



Department of Counseling  
MA Counseling, Clinical Mental Health  
Counseling Specialization Program  
Student Handbook



Academic Year 2022-2023

## SAYBROOK UNIVERSITY MA COUNSELING PROGRAM STUDENT HANDBOOK

### Welcome

The Counseling Department at Saybrook University welcomes you to our community of learners. The journey to becoming a professional counselor is an important one and we're delighted that you've chosen to take your journey with us. At Saybrook, you'll experience a supportive environment where our unique humanistic tradition is met by engaged and vibrant faculty and students who have commitments to transforming themselves and their communities for the better. You are entering a program that is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP accreditation assures that the content and quality of our program have been evaluated and meets standards set by the professions. We are currently accredited through October 2026.

You are about to embark on an educational experience that will both provide you with the knowledge of how to be a counselor and will challenge you to stretch from your comfort zone, to know yourself more fully, and to engage with others more authentically.

To ensure that you know who we are and what our program entails from the beginning, we strive to be transparent so that we can invite your fullest participation in the years ahead. The *Saybrook University MA Counseling, Clinical Mental Health Counseling Specialization Program Student Handbook* was developed to inform students of the policies and procedures that pertain to both the Counseling Department at Saybrook University and the profession of counseling. In addition, it serves as a detailed guide for counseling students throughout their course of study. We will ask all students to sign a [form](#) that verifies that they have read the handbook.

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## Mission, Philosophy, and Values

### **Saybrook University Mission Statement**

Saybrook University relentlessly pursues a socially just, sustainable world by educating humanistic leaders who transform their fields and communities.

### **MA Counseling Program Mission Statement**

Counseling faculty are committed to preparing competent mental health professionals who inspire transformational change in individuals, families, and communities toward a just, humane, and sustainable world.

### **MA Counseling Program Philosophy**

Saybrook's counseling program is specifically focused on the knowledge, experience, and practical skills needed to enter professional practice. Our program is committed to a developmental approach in understanding individuals, groups, couples, and families within their broader social and cultural context, and with a full appreciation of the inseparable nature of spirit, body, and mind.

### **Department Core Values and Related Program Learning Outcomes**

The Counseling Department has adopted a set of professional and personal qualities to be demonstrated by all students and faculty. These qualities are directly linked to the mission and core values of Saybrook University and inform the related program objectives. HUMANITI is a representation of our core values. The program learning outcomes were born directly out of the department's core values. All members of the counseling community are expected to embody these qualities inside and outside of courses to the greatest extent possible. Upon completion of the counseling programs, students will demonstrate the associated learning outcomes.

## HUMANITI Program Learning Outcomes

The professional and personal qualities to be demonstrated by all students and all faculty are:

### **H**olistic

**We approach what we do from a holistic and systemic perspective based on a belief in the inherent interconnectedness of all things.**

*Program Learning Outcome #1:* Upon completing the program, students will demonstrate an ability to assess, integrate, and respond to individual and relational dynamics within a systemic framework.

### **U**nconditional Positive Regard

**We create relationships and communities built on compassion, respect, authentic voice, deep listening, reflective awareness, support, and challenge leading to responsible presence and action.**

*Program Learning Outcome #2:* Upon completing the program, students will be able to discern the elements of an effective therapeutic alliance and demonstrate the ability to co-construct and maintain a counseling relationship.

### **M**ultiple Perspectives

**We seek to honor difference because we recognize that there are many ways of knowing and that there are inherent strengths in diverse perspectives.**

*Program Learning Outcome #3:* Upon completing the program, students will be able to examine and demonstrate an understanding of diverse experiences and the role of privilege, marginalization, and how aspects of power impact individual, familial, group, and community experiences.

### **A**cademic Rigor

**We are committed to rigor in our academic and clinical experiences, with the desire to best serve others.**

*Program Learning Outcome #4:* Upon completing the program, students will have demonstrated the ability to critique and synthesize theory as they integrate this knowledge into their counseling practice.

### **N**ew Possibilities

**We are creative, imaginative, and courageous leaders who challenge assumptions and imagine and embody new possibilities.**

*Program Learning Outcome #5:* Upon completing the program, students will illustrate their role in advocating for individual and social change by demonstrating effective communication skills across dialogues with peers, clients, supervisors, and faculty.

### **I**ntegrity

**We live and conduct our work and relationships with integrity.**

*Program Learning Outcome #6:* Upon completing the program, students will be able to apply relevant professional ethical codes to guide their work and ethical decision-making.

**We are scholar-practitioners who seek and apply knowledge to solve problems and foster personal, relational, and social transformation.**

*Program Learning Outcome #7:* Upon completing the program, students will use professional literature, research, and best practices to support individual, familial, group, and community change.

### **T**ransformation

**We value life and embrace our responsibility to support the potential of those we serve to thrive in a just, inclusive, healthy, and sustainable world.**

*Program Learning Outcome #8:* Upon completing the program, students will be able to describe the relationship between their "self" as a therapist, their professional identity as a counselor, and their responsibility to serve clients and the community.

### **I**nclusive

## Academic Unit and Program Overview

### Academic Unit Overview

Our academic unit consists of primary core faculty with doctoral degrees in Counselor Education and Supervision, who work alongside well-qualified adjunct faculty who also have strong identities as counselors. We work together as an education team to support the mission, goals, and curriculum of our counseling program. All faculty are committed to supporting future counselors as they develop their professional identities.

### Primary Faculty

Jennifer Preston, Ph.D., NCC, LPC; Department Chair, Ph.D. Program Coordinator  
Dominique Avery, Ph.D., NCC, LPC, LMHC; MA Program Coordinator  
Hridaya L. Sivalingam, Ph.D., NCC, LCMHC; Field Experience Co-Coordinator  
Aja Burks, Ph.D., LMSW; Program Faculty; Field Experience Co- Coordinator  
Amanuel Asfaw, Ph.D., NCC; Program Faculty  
Kent Becker, Ed.D., LPC, LMFT; Program Faculty  
Alfonso Ferguson, Ph.D., LPC, LMHC, ACS, NCC; Program Faculty  
Kimberly Jayne, Ph.D., LPC (OR), LPCC (NM), NCC, RPT-S; Program Faculty  
Aparna Ramaswamy, Ed.D., Ph.D., LCPC; Program Faculty

### Clinical Mental Health Counseling Program Overview

Mental health counseling is a helping profession with national and state level standards of education, examination, and clinical practice required for licensure. Graduate education and clinical training prepare counselors to provide a full range of services for individuals, couples, families, adolescents, and children. Our mental health program prepares counselors to practice in a variety of settings such as independent practice, community agencies, integrated delivery systems, hospitals, and addictions treatment settings. Mental health counselors are uniquely skilled professionals who provide a full range of services. Our MA Counseling, Clinical Mental Health Counseling Specialization program offers a career-focused, clinical program with practicum and internship training which is intended to prepare students for licensure and to empower them to shape and craft their professional development and practice orientation. The program focuses on career opportunities while remaining true to core humanistic principles and helping others. Our CACREP accredited program is designed to lead to professional counselor licensure (such as the LPC) in most states.

To get started in the program, each student submits an application to the Admissions department, who then forwards it to the program faculty for review. The program faculty interviews applicants who demonstrate high levels of potential for success and successful applicants are admitted. Once admitted, students complete a [program of study](#) with their advisor and move through the program in three calendar years (Fall, Spring, and Summer semesters).

