

MARIST COLLEGE



MA CLINICAL MENTAL HEALTH COUNSELING

PROGRAM HANDBOOK

School of Social & Behavioral Sciences

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INTRODUCTION

Welcome to the Master of Arts in Clinical Mental Health Counseling (CMHC) Program at Marist College! This Handbook serves as a guide in helping students to understand the expectations of the program, its policies and procedures, and student rights and responsibilities. It is “required reading” and should be examined in its entirety upon admission to the MA CMHC Program.

This handbook is not intended to be a comprehensive listing of all Marist College policies, only the policies particularly relevant to the MA CMHC Program. Students are also responsible for reading and becoming familiar with the “General Information” and “MA Clinical Mental Health Counseling” sections of the *Graduate Catalog* for the year they are starting their program, which is available at <https://www.marist.edu/academics/registrar/graduate-catalog>.

The student is responsible for reading and becoming familiar with the information in this Handbook. To ensure each student will abide by this Handbook and the responsibilities, policies, and procedures outlined within, students must sign the MA CMHC Program Orientation Informed Consent Statement, included at the end of this Handbook, and submit it after the Program Orientation as directed.

MARIST COLLEGE MISSION AND VALUES STATEMENT

Marist is dedicated to helping students develop the intellect, character, and skills required for enlightened, ethical, and productive lives in the global community of the 21st century.

The College fulfills its mission by pursuing three ideals: excellence in education, a sense of community, and a commitment to service. These ideals were handed down to us by the Marist Brothers who founded the College. Now an independent institution governed by a lay board of trustees, Marist continues to embrace the three ideals as an integral part of the College mission.

Within this mission, the College’s Strategic Plan for 2018-2023 focuses on three essential goals:

- Ensuring Student Success
- Promoting Innovation
- Advancing the Social Good.

CLINICAL MENTAL HEALTH COUNSELING PROGRAM: MISSION AND OBJECTIVES

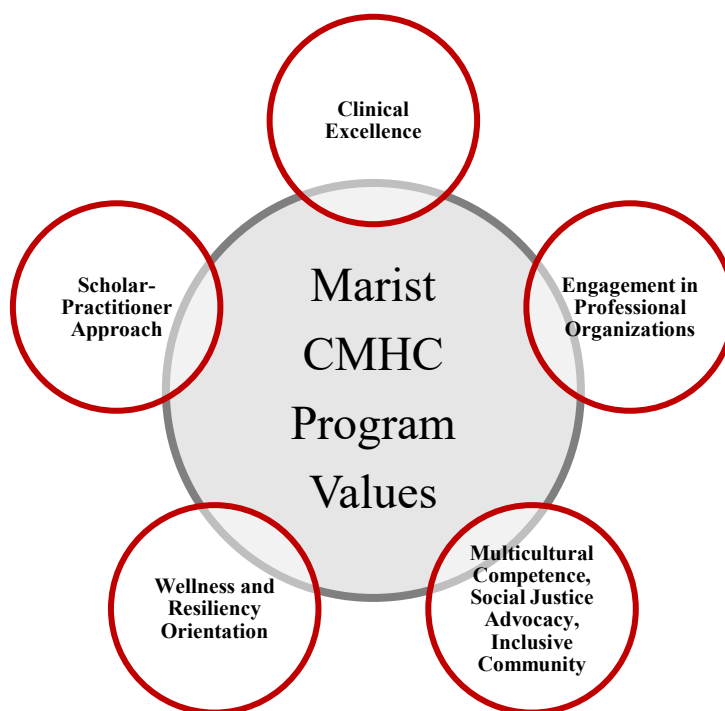
The CMHC Mission and Values

In alignment with the Marist College mission, ideals, and goals, the CMHC Program is committed to helping students develop the practitioner-scholar expertise, professional identity and dispositions, clinical knowledge and skills, as well as leadership skills required to become

multiculturally-competent counselors who will provide a wide range of evidence-based counseling services and interventions to clients in the global communities of the 21st century. The program's mission is immeasurably enriched by students with diverse experiences. For faculty and students to be leaders within and beyond our counseling program, we must ensure that we consider the diversity and intersectionality of all who comprise our communities and foster a climate in which those diverse influences are respected and valued. Aspects of diversity include, but are not limited to, race, ethnicity, color, nationality, gender identity, gender expression, affectional orientation, social class, religion, age, dis/Ability, and veteran status. The faculty is dedicated to the recruitment, retention, and training of diverse professionals.

The faculty seeks to fulfill this mission by creating a student-centered educational experience guided by five values that are integrated into each students' development:

- Clinical Excellence
- Multicultural Counseling Competence, Social Justice Advocacy, and Creation of a Diverse Community
- Wellness and Resiliency Orientation
- Active Engagement in Professional Organizations and Identity Development
- Practitioner-Scholar Approach: Opportunities for Impactful Research



The CMHC Objectives

At the successful completion of the program, students will demonstrate competency with the following broad objectives areas:

1. Knowledge and skills of professional counseling orientation and ethical practice; human growth and development; career development; counseling and helping relationships; group counseling; assessment and testing; mental health diagnosis and treatment planning;

- psychopharmacology; addictions; family and couples counseling; crisis intervention; and clinical supervision;
2. Knowledge and skills of multicultural counseling and social justice advocacy; and to actively recruit and retain diverse applicants, students, and faculty;
 3. A wellness and resiliency orientation as demonstrated by personal and professional growth in sound interpersonal and self-awareness (intrapersonal) skills within their interactions with clients, colleagues, trainees, and supervisors;
 4. Engagement in professional identity and dispositions development and career advancement through activities such as membership and participation in professional counseling organizations;
 5. Knowledge and skills with research methods in counseling that emphasize a practitioner-scientist approach and engagement in opportunities for impactful research.

These objectives can be operationalized into the following Student Learning Objectives:

Student Learning Objective
1. Professional Counseling Orientation and Ethical Practice – Demonstrate an understanding of the counseling profession, develop an identity as a counselor, and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.
2. Social and Cultural Diversity – Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and recognize the impact of individual differences on the counseling process.
3. Human Growth and Development – Develop an understanding of the aspects of human growth and an appreciation for the nature of human development and its integration within the counseling process.
4. Career Development – Develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle and the application within counseling.
5.a. Counseling Theory – Gain significant knowledge of major counseling theories in the context of individual and group counseling and apply this knowledge to the counseling process.
5.b. Helping Relationships – Demonstrate effective individual and group counseling techniques which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.
6. Group Counseling – Develop both theoretical and experiential understandings of group process, development, dynamics, group counseling theories, methods, skills, and other group approaches.
7. Assessment – Gain knowledge and skills in assessment techniques, including standardized instruments, interviewing, and suicide and risk of violence assessment, and apply concepts to individual and group appraisal.
8. Research and Program Evaluation – Develop the ability to read, critique, evaluate, and contribute to professional research literature.
9. Psychodiagnosis and Treatment Planning – Develop a working knowledge and skills of DSM psychodiagnosis and treatment planning, their ethical application, and influence on counseling practice.
10. Psychopharmacology – Demonstrate a working knowledge and skills regarding psychoactive drugs' beneficial and side effects, their ethical application and effect on treatment and counseling practice.
11. Addictions – Gain knowledge and skills in assessment and treatment of individuals with addictive issues.
12. Family, Couples, and Marriage Counseling – Develop both theoretical and experiential understanding of systems-theory-based models to conceptualize and counsel the family/couples unit
13. Crisis Intervention – Demonstrate effective knowledge and skills associated with counseling individuals who have experienced crisis situations and trauma.
14. Clinical Supervision – Gain knowledge and skills of clinical supervision theory and models, assessment and evaluation of supervisees, remediation and gatekeeping, and sociocultural, ethical, and legal aspects.
15. Clinical Experience – Develop, through supervised practicum and internship experiences, an integration

of the knowledge and skills needed to provide competent counseling to clients who represent the sociocultural diversity of their community.
16. Personal Growth and Understanding – Develop, through self-reflection and insight, an understanding of oneself and the use of self in the counseling process. Develop a personal approach to counseling and client advocacy with a clear understanding of counselor functions.
17. Engagement in Professional Organizations – Demonstrate participation through such activities as membership in organizations, attendance to conferences and events, advocating for the profession, etc.
18. Practitioner-Scholar Approach – Demonstrate the application of research methods and critical thinking skills through engagement in research independently, with other students, or in collaboration with other faculty, or in the presentation of research at scholarly events such as conferences.
19. Wellness and Resiliency Orientation – Develop awareness and skills that support the importance of self-care and resilience for students and clients.

COUNSELOR EDUCATION PROGRAM FACULTY

Full-time Core Counselor Educators

The CMHC Program is housed within the psychology department in the School of Social & Behavioral Sciences. The three Core Counseling Faculty have primary responsibility for the CMHC Program. The CMHC Core Counseling Faculty are the academic unit that manages the counseling curriculum, preparation of students in the program, program policies and procedures. They teach the majority of the counseling courses. [Unfortunately, for 2022-2023, the program will be engaged in a hiring process for two of the core faculty.]

Core counselor education faculty identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and (c) research and scholarly activity in counseling commensurate with their faculty role. The core counseling faculty are:

- Peter M. del Rosario, Licensed Psychologist, Director of the MA in Mental Health Counseling Program, Associate Professor of Psychology. *Degrees:* B.S., Union College; Ph.D., University at Buffalo
- To be determined
- To be determined

Non-Core Counseling Faculty

Non-core faculty support the mission, goals, and curriculum of the counseling program. They have graduate degrees and professional experience in the counseling field that support the courses they teach. The non-core counseling faculty are:

- Elizabeth A. Bruno, LMHC, Adjunct Counselor Educator. *Degrees:* B.S. Clinical Psychology, Marywood University; M.A. Clinical Mental Health Counseling, Marist College

- Kara A. Cannelli, LMHC, Adjunct Counselor Educator. *Degrees:* B.A. Psychology & M.A. Clinical Mental Health Counseling, Marist College
- Larry Cerecedes, Licensed Psychologist, Adjunct Counselor Educator. *Degrees:* B.A. Psychology, California State Polytechnic University; M.A. Clinical Psychology & Ph.D. Clinical Psychology, California School of Professional Psychology
- Jennifer G. Del Valle, LMHC, Adjunct Counselor Educator. *Degrees:* B.A. Psychology & M.S. Marketing, University of Tampa; M.A. Clinical Mental Health Counseling, Marist College
- Kaitlyn M. Devrous, LMHC, Adjunct Counselor Educator. *Degrees:* B.A. Psychology & M.A. Clinical Mental Health Counseling, Marist College
- Courtney E. Doyle, LMHC. Adjunct Counselor Educator. *Degrees:* B.A. Psychology/Childhood Special Education & M.A. Mental Health Counseling, Marist College
- Whitney Harnen, LMHC, Adjunct Counselor Educator. *Degrees:* B.A. Sociology and Criminology, SUNY State University of New York, College at Cortland; M.A. Clinical Mental Health Counseling, Marist College
- Marisa M. Moore, Licensed Psychologist, Adjunct Counselor Educator. *Degrees:* B.A. Psychology, Binghamton University; M.A. Experimental Psychology, Iona College; M.S. Educational Psychology, Counseling & Ph.D. Counseling Psychology, Oklahoma State University
- Melissa O'Connor, LMHC, Adjunct Counselor Educator. *Degrees:* B.A. Psychology, Binghamton University; M.A. Clinical Mental Health Counseling, Marist College
- Roza Pacile, Adjunct Counselor Educator. *Degrees:* B.S. Psychology and Education, Tatar State University of Humanities and Education, Kazan Russia; M.A. Clinical Mental Health Counseling, Marist College
- Jessica Reynolds, LMHC, Adjunct Counselor Educator. *Degrees:* B.A. Psychology, Stony Brook University; M.A. Clinical Mental Health Counseling, Marist College

ADMISSION REQUIREMENTS

Applications for the full-time fall semester start in the MA Clinical Mental Health Counseling program made through the Office of Graduate Admission or online at <https://www.marist.edu/social-behavioral-sciences/graduate/mental-health/admission>. (Note: There is no part-time program.) The following is a list of application requirements that must be submitted/completed to be considered for admission to the program. All application materials for

fall semester must be received by the deadline of April 15th. Applications received beyond this deadline are reviewed on a case-by-case basis.

