant forms, which may be obtained from the Graduate Programs office. Students in the program should address all questions about program planning, course selection, and other academic matters to their pro tem or senior supervisor.

MA THESIS SUPERVISION

Students should consult the SFU Graduate General Regulations (specifically, section 1.9) for university policy on MA thesis committees and examinations of Master's theses

<http://www.sfu.ca/students/calendar/fees-and-regulations/grad-regulation.html>

For MA applicants, it is anticipated that the pro tem advisor (assigned upon admission to the program) will be the senior supervisor for the thesis. Students are admitted to the MA program and matched with pro tem advisors based on the stated research interests in their applications and on the expertise of available supervisors in the Counselling Program. It is important that students consider and choose their specific research area carefully. Although refining a research idea is considered a normal part of the research process, it is not always possible to change supervisors or to change research topics entirely.

The senior supervisor supervises the student's thesis research and assists the student in identifying second and third (if relevant) members of the thesis committee. The student is responsible for approaching and obtaining these additional committee members. Once committee members have been chosen and have agreed to serve, the student must contact the Graduate Programs office in order to initiate and complete the paperwork required to constitute the committee. The committee must include at least two Simon Fraser University faculty members. Although the university is required to provide supervision for graduate students, it is the student's responsibility to initiate and maintain contact with his/her senior supervisor.

MA students in the Counselling Psychology Program usually require a minimum of 8 to 9 semesters to complete the degree. To progress at this rate, it is important that they begin working on their research, in consultation with their senior supervisor, as early as possible in the program. There are many steps to completing a thesis: development of the research question, literature review, choice of appropriate methodology, writing (and rewriting drafts) the thesis proposal, obtaining ethics approval for the project, data collection, data analysis, writing (and rewriting) drafts of the thesis, approval of the thesis by all committee members, and scheduling of the thesis defense.

MA students are responsible for insuring that they meet with their pro tem advisor at least once before the end of their first year of study to begin discussing research ideas and planning their thesis project. Students are responsible for regular work on their thesis and for maintaining regular contact with their supervisor as their project develops. We have found that it is much more difficult for students to complete their theses in a timely way if they have not submitted a workable research proposal before their course work is completed.

MED COMPREHENSIVE EXAMINATION

The MEd program culminates in the Comprehensive Examination (EDUC 883). Each student in the MEd program must register in EDUC 883 during the final semester of course work. Students may obtain further information about the Comprehensive Examination from their pro tem supervisors or from the program coordinator.

Timing of the Examination

Students who have registered in Education 883 will complete the examination at a date set for that semester by program faculty. Normally, the examination will take place in the third week of the semester. At the beginning of each semester, the program coordinator will inform students registered in EDUC 883 of the examination date for that semester.

Examination Questions

The examination questions are set by the program faculty and cover ethics and professional practice. At the beginning of each semester, the academic coordinator for the program will communicate the details of the examination format to students registered in EDUC 883.

Evaluation of the Examination

The Comprehensive Examination (EDUC 883) is graded on a Satisfactory/Unsatisfactory basis. The examining committee is comprised of two members of the program faculty, one of who is the student's senior supervisor. Comprehensive Examinations in the Counselling Psychology Program are evaluated using the same procedure as for a master's theses. For more specific information on the procedure, students are referred to the Graduate General Regulations, in particular to regulations 1.9.1 (Examining Committee for a Master's Degree Candidate), 1.9.2 (Preparation for Examination of Master's Thesis), and 1.10 (Examinations), and 1.10.2 (Classification of the Thesis).

<http://www.sfu.ca/students/calendar/fees-and-regulations/grad-regulation.html>

Students have 2 weeks in which to complete the examination. The examining committee provides the results of

the evaluation of each examination answer (see Graduate General Regulation 1.10.2) two weeks following the submission of the examination.

CHANGING PROGRAM STREAMS

Students are admitted either to the MA or the MEd stream based on program resources and the admissions committee's assessment of the match between applicants' objectives, abilities, and background and the goals and nature of each program stream. Students should not assume that a change from one stream to the other is possible after admission to the program.