### The Program and Program Requirements

The three-year program provides a low-residency, online, blended model of distance learning. Each fall and spring semester faculty and students come together for intensive face-to-face learning at Residential Conferences (RC). Successful completion of all RCs is required to fulfill degree requirements. After the RC, student cohorts continue to learn online in asynchronous and/or web conference environments.

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A portion of the **60 credit program** includes three semesters of supervised fieldwork; Practicum, Internship I, and Internship II. The Saybrook University MA Counseling, Clinical Mental Health Counseling Specialization program is CACREP accredited, to help support graduates in licensing eligibility, and to ensure that training meets current national standards. The CACREP standards require that graduates demonstrate both knowledge and skill across the curriculum as well as personal and professional competencies. Graduates of the MA Counseling, Clinical Mental Health Counseling Specialization program are prepared for careers in mental health, human services, education, private practice, government, military, business, and industry. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. The common core areas are:

1. Professional Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Lifestyle and Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation

### Required Courses

The following table lists the required online courses.

Required Courses	Credits
COUN 2031 Assessment & Testing	3
COUN 2500 Basic Counseling Skills	3
COUN 2532 Career Development & Counseling	3
COUN 2555 Advanced Child & Adolescent Therapy	3
COUN 2025 Counseling Theories	3
COUN 2562 Crisis & Trauma Intervention	3
COUN 2060 Human Sexuality	3
COUN 2531 Group Counseling & Psychotherapy	3
COUN 2531A Group Lab	0
COUN 6020 Lifespan Development	3
COUN 2560 Cultural Humility and Responsiveness	3
COUN 2650 Professional Orientation & Ethical Practice	3
COUN 2050 Psychopathology & Diagnosis	3
COUN 2505 Psychopharmacology	3
COUN 2510 Relationship & Family Intervention	3
COUN 2010 Structure & Dynamics of the Family	3
COUN 2561 Substance Abuse & Behavioral Addictions	3
RES 1023 Understanding Research & Evaluation	3
COUN 8152 Practicum 1	3
COUN 8153 Internship 1	3
COUN 8154 Internship 2	3
<b>Total Semester Credits</b>	<b>60</b>

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For more information about course order, see the [\*Program of Study\*](#) for a Fall start and Spring start.

The following table lists CA workshops, delivered during the Residential Conferences.

Residential Conference Workshops & Special Population Intensives	Contact Hours
COUN 2538 Aging & Long-Term Care	TBD
COUN 2539 Child Abuse Assessment & Reporting	7
COUN 2544 Mental Health Recovery	TBD
COUN 2640 Partner Abuse and Domestic Violence	TBD
COUN 2639 Severe Mental Illness & Developmental Disabilities	TBD

### Transferring Credits

Generally, students may transfer in up to 9 credits from another graduate program. Students are required to submit a written transfer request and provide a transcript and copy of the syllabus of the desired transfer course. Requests for transfer course review should be submitted prior to starting the MA Counseling program.

Faculty review potential transfer courses to evaluate their match with our curriculum and the CACREP standards. Most courses are eligible for consideration with the exception of COUN 2500 Basic Counseling Skills or field experience courses (i.e. practicum and internship). See *University Catalog* for full transfer policy. No transfer credit will be accepted for courses more than five years old.

### Clinical Training/Supervision Requirements

#### Clinical Training

Supervised clinical training is a key component to becoming a competent professional counselor. Clinical training begins mid-way through the program, is integrative, and includes multiple levels of instruction, supervision, and synchronous peer and faculty interaction. Our training focus is to develop core clinical skills over technical interventions or selecting a theory too quickly. During the RCs, advising, and pre-practicum meetings, the faculty provide students with support and information to guide site selection and fieldwork preparation. Satisfactory academic progress, completion of core coursework as defined by faculty, and a rating of "developing competency" or higher on personal and professional competency reviews are required to be approved to start Practicum. Professional and ethical practice, receptivity to supervision, developmentally on-target site supervisor evaluations, and adherence to other responsibilities delineated in the *Field Experience Affiliation and Supervision Agreement* are required to receive approval to continue in fieldwork. See the *Saybrook University MA Counseling, Clinical Mental Health Counseling Specialization Program Practicum and Internship Handbook* for more information.

#### Supervision

All counseling students receive on-site clinical supervision from a site supervisor and educational supervision from MA Counseling, Clinical Mental Health Counseling Specialization program faculty. Clinical sites will provide individual supervision and in many cases group

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supervision to assure client safety and support the development of clinical treatment in alignment with ethical guidelines and state requirements. Saybrook MA Counseling, Clinical Mental Health Counseling Specialization faculty will provide adjunctive educational supervision focused on the integration of course material and support of counselor-in-training development. Educational supervision will include RC Pro-seminar practice and mandatory biweekly synchronous video meetings. Fieldwork includes three semesters of clinical practice (Practicum, Internship I, and Internship II) and 700 total hours inclusive of 280 direct client contact hours. Please see the *Saybrook University MA Counseling, Clinical Mental Health Counseling Specialization Program Practicum and Internship Handbook* for more information.

### Tevera

The Counseling Department uses an online management system called Tevera to track student paperwork and field experience progress. All students entering the counseling program will be charged a one-time fee through Saybrook University of \$195 for access to the system. Included in this cost is full access during your time in the MA Counseling program as well as after graduation. After graduation, students will keep all their field experience records and are able to continue to use Tevera to document clinical hours and supervision as they work towards independent licensure.

While in the MA Counseling program, we will use Tevera to collaborate between students, faculty, and field supervisors to track and sign the following documentation:

- Counseling program orientation documents
- Field placement approvals
- Hours towards pre-degree field experience hours
- Site and supervision evaluations
- Additional program assignments and assessments

### Skillsetter

Students in COUN 2500 Basic Counseling Skills are required to register for Skillsetter. Skillsetter is an interactive online skill building platform developed specifically for developing counselors and psychotherapists. It is based upon the science of deliberate practice and will include modules across the semester. Students will be provided access by their instructor. The cost (paid to Skillsetter when students access their account) will be \$59 for the semester.

### Professional Ethical Standards

Any training relationship in which students take on counselor roles is considered a client/counselor relationship and, therefore, subject to all ethical and legal regulations governing such relationships. Students are required to obtain a copy and become familiar with the Ethical Standards of the American Counseling Association (ACA), and any other associations the student would like to work under, such as the California ethical code, during their first semester of enrollment in the counseling program. Violation of these professional ethics can result in litigation, suspension, or expulsion from the counseling program.

### Orientation

All new students in the MA Counseling, Clinical Mental Health Counseling Specialization program begin their studies with a one-time, university, and program-specific orientation. The

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orientations are held at the start of the Fall and Spring semesters. Students will be provided with information on access to the orientation material through Canvas and scheduled orientation sessions before the start of their first semester. Additional orientation and advising sessions are offered throughout the first semester to support students in making the adjustment to graduate school. Students will complete a series of required paperwork throughout their first semester in the program.

### **Residential Conferences**

Activities during the required RCs are designed to expand further on the knowledge from coursework, to practice clinical skills, and to participate in professional development. Students participate in workshops, courses, and seminars, as well as formal and informal meetings and discussions with faculty, advisors, and peers. Although students complete most of their courses through online learning, attendance at all residential conferences is an important part of the program. Most full-time students will attend six RCs during their time in the program. Students who are enrolled part-time should consult with their faculty advisor regarding RC attendance.