1. The Graduate Admissions Application (available online).
2. A \$50 application fee (non-refundable).
3. Official undergraduate (and graduate) transcripts.
4. The undergraduate transcript should document an earned bachelor's degree from an accredited college/university with a major in psychology or a closely related field. A minimum overall GPA of 3.0 (based on a system where a 4.0 equals an A grade) is preferred.
5. Non-psychology major applicants must demonstrate that they have taken undergraduate coursework in general psychology, statistics, and research methods in psychology/social sciences. Coursework in undergraduate abnormal psychology is also preferred. A minimum grade of 3.0 is preferred in each of these courses.
6. A current résumé.
7. Three letters of reference from faculty members or employment supervisors that attest to the applicant's ability to be successful in graduate school and the field of clinical mental health counseling.
8. A personal statement of a least 500 words, describing the applicant's background, experiences, personal qualities, and academic and career goals related to mental health counseling.
9. An interview with the program director and/or the core counseling faculty.

NOTES:

- Submission of Graduate Record Examination (GRE) Scores is optional.
- All applicants admitted to the program are expected to utilize the American Psychological Association (APA) writing style in their written assignments. Applicants are strongly advised to acquire a copy of the latest edition of the *Publication Manual of the APA*.
- Students may be required to undergo health, criminal background checks, and/or drug screenings in order to be eligible to train at certain clinical training settings for practicum and internship.

Each application is reviewed by the CMHC program's admission selection committee made up of the core counseling faculty and chaired by the program director. The committee reviews all aspects of the application, focusing on the: (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.

TRANSFER CREDIT

Applicants may request the transfer of up to six transfer credits (two graduate courses). Credits/courses must be from a CACREP accredited graduate program. A minimum grade of 3.0 is required in transferred courses, which must also be sufficiently comparable to Marist courses. Requests for transfer of credits and copies of the original college/university catalog description for each course should accompany the application. Approval of transfer credits will be determined by the program director.

DIVERSITY INCLUSION STATEMENT & STUDENT RECRUITMENT POLICY

The college's academic mission is immeasurably enriched by students with diverse experiences. Our finest efforts as intellectual beings heavily rely on the exchange of ideas. Interactions in our classrooms among persons and groups with diverse backgrounds, ideologies, and experiences facilitate these efforts by allowing us all to be more reflective about the varied historical and social contexts in which we work and learn. For faculty and students to continue being leaders inside and beyond academia, we must ensure that we consider the diversity of all who comprise our communities and foster a climate in which those diverse influences are respected and valued.

In our courses, we will challenge each other's thinking while working collaboratively to ensure that the classroom is a space of safety and bravery. Our classrooms offers an environment where individuals of varying opinions, experiences, and backgrounds are able to be free to learn without fear of being silenced. Evidence of these efforts will manifest in readings, lectures/class discussion, seminars, and group projects. Aspects of diversity include, but are not limited to, race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, religion, age, ability, and veteran status.

The CMHC Program is committed to recruiting students from a variety of backgrounds, experiences, and cultural influences that reflect the multicultural society in which we live. We provide a rich, diverse cultural experience through course offerings, workshops, regional cultural events. *Marist College does not discriminate in the admissions process or in the awarding of financial aid on the basis of race, color, gender, sexual orientation, religion, or disability.*

FINANCIAL AID, SCHOLARSHIPS, GRADUATE ASSISTANTSHIPS, AND RESEARCH GRANTS

For information regarding financial aid applications, types of financial aid, and tuition & fees, students should contact the Marist College Student Financial Services Office. See the corresponding links at <https://www.marist.edu/social-behavioral-sciences/graduate/mental-health>.

Graduate Admissions Merit Scholarships

All applicants are automatically considered for eligibility for Merit Scholarships. Merit Scholarships are awarded each year to many deserving counseling students in an effort to recognize their academic achievement. The Marist Office of Graduate Admission awards these scholarships at the discretion of the scholarship committee.

Scholarship	Requirements	Award
Graduate Scholars Award	3.5 GPA or higher	\$5,000
Graduate Academic Award	3.2 - 3.49 GPA	\$3,000
Marist Alumni Scholars Award	3.5 GPA or higher	\$5,000

Marist Alumni Academic Award	upon acceptance	\$3,000
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The total scholarship amount awarded covers the duration of the program and is applied by reducing the cost of each course in each semester in the amount of approximately \$150 or \$250 per course, depending on the scholarship award amount. Awards are determined upon acceptance into a graduate program based on the applicant's cumulative GPA from their undergraduate degree-granting institution or most recently earned graduate/professional degree. Award recipients must maintain at 3.0 GPA and maintain good academic standing in their program to remain eligible.

Graduate Assistantships

All applicants to the 2-year program schedule are considered for a graduate assistantship. A limited number of graduate assistantships are awarded to 2-year-program CMHC students based on a review of all data from the admissions information. Each graduate assistant is assigned to work for a faculty member in the School of Social & Behavioral Sciences, usually in the counseling program and the psychology department. Assistants perform duties that help faculty carry out their responsibilities with teaching, research and scholarship, and service to students and the college community. The graduate assistantship has a value of up to a total of \$9000, disbursed in the form of tuition reduction and stipend payments. Graduate assistantships cover two years during which the student must:

- Maintain enrollment in the 2-year CMHC program schedule
- Maintain Good Standing in the program (that is, to not be placed on academic or non-academic probation at any time)
- Provide satisfactory service to the faculty.

Marist College Student Research Grants

Marist encourages student involvement in research and scholarship as one of the most effective approaches to learning and developing a practitioner-scholar approach. Our faculty are dedicated to interactive learning and collaboration, and support student efforts to pursue research and creative projects. The College has established a fund through the office of the Vice President of Academic Affairs to assist students in pursuing scholarly projects under the guidance of a faculty member. See the grant application form at

<https://www.marist.edu/documents/20182/21458/student-research-grant-application.pdf/739f82ee-9142-4e8c-a107-6c2fea6e3291>. (Note: The Marist webpages are currently being updated. This url may have changed.)

A completed Student Research Grants application includes:

- Request form with the program director's endorsement and dean signature
- Description of the professional development/research activity (not to exceed two pages)
- Proposed budget

Eligible students must have:

- A minimum GPA of 3.2
- Received no more than one prior Student Professional Development Grant
- Approval and consent of supervision from a full-time Marist faculty member.

Eligible professional development activities or scholarly projects for funding may include:

- Registration fees for conference, workshop, training, or other approved activity.

- Travel funds to conferences, regional libraries, museums, or approved educational institutions for the purposes of conducting research or presenting findings.
- Copying, printing, telephone or communication expenses relating to the presentation of research findings or delivery of papers.
- Books, software, small equipment, materials and expendable supplies, laboratory technology, and media supplies to be purchased in support of the project. All materials remain the property of Marist College.

Guidelines for use of award:

- Student researcher/investigators cannot receive salary/wages from a Student Research Grant.
- The use of human subjects or the generation of hazardous waste must receive pre-approval from the School Dean and the necessary college committees.

CMHC Program Student Research/Professional Development Grants

In addition to the College-level grant described above, the CMHC Program also encourages student involvement in research and professional development in the counseling field, particularly with events connected to the American Counseling Association and its divisions. The Program grants assist students in pursuing scholarly projects under the guidance of a counseling faculty member, as well as to support the development of their professional identity, and research knowledge, and skills. See Appendix A to review the CMHC Program Student Research/Professional Development Grant application form.

MATRICULATION

An applicant who has met all admissions requirements and has been accepted and enrolled as a full-time student in the CMHC Program is officially a matriculated student. The graduate catalog in effect during the academic year of first-time enrollment governs the degree requirements for matriculated students. Only matriculated students registered for 6 or more credits in a semester are eligible for financial aid.

PROGRAM ORIENTATION AND ADVISING

A mandatory orientation session for all new counseling students is provided prior to the start of the fall semester each year. During the orientation, the student program handbook is disseminated and discussed. Students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed. Students are also required to review, sign, and submit an "Informed Consent Statement" in which they acknowledge receipt of the program handbook, and agree to abide by the ethical and professional obligations, the personal growth expectations, and the policies and procedures of Marist College and the CMHC Program. They must also review and sign the "Attestation of Good Moral Character" form (Appendix C, p. 45).

The Program Director is the official advisor for all CMHC students; however, students are free to develop informal advising and mentoring relationships with other members of the counseling core faculty. Students are responsible for contacting their official advisor at least once each semester of the program at which time the advisor will provide students with information about

their academic (e.g., course requirements, progress with acquiring knowledge and skills, etc.) and non-academic progress (e.g., student performance review and faculty feedback about professional dispositions, attitudes, behaviors, etc.). Advisement meetings are also an important time for students to discuss their plans regarding future employment, career development, and the possible pursuit of doctoral-level education and training.

INFORMED CONSENT TO THE CMHC PROGRAM

Because Marist's CMHC Program is a professional program in behavioral healthcare intended to lead towards state licensure as a professional counselor, faculty and student expectations must differ from what would be expected in other, non-healthcare-related types of academic programs. Students seeking to enter the field of behavioral healthcare will need to demonstrate the personal characteristics, academic competence, intrapersonal and interpersonal skills, and professional mental health counseling skills necessary to serve a diverse community of clients. Students must meet the high standard of expectations from the CMHC Program, the national counseling accreditation organization standards, the professional counseling organizations, and the NY State Education Department and Office of the Professions. Failure to meet standards may result in steps towards remediation, probation, and/or dismissal from the program.

Therefore, at Orientation meeting prior to the start of classes, all new students must review and sign the CMHC Informed Consent to the CMHC Program form that makes program expectations explicit, and outlines appropriate courses of action should students encounter difficulty achieving the personal and professional level of functioning necessary for carrying out competent, ethical, safe, and effective counseling services. See the CMHC Program Informed Consent form in Appendix B.

ACCREDITATIONS

Institutional Approvals

Marist College is registered by the New York State Education Department (NYSED), Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230, (518) 474-5851.

Marist College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

CMHC Program Approvals

The Marist MA Clinical Mental Health Counseling Program, specifically, was one of the first programs approved and registered by NYSED, in November 2005, as providing the education and training requirements necessary to qualify graduates for the NY Licensed Mental Health Counselor credential.

Though the Program is not currently accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP), the Program aspires to meet the CACREP 2016 Accreditation Standards and is preparing to apply for accreditation in the near future. CACREP is the premier accrediting agency for masters and doctoral degree programs in counseling and its specialties that are offered by colleges and universities in the U.S. and internationally. In order to become accredited, a counselor education program must fulfill certain requirements or standards with regard to the institution and support for the program, program mission and objectives, program curriculum, clinical field experiences, admissions and advising and advising, qualifications and workload of the faculty, program governance, instructional support, and program self-assessment. There are eight common core content areas for the curriculum, listed below, along with special requirements for the clinical mental health counseling specialty area.

- Professional Counseling Orientation and Ethical Practice.
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Assessment and Testing
- Research and Program Evaluation

PROGRAM OF STUDY

The Program of Study (POS) is an outline of the student's intended schedule of matriculation through the CMHC Program. There are two program schedules: a full-time accelerated 2-year track, and a 3-year track in which the student has full-time status during the first two years and part-time student status during the third year. (Note: There is no part-time program of study.) A POS should be signed by both the student and the academic advisor and kept on record and is subject to change. Courses from the first semesters are often prerequisite courses for later coursework and courses are usually offered only once each year. Each course is 3 credit hours (e.g., semester hours) and is a traditional, classroom-based course unless otherwise noted. A sample copy of this form appears in Appendix C at the end of this Handbook. Syllabi for counseling courses for the previous 5 years are kept on record. Students interested in reviewing copy of a certain course syllabus may contact the program director with their request.

COURSE DESCRIPTIONS

Required Courses:

COUN 505 Research in Counseling 3 Credits

This course reviews research methods, design, and qualitative and/or quantitative analyses used in counseling research. Students develop their understanding of research used to examine the efficacy of counseling interventions, evidenced-based treatments, needs analysis, and program

evaluation. The course also covers cultural considerations in counseling research, as well as ethical and legal issues in research.

COUN 507 Diagnosis & Treatment Planning in Clinical Mental Health Counseling 3

Credits

The course considers diagnosis and treatment planning from the conceptual framework of the Diagnostic and Statistical Manual (DSM) classification system of the American Psychiatric Association, and the International Classification of Diseases (ICD). This course focuses on the symptoms, etiology, and assessment of maladaptive behavior patterns, and their relationship with psychotherapy, pharmacotherapy, sociopolitical and multicultural issues, and the stigma of mental illness.

