



**ST. JOHN'S  
UNIVERSITY**

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THE SCHOOL OF EDUCATION

**COUNSELOR EDUCATION  
DEPARTMENT**

**STUDENT HANDBOOK**

**St. John's University  
Counselor Education Department  
80-00 Utopia Pkwy  
Sullivan Hall – 5<sup>th</sup> Floor  
Jamaica, NY 11439**

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## WELCOME

Congratulations on choosing St. John's University to pursue your graduate education and welcome to the Department of Counselor Education. Our faculty is committed to helping you make this a positive educational and personal growth experience. There are three counselor preparation programs within our department: School Counseling – Master of Science in Education degree and Advanced Certificate; School Counseling with Bilingual Extension – Master of Science in Education degree; and Clinical Mental Health Counseling – Master of Science in Education degree and Advanced Certificate. Each program combines theory with a best practices model so that students receive the training needed to become competent and successful professional counselors.

This Counselor Education Student Handbook is designed to assist you while you complete your graduate studies in counseling. It contains information about departmental policies and procedures, as well as, program specific information. The policies and procedures within this Handbook may be revised at any time by the Counselor Education faculty. Should this happen, you will be informed of the changes during your meeting with your advisor.

The information contained in this Handbook is meant to supplement existing University policies, procedures, and regulations which can be found in the Graduate Bulletin and the St. John's University Student Handbook. It is your responsibility to know and abide by the policies and procedures contained in both Handbooks and Graduate Bulletin. You are encouraged to discuss any questions you may have with your faculty advisor. Once you have read this handbook, please sign the attestation located in Appendix F and return it to your advisor.

Again, welcome to the program. We look forward to working with you.

*Heather C. Robertson*

Heather C. Robertson, PhD, LMHC, CASAC  
Department Chair  
August 2021



### **ST. JOHN'S UNIVERSITY MISSION STATEMENT**

St. John's University is Catholic, Vincentian, and Metropolitan. As a university, we commit ourselves to academic excellence and the pursuit of wisdom that flows from free inquiry, religious values and human experience. We strive to preserve and enhance an atmosphere in which scholarly research, imaginative methodology; global awareness and an enthusiastic quest for truth serve as the basis of a vital teaching-learning process and the development of lifelong learning. Our core curriculum in the liberal arts and sciences aims to enrich lives as well as professions and serves to unify the undergraduate experience. Graduate and professional schools express our commitment to research, rigorous standards, and innovative application of knowledge. We aim not only to be excellent professionals with an ability to analyze and articulate clearly what is, but also to develop the ethical and aesthetic values to imagine and help realize what might be.



### **SCHOOL OF EDUCATION MISSION STATEMENT**

The School of Education prepares teachers, counselors and administrators as transformational and compassionate servant-leaders who honor the dignity of all people.



### **COUNSELOR EDUCATION DEPARTMENT MISSION STATEMENT**

The mission of the Department of Counselor Education at St. John's University is to prepare motivated, competent, culturally literate, and ethical counselors whose Vincentian inspired work will help them meet the demands of a rapidly changing society. Our students will receive quality clinical and academic experiences that will foster advocacy and research skills. Our unified and dedicated faculty will utilize the latest technology, evidenced based research, and the current Council on the Accreditation of Counseling and Related Education Programs (CACREP) accreditation standards to inform our teaching.