**Full attendance at all RCs is an academic requirement. To receive credit for an RC, students must attend all scheduled sessions and department meetings.**

### **Online Instruction**

The learning goals and objectives of online courses are met through a combination of Canvas-based discussions, web conferences, application-based assignments, and skills practice. Students are expected to prepare each week by engaging in assigned readings, videos, and/or additional resources. Discussion modules may include, asynchronous online discussions and/or synchronous web conferences sessions with faculty and peers.

Clinical training begins with the Basic Counseling Skills course, is embedded throughout the course work, and culminates in the practicum and internship field experience. Courses that are focused on developing clinical skills include required synchronous web conference meetings.

### **Using Canvas**

The Saybrook program involves a combination of face-to-face residential meetings and online work that promotes strong communication between faculty and students. This program uses the Canvas learning management system to host its classroom discussions of the assigned material, share community information, course syllabi, and more. Training in Canvas is ongoing and offered both at the RC meetings and by faculty.

### **Synchronous Class Sessions**

Most courses in the MA Counseling curriculum require synchronous class time over Zoom. The schedule of class meetings is included in the syllabus under the class schedule so students can plan at the beginning of the semester. Synchronous classes for academic courses are typically held on Wednesdays from 3-5 pm Pacific Time. Some courses such as supervision sessions for practicum/internship are held at multiple time options on Wednesdays. All listed synchronous sessions are required unless otherwise noted in the syllabus.

### **Video Recording Policy**

Students may be required to record videos, such as role plays, for classwork and assignments. Students should use their Saybrook Zoom accounts to record and store videos via cloud-based

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storage. Additionally, instructors may record synchronous class sessions and make the recording available within Canvas. All recordings should be treated as confidential material and are only to be used for educational purposes related to the course. Recordings may not be shared or viewed by anyone not enrolled or instructing the related course.

### Being Successful in the Program

#### **Student Advising**

Upon admission, students are assigned a faculty advisor. While students work closely with all of the faculty, the advisor has a unique role with each student. The role of the faculty advisor is to work with the student on a plan of study, address concerns related to school or professional development, and help the student achieve his or her educational goals. The advisor consults with the student regarding University policies, registration procedures, course selection, licensure, and career options, or needs to talk confidentially with someone about educational situations. Developing a good faculty advisor-student relationship involves connecting at the RC, by email, and in web conference meetings. Students are required to meet with their advisor at least once during their first semester. Thereafter, students are encouraged to email or meet with their advisor at least once per semester and more regularly as necessary.

#### **Available Support**

Students have access to a number of supportive resources within the department and through the university. The following is a list of roles when deciding who to contact.

**Faculty Advisor:** A student's faculty advisor will be their primary point of contact for ongoing support contact throughout the program as described above. Additionally, advisors can help students contact other resources as needed.

**Course Instructor:** Any questions or concerns specifically related to a course should be first directed to the instructor for your course section.

**MA Program Coordinator, Dominique Avery:** The program coordinator will provide ongoing orientation throughout the first semester, and is available throughout the program for reviewing and approving transfer credits, reviewing and approving changes to your program of study, and preparing for graduation.

**Field Experience Coordinators, Hridaya Sivalingam and Aja Burks:** The field experience coordinator will assist students in the final stages of practicum/internship site selection and approval. The faculty advisor is a helpful contact for getting students started in the first stages of finding a site, developing a resume and cover letter, and other aspects of getting ready to start practicum.

**Department Chair, Jennifer Preston:** The department chair oversees all faculty and students, any questions or concerns that cannot be addressed by the course instructor, faculty advisor, or program coordinator may be directed to the department chair.

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**Student Affairs:** Saybrook hosts a Student Affairs Office to support students during their tenure. The office hosts a variety of services including a new student success guide, ADA services, a virtual student wellness center, and Title IX services. Additionally, information about student life and student interest groups and organizations can be found through the [Student Affairs Office](#).

**University Resources:** Some questions and concerns are outside of the scope of the department. For questions about IT problems, course registration difficulties, payment and finances, ADA accommodations, for example, should be directed to the relevant office. All resources can be accessed online through the student gateway.

### What We Expect of Students

- Students will assess and assure alignment between personal goals and the MA Counseling, Clinical Mental Health Counseling Specialization program's emphasis on developing a strong professional identity as a counselor.
- Students will evidence multicultural humility, nondiscriminatory practices and work to develop cultural responsiveness within classes, field experience, and beyond.
- Students will actively engage with state licensure information sessions and advising and will take responsibility for assuring that their coursework and field experience meet local requirements.
- Students will evidence consistent academic engagement, including clear and regular communication throughout their academic programs such as checking and responding to Saybrook email and Canvas announcements
- Students' engagement and practice will evidence ethical behavior consistent with the American Counseling Association's code of ethics.
- Students will evidence knowledge and skills related to the 2016 CACREP standards consistent with that expected of graduate-level students.
- Students will engage in ongoing personal reflection and counseling as needed to support their preparation to engage fully and compassionately with clients of all backgrounds and presenting issues.
- Students will take advantage of practicum and internship preparation and site seeking guidance sessions, and will initiate seeking sites early and proactively.
- Students will join and become involved in relevant state and national professional associations, such as the ACA and their state counseling association. Many divisions in ACA focus on specific areas. Visit [www.counseling.org](http://www.counseling.org) to find out more about the ACA divisions. Most membership fees for students are discounted.

### Attendance Policy

#### General Policy

Students are expected to attend all class activities including Residential Conferences and online engagement. Attendance and participation according to personal and professional competencies are required to achieve a passing grade in all counseling courses. The minimum expectation is that all students arrive on time and demonstrate professional behaviors outlined in the department policies and personal and professional competency rubric.

## **Online Courses**

Attendance in the online courses is measured through engagement with each module. Students are expected to participate in all modules activities to demonstrate the integration of the course material. Full details on expectations are available in each course syllabus and module instructions.

## **Residential Conference**

Class time during the Residential Conference is counted towards that semester's enrolled courses. Students are expected to attend all listed course activities for their registered courses. Failure to do so may result in a lower grade or failure in the corresponding course. At times missing a portion of an RC course may be unavoidable; such as for illness, personal emergency, etc. Students may miss (with approval from faculty) up to 10% without penalization. Students are responsible for consulting with their classmates and the instructor regarding notes or missed material. Students who miss more than 10% of any RC should consult with faculty regarding makeup work and its impact on the final course grade.

## **Residential Conference Workshops**

Workshop hours are required by the California Board of Behavioral Sciences. Workshops are scheduled during RCs will result in a completion of all the necessary topics for the state board. In the event, a California student does not completely attend a workshop, or in the event, a student misses a sequenced workshop, it will be the student's responsibility to fulfill the requirement outside of the program utilizing alternative community resources on their own expense.

## **Practicum and Internship**

Students in Practicum and Internship are required to attend a specific number of group supervision hours for successful completion of the program and to be eligible for licensure. Students will fulfill this requirement through ProSeminar coursework during RCs and web conference supervision sessions throughout the semester. Students are expected to consult the Practicum and Internship Handbook, the course syllabus, and their state licensing board for relevant policies and to assure they complete the required number of supervision hours.