COUN 508 Psychopharmacology for Counselors 3 Credits

This course will review basic concepts of pharmacology and neurophysiology so that the student will understand how drugs impact the body and how the body impacts drugs. The course will then review the primary psychiatric disorders and the medications commonly used to treat these disorders. Students in this course will gain an understanding of how these drugs work, what effects and side effects they have, and how to work with clients in consultation with their physicians as they receive both medical and counseling services.

Prerequisites: COUN 507L Diagnosis and Treatment Planning in Clinical Mental Health Counseling

COUN 510 Lifespan Development 3 Credits

This course provides an understanding of the nature and needs of individuals at all developmental levels. Studies in this area include, but are not limited to: theories of individual and family development across the life-span; theories of learning and personality development; an understanding of developmental crises, disability, addictive behavior, Diagnosis and Treatment Planning in CMHC, and sociocultural factors as they affect both normal and maladaptive behavior; strategies for facilitating development over the life-span; and ethical considerations.

COUN 600 Foundations & Ethics of Professional Counseling 3 Credits

This course provides students with an orientation to the role of the professional counselor, the mental health field, and the legal and ethical standards in counseling practice. Students learn about the history and philosophies for the counseling profession; the role of the counselor and of other human service providers; counselor self-care; the standards of the profession, e.g., ethics/laws, state licensing, certifications, and accreditations; licensing procedures; and professional organizations and advocacy processes.

COUN 610 Counseling Theory & Practice 3 Credits

This course will review counseling theories and approaches that provide consistent models to conceptualize client presentation and develop appropriate counseling interventions. Attention is paid to research providing evidence for counseling theories and techniques. Multicultural, professional, ethical, and legal issues in counseling theory and practice are also considered.

COUN 611 Multicultural Foundations in Counseling 3 Credits

This course is designed to help counselors-in-training begin to develop the self-awareness, knowledge, skills, and social justice advocacy interventions necessary to provide effective and appropriate services to clients who come from diverse and intersectional cultural backgrounds. In addition to sensitizing students to the experiences, world views, and within-group differences of diverse populations, the course provides strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

COUN 612 Counseling Techniques 3 Credits

This course provides clinical instruction in the fundamental counseling skills necessary for initiating, maintaining, and terminating psychotherapy. These fundamental skills include: relationship-building, the counseling process, conceptualization, intervention skills; and multicultural considerations. The course facilitates students' development of the counselor characteristics and behaviors that positively influence the helping process. Experiential training, role-playing, and recording of mock counseling sessions will be required.

COUN 613 Assessment in Counseling 3 Credits

This course provides students with an overview of the different types of assessment devices used in clinical, educational, and organizational settings. It includes a comprehensive examination of psychometric properties used to develop and evaluate these evaluation tools. Topics include normative sampling and standardization, reliability and validity, test development, and overviews of commonly used tests in the counseling field. Students also learn DSM diagnostic clinical interviewing skills and performance of mental status exams. The course also addresses relevant ethical, legal, and sociocultural issues including cultural bias and fairness.

Prerequisites: COUN 600 Foundations and Ethics of Professional Counseling; and COUN 610 Counseling Theory & Practice

COUN 614 Group Counseling 3 credits

This course provides the theoretical and experiential understandings of group counseling. The course emphasizes the fundamentals of group purpose and dynamics; group development models; group counseling theory, method, and intervention skills; multicultural considerations with groups; research on the efficacy of group treatment approaches; and ethical and legal considerations. Experiential training using role playing and group sessions simulations will be required.

Prerequisites: COUN 600 Foundations and Ethics of Professional Counseling; COUN 610 Counseling Theory & Practice; and COUN 612 Counseling Techniques

COUN 615 Family & Couples Counseling 3 Credits

This course will review family and couples counseling theories and approaches that provide systems-theory-based models to evaluate and conceptualize the family/couples unit, and develop appropriate counseling interventions. Attention is paid to research providing evidence for family/couples counseling theories and techniques. Multicultural professional, ethical, and legal issues in family/couples counseling theory and practice are also considered.

Prerequisites: COUN 600 Foundations and Ethics of Professional Counseling; COUN 610 Counseling Theory & Practice; and COUN 612 Counseling Techniques

COUN 616 Career Development Counseling 3 Credits

This course surveys career development across the lifespan. The course emphasizes career and vocational theories and decision-making models; occupational and educational information sources and systems; career and lifestyle development program planning, counseling, and evaluation; and multicultural issues in career development.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; and COUN 612L Counseling Techniques

COUN 617 Crisis & Trauma Intervention 3 Credits

This course provides counselors-in-training with an understanding of the effects of trauma and disasters on individuals of various ages and multicultural contexts. Students learn the theoretical and practical skills needed to respond to a variety of crisis and trauma situations, such as Post Traumatic Stress Disorder (PTSD), risk of suicide or homicide, sexual assault, loss and bereavement, violent incidents, and natural disasters. This course addresses counselors' roles and responsibilities as members of an interdisciplinary emergency management response team. Students are also taught skills in self-care to prevent counselor burnout and vicarious trauma.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; and COUN 612L Counseling Techniques

COUN 618 Substance Abuse Counseling 3 Credits

This course will review the various therapeutic modalities including both individual and group approaches with this population. A historical and current review of the various treatment modalities will be covered, including peer groups (AA, etc.) and behavioral strategies. The effects of substance abuse and addiction on individuals and their families will also be covered.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; and COUN 612L Counseling Techniques

COUN 700 Counseling Practicum 3 credits

Counseling Practicum requires the completion of a minimum of 100 hours of supervised practice of mental health counseling. At least 40 of the hours must be direct service. The practicum is designed to integrate the theory, knowledge, and skills from the classroom with the experiential learning taking place through supervised counseling practice at mental health settings.

Prerequisites: COUN 600 Foundations and Ethics of Professional Counseling; COUN 610 Counseling Theory & Practice; COUN 612 Counseling Techniques; COUN 507 Diagnosis and Treatment Planning in CMHC; COUN 613 Assessment in Counseling; Training in Mandated Reporting of Child Abuse/Neglect; and to be a student in good standing (i.e., not on Academic Probation or Non-Academic Probation).

NOTE: Counseling Practicum is intended to be taken prior to Counseling Internship 1

COUN 710 Counseling Internship 1 3 Credits

Counseling Internship 1 requires the completion of a minimum of 300 hours of a supervised internship in the practice of mental health counseling. The program requires a total minimum of 600 clock hours, of which at least 240 must be direct service. The internship is intended to encompass the comprehensive work activities of a professional counselor.

Prerequisites: COUN 600 Foundations and Ethics of Professional Counseling; COUN 610 Counseling Theory & Practice; COUN 612 Counseling Techniques; COUN 507 Diagnosis and Treatment Planning in CMHC; COUN 613 Assessment in Counseling; COUN 617 Crisis &

Trauma Intervention; COUN 700 Counseling Practicum; Training in Mandated Reporting of Child Abuse/Neglect; and to be a student in good standing (i.e., not on Academic Probation or Non-Academic Probation).

COUN 711 Counseling Internship 2 3 Credits

Counseling Internship 2 requires the completion of an additional minimum of 300 hours of a supervised internship in the practice of mental health counseling. The program requires a total minimum of 600 clock hours, of which at least 240 must be direct service. The internship is intended to encompass the comprehensive work activities of a professional counselor.

Prerequisites: COUN 600 Foundations and Ethics of Professional Counseling; COUN 610 Counseling Theory & Practice; COUN 612 Counseling Techniques; COUN 507 Diagnosis and Treatment Planning in CMHC; COUN 613 Assessment in Counseling; COUN 617 Crisis & Trauma Intervention; COUN 700 Counseling Practicum; COUN 710 Counseling Internship 1; Training in Mandated Reporting of Child Abuse/Neglect; and to be a student in good standing (i.e., not on Academic Probation or Non-Academic Probation).

COUN 720 Counselor Supervision 3 Credits

This course provides clinical instruction in the theory, practice, and research of counselor supervision. The course emphasizes the main supervision domains of developmental, process, and psychotherapy-informed models. Students develop clinical supervisory knowledge and skills, intervention strategies, and evaluation skills necessary for the training and development of competent professional counselors. Multicultural supervisory issues, ethics, and legal issues are also reviewed.

Prerequisites: COUN 600 Foundations and Ethics of Professional Counseling; COUN 610 Counseling Theory & Practice; COUN 612 Counseling Techniques; COUN 507 Diagnosis and Treatment Planning in CMHC; COUN 613 Assessment in Counseling; COUN 617 Crisis & Trauma Intervention; COUN 710 Counseling Internship 1

Elective Courses:

COUN 619 Grief Counseling 3 Credits

This course provides specialized knowledge and skills in the practice of grief and loss counseling. Students examine the processes of grief, loss, and bereavement based on literature supporting effective counseling theories and interventions. The course emphasizes the students' development of awareness of: personal experiences and beliefs on loss and grief, knowledge of grief counseling theories and intervention skills. Sociocultural, ethical, legal, and self-care issues relevant to grief and loss counseling are also examined.

Prerequisites: COUN 600 Foundations and Ethics of Professional Counseling; COUN 610 Counseling Theory & Practice; COUN 612 Counseling Techniques

COUN 621 College Mental Health Counseling 3 Credits

This course provides specialized counseling knowledge and skills in the practice of counseling at college and university counseling services. The course provides an overview of the current practices, models, and approaches for addressing the mental health needs of today's college student. The course may focus on prevention and treatment of mental health issues that are prevalent at colleges and universities that may include, but are not limited to: eating disorders,

developmental issues, family problems, interpersonal relationship skills, stress, suicide, depression, anxiety, substance abuse, and violence. Sociocultural, ethical, legal, administrative policy issues, and self-care issues relevant to college mental health counseling are also examined.

Prerequisites: COUN 600 Foundations and Ethics of Professional Counseling; COUN 610 Counseling Theory & Practice; COUN 612 Counseling Techniques

COUN 622 Clinical Rehabilitation Counseling 3 Credits

This course provides specialized counseling knowledge and skills for the rehabilitation counseling of those individuals who have a serious and persistent DSM diagnosis (i.e., schizophrenia, schizoaffective disorder, bipolar disorder, major depressive disorder, panic disorder, obsessive-compulsive disorder, attention deficit hyperactivity disorder, and autism). Students will learn the philosophical and empirical bases of psychiatric rehabilitation, including an overview of the consumer movement, treatment programming models, service-system issues, multicultural and global issues, consultation practices, and current research on serious and chronic DSM disorders and their treatment.

Prerequisites: COUN 600 Foundations and Ethics of Professional Counseling; COUN 610 Counseling Theory & Practice; COUN 612 Counseling Techniques

COUN 623 Counseling Children & Adolescents 3 Credits

This course provides specialized counseling knowledge and skills in contemporary interventions for children and adolescents. The course will focus on specific childhood issues and treatment strategies. Students will develop basic skills necessary for effectively counseling and communicating with children and adolescents. Sociocultural, ethical, legal, and self-care issues relevant to counseling these populations are also examined.

Prerequisites: COUN 600 Foundations and Ethics of Professional Counseling; COUN 610 Counseling Theory & Practice; COUN 612 Counseling Techniques

COUN 624 Play Therapy 3 Credits

This is a basic introduction to Play Therapy with a review of its origins, history, and a variety of theoretical approaches that form its basis. This course is designed to provide students with definitions of play therapy, instruction in understanding the importance of play development, and a therapeutic tool for helping to treat emotional problems. Students will gain an understanding of the multitude of play therapy strategies and techniques that can be used. They will also understand, critique, and apply various theories of play therapy. This course will be a combination of lectures and videotapes along with hands-on experiential activities.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 712 Counseling Internship 3 3 Credits

Counseling Internship 3 requires the completion of an additional minimum of 300 hours of a supervised internship in the practice of mental health counseling. The internship is intended to encompass the comprehensive work activities of a professional counselor.

Prerequisites: COUN 600 Foundations and Ethics of Professional Counseling; COUN 610 Counseling Theory & Practice; COUN 612 Counseling Techniques; COUN 507 Diagnosis and Treatment Planning in CMHC; COUN 613 Assessment in Counseling; COUN 617 Crisis &

Trauma Intervention; COUN 710 Counseling Internship 1; COUN 711 Counseling Internship 2; and to be a student in good standing (i.e., not on Academic Probation or Non-Academic Probation).