Changing from MA to MEd

A student interested in changing from the MA stream to the MEd stream must consult his/her pro tem/senior supervisor to discuss the reasons for wanting to change streams. If, after consulting with their pro tem/senior supervisor, a student wishes to apply to change streams, s/he must submit a letter to the program coordinator requesting to change streams and providing a rationale for the proposed change. After reviewing the request and consulting with other program faculty, the coordinator will provide the student with written decision regarding the request. The transfer from the MA to the MEd stream will be effective once the appropriate form is filed with and approved by the Director of Graduate Programs.

Changing from MEd to MA

A student who wishes to transfer from the MEd stream to the MA stream must have completed core course requirements for the MA program plus courses that relate to the topic of the proposed MA thesis. They will submit a thesis proposal of approximately 25 pages (APA manuscript format) for review to the faculty member in the program they wish to invite to be the senior supervisor. If the nominated senior supervisor approves the thesis proposal, transfer from the MEd to the MA stream will be effective once the appropriate form is filed with and approved by the Director of Graduate Programs.

A student interested in changing from one stream to the other must consult his/her pro tem/senior supervisor and the program coordinator to discuss their reasons for wanting to change. If, after consulting with these individuals, a student wishes to apply to change streams, s/he must submit a letter to the program coordinator requesting to change streams and providing a rationale for the proposed change. Students wishing to request a change from the MEd program to the MA program must also submit a thesis proposal. These materials will be reviewed by the program coordinator, the supervisor involved (i.e., pro tem or proposed thesis supervisor), and at least one other faculty member from the program. The coordinator will inform the student in writing as to whether a change is approved. This decision will be final.

SUPERVISED CLINIC AND PRACTICUM POLICIES

General Considerations

Supervised clinical experiences such as the Supervised Clinic and Practicum courses (EDUC 799, 800, 801, and 802) are a central component of any counsellor education program. The Clinic and Practicum courses provide students with opportunities to refine their skills and knowledge while receiving feedback and guidance from clinical supervisors.

The clinical component of the program is designed according to the following principles:

1. Effective counselling practice is guided by coherent theoretical frameworks, a working knowledge of assessment procedures, and a keen awareness of ethical principles and issues.
2. Counselling skills and strategies are best learned through a series of structured experiences that allow students to refine their skills while becoming increasingly independent and confident in their clinical skills and judgment.

In keeping with these principles, students complete coursework in assessment, theories of counselling, and ethics early in their program in preparation for supervised clinical work. During the program students participate in a sequence of clinical training experiences that begins with learning and practicing counselling skills with peers (in EDUC 874 Counselling Skills and Strategies). They then complete two semesters of Supervised Clinic (EDUC 799 and 800) at the SFU Surrey Counselling Centre where they see a small number of clients under close supervision by program faculty. Students finish their clinical training by completing two semesters of Counselling Practicum (EDUC 801 and 802) at a counselling centre, school, or community agency.

EDUC 799 and 800 are offered in September and January, respectively. EDUC 800 and 801 are also offered in September and January, respectively. Students normally complete each sequence in consecutive semesters. Students normally complete the Practicum courses the year after they complete the Supervised Clinic courses.

Supervised Clinic: Expected Outcomes

The program operates on a competency based approach to counsellor training. Students who attain the competency levels described below by the end of their second Supervised Clinic (EDUC 800) will complete only two semesters of Supervised Clinic. Other students may require additional supervised practice in order to achieve the outcomes described. It is our practice to inform students at the earliest time possible that their performance may not reach a satisfactory level by the end of the Clinic and that an extension may be warranted. By the end of the Supervised Clinic courses, we expect students to achieve the following outcomes:

1. The student consistently uses basic counselling skills (relationship building skills) and is able to use some advanced skills (e.g., advanced empathy, interventions appropriate to client issues and consistent with case conceptualization).
2. The student is able, with some support, to conduct a thorough assessment and to use this assessment as the basis of treatment planning and decision-making.
3. The student is aware of and is able to follow-up appropriately, with some support, on risk factors and client safety issues as they arise in counselling.
4. The student is making progress toward a clear, coherent theoretical approach and uses this approach as the basis for case conceptualization and in-session work with clients.