## **Academic Policies**

### **Late Work**

Students are expected to complete all assignments by the due date. **Papers and other assignments will not be accepted after the due date without prior permission from the instructor.** In cases of an emergency, the student can work with the instructor after the due date on a timeline to submit the missed. All assignment extensions must be submitted by the date agreed upon by the student and instructor. This date may be no later than one week before the end of the semester.

### **Plagiarism**

Students in the Counseling Department are expected to submit original work using APA style. There are a variety of resources available within each course Canvas shell and through the Center for Writing and Academic Success to help students develop proficiency with APA style.

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Any work that is not the original idea of the student must be appropriately attributed to the author(s) through APA citation. Representation of others' work as one's own is considered plagiarism and is a violation of academic integrity. Students are encouraged to utilize Turnitin and other similarity index reviews to evaluate their work for originality. All student assignments are run through Turnitin upon submission within Canvas. Any student caught plagiarizing may be subject to remediation or dismissal from the program.

### **MA Counseling, Clinical Mental Health Counseling Specialization Student Review Student Code of Conduct**

In the Counseling Department, the faculty is committed to supporting our students to become competent mental health professionals who inspire transformational change in individuals, families, and communities toward a just, humane, and sustainable world. Success in the MA Counseling, Clinical Mental Health Counseling Specialization program includes following a code of conduct outlined in the department's academic policies, personal and professional competency rubric, and ACA Code of Ethics. The MA Counseling Department's personal and professional competencies reflect the values of the counseling profession, the ACA Code of Ethics, and the CACREP Accreditation Standards. Failure to adhere to the Counseling Department code of conduct may result in remediation or dismissal from the program.

Students who have concerns about another student's ethical, interpersonal, and/or professional behaviors are encouraged to resolve any interpersonal concerns directly with their peers when possible. At any time, students may consult with faculty or the Student Affairs Office about how best to resolve any concerns. It is the department and university's commitment that all students are ensured a safe and supportive learning environment. Students who wish to submit reports of code of conduct violations or title IX harassment or discrimination can find the relevant information on the Saybrook University homepage and the Student Affairs Office. Further details of the full policy and process can be found in the [University Academic Catalog and Student Handbook](#).

### **Student Review Process**

Per the American Counseling Association (ACA) Code of Ethics and the standards set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), department faculty have the responsibility to review students' academic performance as well as suitability for the counseling profession. Student personal and professional dispositions related to successful programmatic and professional engagement are described in the [Personal and Professional Competency Rubric](#). The academic policies and personal and professional competencies are designed to help students develop the skills necessary for success. Failure to develop competencies in these areas may interfere with students' ability to perform in an ethical and professionally competent manner. Thus, all MA Counseling, Clinical Mental Health Counseling Specialization students are continuously reviewed while they are enrolled in program courses, and field experiences. This review is done at regularly scheduled faculty meetings in consultation with any adjunct faculty members and site supervisors. All students' academic, personal, and professional progress is formally reviewed by faculty at least once annually. During the annual review, students will also have an opportunity to self-reflect and connect with advisors around areas for further development.

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As part of the ongoing review of students' academic performance and professional development, faculty members will observe and note personal and professional issues that indicate successful development or might significantly affect students' ability to function adequately as graduate students and professional counselors. First-semester students will complete a self-review at the end of their first semester. Following the self-review, the faculty will review the form, offer written comments, and return the form to the student. All students will be evaluated by faculty annually after their 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> semesters in the program and are provided feedback on their developmental progress. Students are encouraged to meet with their advisors regularly to discuss their progress and seek any additional support.

### **Academic Review**

Students are provided with regular formative and summative feedback through course discussions and assignments. Students are encouraged to review and integrate instructor feedback to ensure their academic success. The MA Counseling, Clinical Mental Health Counseling Specialization faculty review students' grade point averages on a semester basis. Students must retake any courses for which they do not receive credit (B or better). Two or more course failures may result in dismissal from the program per program and university policies. Additionally, withdrawal from a course because of academic challenges may result in the student being placed on an academic remediation plan. Students are encouraged to review the current program handbook and Saybrook catalog for additional information about maintaining successful academic progress.

### **Personal and Professional Competency Review**

To ensure proper training and professional competency, students in the MA Counseling, Clinical Mental Health Counseling Specialization program must be familiar with and abide by relevant ethical codes. Students must also be able to demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on, but not limited to, academic performance and the personal and professional competencies which measure dispositions related to the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues. Examples include the ability to convey warmth, genuineness, respect, and empathy in interactions with classmates, staff, faculty, clients, site supervisors, and co-workers. Students should be cognizant of their impact on others and should be able to demonstrate the ability to accept and integrate feedback, accept personal responsibility, emotional regulation, and exercise professional judgment in decision-making relative to issues and situations encountered in the program. Students are expected to thoroughly review the [Personal and Professional Competency Rubric](#) to familiarize themselves with the expectations. The personal and professional competencies, along with the academic policies, are an important aspect of the Counseling Department's code of conduct.

## **Student Remediation and Due Process**

It is the commitment in the Counseling Department to provide students with regular and proactive feedback on their development as a counselor in training. Faculty will informally review student concerns as they arise at weekly faculty meetings and initiate a formal review when warranted. Any student who demonstrates academic or personal and professional competency challenges is provided with a formal letter at mid-semester outlining the concerns and suggested steps. Academic and/or, personal and professional competency challenges that persist may result in remediation or dismissal from the program. Remediation planning may occur at any point throughout the program.

The intent of the remediation process is to provide students with clear documentation of the areas in need of development for success in the program and in the counseling profession. Students who are placed on a remediation plan are notified by email and a meeting is scheduled between the student and the department chair, the program coordinator, the faculty advisor, or other relevant representatives. Students are provided with a written remediation plan ahead of the meeting. During the meeting, the faculty will describe the outlined concerns and action steps for remediation. Students may ask questions and check for understanding. Additionally, students are encouraged to further meet with their advisor or relevant university support services to collaborate on strategies for success.

Students who are placed on remediation plans are provided with a formal review and feedback on their progress at least once per semester. Student are encouraged to meet with their advisor more regularly to review their progress. Remediation plans will be updated on a semester basis until the required action steps have been met or the student is dismissed from the program. Depending upon the nature and severity of the concerns, appropriate action steps range from (a) collaborative strategies for academic, personal, and professional improvement to (b) alterations to the program of study including delaying the start of field experience, to (c) required leave of absence to (d) dismissal from their program. Gross violations of the Counseling Department code of conduct may result in immediate dismissal from the program.

## **Appeal Process**

In cases of Academic Dismissal from the department, students who wish to appeal the decision should do so in writing by submitting a letter to the Registrar. The registrar will then form a review committee comprised of the Registrar, Department Chair, Dean of the College of Social Sciences, and the VP of Academic Affairs. Students are then informed in writing about the appeal decision. For more information about the university, appeal processes visit the *Academic and School Policies* section of [Saybrook University's Academic Catalog and Student Handbook](#).

## Personal and Professional Competencies Rubric

The following form is used by MA Counseling, Clinical Mental Health Counseling Specialization faculty as a guide to monitor students' personal and professional competencies (as described above). Unacceptable personal or professional performance on the part of students leads to a meeting with instructors, advisors, or the Department Chair.