CLINICAL EXPERIENCE: PRACTICUM AND INTERNSHIP

In accordance with NY State Mental Health Counseling Licensure Requirements (see <http://www.op.nysed.gov/prof/mhp/mhclic.htm>), and CACREP standards to which the Marist MA CMHC program aspires, students are required to complete practicum and internship clinical experiences.

Counseling practicum and internship experiences are tutorial forms of professional instruction in which students train in the practice of mental health counseling at settings that are legally authorized to provide professional mental health services. The students train under the close supervision of an experienced and qualified licensed mental health professional. Practicum requires students to train for at least 100-hours with at least 40 hours being direct service to clients. The practicum training period usually translates to students working 9-10 hours per week across a 12-week summer semester. Internship requires students to train for at least 600 hours with at least 240 hours being direct service to clients. In this training period, students typically work about 20-hours per week across two 15-week semesters (i.e., fall and spring).

Practicum and internship are often amongst the most influential experiences in a professional counselor's career. The internship in particular is the culminating activity of most professional counseling training programs. These field experiences provide critical training that bridge the knowledge, principles, and skills acquired in the classroom with their direct application in "real world" clinical experiences. Students engage in supervised counseling practice in mental health treatment settings, developing their skills, receiving feedback, taking on emotional challenges, and engaging in self-exploration. Practicum and internship also provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

Students are required to attend a Clinical Experience Orientation. The orientation reviews expectations, requirements, and the steps to follow to apply for placements. Students receive a Clinical Experience Handbook and a proprietary list of all the approved training sites that collaborate with the Marist CMHC program. Students work with their advisor(s) to plan for the kinds of training experiences that will most benefit the students' career paths. Students typically apply for placements at the start of the spring semester before their summer Practicum, and finalize training agreements with the sites they plan to attend by the end of that spring semester.

Professional Liability Insurance

All students involved in practicum or internship experiences during their Marist MHC degree program are required to secure professional liability insurance coverage in addition to that which they are afforded by the College. Historically, students have accomplished this by joining the American Counseling Association (ACA) as they receive free insurance coverage for practicum and internship as part of their ACA membership. Students must submit a copy of their Certificate

of Insurance to the Program Director at the end of the spring semester, prior to starting summer practicum.

Students' Health Clearance

Some training settings may require that students meet certain health checks in to be eligible to intern at their facilities. These requirements are usually associated with state or federal regulations with which the setting must comply.

Students may be required to provide directly to a setting documentation of students' health clearance verifying the following types of information:

- a. That the student is in good general health and has passed a physical examination within the previous year;
- b. A negative Tuberculin Skin Test (ppd) or IGRA (Quantiferon TB Gold or TSpot) within the past twelve (12) months or a negative chest x-ray within the past 12 months for a positive ppd or IGRA;
- c. Proof of Measles (Rubella) immunity: May be in the form of 2 MMR vaccines, 2 live measles vaccines or a positive (immune) measles titer;
- d. Proof of Mumps immunity: May be in the form of 2 MMR vaccines, 2 live mumps vaccines or a positive (immune) mumps titer;
- e. Proof of Rubella immunity: May be in the form of 1 MMR vaccine, 1 live rubella vaccine or a positive (immune) rubella titer;
- f. Proof of Varicella immunity: May be in the form of 2 varicella vaccines (Varivax, MMRV) or a positive (immune) varicella titer. In some cases documented chicken pox or shingles may be accepted;
- g. Documentation of Hepatitis B vaccine series completed or in progress, signed waiver (declination) or documentation of a positive (immune) Hepatitis B surface antibody (HBsAB) titer. This is relevant for students providing patient care or whose job responsibilities put them at risk for potential blood/body fluid exposure.

Students are financially responsible for obtaining these health verifications.

Criminal Background Check and Drug Screening

Some training sites may require students to submit to, and pay for, a criminal/sex offender background check and drug test ("background tests"). Such criminal background checks shall cover all County, State and Federal databases that produce records of any felonies, convictions, subpoenas, and/or warrants. Typically, only students with satisfactory health clearances and background tests results will be accepted by the training setting. Reports of unsatisfactory background tests would automatically lead to a review of the student's status within the Marist MA CMHC program. Students are financially responsible for obtaining any required criminal background checks and drug screenings.

MA IN CLINICAL MENTAL HEALTH COUNSELING DEGREE REQUIREMENTS

To qualify for the Master of Arts in Clinical Mental Health Counseling degree, a student must:

- complete all requirements not later than five years after matriculation;

- complete a total of 60 credit hours in required courses and field experiences, and elective courses;
- maintain a minimum 3.0 cumulative GPA in graduate courses;
- achieve a grade of “P” (Pass) for all internship experience courses; and
- achieve a passing score on the Counseling Preparation Comprehensive Examination.

The Counselor Preparation Comprehensive Examination (CPCE) is an evaluation tool that assesses students’ competence of foundational, counseling-related knowledge. The CPCE is designed to assess students who have completed graduate-level courses; courses that are grounded primarily in a counseling curriculum. Because of the depth and breadth of the tool to evaluate an individual’s academic training, the CPCE parallels the nationally recognized standards published by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The CPCE exam is a 160-question multiple choice online exam administered by the National Board for Certified Counselors (NBCC; an affiliate of the American Counseling Association and of CACREP). In addition, the exam will contain two essay questions related to the graduate program’s counseling specialty area of study – which would be clinical mental health counseling in our case. The CPCE covers eight major curricular areas that are required in CACREP standards and by our Marist counseling program:

- Professional Counseling Orientation and Ethical Practice.
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Assessment and Testing
- Research and Program Evaluation

Over 400 college and university counseling programs across the country use CPCE. More information on the CPCE can be found at their official site: <http://www.cce-global.org/cpce>.

CONTINUOUS REGISTRATION AND MAINTENANCE OF MATRICULATION

Graduate students must maintain continuous registration for every semester, including the required summer semesters, until they have completed all program requirements. Minimum registration consists of 3 credits of coursework approved by the respective graduate program director. Since, the CMHC program is designed to be a full-time program only, students must meet with the Program Director/Advisor to discuss circumstances that necessitate students’ taking less than a full course load, and a new program of study plan that may include some part-time semesters may need to be developed. Students must also bear in mind that the CMHC program must be completed in no more than 5 years.

If continuous registration is not possible at any time, the student is responsible for initiating written communication with the Program Director and taking one of the actions, outlined below,

no later than the last day of the Course Change Period (typically the first week of classes). Otherwise, the student may be withdrawn from the graduate program by the Director.

1. Leave of absence. A Leave of Absence is permission to be away from Marist College temporarily for up to one semester (with a maximum duration of 180 days in one calendar year) with the intent to return, whether the leave is for medical, financial, or personal reasons.

- Students must complete the Leave of Absence/Withdrawal form, available from the Registrar, and obtain the graduate Program Director's approval to take a leave of absence or withdraw from the program.
- The effective date of the Leave of absence is determined by the last date of attendance.
- Students may take a Leave of Absence a maximum of two, nonconsecutive times.
- NOTE: taking a Leave of Absence does not stop the clock with regards to the graduate program's time limit for completion of all degree requirements.
- Students on Leave of Absence may not attend any other college/university while on leave. To return from a Leave of Absence, students are responsible for initiating written communication with the Program Director in a timely fashion to request readmission and to develop an approved Program Plan of Study. The director may then clear students to register for coursework during the Registration Period or the Add/Drop period.
- Students who are on a medical or psychological leave may be required to submit appropriate documentation to the College that they have returned to good physical and/or mental health before being readmitted.
- Students who fail to return to Marist College at the end of a Leave of Absence will automatically be withdrawn from the graduate program by the director.

2. Withdrawal from the program. Withdrawal is the termination of the student's matriculation in the graduate program.

- Students should meet with the program director to obtain the Graduate Leave of Absence/Withdrawal form. The form must be completed and submitted to the graduate program director. See the Readmission section below if you decide you wish to return to Marist and continue your program of study.
- Students who fail to engage these options by the last day of the Course Change (Add/Drop) Period will be withdrawn from the graduate program by the director.

Application for Re-Admission

Students withdrawn from a graduate program may apply to the program director for readmission:

- However, readmission is not guaranteed. Submission of updated application materials may be required by the director.
- Readmitted students must meet the program requirements listed in the Graduate Catalog in effect at the time of re-admission, unless otherwise determined by the director.
- NOTE: a student's academic or non-academic standing is not adjusted as a result of re-admission. The status at the time of withdrawal/leave of absence remains the same upon readmission.

- Re-admission does not reset the clock regarding the time limit for completion of all degree requirements. The time elapsed prior to the withdrawal continues to apply.

COURSE WITHDRAWALS

Students who wish to drop a course or withdraw from the program after the course registration period has ended must notify the Program Director by email from the official Marist email account. Federal Regulations require that a student receiving Title IV funding (Federal aid) must notify the school when dropping a course. Students must specify written notification of their enrollment intentions for the remainder of the semester at the time at the time that they request to drop a course. This written notification will be used to determine financial aid eligibility at the time of course or program withdrawal. Students should also contact Student Financial Services when they wish to drop a course to see if, or how, financial aid would be adjusted as aid is awarded on a per-credit basis.

ACADEMIC STANDARDS: REVIEW, REMEDIATION, AND DISMISSAL

At the end of each semester, grades are reviewed to determine the academic standing of each CMHC student. A student is considered to be in Good Standing academically if he or she is matriculated at Marist College, maintains a cumulative grade point average (GPA) of 3.00 or higher, and is considered to be making satisfactory academic progress toward a degree. Students failing to meet these standards are subject to academic probation, or academic dismissal.

Academic Probation and Dismissal

With regard to academic performance, a minimum GPA of 3.0 in graduate courses is a requirement for graduation from all graduate programs. If at the end of any semester, a student's GPA falls below 3.0, the student will be sent a letter notifying them of academic review. Academic review will result in assignment of probationary status or dismissal. After being placed on probation, a student is allowed a remediation period of the subsequent 9 credit-hours of graduate work to raise their GPA to 3.0 or higher. If the student takes more than 9 credits in the subsequent remediation semester(s), the 9 credits that have the lowest grades will be used to calculate the GPA. If, while in the process of completing a portion of the subsequent 9 remediation credit hours, grade calculations indicate that it is not possible to attain a GPA of 3.0 or higher, even if all 9 credit hours were to be completed, the student will be dismissed at that point in time. If, after attempting 9 credit hours, the GPA has not been raised to 3.0, the student will be dismissed from the program. In all cases, the student shall receive notifications of outcomes, such as dismissal or return to Good Academic Standing, in writing. The School Dean shall be notified when cases of academic probation and/or dismissal arise. The decision to place a student on probation, or to dismiss a student for academic reasons cannot be appealed, however, if a student feels that appropriate procedures have not been followed, or that they have been graded unfairly in course(s) leading up to the probation or dismissal decision, the student should observe the following grade appeal policy and procedure.

GRADE APPEALS POLICY

The individual instructor is responsible for establishing standards, consistent with the guidelines established in the college catalogue, and for assigning grades to student work. Furthermore, faculty are required to set forth, clearly and in writing, at the beginning of a course, a description of the course requirements and the basis upon which the student's grade will be determined. If a student feels that appropriate procedures have not been followed, or they have been graded unfairly, the student should observe the following appeal procedure.

1. The student should first meet with the faculty member who assigned the disputed grade to discuss the complaint and ask for an explanation. If the student is unable to contact the faculty member in a timely manner, the student should contact the appropriate Dean.
2. If after discussion with the faculty member the student is still not satisfied, they should make an appointment to speak to the appropriate Dean.
3. If the student wishes the Dean to make a formal inquiry, the student must request this in writing and explain the basis of the complaint. The Dean will forward the complaint to the faculty member and request a written reply. (This initial written appeal must be made no later than 3 weeks into the semester following the disputed grade.)
4. Upon receipt of the faculty member's written reply the Dean may choose to conduct a hearing with the faculty member and the student to clarify the facts of the case.
5. The Dean will then recommend a course of action, in writing, to the faculty member and send a copy to the student. The faculty member will then inform the student in writing of his/her decision.
6. If the student is not satisfied with the course of action recommended by the Dean or the faculty member, they may appeal in writing to the Vice President for Academic Affairs/Dean of Faculty. The Vice President for Academic Affairs/Dean of Faculty will review the facts of the case and send his/her conclusions in writing to the Dean, faculty member and student. If the Vice President for Academic Affairs/Dean of Faculty feels that proper procedures have not been followed, they may appoint an ad hoc faculty panel to examine the case and render a final decision.
7. All appeal decisions must be rendered within two weeks of the written appeal at each level.