5. The student engages productively in supervision and professional development (i.e., is able to receive feedback non defensively; exercises good judgment in seeking feedback; is able to integrate supervisory feedback; shows a commitment to reviewing session recordings and to reading or engaging in other activities to learn more about theory, practice, and client issues).
6. The student shows a strong commitment to self-awareness and self-reflection on their work as a counsellor.
7. The student has a working knowledge of ethical guidelines, shows an awareness of and openness to exploring ethical issues as related to their work with clients, and conducts him/herself in accordance with professional ethical guidelines.
8. The student conducts her/himself with a high degree of professionalism in all interactions with clients, peers, supervisors, referral sources, and staff.

Supervised Clinic: Grading and Evaluation

The Supervised Clinic courses are graded on a satisfactory/unsatisfactory basis. The final grade in the course is based on course assignments and activities designed to assess the expected outcomes listed above.

Instructors in the Supervised Clinic courses will provide students with ongoing feedback about the students' strengths and challenges as a counsellor and will provide feedback about how to further their development and skill. Clinic instructors may consult with other program faculty about supervisory matters and about how to best support each student's learning. If the Clinic instructor is concerned that a student is not be progressing satisfactorily, s/he will inform the student of this concern and provide the student with feedback about the issues that need to be addressed in order to achieve satisfactory progress. The instructor will work with the student to develop a plan to address these issues.

In cases where a student does not meet the competencies and standards outlined above by the end of the second Supervised Clinic course, the Clinic instructor will request that the student withdraw from the Clinic. A grade of Unsatisfactory is the result of not withdrawing under these conditions. Where a student withdraws from the practicum due to insufficient degree of skill acquisition or fails to attain minimally acceptable skill competencies by the end of the Supervised Clinic courses, a student shall be given the opportunity to complete an additional semester of Supervised Clinic, normally in the next semester in which the course is offered. A maximum of 3 Supervised Clinic semesters will be permitted. Students who do not reach the expected level of competence after 3 semesters will be required to withdraw from the program.

Students may also be requested to withdraw from a Supervised Clinic course or be assigned an Unsatisfactory grade if they breach ethical and professional conduct standards. If a student is requested to withdraw or is assigned a grade of Unsatisfactory under these conditions, s/he student

must withdraw from the Counselling Psychology Program.

Counselling Practicum: Expected Outcomes

We adopt a competency-based approach to counsellor training. Students who attain the competency levels described below by the end of their second Practicum (EDUC 802) will complete only two semesters of Practicum. Other students may require additional supervised practice in order to achieve the outcomes described. It is our practice to inform students at the earliest time possible that their performance may not reach a satisfactory level by the end of the Practicum and that an extension may be warranted.

By the end of the second practicum semester, we expect students to achieve the following outcomes:

1. The student is capable of demonstrating the purposeful use of all the basic counselling skills at a level of a beginning professional.
2. The student is able to implement and evaluate an appropriate range of intervention strategies; he/she is able to demonstrate client changes resulting from the deployment of these strategies.
3. The student is able to develop and continually refine hypotheses and to design interventions that are integrated combinations of appropriate strategies matched to the client's unique situation. The student is able to maintain a close coordination between the working hypothesis and all aspects of the intervention.
4. The student's theoretical and philosophical approach to counselling has become consistent. He/she is able to articulate this position in various situations, both with respect to client and with respect to self.
5. The student demonstrates consistent self-monitoring. Strengths and weaknesses in counselling are consistently evaluated. The student shows a high degree of commitment to professional development and self-reflection.
6. The student is aware of ethical guidelines for counselling and behaves in accordance with such guidelines.