<b>Openness</b>		
<i>Limited Competency</i>	<i>Developing Competency</i>	<i>Demonstrating Competency</i>
Often dogmatic about own perspective and ideas	Amenable to the discussion of perspectives other than own	Solicits others' opinions and perspectives about own work
Shows resistance to learning new perspectives or ideas	Shows some receptiveness to learning new perspectives or ideas	Shows strong evidence of openness to learning new perspectives or ideas

<b>Cognitive flexibility and acceptance of ambiguity</b>		
<i>Limited Competency</i>	<i>Developing Competency</i>	<i>Demonstrating Competency</i>
Demonstrates rigidity of thought	Committed to developing own cognitive flexibility although struggles at times	Regularly demonstrates appropriate cognitive flexibility
Tends to demonstrate inflexibility in modifying ideas, materials, plans, or clinical work	Usually demonstrates flexibility in modifying ideas, materials, plans, or clinical work	Consistently demonstrates flexibility in modifying ideas, materials, plans, or clinical work
Demonstrates difficulty understanding or accepting ambiguity	Sometimes understands and accepts ambiguity	Fully accepts ambiguity

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<b>Cooperation</b>		
<i>Limited Competency</i>	<i>Developing Competency</i>	<i>Demonstrating Competency</i>
Shows little engagement, undermines goal achievement, or fails to compromise in cooperative activities	Engages in cooperative activities, supports goal achievement, and compromises in cooperative activities	Actively engages in cooperative activities, effectively supports goal achievement, and initiates compromises in cooperative activities
Inadequately or infrequently demonstrates collaboration with peers, faculty, and/or site personnel	Demonstrates collaboration with peers, faculty, and/or site personnel	Consistently initiates and seeks out opportunities to collaborate with peers, faculty, and/or site personnel
Often fails to contribute own perspectives in cooperative activities	Sometimes contributes own perspectives in cooperative activities	Regularly contributes own perspectives in cooperative activities in a respectful manner

<b>Reflectivity and use of feedback</b>		
<i>Limited Competency</i>	<i>Developing Competency</i>	<i>Demonstrating Competency</i>
Rarely seeks feedback	Sometimes seeks feedback	Actively seeks feedback
Infrequently receptive to feedback	Generally receptive to feedback	Receives, reflects, and responds to feedback effectively and appropriately
Infrequently engages in reflective practice regarding own content knowledge and behavior patterns	Generally responds to feedback by engaging in reflective practice regarding own content knowledge and behavior patterns	Has developed the habit of engaging in reflective practice regarding own content knowledge and behavior patterns

Awareness of own impact on others		
<i>Limited Competency</i>	<i>Developing Competency</i>	<i>Demonstrating Competency</i>
Words and actions reflect little or no awareness of how others are impacted or influenced by one's speech or behavior	Demonstrates effort to determine how own words and actions impact or influence others	Consistently and accurately recognizes how own words and actions impact or influence others

Cultural awareness and diversity		
<i>Limited Competency</i>	<i>Developing Competency</i>	<i>Demonstrating Competency</i>
Shows little understanding or appreciation for one's cultural heritage or the cultural differences of others	Generally shows awareness of own cultural background, as well as an understanding of how culture and identity affect others	Identifies challenges and opportunities afforded by their own culture as well as cultural identities other than their own
Demonstrates little awareness of own culture or a desire to learn about other cultures	Generally demonstrates respect for the needs and differences of others	Actively works to understand the cultural backgrounds of others and uses this to respond appropriately
Shows some insensitivity to individual differences and diversity	Generally accepts values and beliefs different from own	Assertively respects the fundamental rights, dignity, and worth of all people

Managing conflict		
<i>Limited Competency</i>	<i>Developing Competency</i>	<i>Demonstrating Competency</i>
Demonstrates little evidence of managing differences and misunderstandings with respect and skill	Generally manages differences and misunderstandings with respect and skill	Regularly manages differences and misunderstandings with respect and skill
Rarely examines own role in the conflict or considers perspectives of others	Generally examines own role in conflict and considers others' points of view	Regularly examines own role in conflict and considers others' points of view

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<b>Personal responsibility</b>		
<i>Limited Competency</i>	<i>Developing Competency</i>	<i>Demonstrating Competency</i>
Struggles with punctuality, preparedness, and meeting deadlines	Generally punctual, prepared, and meets deadlines	Punctual, prepared, and meets all deadlines
Shows little evidence of taking personal responsibility for expanding own knowledge base	Generally takes personal responsibility for expanding own knowledge base	Regularly takes personal responsibility for expanding own knowledge base
Tends not to accept personal responsibility for mistakes, frequently blames others	Generally accepts personal responsibility for mistakes	Accepts personal responsibility for mistakes

<b>Emotional self-expression</b>		
<i>Limited Competency</i>	<i>Developing Competency</i>	<i>Demonstrating Competency</i>
Infrequently or inadequately articulates own feelings in an effective and/or appropriate manner	Generally articulates own feelings in an effective and appropriate manner	Consistently articulates the full range of own feelings in an effective and appropriate manner
Often unaware of own emotions and behaviors that interfere with appropriate interpersonal interactions	Generally aware of own emotions and behaviors that interfere with appropriate interpersonal interactions	Consistently aware of own emotions and behaviors that interfere with appropriate interpersonal interactions and manages them effectively
Infrequently or inadequately demonstrates skillful self-disclosure	Generally demonstrates skillful self-disclosure	Regularly demonstrates skillful self-disclosure

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<b>Attention to professional, ethical, and legal considerations</b>		
<i>Limited Competency</i>	<i>Developing Competency</i>	<i>Demonstrating Competency</i>
Demonstrates little evidence of incorporating professional, ethical, and legal considerations in coursework or fieldwork experiences	Fully committed to ethical practice and generally evidences professional, ethical, and legal behavior	Behaves in a professional, ethical, and legal manner at all times
Has not adequately developed a strong sense of professional judgment	Generally demonstrates a strong sense of professional judgment	Has developed a strong sense of professional judgment
Evidences gaps in ethical knowledge and practice that could potentially endanger the safety and well-being of clients	Appropriately identifies and seeks feedback regarding ethical concerns, but relies heavily upon supervisors to reach sound decisions	Evidences increasingly appropriate levels of independence in navigating ethical concerns to ensure client safety and well-being

<b>Initiative, motivation, and engagement</b>		
<i>Limited Competency</i>	<i>Developing Competency</i>	<i>Demonstrating Competency</i>
Evidences low levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities	Evidences acceptable levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities	Evidences exceptional levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities
Displays little motivation to grow professionally	Displays motivation to grow professionally	Clearly motivated to grow professionally

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<b>Academic Performance</b>		
<i>Limited Competency</i>	<i>Developing Competency</i>	<i>Demonstrating Competency</i>
Written and oral communication reflects difficulties in using discipline-specific style and language	Written and oral communication reflects acceptable skill in using discipline-specific style and language	Written and oral communication reflects excellence in using discipline-specific style and language
Shows little evidence of synthesizing information and relevant research in a coherent and logical manner	Generally demonstrates evidence of synthesizing information and relevant research in a coherent and logical manner	Consistently demonstrates evidence of synthesizing information and relevant research in a coherent and logical manner
Demonstrates little evidence of applying pertinent information from the professional literature to coursework and fieldwork experiences	Generally demonstrates evidence of applying pertinent information from the professional literature to coursework and fieldwork experiences	Regularly demonstrates evidence of applying pertinent information from the professional literature to coursework and fieldwork experiences

## Saybrook University Policies

### Saybrook University's Academic Progress Policies

For more information about Saybrook University's Academic Progress Policies, visit the [Academic and School Policies](#) section of *Saybrook University's Academic Catalog and Student Handbook*.