PROFESSIONAL PERFORMANCE STANDARDS: REVIEW, REMEDIATION, AND DISMISSAL

All students are required to follow the 2014 American Counseling Association (ACA) Code of Ethics. As previously mentioned in the Program Orientation and Advising section of this handbook, students are must sign an Informed Consent form in which the agree to abide by these Codes. See the ACA Code of Ethics at Appendix E and at: <http://www.counseling.org/resources/aca-code-of-ethics.pdf>.

In accordance with the ACA Code of Ethics, faculty and supervisors are gatekeepers to the profession, obligated to prioritize the welfare of clients and the credibility of the profession. Thus, faculty and supervisors expect students to be concerned about other people, to be stable and psychologically well-adjusted, to be capable of effective interpersonal relationships, to be

able to receive and apply feedback willingly, and to give feedback constructively, etc. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession. Finally, students are expected to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs. Thus, the faculty strongly recommends that students engage in their own personal counseling during the graduate program, and periodically across their career.

An understanding of the critical importance of professional behavior standards may be derived from the counseling literature in such articles and books such as:

- Crawford, M. & Gilroy, P. (2013). Professional impairment and gatekeeping: A survey of master's level training programs. *Journal of Counselor Preparation and Supervision*, 4, 28-37.
- Duba, J.D., Paez, S.B., & Kindsvatter, A. (2010). Criteria of nonacademic characteristics used to evaluate and retain community counseling students. *Journal of Counseling & Development*, 88, 154-162.
- Dugger, S.M. & Francis, P.C. (2014). Surviving a lawsuit against a counseling program: Lessons learned from *Ward v. Wilbanks*. *Journal of Counseling and Development*, 92, 135-141.
- Homrich, A. (2009). Gatekeeping for personal and professional competence in graduate counseling programs. *Counseling and Human Development*, 41, 1-24.
- Homrich, A. & Henderson, K.L. (Eds.). (2018). *Gatekeeping in the mental health professions*. Alexandria, VA: American Counseling Association.
- McAdams III, C.R., Foster, V. A., & Ward, T. J. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education and Supervision*, 46, 212-229.

Gatekeeping can function as an intervention mechanism to limit behaviors that could threaten the welfare of clients by helping redirect students in their development of professional skills or redirect them toward other professions. The gatekeeping responsibility is mandated for all professional counselors in the ethical standards of the American Counseling Association (ACA; 2014; Section F). Also, counselor educators bear an additional responsibility as specified in the 2016 *Standards* of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These standards require that, “The counselor education program faculty systematically assesses each student’s professional dispositions throughout the program” (CACREP, 2016, Section 4, Standard G.).

Potential signs of student impairment may be “reflected in one or more of the following ways:

- (a) inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior,

- (b) an inability to acquire professional skills in order to reach an acceptable level of competency,
- (c) an inability to control personal stress, psychological dysfunction, or excessive emotional reactions that interfere with the professional's functioning" (Lamb, Presser, Pfost, Baum, Jackson, & Jarvis, 1987, p. 598).

The Professional Performance Evaluation Review

For the reasons described above, the counseling faculty utilize the Professional Performance Evaluation (PPE) form, that consists of professional dispositions criteria derived from the counseling literature, to review of students' professional dispositions and potential impairment. (See Appendix D for a current copy of the form that details the professional dispositions.) In this case, "counseling faculty" refers to the core counseling faculty and any other non-core counseling faculty involved with the students during a particular fall or spring semester.

1. The counseling faculty conduct a PPE review of students **at least once each fall and spring** semester and submit their results to the Program Director. Also, students must self-evaluate using the PPE form and must submit their results to the Program Director.
2. Counseling faculty may also initiate a PPE review of a student **at any time** when a faculty member may have observed a student having problems or impairment with any professional dispositions. In such cases, the faculty member notifies the Program Director in writing, outlining the nature and significance of the concern. The student may asked to complete a self-evaluation using the PPE. The student must submit the self-evaluation to the Program Director. The director convenes the counseling faculty to conduct a PPE review.
3. The counseling faculty discuss their PPE review of the student, and the student's self-evaluation. The counseling faculty will evaluate the student's demonstration of professional dispositions, and the level of severity or impairment, if any, of the student's difficulties with professional dispositions. Accordingly, the counseling faculty will also determine the student's standing and actions that may need to be taken that may include, but are not limited to, the following examples.
 - a) Good Standing (with no further action required).
 - b) Good Standing with required Professional Development Plan to address dispositional areas of low to moderate concern.
 - c) Non-Academic (i.e. professional dispositions) Probation requiring a Remediation Plan to address areas of moderate to high concern or impairment.
 - d) Dismissal due to high levels of seriousness and severity of the problematic issues or impairment.

The director notifies the School Dean of cases of moderate to high concern or impairment that may involve probation or dismissal.

4. The Program Director convenes a meeting with the student so that counseling faculty may share their PPE results and the student's standing. This meeting shall be attended by the faculty member(s) who observed that the student had demonstrated problems or impairment with the professional dispositions, and as many of the counseling faculty as is relevant and possible (e.g., the core counseling faculty and any non-core counseling faculty involved with the student that

particular semester). The student receives the PPE feedback, determination of student's standing, as well as recommendations, in writing.

5. In cases where a Professional Development Plan or a Remediation Plan is required, the counseling faculty and the student shall collaborate to develop goals and objectives to address problematic dispositions or impairment. The faculty who had raised concerns regarding certain dispositions will take the lead in developing and reviewing and/or drafting goals and objectives with the student that must be approved by the majority of the counseling faculty.

6. As before, the Program Director will convene another counseling faculty and student meeting to review the required, finalized Professional Development Plan or Remediation Plan. The student is presented with the finalized Plan in writing. The Plan should identify the scheduling of subsequent reviews by faculty of the student's progress on the goals and objectives, and a final review date at which time the counseling faculty shall determine the outcome of the Plan, the student's standing, and the student's overall attitude towards the Plan. Ideally, the student would have taken all actions to return to Good Standing, however, failure to progress sufficiently on Plan goals and objectives may result in outcomes including probation or dismissal. The student shall receive final reviews and determinations of student's standing in writing. The Program Director notifies the School Dean of the Plan outcomes and decisions regarding the student's status.

7. The decision to place a student on probation, or to dismiss a student for non-academic (i.e., professional dispositions) reasons cannot be appealed, except in cases where the student feels that appropriate procedures have not been followed. In that case, the student should follow the appeal policy and procedure described below.

APPEALS OF PROBATION OR DISMISSAL REGARDING PROFESSIONAL PERFORMANCE STANDARDS

As previously stated, the decision to place a student on probation, or to dismiss a student, for non-academic reasons (i.e., professional dispositions) cannot be appealed, except in cases where the student feels that appropriate procedures have not been followed. If the student does feel that appropriate procedures have not been followed, the student may appeal the non-academic probation or dismissal decision as follows.

1. The student should first meet with the Program Director to discuss their complaint that appropriate procedures have not been followed. If the student is unable to contact the Program Director in a timely manner, the student should contact the School Dean.
2. If after discussion with the Program Director, the student is still not satisfied, they should make an appointment to speak to the School Dean.
3. If the student wishes the Dean to make a formal inquiry, the student must request this in writing and explain the basis of the complaint. The Dean will forward the complaint to the Program Director and request a written reply. (This initial written appeal must be made no later than 3 weeks immediately following the notification of probation or dismissal. If the notification was at the end of a semester, then the initial written appeal must be made no later than 3 weeks into the following semester.)

4. Upon receipt of the Program Director's written reply, the Dean may choose to conduct a hearing with the Program Director, relevant counseling faculty, and the student to clarify the facts regarding the procedures in the case.
5. The Dean will then render a decision and/or course of action, in writing, and send it to the Program Director and the student. The Program Director will then inform the student in writing of his/her decision.
6. If the student is not satisfied with the course of action recommended by the Dean or the Program Director, they may appeal in writing to the Vice President for Academic Affairs/Dean of Faculty. The Vice President for Academic Affairs/Dean of Faculty will review the facts of the case and send his/her conclusions in writing to the Dean, Program Director and student. If the Vice President for Academic Affairs/Dean of Faculty feels that proper procedures have not been followed, they may appoint an ad hoc faculty panel to examine the case and render a final decision.
7. All appeal decisions must be rendered within two weeks of the written appeal at each level.

ACADEMIC INTEGRITY POLICY AND PROCEDURES

Marist College is a learning community dedicated to helping students develop the intellect, character, and skills required for enlightened, ethical, and productive lives in the global community of the 21st century. Students are expected to pursue excellence in their education while being honest about their work and fair to other members of the learning community. All work presented to instructors for evaluation must reflect their own ideas and effort, and must properly acknowledge any contributions of others. Students should expect this honesty and fairness in others as well. As members of the Marist learning community, all students should adhere to the following principles of academic integrity outlined below. Also, see <https://www.marist.edu/academic-resources/advising/academic-integrity-policy>.

Standards of Academic Integrity

Acts of academic dishonesty include, but are not limited to, the following actions:

A. Cheating:

- Intentionally using or attempting to use any unauthorized assistance, including but not limited to: course materials, sharing answers or test information with another student, notes, study aids, or devices such as cellphones or cameras) in an academic exercise. "Academic exercise" includes, but is not limited to, quizzes, tests, examinations, or graded projects and assignments.
- Intentionally copying or attempting to copy from someone else's test, quiz, assignment, data, or lab report.
- Permitting another student to copy from a test, quiz, assignment, data, or lab report.
- Engaging in any behavior specifically prohibited by an instructor in the course syllabus or class discussion.
- Submitting work that has been purchased, or borrowing from work submitted in a previous or concurrent class, except where expressly permitted by the instructor.
- Permitting another student to substitute for oneself in an academic evaluation.

- Unauthorized communication to another student through written, visual, electronic, or oral means.
- B. Selling notes, handouts, or other materials without authorization from the instructor or using them for any commercial purpose without the express written permission of the College and the instructor.
- C. Falsifying or misrepresenting your academic work.
- D. Knowingly helping another student violate academic behavior standards.
- E. Gaining unfair advantage, including but not limited to:
 - Attempting to influence or change an academic evaluation, grade, or record by unfair means. This would include altering academic work that has been resubmitted without indicating that the work has been altered.
 - Marking or submitting an examination or evaluative material in a manner designed to deceive the grader or the grading system.
 - Willfully damaging the academic work or efforts of another student.
 - Using library materials, computer facilities, or college facilities in a manner intended to improperly restrict equal access by others to those resources.
- F. Plagiarism: using work not appropriately cited, including but not limited to:
 - Using another person's ideas or expressions as if they are your own and/or without properly acknowledging the source, regardless of whether this was an accident.
 - Submitting material (in whole or part) that has been prepared by another individual(s) or commercial agency, or organizations.
 - Submitting work that has at any time been submitted to fulfill another academic requirement, either at Marist or another institution.
 - Referencing material that was not accessed.
 - Submitting data that have been altered or contrived in such a way as to be deliberately misleading.

Additional Expectations

The following statements also apply:

- A. An arrangement by which work is to be submitted for credit in two or more courses must have the prior approval of the instructors involved.
- B. A student who cooperates with one or more other students in an act of academic dishonesty is subject to the same penalties.
- C. Those students who witness an act of academic dishonesty are expected to report it to the proper college official.
- D. Acts of academic dishonesty may result in penalties up to and including a grade of "F" for the course and/or suspension or expulsion from the College.

General Overview of the Academic Integrity Process

Upon suspicion that a student has violated the Standards of Academic Integrity, the instructor of record notifies his/her Dean, attempts to contact the student to inform him/her of the alleged violation and sanction, and begins completing an Incident Report form.

- A. Following the Incident Report form the Referral/Summary Adjudication form will need to be completed. There is a place for students to sign acknowledging that they and the faculty member:

- have reached an agreement concerning the allegations and sanctions, or
- have reached an agreement concerning the allegations but not the grade sanction imposed.
- have not reached an agreement with the student regarding the allegations and sanctions, a formal hearing is requested or
- The case is being referred to the Office of Student Conduct to coordinate the hearing process due to the actions or allegations being egregious.

Acknowledgement sent from the student's Foxmail account is acceptable as an electronic signature. When a student does not sign the form, the student is considered to have "not reached agreement regarding the incident."