Counselling Practicum: Evaluation and Grading

The Practicum courses are graded on a satisfactory/unsatisfactory basis. The EDUC 801/802 instructors and the on-site supervisor evaluate student progress using a variety of methods, including review of session recordings, supervision activities and discussions, course activities and assignments, evaluation meetings, etc. EDUC 801/802 instructors may consult with other program faculty about supervisory matters and about how to best support each student's learning.

Students will receive at least one formative evaluation during each practicum semester. If, at any point, the EDUC 801/801 instructor or the on-site supervisor is concerned that a student is not progressing satisfactorily, s/he will inform the student of this concern and provide the student with feedback about the issues that need to be addressed in order to achieve satisfactory progress. The

EDUC 801/802 instructor(s) will work with the student and the on-site supervisor to develop a plan to address these issues. At the end of each semester there will be a summative evaluation incorporating the observations of the faculty supervisors, the on-site supervisor, and the student. Based on this summative evaluation, along with other assignments, the faculty supervisor will compile a final evaluation report and assign a Satisfactory/Unsatisfactory grade. The on-site supervisor's evaluation and observations will be taken into consideration when determining a final grade, however, the assignment of the final grades is the responsibility of the 801/802 instructor.

In cases where a student does not meet the competencies and standards outlined above by the end of the second Practicum semester, the Clinic instructor will request that the student withdraw from the Practicum. A grade of Unsatisfactory is the result of not withdrawing under these conditions. Where a student withdraws from the practicum due to insufficient degree of skill acquisition or fails to attain minimally acceptable skill competencies by the end of the Practicum courses, a student shall be given the opportunity to complete an additional semester of Practicum, normally in the next semester in which the course is offered. A maximum of 3 Practicum semesters will be permitted. Students who do not reach the expected level of competence after 3 semesters will be required to withdraw from the program.

Students may also be requested to withdraw from a Practicum course or be assigned an Unsatisfactory grade if they breach ethical and professional conduct standards. If a student is requested to withdraw or is assigned a grade of Unsatisfactory under these conditions, s/he student must withdraw from the Counselling Psychology Program.

Practicum Placement Process

Practicum sites afford opportunities for the student-counsellor to engage in direct counselling and counselling-related activities (documentation, consultation and supervision, case management, etc.). Students will normally accumulate a minimum of 120 direct individual/group client contact hours over the course of the two practicum semesters. Students are also required to participate in on-site opportunities to become involved in the facilitation of at least one group. This normally means that the student needs to make a commitment of at least two full days but up to three full days per week to the practicum. (Please note that some practicum sites require a 2.5-3 day/week commitment from students).

A practicum situated within or related to a student's employment site will not normally be allowed.

For MEd students, the two practicum semesters will normally be completed in an educational setting.

To ensure the highest quality practicum experience, several sites have been evaluated and pre-selected by the Counselling Psychology Program faculty. These sites have met strict criteria for quality of supervision and ability to provide a range of experiences appropriate to student counsellors. A member of the program faculty will work with students find a match between each student's educational needs and interests and the opportunities afforded by particular practicum sites. The student's input to this decision will be solicited and taken into consideration, however, faculty are

responsible for choosing and approving all placement and supervisory arrangements.

The usual process for arranging practicum placements is as follows:

1. A member of the program faculty contacts students in January of the year in which they will be eligible to register for EDUC 801. Students receive information important to planning their practicum at this time and are asked to provide information about their preferences for practicum placements and about their background and experience.
2. This faculty member then works with students to identify potential practicum sites and provides students with contact information for sites, deadlines for applications, etc. In cases where new sites are under consideration, the faculty member is responsible for evaluating whether the site meets program requirements (e.g., is able to accommodate video recording, provide adequate supervision, provide adequate contact hours and other experiences. Students will be placed only at sites that are judged by faculty as able to meet program requirements.
3. Students are responsible for following through on contacting the sites, preparing applications, attending interviews, etc.
4. Program faculty will make the final placement decision with input from both the student and potential on-site supervisors. All placement decisions will be formalized by an on-site meeting between the student, the faculty member, and the on-site supervisor/training coordinator. All placement decisions are usually finalized by June.