### Saybrook University's Diversity Policies

For more information about Saybrook University's non-discrimination and non-retaliation policies, visit the [Student Rights and Responsibilities](#) section of *Saybrook University's Academic Catalog and Student Handbook*.

### Saybrook University Disability Accommodation Policy

For more information about Saybrook University's Disability Accommodation Policy, visit the [Student Rights and Responsibilities](#) section of *Saybrook University's Academic Catalog and Student Handbook*.

### Student Retention and Dismissal Policy

For more information about Saybrook University's retention and dismissal policies, visit the [Academic and School Policies](#) section of *Saybrook University's Academic Catalog and Student Handbook*.

### Reaching Out

To support student growth and success, Saybrook University offers assistance. For more information about assistance resources, visit [Student Affairs](#).

## Resources

Site	URL
American Counseling Association Code of Ethics and Standards of Practice	<a href="http://counseling.org/knowledge-center/ethics/code-of-ethics-resources">counseling.org/knowledge-center/ethics/code-of-ethics-resources</a>
American Counseling Association state-specific licensure info	<a href="http://www.counseling.org/knowledge-center/licensure-requirements">www.counseling.org/knowledge-center/licensure-requirements</a>
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	<a href="http://cacrep.org">cacrep.org</a>
National Association of Alcoholism and Drug Abuse Counselors Ethical Standards	<a href="http://naadac.org/ethics.htm">naadac.org/ethics.htm</a>
NBCC Code of Ethics	<a href="http://nbcc.org/ethics">nbcc.org/ethics</a>
NBCC Examination for Licensure and Certification	<a href="http://www.nbcc.org/Exams">www.nbcc.org/Exams</a>
NBCC Policy Regarding the Provision of Distance Professional Services	<a href="http://nbcc.org/Assets/Ethics/NBCCPolicyRegardingPracticeofDistanceCounselingBoard.pdf">nbcc.org/Assets/Ethics/NBCCPolicyRegardingPracticeofDistanceCounselingBoard.pdf</a>
Saybrook University's progressive approach	<a href="http://www.saybrook.edu/about/essentials/">www.saybrook.edu/about/essentials/</a>

## Graduation, Licensure, and Employment

### Getting Ready to Graduate

In the final semester of the MA Counseling, Clinical Mental Health Counseling Specialization program, students prepare to graduate and collect the documentation they will need for licensure. As students get ready to complete the program, they should ensure they have downloaded all course syllabi and kept records of all fieldwork experience documents. Students should pay close attention to their university emails to ensure they do not miss critical tasks and deadlines.

Before starting their final semester, Academic Affairs will send emails regarding the requirements and process for graduation and degree conferral. Students are responsible for completing the Petition to Graduate form and submitting it to the university. Students requesting transcripts for licensure should pay attention to the date upon which their degrees are conferred for requesting an official transcript. Degrees are conferred several weeks after the end of the semester. Consult the academic calendar for dates.

As part of a CACREP accredited program and an Approved University through NBCC, some students are eligible to take the National Counselor Examination or the National Clinical Mental health Counseling Examination in the final semester of their program. Many states allow students to take the required examinations before graduation. Students entering their final semester will be provided with dates and details on registration.

### Professional Licensure

Graduates of the MA Counseling, Clinical Mental Health Counseling Specialization program will have completed the educational requirements and pre-degree fieldwork training necessary for a professional counselor supervised practice license (or equivalent) in most states. Entrance to the MA Counseling program does not guarantee state licensure. The MA Counseling program is CACREP accredited and provides students with educational and pre-degree fieldwork training, however, some states may require additional requirements such as examinations or background checks before a license is granted. Students will sign an informed consent upon entering the program attesting to their understanding and agreement for their responsibility to inform themselves of their state's requirements as well as personal and professional dispositions.

Because all states have different licensing requirements, faculty work with students from the very beginning of the program to help them understand the license requirements in the state where they want to practice. Students research requirements in the states for which they intend to seek licensure and work with their advisor to develop a program of study designed to meet any requirements in addition to the standard curriculum. While it is not typical that students need to make adjustments, examples may include, additional coursework outside the counseling department or additional hours of clinical fieldwork. Students who may need to take additional coursework for licensure in a particular state are encouraged to discuss this requirement with the Financial Aid Office. After graduating, students will be prepared to take the National Counselor Exam (NCE), or others exam(s) required in the state in which they intend to practice.

### National Counseling Examination

The National Board for Certified Counselors (NBCC) develops examinations that are used for purposes of licensure in all 50 states, the District of Columbia, and Puerto Rico, as well as for national certification. The [National Counselor Examination \(NCE\) for Licensure and Certification](#) is the most portable examination in counseling. It is required for NBCC's flagship board certification, the [National Certified Counselor \(NCC\)](#), and for [state licensure](#) in many states. The NCE is a 200-item, multiple-choice examination designed to assess knowledge, skills, and abilities determined to be important for providing effective counseling services. The NCE was first used in 1983 as part of the NCC application process and continues to undergo regular review, revision, and development to ensure that it represents the current reality of practice and research in the counseling profession. NBCC has also developed a study guide to prepare applicants for the exams.

### Career Opportunities

Licensed practitioners in Professional Mental Health Counseling have many career opportunities. In addition to independent practice, our graduates work in nonprofit service centers, substance recovery centers, community mental health centers, schools, university campuses, domestic violence centers, hospice outreach, adoption and foster transitional care, hospitals and ambulatory care, private practice, and anywhere and everywhere that reaches the populations they are passionate about supporting.

While job prospects will vary with location and specialization, opportunities are generally positive because the number of job openings often exceeds the number of counseling program graduates. Available positions for Counselors are expected to grow much faster than average for all occupations through 2016. See the *Occupational Outlook Handbook*, [www.bls.gov/ooh/](http://www.bls.gov/ooh/).

### Endorsing Students

Saybrook faculty are responsible for student competencies in the counseling training program. When students begin the field experience and when they pursue licensure, faculty will not support students who do not demonstrate a good fit for the profession, in terms of skills competence, and evidence of ethical behavior. Instead, faculty will advise such students to consider alternate non-clinical degrees. Students and alumni who are in good standing may request letters of recommendation from faculty. Faculty will consider student requests for letters of recommendation for other academic and employment pursuits. For sufficient time to evaluate and negotiate such requests, please allow faculty at least 4 weeks to respond.