- B. In the case of a first-time, minor offense: If the responding student accepts responsibility for the alleged violation, the student will receive an academic sanction determined by the instructor of record, which may include a failing grade in the course. The form is submitted to the Office of Student Conduct, and the case is closed.
- C. In the case of a first-time, minor offense: If the responding student accepts responsibility for the alleged violation but not the academic sanction, the form is submitted to the Office of Student Conduct, and the student may appeal the grade sanction through the Grade Appeals Policy.
- D. If it is determined that this is a repeat offense, if the instructor feels the incident is severe, or if the student denies responsibility, the form is submitted to the Office of Student Conduct, which will initiate a hearing with an Academic Integrity Panel.

Resolution of Academic Integrity Allegations

- A. When an instructor alleges a violation of the Standards of Academic Integrity, the following process applies:
 - 1. The instructor notifies the School Dean.
 - 2. The instructor attempts to contact the student to inform the student of the alleged violation(s).
 - 3. The responding student is provided with an informal opportunity to address the allegations and to sign the Referral/Summary Adjudication form indicating they either accept or deny responsibility for the violation(s). An email sent over Foxmail can be used by the student to substitute the student's signature in the Referral/Summary Adjudication form.
 - 4. The instructor then signs and submits the Referral/Summary Adjudication form to the Office of Student Conduct. This documentation becomes part of the student's conduct file and is used by the Office of Student Conduct to track incidents of academic dishonesty, including a repeat offense by students.
 - a. If the responding student accepts responsibility for the alleged violation, the student will receive an academic sanction determined by the instructor of record, which may include a failing grade in the course.
 - b. If the responding student accepts responsibility for the alleged violation but not the academic sanction, the student may appeal the grade sanction through the grade appeal policy located here: Grade Appeals Policy
 - c. If the instructor reports the incident as severe, or if the student denies responsibility, the Office of Student Conduct will initiate a hearing with an Academic Integrity Panel.

- d. If the Office of Student Conduct determines the case is a repeat offense, it will notify the instructor and student and initiate a hearing with an Academic Integrity Panel.
 5. The Office of Student Conduct's Disciplinary Records policy describes how student conduct records are shared and retained
- B. When information concerning an alleged violation of the Standards of Academic Integrity is received by the Office of Student Conduct from other than instructional sources (such as other students, Safety and Security, etc.), the Office of Student Conduct shall inform the Dean of the School in which the violation allegedly took place before proceeding. The School Dean shall inform any impacted instructor.
 1. In cases where it is not clear initially whether the reported action is best pursued through academic action or disciplinary action procedures, the Office of Student Conduct and the Dean of the School will, in consultation with the instructor(s), decide which procedure to employ in pursuing the case.
 2. In the case of severe violations of the Standards of Academic Integrity, the Office of Student Conduct shall initiate the hearing process (see C below) based on information contained in college records upon recommendation from the Dean of the School.
 3. In the case of multiple violations of the Standards of Academic Integrity, the Office of Student Conduct shall initiate the hearing process (see C below) based on information contained in college records.
- C. When a hearing is initiated, the Academic Integrity Panel (AIP) is the hearing panel trained to review alleged violation(s) of the Standards of Academic Integrity and recommend a finding and sanction. The AIP is coordinated by the Office of Student Conduct to resolve cases of alleged violations of the Standards of Academic Integrity.
 1. The Director of Student Conduct or designee serves as advisor to the AIP to coordinate the hearing process and to assist the panel in providing fair and impartial hearings for students accused of academic dishonesty.
 2. Instructors from each academic school will be recommended by the Dean to serve on Academic Integrity Panels for one-year appointments that can be renewed.
 3. When possible, the AIP will consist of three full-time faculty members, preferably from different schools. When three faculty members are unavailable, the AIP will consist of two full-time faculty and one staff member.
 4. Staff are selected through an application and interview process.
 5. The Chair of each hearing will be a faculty member on the Academic Integrity Panel designated by the Director of Student Conduct.
- D. Once a hearing is initiated, the responding party and instructor will receive a Notice of Hearing as described in the Panel Hearing Procedures of the Code of Student Conduct.
- E. The responding party will be provided with a copy of all available information presented in support of the alleged allegation prior to meeting with the instructor or the AIP.
- F. The three-member AIP will hear the case and make a determination of whether there is a preponderance of evidence to find the student responsible for violating the Standards of Academic Integrity. In addition to the responding party, the instructor and witnesses may be contacted to provide testimony. When necessary, the responding party may provide testimony through video conference / telepresence. Instructors may provide testimony

from a remote location. If requested, witnesses may also provide testimony from a remote location.

- G. If the AIP's recommended finding is "responsible" (i.e., the student is responsible for violating the Standards of Academic Integrity) the committee will recommend disciplinary sanction or sanctions, which may include suspension or expulsion as stated in the Code of Student Conduct.
- H. The Office of Student Conduct will review the AIP's recommended findings and sanctions and send a written Notice of Outcome to the student and instructor of record. The written notice will include the rationale for the finding and the sanctions.

Appeals

- A. A responding party has the right to appeal the disciplinary sanction or sanctions of the AIP as described in the Appeals Procedures of the Code of Student Conduct. This information provides the grounds on which a party may appeal and a timeline for the process.
- B. Cases involving suspension or expulsion from the institution are appealed to the Appeals Officer, who is the Vice President for Student Affairs or his/her designee, in consultation with the Vice President for Academic Affairs. Cases not involving suspension or expulsion from the institution are appealed to the Appeals Panel. The Appeals Panel is coordinated by the Office of Student Conduct.
- C. The Appeals Panel will be three members drawn from the pool of members serving on the Academic Integrity Panels but will exclude members who initially adjudicated the case.
- D. When possible, the Appeals Panel will consist of three full-time faculty members. When three faculty members are unavailable, the Appeals Panel will consist of two full-time faculty and one staff member.
- E. If the final determination from the Appeals Officer or Panel differs from the Notice of Outcome, then the written decision will include a rationale.
- F. If there is no appeal, the written Notice of Outcome represents the final determination.
- G. After the final determination, the instructor of record is notified. The instructor will assign the student a final grade (which may include a failing course grade) and process the appropriate grade change with the Registrar's office.
- H. If it is determined that the student did not violate the Academic Integrity policy, the sanction is lifted. The College's Grade Appeals policy remains in place.
- I. If the student is found responsible or accepted responsibility during the hearing process, the student may not appeal the grade through the Grade Appeals process.
- J. The Academic Integrity Panel process is separate from the Grade Appeals process, which is managed by Academic Affairs.

Withdrawal from a Course or the College

Once a student has been accused of an academic integrity violation, an investigation and resolution with the faculty member and/or hearing process will be conducted.

- A. If the student has received a failing grade in the course as a result of the violation, the student is not permitted to withdraw from the course until an investigation and/or hearing process is complete and the case has been closed.

- B. If the student did not receive a failing grade in the course as a result of the violation, the student will be permitted to withdraw from the course, but the investigation and/or hearing will proceed in the normal manner.
- C. If as a result of the investigation and/or hearing process the student is found responsible, the violation will remain in the student's record with the Office of Student Conduct. However, if the student is found not responsible this decision will be noted in the student's record.
- D. If the student desires to withdraw from the College, the process shall be initiated in the normal manner. The Office of Student Conduct shall appropriately notify the student, instructor, and the Registrar of the final outcome.

Sanctions

The following sanctions may be imposed by the instructor including, but are not limited to, the following actions for a first-time offense:

- Zero for assignment;
- Failing grade for the assignment;
- Failing grade for the class;
- Rewrite the assignment;
- Additional assignment;
- Letter grade reduction;
- Academic integrity seminar;
- Other sanctions deemed appropriate by the instructor of record.

If the case is referred to the Academic Integrity Panel (AIP), disciplinary sanction or sanctions stated in the Code of Conduct may be considered by the panel including expulsion from the College.

Retaliation

Marist College expressly prohibits retaliation against any person who has reported academic misconduct, has participated in any way in the conduct of a case of academic misconduct, or has been involved in the imposition of a sanction for academic misconduct. Any person who violates this policy will be subject to disciplinary action.

USE OF TURNITIN

Turnitin is a service used by Marist College faculty to compare a student's written work with its very large database of sources, student papers from other institutions, and the like, to check for originality. Faculty may choose to require the use of Turnitin by students in their courses. Work submitted to Turnitin will be used only for purposes of assessing originality, and will not be shared beyond Turnitin or used for any other purpose. Students must submit all assignments to Turnitin through the regular iLearn submission process. Students who wish to remove their personal identifying information (name, student identification number, etc.) from the submitted file may do so but must notify their professor ahead of submission. Work submitted through iLearn in this course will not be reviewed by the Professor or maintained by the College unless and until the Turnitin process is completed.

THE TEACH ACT

The Technology, Education, and Copyright Harmonization Act (TEACH) of 2002 is an Act of the U.S. Congress and addresses how educators copy documents or use copyrighted materials. Students should be aware that materials used in connection with their courses may be subject to copyright protection.

THE iLEARN WEB-BASED COURSE PLATFORM

Face-to-face classroom and online courses utilize the iLearn web-based “collaborative learning environment” platform to support instruction. The system provides a range of communications and information management tools designed to facilitate interactions with project materials, the instructors, and students.

PERSONAL COUNSELING AND SUPPORT

The faculty strongly believe that students can benefit greatly by participating in their own personal counseling. This can be a powerful personal and professional growth experience. Thus, the faculty encourages all students to engage in personal counseling not only during the graduate training years, but also periodically throughout their careers. Also, students may at times need support for interpersonal and mental health challenges. The faculty may make referral information for counseling services available to students upon request. The Marist College Counseling Service is available at the Health and Wellness Center in the Student Center building, room 352. Students may make appointments by calling 845.575.3314. The Counseling Service also provides referrals for mental health professionals and counseling centers outside of the campus community. For more information, see <https://www.marist.edu/counseling/>.

TITLE IX

Title IX of the Educational Amendment of 1972 is the federal law prohibiting sex discrimination in educational institutions.

Title IX provides that:

- No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.
- Title IX prohibits sexual harassment, including sexual assault, occurring in connection with any academic, athletic, extracurricular, or other College program, regardless of the location. Thus, professional mental health training sites are included.

Marist College is committed to providing a safe learning environment for all students. If students, faculty, and/or staff know a student who has experienced sexual harassment, including sexual assault, dating or domestic violence, or stalking, support is available for that student. In

these cases, the individual may contact the Title IX Office at titleix@marist.edu or (845) 575 - 3799 or visit www.marist.edu/title-ix to file a report. Please be aware that faculty and staff are required to disclose incidents of sexual harassment or other potential violations of the Marist College Discrimination, Harassment, and Sexual Misconduct Policy to the Title IX Office. To speak to a confidential resource who does not have this reporting responsibility, contact Counseling Services at (845) 575 – 3314, Health Services at (845) 575 – 3270, or Campus Ministry at (845) 575 – 3000 (x2275).

ACCOMMODATIONS AND ACCESSIBILITY

The mission of the Office of Accommodations and Accessibility is to support students with documented disabilities in becoming empowered, independent learners by providing the appropriate accommodations and services necessary to access the educational opportunities at Marist College.

The Office of Accommodations and Accessibility provides a comprehensive range of academic support services and accommodations that promote the full integration of students with disabilities into the mainstream college environment. Services and accommodations are individualized to meet the needs of each student and may vary depending upon the disability and/or course content.

To receive services and accommodations, students must identify themselves to the Office and present official documentation of their disability. In general, a disability is defined as a physical or mental impairment which substantially limits one or more major life activities, e.g., walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and/or performing manual tasks.

Thus, students with disabilities who believe they may need accommodations are encouraged to contact the Office of Accommodations and Accessibility at (845) 575-3274, Donnelly Hall 226 or via email at accommodations@marist.edu as soon as possible to better ensure that such accommodations are implemented in a timely manner.

STUDENT ORGANIZATIONS

The Clinical Mental Health Counseling Student Association

Students may choose to participate in the Clinical Mental Health Counseling Student Association (CMHCSA). All students are automatically members of the association and there is no fee or dues. Academic and social functions are arranged throughout the academic year for graduate students. The CMHCSA may sponsor talks, symposia, and workshops of interest to students, faculty, and the community. In the past, CMHCSA officers have been successful in obtaining a diverse array of speakers, including Marist MHC alumnae/-i, to address students.