## COUNSELOR EDUCATION DEPARTMENT OBJECTIVES

1. To train graduate students as professional counselors in School or Clinical Mental Health settings in accordance with CACREP standards, while orienting students to the role and identity of a professional counselor, legal and ethical issues of the profession, and guidelines of the American Counseling Association.
2. To train graduate students to be ethical and effective counseling practitioners, and empower them to utilize counseling skills in a variety of modalities, including individual counseling, group counseling, career counseling, assessment, and consultation.
3. To train students to utilize appropriate evidence-based counseling theories and treatment modalities, and to ensure that students select counseling approaches in alliance with the developmental level and cultural beliefs of the clients/students they serve.
4. To foster an expectation of cultural awareness, social justice and responsibility among counselors-in-training following our Vincentian mission, and to hold students to an expectation of respect for diversity, equity, and inclusion in their academic, personal, and clinical practices.
5. To foster critical thinking, intellectual curiosity, and current knowledge of the counseling profession utilizing research and scholarship, while also requiring continual, critical self-reflection for internal biases and ongoing self-assessment of counselor wellness.
6. To foster an expectation of continued professional development and advocacy for the counseling profession and for the clients we serve, via active involvement in counseling organizations, ongoing training, and advocacy efforts, both throughout their program and beyond.



## COUNSELOR EDUCATION PROGRAM SPECIALIZATIONS

The Counselor Education Department at St. John's University offers the following specializations:

- M.S. Ed. in School Counseling (Queens & Staten Island Campus) & M.S. Ed. in Bilingual School Counseling (Queens Campus),  
<https://www.stjohns.edu/academics/programs/school-counseling-master-science-education>
- Advanced Certificate in School Counseling (Queens & Staten Island Campus),  
<https://www.stjohns.edu/academics/programs/school-counseling-advanced-certificate>
- M.S. Ed. in Clinical Mental Health Counseling (Queens & Staten Island Campus),

<https://www.stjohns.edu/academics/programs/clinical-mental-health-counseling-master-science-education>

- Advanced Certificate in Clinical Mental Health Counseling (Queens),  
<https://www.stjohns.edu/academics/programs/clinical-mental-health-counseling-advanced-certificate>

An overview, program objectives, admissions requirements, course requirements, and graduation requirements for each program are discussed below.



## **SCHOOL COUNSELING & BILINGUAL SCHOOL COUNSELING**

### **Overview**

The School Counseling and School Counseling with Bilingual Extension Programs consist of a 60-credit Master of Science in Education degree, which prepares counselors-in-training for fulfilling the roles of the urban school counselors serving elementary, middle, and high school students in grades K-12 in the areas of academic, personal/social, and career development, according to the American School Counselor Association's (ASCA's) vision. The specific roles of the school counseling professional are outlined in the ASCA website: <https://www.schoolcounselor.org/About-School-Counseling/School-Counselor-Roles-Ratios>. School counselors-in-training are required to join this professional organization, which includes a variety of professional development opportunities, subscriptions to relevant journals, and affordable student malpractice insurance, the purchase of which is a program requirement: [schoolcounselor.org/](https://www.schoolcounselor.org/).

The School Counseling Programs consist of 20 graduate courses, 3 of which involve supervised field experiences, and completion of the CPCE as the required exam. The coursework is aligned with CACREP standards and objectives, as this is a CACREP-accredited program, and it fulfills the NYS academic requirements for certification as a school counselor. CACREP standards for school counseling professionals are found at the following Website: [cacrep.org/section-5-entry-level-specialty-areas-school-counseling/](https://www.cacrep.org/section-5-entry-level-specialty-areas-school-counseling/). For information on requirements for New York State professional certification for school counselors, please visit the New York State Department of Education website: [eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do](https://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do)

## **School Counseling Program Objectives**

1. To educate professional School Counselors about the roles to be effective leaders, team members and collaborators, systemic change agents and advocates in the profession to improve the quality of education and access for all students.
2. To educate professional School Counselors about models of comprehensive school counseling programs so as to develop activities for a school counseling program based on the American School Counseling Association model
3. To train professional School Counselors to utilize data to develop comprehensive, accountable counseling programs that address the academic, career and social-emotional needs and development of all students.
4. To prepare skilled and multiculturally competent school counselors who are capable of identifying and responding to the needs of diverse clients by providing a wide range of guidance and counseling services for children, adolescents and their parents.
5. To train professional school counselors to explore community resources, referral sources, and legal and ethical considerations specific to school counseling.