SAYBROOK UNIVERSITY MA COUNSELING PROGRAM STUDENT HANDBOOK

**Saybrook University Master's Program of Study  
Fall Start MA Counseling, Clinical Mental Health Counseling  
Specialization Program**

**Student Name** Type student name

**Student ID** Type student ID number

<b>Counseling Core Courses</b>		<b>Credit Hours</b>	<b>Year Completed</b>
<b>YEAR 1 - FALL SEMESTER</b>			
COUN 2500	Basic Counseling Skills	3	
COUN 6020	Lifespan Development	3	
COUN 2025	Counseling Theories	3	
	<i>Residential Conference #1</i>	0	
<b>YEAR 1 - SPRING SEMESTER</b>			
COUN 2650	Professional Orientation & Ethical Practice	3	
COUN 2010	Structure & Dynamics of the Family	3	
COUN 1023	Understanding Research & Evaluation	3	
	<i>Residential Conference #2</i>	0	
<b>YEAR 1 - SUMMER SESSION</b>			
COUN 2532	Career Development & Counseling (8 week session)	3	
<b>Counseling Core Courses</b>		<b>Credit Hours</b>	<b>Year Completed</b>
<b>YEAR 2 - FALL SEMESTER</b>			
COUN 2531	Group Counseling & Psychotherapy	3	
COUN 2531A	Group Lab	0	
COUN 2560	Cultural Humility and Responsiveness	3	
COUN 2561	Substance Abuse & Behavioral Addictions	3	
	<i>Residential Conference #3</i>	0	
<b>YEAR 2 - SPRING SEMESTER</b>			
COUN 2510	Relationship & Family Intervention	3	
COUN 2050	Psychopathology & Diagnosis	3	
COUN 8152	Practicum I	3	
	<i>Residential Conference #4</i>	0	
<b>YEAR 2 – SUMMER SESSION</b>			
COUN 2031	Assessment & Testing (8-week session)	3	
	Option to take COUN 8152 or COUN 8153 (12-week session)	3	
<b>Counseling Core Courses</b>		<b>Credit Hours</b>	<b>Year Completed</b>
<b>YEAR 3 - FALL SEMESTER</b>			
COUN 2562	Crisis & Trauma Intervention	3	
COUN 2505	Psychopharmacology	3	
COUN 8153	Internship I	3	
	<i>Residential Conference #5</i>	0	
<b>YEAR 3 - SPRING SEMESTER</b>			
COUN 2555	Advanced Child & Adolescent Counseling	3	
COUN 2060	Human Sexuality	3	
COUN 8154	Internship II	3	
	<i>Residential Conference #6</i>	0	
	<b>Total Program Credits</b>	<b>60</b>	

SAYBROOK UNIVERSITY MA COUNSELING PROGRAM STUDENT HANDBOOK

<b>Approved Transfer Credits</b> (graduate level within last 5 years)				<b>Credit Hours</b>	<b>Sem/Year Completed</b>
<b>Prefix &amp; Number</b>	<b>Course Title</b>	<b>Institution</b>	<b>Grade</b>		
<b>Transfer Credit Total</b>					
<b>Total Program Credits with Transfer Credits</b>					

<b>Residential Conference Workshops</b>			<b>Contact Hours</b>	<b>Sem/Year Completed</b>
Required for <b>ALL</b> Students				
COUN 2539	Child Abuse Assessment and Reporting		7	
Required for <b>California</b> Licensing				
COUN 2538	Aging and Long-Term Care			
COUN 2544	Mental Health Recovery			
COUN 2640	Partner Abuse and Domestic Violence			
COUN 2639	Severe Mental Illness and Developmental Disabilities			
<b>Total Contact Hours</b>				

Advisor Notes:

<b>Signatures</b>	<b>Dates</b>
Type student name	Insert date
Type advisor name	Insert date

SAYBROOK UNIVERSITY MA COUNSELING PROGRAM STUDENT HANDBOOK

**Saybrook University Master's Program of Study  
Spring Start MA Counseling, Clinical Mental Health Counseling  
Specialization Program**

**Student Name** Type student name

**Student ID** Type student ID number

<b>Counseling Core Courses</b>		<b>Credit Hours</b>	<b>Year Completed</b>
<b>YEAR 1 - SPRING SEMESTER</b>			
COUN 2650	Professional Orientation & Ethical Practice	3	
COUN 2010	Structure & Dynamics of the Family	3	
COUN 1023	Understanding Research & Evaluation	3	
<i>Residential Conference #1</i>			
<b>YEAR 1 - SUMMER SESSION</b>			
COUN 2532	Career Development & Counseling (8 week session)	3	
<b>YEAR 1 - FALL SEMESTER</b>			
COUN 2500	Basic Counseling Skills	3	
COUN 6020	Lifespan Development	3	
COUN 2025	Counseling Theories	3	
<i>Residential Conference #2</i>			
<b>Counseling Core Courses</b>		<b>Credit Hours</b>	<b>Year Completed</b>
<b>YEAR 2 - SPRING SEMESTER</b>			
COUN 2510	Relationship & Family Intervention	3	
COUN 2050	Psychopathology & Diagnosis	3	
COUN 2560	Cultural Humility and Responsiveness	3	
<i>Residential Conference #3</i>			
<b>YEAR 2 – SUMMER SESSION</b>			
COUN 2031	Assessment & Testing (8-week session)	3	
<b>YEAR 2 - FALL SEMESTER</b>			
COUN 2531	Group Counseling & Psychotherapy	3	
COUN 2531A	Group Lab	0	
COUN 2561	Substance Abuse & Behavioral Addictions	3	
COUN 8152	Practicum I	3	
<i>Residential Conference #4</i>			
<b>Counseling Core Courses</b>		<b>Credit Hours</b>	<b>Year Completed</b>
<b>YEAR 3 - SPRING SEMESTER</b>			
COUN 2555	Advanced Child & Adolescent Counseling	3	
COUN 2060	Human Sexuality	3	
COUN 8153	Internship I	3	
<i>Residential Conference #5</i>			
<b>YEAR 3 – SUMMER SESSION</b>			
Option to take COUN 8153, or COUN 8154 (12-week session)		3	
<b>YEAR 3 - FALL SEMESTER</b>			
COUN 2562	Crisis & Trauma Intervention	3	
COUN 2505	Psychopharmacology	3	
COUN 8154	Internship II	3	
<i>Residential Conference #6</i>			
<b>Total Program Credits</b>		<b>60</b>	

SAYBROOK UNIVERSITY MA COUNSELING PROGRAM STUDENT HANDBOOK

<b>Approved Transfer Credits</b> (graduate level within last 5 years)				<b>Credit Hours</b>	<b>Sem/Year Completed</b>
<b>Prefix &amp; Number</b>	<b>Course Title</b>	<b>Institution</b>	<b>Grade</b>		
<b>Transfer Credit Total</b>					
<b>Total Program Credits with Transfer Credits</b>					

<b>Residential Conference Workshops</b>			<b>Contact Hours</b>	<b>Sem/Year Completed</b>
Required for <b>ALL</b> Students				
COUN 2539	Child Abuse Assessment and Reporting		7	
Required for <b>California</b> Licensing				
COUN 2538	Aging and Long-Term Care			
COUN 2544	Mental Health Recovery			
COUN 2640	Partner Abuse and Domestic Violence			
COUN 2639	Severe Mental Illness and Developmental Disabilities			
<b>Total Contact Hours</b>				

Advisor Notes:

<b>Signatures</b>	<b>Dates</b>
Type student name	Insert date
Type advisor name	Insert date

## SAYBROOK UNIVERSITY MA COUNSELING PROGRAM STUDENT HANDBOOK

### Student Review Form

The following form is used by students and faculty in the MA Counseling, Clinical Mental Health Counseling Specialization to review student personal and professional competencies along a developmental continuum. A full description of the review process and details of rubric categories are included in the student handbook. Students will complete a self-review at the end of their first semester, then faculty will review the form, offer written comments to the student.