“In the Works... Chi Sigma Iota”

The CMHC program faculty are planning to begin a Marist Chapter of Chi Sigma Iota (CSI), the international honor society for counseling students, professional counselors, and counselor educators. CSI is one of the largest counseling organizations in the world, and its mission is to recognize and promote excellence in the profession of counseling.

PROFESSIONAL COUNSELING ORGANIZATIONS

Marist MHC students have a strong tradition of actively participating in the counseling profession by means of membership in professional organizations, attendance at counseling conferences, and presenting research at conferences. Marist students have participated in these associations at the national, state, and local level. Student membership in these organizations provides important benefits and supports to students by

- Maintaining ethical standards and guidelines
- Advocating for the counseling profession
- Keeping members updated about the latest trends and issues
- Offering resources for career development
- Advertising select counseling jobs
- Offering professional networking opportunities
- Providing continuing education resources
- Creating avenues for research work
- Making affordable liability insurance available.

The American Counseling Association (ACA; <http://www.counseling.org/>)

The ACA is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings.

Within the ACA there are 18 divisions, described below. These divisions enhance professional identity and are organized around specific interest and practice areas. The divisions provide professional strength and satisfy the diverse needs of the counseling community. The ACA and its divisions may have regional, state, and local chapters.

- **Association for Adult Development and Aging (AADA)**
Chartered in 1986, AADA serves as a focal point for information sharing, professional development, and advocacy related to adult development and aging issues; addresses counseling concerns across the lifespan.
- **Association for Assessment and Research in Counseling (AARC)**
Originally the Association for Measurement and Evaluation in Guidance, AARC was chartered in 1965. The purpose of AARC is to promote the effective use of assessment in the counseling profession.
- **Association for Child and Adolescent Counseling (ACAC)**
Association for Child and Adolescent Counseling aims to focus on the training needs of counselors who work with children and adolescents, while also providing professional

support to those counselors, whether they are school counselors, play therapists, or counselor educators.

➤ **Association for Creativity in Counseling (ACC)**

The Association for Creativity in Counseling (ACC) is a forum for counselors, counselor educators, creative arts therapists and counselors in training to explore unique and diverse approaches to counseling. ACC's goal is to promote greater awareness, advocacy, and understanding of diverse and creative approaches to counseling.

➤ **American College Counseling Association (ACCA)**

ACCA is one of the newest divisions of the American Counseling Association. Chartered in 1991, the focus of ACCA is to foster student development in colleges, universities, and community colleges.

➤ **Association for Counselor Education and Supervision (ACES)**

Originally the National Association of Guidance and Counselor Trainers, ACES was a founding association of ACA in 1952. ACES emphasizes the need for quality education and supervision of counselors for all work settings.

➤ **The Association for Humanistic Counseling (AHC)**

AHC, formerly C-AHEAD, a founding association of ACA in 1952, provides a forum for the exchange of information about humanistically-oriented counseling practices and promotes changes that reflect the growing body of knowledge about humanistic principles applied to human development and potential.

➤ **Association for Multicultural Counseling and Development (AMCD)**

Originally the Association of Non-White Concerns in Personnel and Guidance, AMCD was chartered in 1972. AMCD strives to improve cultural, ethnic and racial empathy and understanding by programs to advance and sustain personal growth.

➤ **American Rehabilitation Counseling Association (ARCA)**

ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with enhancing the development of people with disabilities throughout their life span and in promoting excellence in the rehabilitation counseling profession's practice, research, consultation, and professional development.

➤ **Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)**

Originally the National Catholic Guidance Conference, ASERVIC was chartered in 1974. ASERVIC is devoted to professionals who believe that spiritual, ethical, religious, and other human values are essential to the full development of the person and to the discipline of counseling.

➤ **Association for Specialists in Group Work (ASGW)**

Chartered in 1973, ASGW provides professional leadership in the field of group work, establishes standards for professional training, and supports research and the dissemination of knowledge.

- **Counselors for Social Justice (CSJ)**
CSJ is a community of counselors, counselor educators, graduate students, and school and community leaders who seek equity and an end to oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems.
- **International Association of Addictions and Offender Counselors (IAAOC)**
Originally the Public Offender Counselor Association, IAAOC was chartered in 1972. Members of IAAOC advocate the development of effective counseling and rehabilitation programs for people with substance abuse problems, other addictions, and adult and/or juvenile public offenders.
- **International Association of Marriage and Family Counselors (IAMFC)**
Chartered in 1989, IAMFC members help develop healthy family systems through prevention, education, and therapy.
- **Military and Government Counseling Association (MGCA)**
Originally the Military Educators and Counselors Association, MGCA was chartered in 1984. MGCA is dedicated to counseling clients and their families in local, state, and federal government or in military-related agencies.
- **National Career Development Association (NCDA)**
Originally the National Vocational Guidance Association, NCDA was one of the founding associations of ACA in 1952. NCDA provides professional development, connection, publications, standards, and advocacy to career development professionals who inspire and empower individuals to achieve their career and life goals.
- **National Employment Counseling Association (NECA)**
NECA was originally the National Employment Counselors Association and was chartered in 1966. The commitment of NECA is to offer professional leadership to people who counsel in employment and/or career development settings.
- **Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE)**
Formerly the Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)
Educates counselors to the unique needs of client identity development; and a non-threatening counseling environment by aiding in the reduction of stereotypical thinking and homophobia.

CHANGE OF ADDRESS NOTIFICATION

Students are responsible for maintaining a correct mailing address and contact information with the College. Students must contact the Registrar's office for the policies and procedures for informing the College of an official change of address.

APPLICATION FOR GRADUATION

All graduating students must complete a Graduation Application form to participate in the Commencement Ceremony. The Registrar's office provides forms that are used for students to apply for graduation, order your diploma, and for the listing of your name in the Commencement program. The deadline to apply for the May Commencement ceremony is listed in the academic calendar. See <https://www.marist.edu/academics/calendars>.

LICENSURE AND CERTIFICATION

Mental Health Counselor Licensure

The Marist College Clinical Mental Health Counseling program was one of the very first programs registered with New York State as a *Licensure Qualified Program*, which means that students will have completed all of the education requirements to obtain their license as a Mental Health Counselor (LMHC).

The NYSED Office of the Professions provides official information regarding licensure requirements and application materials at: <http://www.op.nysed.gov/prof/mhp/mhclhc.htm>.

Briefly, to be licensed as a Mental Health Counselor in NY, applicants must:

- Be of good moral character;
- Be at least 21 years of age;
- Meet education requirements;
- Meet post-master's clinical experience requirements of 3000 hours supervised by an appropriate licensed mental health practitioner, of which 1500 hours are direct client contact hours;
- Complete coursework or training in the identification and reporting of child abuse offered by a NY State approved provider; and
- Pass the National Clinical Mental Health Counselor Exam (NCMHCE).

Students interested in licensure in states other than NY are responsible for knowing and preparing for those state requirements. Students can search for the licensing information for other states by using the State Board Directory provided by the National Board of Certified Counselors at <http://www.nbcc.org/Search/StateBoardDirectory>.

National Certified Counselor

The National Certified Counselor (NCC) is the premier certification for the counseling profession. Holding the NCC demonstrates to colleagues and the public that you have voluntarily met high national standards for the practice of counseling. The benefits of certification include use of the NCC certification mark, access to low-cost liability insurance, national advocacy efforts for the counseling profession and more. For more information, see <http://www.nbcc.org/home>.

Student Recordkeeping

Students are strongly encouraged to keeping copies of academic records that may be needed in the future for such processes as pursuing licensure or certifications in other states. These records may include documents such as:

- A copy the student's specific Graduate Catalog – the Catalog that aligns with the academic year the student became matriculated in the Mental Health Counseling program
- The CMHC Program Handbook
- All course syllabi
- The Clinical Experience Handbook (e.g., Practicum & Internship Handbook)
- Practicum and Internship agreement forms that document where you trained and the name and credentials of your supervisors
- Practicum and Internship site supervisor evaluations of students
- Practicum and Internship timesheets that verify clinical training hours.

ENDORSEMENT POLICY

In accordance with the 2014 ACA Code of Ethics regarding endorsement (F.6.d), the Marist College Clinical Mental Health Counseling Program faculty endorses for certification, licensure, employment or completion of an academic or training program only those students who are qualified for endorsement, as by demonstrated proficiency in the relevant credentialing or licensing area. Regardless of qualifications, the faculty does not endorse students whom they believe to be impaired or lacking competence in any way that would interfere with the performance of the duties associated with the endorsement.

Regarding faculty serving as references or providing letters of recommendation, in accordance with the Family Educational Rights and Privacy Act (FERPA), written permission is required from the student to authorize a faculty member to serve as a reference or provide letters of recommendation if any information included in the recommendation is part of the student's education record (e.g., student's progress in courses, strengths and deficiencies in a subject area, scores and grades on papers, exams, courses, professional dispositions, etc.).

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Appendix A.

Marist College MA Clinical Mental Health Counseling Program Student Research/Professional Development Grant

The Marist MA in Clinical Mental Health Counseling Program encourages student involvement in research and professional development in the counseling field with events connected to the American Counseling Association and its divisions. The Program makes funds available to assist students in pursuing scholarly projects under the guidance of a counseling faculty member, as well as to support the development of their professional identity, knowledge, and skills.

A completed application for a Student Research/Professional Development Grant includes a:

- Request form with faculty member endorsement, and signatures of the program director and dean.
- Description of the professional development/research activity (not to exceed two pages)
- Proposed budget
- Incomplete applications will not be considered.

Eligible students must have:

- Full-time student status and enrollment
- Good Standing (i.e., not on Academic or Non-Academic Probation)
- A minimum cumulative GPA of 3.20
- Received no more than one prior Student Professional Development Grant
- Approval and consent of the program director

Eligible professional development activities or scholarly projects for funding may include:

- Registration fees for conference, workshop, training, or other approved activity.*
- Travel funds to conferences, regional libraries, museums, or approved educational institutions for the purposes of conducting research or presenting findings.*
- Copying, printing, telephone or communication expenses relating to the presentation of research findings or delivery of papers.
- Books, software, small equipment, materials and expendable supplies, laboratory technology, and media supplies to be purchased in support of the project. All materials remain the property of Marist College.

Guidelines for use of award:

- Students must keep a copy of all registration forms, itemized receipts, and financial documentation for submission in the reimbursement procedure.*
- Student researcher/investigators cannot receive salary/wages from a Student Professional Development/Research Grant.
- The use of human subjects or the generation of hazardous wastes must receive pre-approval from the School Dean and the necessary College committees.
- Professional Development activities should not duplicate the knowledge and skills provided by the Mental Health Counseling courses and trainings.
- Students who receive a professional development or research grant award may be required to present the results of their work at a designated Marist College event.

* Conference and travel reimbursement will be made according to the guidelines put forth by the Business Office. See the current *Travel and Business Expense Policy and Guidelines* available online.

Marist College MA CMHC Student Professional Development Grants Request Form

Student Name:		CWID:	
Mailing Address:		Good Standing?	Yes or No
City, ST, Zip:		Full Time Status?	Yes or No
Email:		Current GPA:	
Phone:		Date of any previous Grant:	

STUDENT INFORMATION

Type of Professional Development/Research Activity (conference, presentation, research, etc.):

For conference presentations:

Name of Conference: _____

Conference Dates: _____

Location of Conference: _____

For research projects:

Expected Beginning Date of Research: _____

Expected Date of Completion: _____

Name of the supervising faculty member: _____

Does the research require Review by the Institutional Review Board? Yes or No

If this is a group project, please list the names of other student researchers involved in this project:

PROJECT DESCRIPTION

On a separate sheet of paper, please attach a one- to two-page summary of your professional development activity or research project including: 1) A summary of the activity/project, and 2) Why you are requesting a Grant. If you intend to attend a conference, **please attach a conference announcement and itinerary.**

PROPOSED BUDGET

Please identify (in a table/spreadsheet format) all anticipated expenses, identify any anticipated support that may come from other sources, and provide a total amount requested for this Grant.

Student Applicant's Signature: _____ **Date:** _____

For Research Projects, Faculty Research Mentor/Supervisor(s) Statement:

I have read the grant proposal of the above student and believe it has merit to warrant the awarding of college funds. I fully support and endorse this project and agree to serve as the primary supervisor of the work during the academic year.

Research Faculty Supervisor Signature: _____ **Date:** _____

Program Director Signature: _____ **Date:** _____

Dean Signature: _____ **Date:** _____

Please submit all completed application documents to the MA CMHC Program Director.