## **Admissions Requirements**

Admission to the graduate program in School Counseling requires:

- A baccalaureate degree from an accredited college or university with undergraduate scholastic achievement indicating reasonable assurance of success in work for an advanced degree. Normally this will be a “B” (3.0) in the general average and in the major field.
- A minimum of 18 credits in the behavioral and social sciences and/or professional education courses. Students who do not fully meet this requirement may be provisionally admitted and will need to make up deficit credits by completing course work in those areas in addition to the usual program requirements
- Two letters of recommendation from college instructors or field supervisors;
- The interest, ability, and personality to function successfully in the field of school counseling
- The School Counseling with Bilingual Extension Program has the additional requirement that candidates must demonstrate language proficiency in both English and the target language by passing the New York State Bilingual Assessment (BEA) that is

administered by the New York State Education Department. The BEA is required of candidates seeking a bilingual extension to a certificate.

- Participation in an interview with Counselor Education faculty.
- Graduate Record Examination is no longer required.

## **Course Requirements**

### **Core Courses - 12 credits**

- 6127: Introduction to Counseling
- 6205: Group Dynamics
- 6264: Counseling Skills & Technique
- 6262: Assessment in Counseling

### **Specialization Courses - 48 credits**

- 6206: Psychosocial Development
- 6307: Research in Counseling
- 6595: Organization & Adm. of Pers. Serv.
- 6305: Practicum in School Counseling
- 6530: Multicultural Counseling
- 6650: Consultation & Evaluation
- 6208: Counseling & Personality Theory
- 6211: Crisis Counseling
- 6301: Career Development
- 6207: Developmental Counseling in Schools
- 6125: Brief Counseling with Children & Adolescents
- 6424: Case Studies and Community Resources
- 6364: Substance Use Counseling
- 6590: Internship in School Counseling I
- 6591: Internship in School Counseling II
- 9711: Education of Except. Individual (School Counseling) or 9001: Foundations of Bilingual Education (Bilingual Extension)



## **Exit Examination**

In addition to the above course work, School Counseling students must pass the Counselor Preparation Comprehensive Exam (CPCE) that is administered by the Center for Credentialing and Education, an affiliate of the National Board for Certified Counselors.



## **CLINICAL MENTAL HEALTH COUNSELING**

### **Overview**

The Clinical Mental Health Counseling Program is a 60 credit program leading to a Master of Science in Education degree. The New York State Department of Education Office of Professions has approved the program as license qualifying and thus it meets the education requirement for Licensed Mental Health Counselor. The Clinical Mental Health Counseling Program (CMHC) is accredited by the Council for the Accreditation of Counseling and Related Educational Programs. In addition it should be noted that the degree in Clinical Mental Health Counseling has been approved by the Office of Alcoholism and Substance Abuse Services (OASAS) as a qualifying curriculum for the Certified Alcoholism and Substance Abuse Counselor in Training (CASAC-T).

### **Clinical Mental Health Program Objectives**

1. To train Clinical Mental Health Counselors (CMHC) to be competent clinicians with a strong counselor identity in accordance with American Mental Health Counselors Association (AMHCA) ethical standards, in order to prepare for careers as Licensed Mental Health Counselors (LMHC).
2. To train CMHC students in appropriate intake, assessment, case conceptualization, diagnosis, treatment planning, documentation, and clinical treatment to properly serve clients, and to prepare our students for successful outcomes on the National Clinical Mental Health Counselor Examination (NCMHCE).
3. To educate CMHC students regarding the impact of addiction, the propensity of addiction to co-occur with mental health conditions, and to treat addiction in accordance with the NYS Office of Alcoholism and Substance Abuse (OASAS) standards, with the option to earn their Credentialed Alcoholism and Substance Abuse Counselor in Training (CASAC-T) credential).

4. To evaluate student's ability to provide appropriate, ethical, and evidence-based treatment that promotes client strengths and client wellness in accordance with our counselor identity, while also addressing appropriate developmental, societal, and multicultural influences on client well-being.
5. To train students to utilize community resources, referral sources, and case management services in accordance with their role as clinical mental health counselors, including situations involving trauma, crisis, or risk to client wellbeing.