Practicum Supervision

The supervision of a student's practicum work will be the joint responsibility of the EDUC 801/802 instructors and an on-site supervisor at the student's practicum site. Practicum supervision must be based on reviewing video recordings of students' counselling work. Students are required to review their session recordings in order to prepare for supervision and in order to insure that they engage in on-going reflection on their own practice. On-site supervisors are required to view segments of students' video recordings during supervision meetings and to base some of their feedback and evaluation of student progress on these recordings. A minimum of one hour of regularly scheduled supervision with the on-site supervision is required.

On-site supervisors must hold at least a Master's degree in a counselling-related area, must have an orientation compatible with the focus of the program, and must be willing and able to meet the instructional expectations for practicum supervision. Normally, supervisors will have at least 5 years of post-graduate work experience as a counsellor.

STUDENT CONDUCT

Faculty members in the Counselling Psychology Program are committed to providing students with the highest

quality of counsellor education possible and to conducting themselves in accordance with the highest of academic, professional, and ethical standards. Students in the program are also expected to conduct themselves in accordance with such standards.

Academic Standards for Student Assignments

Students are expected to learn and follow all APA publication guidelines for assignments, and to ensure that all assignments are submitted on time. Correct spelling and grammar together with a high standard of clarity, style, and argument (as consistent with standards for graduate level work) are expected in all written work.

Academic Honesty, Student Conduct, and Professionalism

Students are responsible for familiarizing themselves with and following all University policies regarding plagiarism, academic honesty, and student conduct. Information on these matters can be found at

<http://www.sfu.ca/dean-gradstudies/current/research/academic-honesty.html>

<http://www.sfu.ca/policies/gazette.html>

<http://www.lib.sfu.ca/help/writing/plagiarism>

The Counselling Psychology Program inducts students into the role of professional counsellor, a role that involves working responsibly with sensitive and private material and with vulnerable individuals. Professional counsellors must therefore conduct themselves in accordance with high professional and ethical standards. The expectations for professional and ethical conduct for students in the program are consistent with those required of professional counsellors in the field. Beginning to understand and practice this level of professionalism by behaving in a respectful, responsible, and ethical manner in all interactions with other students, faculty, supervisors, clients, and staff is a critical component of counsellor education. As program faculty, we take our students' conduct in this regard as seriously as we do formal assignments and requirements.

As professional counsellors-in-training, students are expected to familiarize themselves with and abide by the Canadian Counselling and Psychotherapy Association guidelines for ethical and professional conduct. Students are also expected to be familiar with and abide by any other professional codes of conduct that are related to their current professional roles or certification.

Representation of Qualifications

In accordance with standards in the field, students in the Counselling Program must represent their qualifications accurately. As stated in the CCPA Code of Ethics, "Counsellors claim or imply only those professional qualifications which they possess, and are responsible for correcting any known misrepresentation of their qualifications by others" and represent themselves "in a manner that accurately and clearly informs the public of their services and areas of expertise."

Students must not use the terms MA, MEd, MA Candidate, or MEd Candidate or any derivative of these terms in representing themselves. Students may only use the highest degree or qualification that they possess in representing themselves and may not use degrees or qualifications that have not yet been completed.

SATISFACTORY PROGRESS AND STANDING IN THE PROGRAM

Practicing as a professional counsellor requires a strong foundation of knowledge, skills, and professional

judgment and involves a high degree of responsibility and ethicality. Satisfactory progress in the program requires consistently meeting high standards in academic and clinical work. If, in the professional judgment of faculty, a student's work, conduct, or judgment is significantly below the standard expected of a beginning professional counsellor or is significantly impaired by mental health issues, personal difficulties, or any other factor, the faculty member will inform the student of the concerns and will document these concerns in writing. Depending on the nature of the concerns, the student may be required to withdraw from the program or take a leave from the program, or to engage in remedial activities. The faculty member(s) involved will document all decisions and plans related to such issues in writing. Instructors with significant concerns about a student's progress or conduct may consult other program faculty in order to determine how best to proceed.