Appendix B: Informed Consent to the CMHC Program Form

Name: _____

Marist College MA in Clinical Mental Health Counseling (CMHC) Program Orientation

At the Program Orientation, the CMHC Program Handbook was disseminated and the following areas have been discussed with me by the Director of the Marist MA MHC program. I understand the items below and agree to abide by the ethical and professional obligations, personal growth expectations, and policies and procedures of Marist College and the MA CMHC Program.

Marist College MA CMHC Program Orientation - Informed Consent Statement

Because Marist's CMHC Program is a professional program intended to lead towards state licensure as a professional counselor, faculty and student expectations differ from what would be expected in other, more common types of academic programs. The following informed consent statement makes these expectations explicit and it outlines appropriate courses of action should students encounter difficulty achieving the personal level of functioning necessary for carrying out competent, ethical, safe, and effective counseling services.

1. I understand that in order to successfully complete the Marist MA CMHC Program, I will be expected to demonstrate the personal characteristics, academic competence, and counseling skills appropriate for a counseling intern, including conducting appropriate interviews and sessions with clients, practicing in a professional and ethical manner, and establishing appropriate relationships with clients to facilitate client progress. I must also demonstrate sound interpersonal and intrapersonal (self-awareness) skills in interactions clients, colleagues, supervisors, faculty, and other trainees. Failure to attain and demonstrate such skills may result in my being required to repeat coursework or my dismissal from the program. Descriptions of Academic and Professional Performance Standards, as well as their respective probation, remediation, and dismissal procedures are contained in the Program Handbook.
2. I understand that the subject matter to be covered in the MA CMHC Program is contained in the Marist Graduate Catalog and MHC Student Handbook, including Program of Study, Course Descriptions, prerequisites, and program requirements. The information is subject to change.
3. I understand that my performance in the MA CMHC Program courses will be evaluated based on both academic and skills components. Method of evaluation for each individual course will be covered by the instructor of that course.
4. I understand that the MA CMHC Program encourages self-growth and requires participation in experientially-based courses. Courses which require a self-growth/experiential component include, but may not be limited to: Counseling Theories, Counseling Techniques, Multicultural Counseling, Family Therapy, Practicum, and Internship. In addition, the Group Counseling course may require participation in a semester long group dynamics process experience. In general, self-disclosures will not be used as a basis for grading in these courses; however, should I disclose information indicating impairment or the potential for harm to clients, I may be required to: repeat coursework, obtain assistance or remediation, take a leave of absence, terminate my enrollment in the program, and/or be dismissed from the program.

5. I am aware that I must complete an approved Practicum and Internship(s) in accordance with the MA CMHC Program requirements and NY State Licensure requirements. Direct clinical supervision is provided by the agency staff site supervisor, and group peer supervision facilitated by Marist faculty. Requirements for Internship sites and supervisors are contained in the MA MHC Practicum and Internship Manual.

6. Proficiency as a Counseling Intern is expected for the successful completion of the Marist MA MHC Program. Formative and summative evaluations of my progress will be provided during Practicum/Internship.

7. The Marist MA CMHC Program is designed to meet the educational requirements for licensure as a mental health counselor in NY State. I understand that the Program does not guarantee licensure as a professional counselor in other states. I understand that I am responsible for knowing the licensure requirements in any state in which I intend to pursue licensure.

8. I understand that the Marist MA CMHC Program follows, and expects all students to follow, the professional standards of the counseling field, mental health laws, and the American Counseling Association Code of Ethics. Failure of students to do so may result in probation and/or dismissal from the program.

Informed Consent

I, _____, have received and reviewed the MA CMHC Program Handbook describing the CMHC program and its expectations. I understand the requirements of the program. I understand the student retention policy and procedures which indicate that my cognitive and psychological capacity to perform the minimal competencies of a professional counselor will be continually evaluated by the counseling faculty and that the completion of coursework does not guarantee practice in the profession of counseling. I also understand that some experiential components of the counseling program may cause psychological discomfort and/or may reveal to me patterns or problem areas in my life that need to be addressed in professional counseling. I agree that if I experience discomfort that negatively affects my performance in the program or my overall well-being, I will schedule a professional counseling appointment with an appropriate licensed mental health professional and make every effort to address these personal issues.

I understand all of the foregoing information and agree to abide by the rules and policies of Marist College and the Marist MA CMHC Program.

Date: _____ Student Signature: _____

Appendix C: Attestation of Good Moral Character

The NY State Mental Health Counselor Licensure Requirements state that: **“To be licensed as a mental health counselor, you must be of good moral character.”**

The NY State Education Department and NY State Office of the Professions expects approved graduate programs in counseling to screen for elements of good moral character. In the future, the State will again evaluate the applicant for good moral character. Further, liability insurance providers will also evaluate for good moral character.

In accordance with these expectations and practices, please read all of the questions below and answer by circling “yes” or “no” for each question. Do not leave any question blank.

1. Is any disciplinary action pending against you now by any program of higher education?	Yes	No
2. Have you ever been suspended, expelled from, or asked to resign from any program of higher education?	Yes	No
3. Is any action pending against you now by either the federal drug enforcement administration or any state drug enforcement agency?	Yes	No
4. Have you ever been arrested for or charged with a misdemeanor or felony charge in any jurisdiction during the last 10 years? Motor vehicle offenses such as driving while impaired or intoxicated must be disclosed, however, minor traffic offenses such as parking or speeding violations need not be listed.	Yes	No
5. Have you ever pled guilty to, no contest to, or been convicted of any felony or misdemeanor in any jurisdiction?	Yes	No
6. Have you ever been incarcerated for any reason in any federal, state, county, or military jail or correctional facility?	Yes	No
7. Have you ever been involved as the abuser in any incident of verbal, physical, mental, or sexual abuse?	Yes	No
8. Have you ever been terminated from a position because of drug or alcohol use?	Yes	No
9. Have you ever been accused or found guilty of an ethics violation?	Yes	No
10. If you are enrolled in the Marist MA Mental Health Counseling Program, would you pose a direct threat to yourself, to others, or to the public health, safety, or welfare because of any circumstance or condition?	Yes	No

If you answered “yes” to any of the questions above, please briefly explain your answer on the back of this form and schedule a meeting with the Program Director immediately to discuss the issue.

Attestation:

I have understood all of the questions above and answered honestly to the best of my recollection.

Print Name: _____

Date: _____

Signature: _____

Appendix D: Sample CMHC Program of Study Forms

2-YEAR ACCELERATED CMHC PROGRAM OF STUDY SCHEDULE PROJECTION (Subject to Change)

Print Name _____ Date: _____

Student Signature _____

Advisor Signature _____

Fall 1

COUN 600L	Foundations & Ethics of Professional Counseling
COUN 610L	Counseling Theory & Practice
COUN 611L	Multicultural Foundations in Counseling
COUN 612L	Counseling Techniques

Spring 1

COUN 613L	Assessment in Counseling
COUN 507L	Diagnosis & Treatment Planning in CMHC
COUN 614L	Group Counseling
COUN 617L	Crisis & Trauma Intervention

Summer 1

COUN 700L	Counseling Practicum (10 supervised clinical experience hours/week)
COUN 508L	Psychopharmacology for Counselors

Fall 2

COUN 510L	Lifespan Development
COUN 615L	Family & Couples Counseling
COUN 505L	Research in Counseling
COUN 710N	Counseling Internship 1 (20 supervised clinical experience hours/week)

Spring 2

COUN 720L	Counselor Supervision
COUN 616L	Career Development Counseling
COUN 618L	Substance Abuse Counseling
COUN 711N	Counseling Internship 2 (20 supervised clinical experience hours/week)
Take and Pass	Counselor Preparation Comprehensive Examination (CPCE)

Summer 2

COUN	Elective
COUN	Elective
CPCE re-take	One CPCE re-take may be scheduled

Total: 60 credits; MA CMHC Degree Conferral August 31

3-YEAR CMHC PROGRAM OF STUDY SCHEDULE PROJECTION
(Subject to Change)

Print Name _____ Date: _____

Student Signature _____

Advisor Signature _____

3-Year CMHC Program Plan

Fall 1

COUN 600L	Foundations & Ethics of Professional Counseling
COUN 610L	Counseling Theory & Practice
COUN 612L	Counseling Techniques

Spring 1

COUN 613L	Assessment in Counseling
COUN 507L	Diagnosis & Treatment Planning in CMHC
COUN 614L	Group Counseling

Summer 1

COUN 508L	Psychopharmacology for Counselors
COUN	Elective

Fall 2

COUN 510L	Lifespan Development
COUN 611L	Multicultural Foundations in Counseling
COUN 615L	Family & Couples Counseling

Spring 2

COUN 618L	Substance Abuse Counseling
COUN 616L	Career Development Counseling
COUN 617L	Crisis & Trauma Intervention

Summer 2

COUN 700L	Counseling Practicum (10 supervised clinical experience hours/week)
COUN	Elective

Fall 3

COUN 710N	Counseling Internship 1 (20 supervised clinical experience hours/week)
COUN 505L	Research in Counseling
Take and Pass	Counselor Preparation Comprehensive Examination (CPCE)

Spring 3

COUN 711N	Counseling Internship 2 (20 supervised clinical experience hours/week)
COUN 720L	Counselor Supervision
CPCE re-take	One CPCE re-take may be scheduled

Total: 60 credits; MA CMHC Degree Conferral May 31

Appendix E.
CMHC Program Professional Performance Evaluation (v082018)

Student: _____ Semester: _____ Date: _____

Instructions to the Evaluator:

- Rate the Student on each professional disposition listed below by circling the corresponding rating.
- Remember to consider the trainee's developmental level when evaluating expectations
- Comments should be written at the end of the evaluation that identify strengths and areas in need of further development. Comments may also include plans for addressing those areas in need of development.
- Use the following scale and evaluate the individual according to expectations for his/her developmental level.

NA = No Information – No information at all; Cannot score; No basis for judgment

0 = Unacceptable Performance – Does not meet minimum progress towards performance expectation

1 = Progressing with Expectations – Progressing within range of developmentally-acceptable performance standards

2 = Meets Expectations – Meets the expected performance standards clearly and consistently

3 = Exceeds Expectations – Consistently exceeds performance standards

Professional Behaviors/Dispositions	Circle the Rating
1. Exhibits appropriate sense of self-confidence	NA 0 1 2 3
2. Participates in self-reflection and self-exploration	NA 0 1 2 3
3. Solicits, accepts, and considers constructive feedback from others	NA 0 1 2 3
4. Ability to accept personal responsibility for actions/issues	NA 0 1 2 3
5. Demonstrates awareness of own impact on others	NA 0 1 2 3
6. Ability to recognize personal limitations	NA 0 1 2 3
7. Exhibits constructive personal risk-taking and self-disclosure	NA 0 1 2 3
8. Demonstrates awareness and respect for personal and professional boundaries	NA 0 1 2 3
9. Exhibits congruence and genuineness with others	NA 0 1 2 3
10. Demonstrates empathy for others	NA 0 1 2 3
11. Demonstrates positive regard for others	NA 0 1 2 3
12. Demonstrates emotional stability, self-control, and self-care	NA 0 1 2 3
13. Exhibits adaptability/flexibility with changing circumstances	NA 0 1 2 3
14. Ability to express thoughts and feelings effectively and truthfully	NA 0 1 2 3
15. Works well as part of a team; Cooperative with others	NA 0 1 2 3
16. Ability to be independent when needed	NA 0 1 2 3
17. Establishes and maintains effective and functional personal and professional relationships	NA 0 1 2 3
18. Demonstrates thoughtful and sound judgment and decision-making	NA 0 1 2 3
19. Maintains openness and respect for the diversity and cultural differences of others	NA 0 1 2 3
20. Ability to be punctual and consistent with obligations (e.g., attendance, deadlines, etc.)	NA 0 1 2 3
21. Comes prepared for class, meetings, supervision, etc.	NA 0 1 2 3
22. Engages actively in learning, training, and experiential processes (i.e. active participation)	NA 0 1 2 3
23. Demonstrates openness to new ideas, learning, and change	NA 0 1 2 3
24. Demonstrates positive impact on the learning environment (e.g., helps others' sense of safety)	NA 0 1 2 3
25. Maintains a professional appearance	NA 0 1 2 3
26. Identifies personally and professionally as a counselor	NA 0 1 2 3

Please write comments on strengths and areas for improvement on the back.

Appendix F: 2014 ACA Code of Ethics
(See separate document)