Students will evaluate their placement along the developmental continuum towards competencies in each of the rubric areas. Students are not expected to be able to demonstrate full competencies at the beginning of their program. Please review the following direction in completing this form:

- Review the complete descriptions of the Personal and Professional Competencies Rubric on page 18 of the MA Counseling Handbook
- Rate yourself along the developmental continuum
- Provide comments for each area
- Complete a narrative summary at the bottom of the form.

<b>Student:</b>	<b>Date:</b>
<b>Term:</b>	<b>Advisor:</b>

	<b>Student Monitoring Dimensions</b>	Limited Competency	Developing Competency	Demonstrating Competency	Comments
1	Openness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Cognitive flexibility and acceptance of ambiguity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Reflectivity and use of feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Awareness of own impact on others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Cultural awareness and diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Managing conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Personal responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Emotional self-expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	Attention to professional, ethical, and legal considerations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	Initiative, motivation, and engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	Academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Narrative Summary				

## SAYBROOK UNIVERSITY MA COUNSELING PROGRAM STUDENT HANDBOOK

### Sample Remediation Letter/Plan

Saybrook University  
Department of Counseling  
MA Counseling Program

STUDENT NAME  
Remediation Plan  
DATE

Dear,

In the Counseling Department, the faculty is committed to supporting our students to become competent mental health professionals who inspire transformational change in individuals, families, and communities toward a just, humane, and sustainable world. Success in the MA Counseling, Clinical Mental Health Counseling Specialization program includes a combination of academic requirements and personal and professional competencies. The MA Counseling Department's requirements reflect the values of the counseling profession, the ACA Code of Ethics, and the CACREP Accreditation Standards. The expectations and requirements for successful completion of the program are outlined in the MA Counseling Handbook and course syllabi.

The faculty in the MA Counseling, Clinical Mental Health Counseling Specialization program is aware that you have not passed XXXXXX coursework. In addition to a No Credit grade XXXXXX you have passed XXX of the XXX courses taken to date.

In accordance with Saybrook University's academic policies, you must maintain a pass rate above 67% to stay in good academic standing. You may receive a warning from Saybrook University's registrar's office, letting you know that you will have one more semester to raise your completion percentage to the required 67%. If you do not raise this percentage, Saybrook University will require significant steps to stay enrolled. Additionally, counseling department policies dictate you may be at risk of dismissal from the program if you fail 2 or more courses.

As a way to help support you and assist you in being successful in the counseling program, the counseling program faculty are placing you on a remediation plan. It is our hope that this plan will work to support you in achieving professional standards required to successfully complete the program. A remediation plan outlines both specific items that must be completed and ongoing patterns that need to be addressed to demonstrate academic and personal and professional alignment with program and professional standards.

The plan will include the following:

#### *Academic*

1. Enrollment and successful completion of XXXX
2. Timely and full participation in all discussions.

## SAYBROOK UNIVERSITY MA COUNSELING PROGRAM STUDENT HANDBOOK

3. Completion of all course work (discussions, assignment, etc.) on time as outlined in the course syllabus. Receiving a grade of “NC/NP” in any course moving forward, will result in program dismissal.

### *Personal and Professional Competencies*

1. The faculty highly encourage you to continue to utilize outside support to address XXXX (personal counseling, community/social support, etc.). Please visit the [Virtual Student Wellness Center](#) and/or contact the Student Affairs Office for help in getting connected with resources.
2. A rating of “developing competency” is expected in at least XXX of the 13 areas of the Student Review Form by end of XXXX.
3. You must demonstrate progress towards “developing competency” in the following areas of the Student Review Form.

The faculty highly encourage you to utilize university and outside support to address any personal stress or challenges related to school (personal counseling, community/social support, virtual student wellness center, etc.). Please visit the [Student Affairs Homepage](#) for information about getting connected with resources. You can find additional academic support through the [Center for Writing and Academic Success](#).

Please know we appreciate your involvement with our program and let us or your faculty advisor know if you have any questions or concerns.

Sincerely,

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Dominique Avery, PhD, NCC, LPC  
Saybrook Counseling Department, MA Counseling Program Coordinator

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Jennifer Preston, PhD, NCC, LPC  
Saybrook Counseling Department, Department Chair

## Student Handbook Responsibility Statement

I understand that I am responsible for, and will be held accountable for, all information presented in the *Saybrook University MA Counseling, Clinical Mental Health Counseling Specialization Program Student Handbook*, and in particular, those related to the:

- mission statement
- academic unit and program objectives
- information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students
- matriculation requirements
- expectations of students
- academic appeal policy
- written endorsement policy explaining the procedures for recommending students for credentialing and employment
- policy for student retention, remediation, and dismissal from the program, student performance, and other ethical and professional standards

I understand that violating the policies and procedures outlined in the *Saybrook University MA Counseling, Clinical Mental Health Counseling Specialization Program Student Handbook* puts at risk my privilege to remain a member of this training program. I will review these materials carefully, and, if I have questions concerning them, will ask for clarification from my advisor or other faculty in this program.

**Student Name** \_\_\_\_\_ **Date signed** \_\_\_\_\_

**Student Informed Consent  
MA Counseling, Clinical Mental Health  
Counseling Specialization Program**

In the Counseling Department, the faculty is committed to preparing competent mental health professionals who inspire transformational change in individuals, families, and communities toward a just, humane, and sustainable world. Saybrook's counseling program is specifically focused on the knowledge, experience, and practical skills needed to enter professional practice. The MA Counseling Program is committed to a developmental approach in understanding individuals, groups, couples, and families within their broader social and cultural context, and with a full appreciation of the inseparable nature of spirit, body, and mind.

By signing this form, I understand that admission to the MA Counseling Program does not guarantee graduation or future licensure. I will ensure that I am informed of my state's requirements for obtaining a counseling license post-graduation including, but not limited to: [additional education requirements](#) beyond those included in the MA Counseling Program of Study, requirements of pre-degree supervised practice, examination requirements, and disposition or legal requirements such as background checks or character references.

Within the counseling program, I understand that success is not only based on academic performance but also dispositions suitable to the counseling profession as outlined in the HUMANITI core values and Personal and Professional Competencies Rubric included in the MA Counseling Handbook. Additionally, during my time in the counseling program, I agree to the following:

- I will review state licensure requirements and track any changes while I am in the MA Counseling program
- I will assess and assure alignment between personal goals and the MA Counseling, Clinical Mental Health Counseling Specialization program's emphasis on developing a strong professional identity as a counselor.
- I will evidence multicultural humility, nondiscriminatory practices, and work to develop cultural responsiveness within classes, field experience, and beyond.
- I will engage in ongoing personal reflection, counseling, and supervision as needed to support my preparation to engage fully and compassionately with clients of all identities and presenting issues.
- I will demonstrate engagement and practice that evidences ethical behavior consistent with the American Counseling Association's code of ethics.
- I will evidence knowledge and skills related to the current CACREP standards consistent with that expected of graduate-level students.

**Student Name** \_\_\_\_\_ **Date signed** \_\_\_\_\_