### **Admissions Requirements**

Admission to the graduate program in Clinical Mental Health Counseling requires:

- A baccalaureate degree from an accredited college or university with Undergraduate scholastic achievement indicating a reasonable assurance of success in work for an advanced degree. Normally this will be a "B" (3.0) in the general average and in the major field.
- A minimum of 18 credits in psychology that includes a course in statistics and another course in research design. Students who do not fully meet this requirement will need to make up the deficit credits by completing the course work during their first year in the program. These credits are in addition to the usual program requirements.
- Two letters of recommendation from college instructors or field supervisors.
- Personal statement of interest, ability, and personality to function successfully in the field of mental health counseling.
- Participation in an interview with Counselor Education faculty.
- An additional graduate entrance examination is **not** required.

### **Course Requirements**

Core Courses - **45 Credits**- Courses with \* must be completed before taking field courses.

- 6127: Introduction to Counseling\*
- 6205: Group Dynamics\*
- 6264: Counseling Skills & Technique\*
- 6262: Assessment in Counseling\*
- 6651: Foundations MHC & Consult\*
- 6206: Psychosocial Development\*
- PSY 621: General Psychopathology\*
- 6301: Career Development\*
- 6530: Counseling in Multicultural Settings\*
- 6424: Case Studies & Comm. Resources
- 6208: Counseling & Personality Theory\*
- 6307: Research in Counseling \*
- 6270: Case Concept, Trt Plan, & Pharm

- 6364: Counseling the Substance Abuser
- PSY 636: Obj. Personality Assessment (phased out as of 2021 for elective option)

#### Field Courses – **9 credits**

- 6310: Practicum
- 6311: Internship I
- 6312: Internship II

#### Electives – **6-9 credits**

Students have the choice of a variety of electives in at the University graduate level. Electives are approved in advance by the advisor.

#### **Exit Examination**

In addition to the above course work, CMHC students must pass the Counselor Preparation Comprehensive Exam (CPCE) that is administered by the Center for Credentialing and Education, an affiliate of the National Board for Certified Counselors.

#### **Mental Health Licensure Requirements**

Students seeking licensing in New York State as a Licensed Mental Health Counselor (LMHC) must also complete the following items post-graduation: 1) passing score on the National Mental Health Counseling Examination (NMHCE), and 2) three thousand (3,000) hours of post-master's clinical work under an approved supervisor. Post-master's clinical hours are usually completed within in two years of obtaining a limited permit but a limited permit can be extended for up to two additional one-year periods at the discretion of the Office of Professions. For more information consult the State's webpage <http://www.op.nysed.gov/prof/mhp/mhclhc.htm> .

#### **Credentialed Alcoholism and Substance Abuse Counseling Certification**

CMHC students seeking certification in New York State as a Credentialed Alcoholism and Substance Abuse Counselor in Training (CASAC-T) must also complete the following items post-graduation: 1) passing score on the ICRC Alcohol and Drug Counselor Exam and 2) two thousand (2,000) hours of post-master's clinical work under an approved supervisor. For more information consult the State's webpage <https://www.oasas.ny.gov/>.



## DEPARTMENT AND FACULTY INFORMATION

The Counselor Education Department is located in the School of Education. On the Queens campus, the office and all faculty mailboxes are located in Sullivan Hall on the 4<sup>th</sup> and 5<sup>th</sup> floors. The Department secretary is located outside the Chair's office in Sullivan 521. If you need to leave a message for a faculty member, you may call their extension or the department office between the hours of 8:30 am and 4:30 pm. You may leave written messages for all faculty members in their mailboxes outside 521. Faculty Advisor Lists are posted in at the department secretary's desk. On Staten Island, the office is in DaSilva Hall.

## DEPARTMENT DIRECTORY

Queens campus secretary, Catherine Berardi: 718-990-6455

Staten Island campus secretary, Fay Dimino: 718-390 - 4506

Name/Title	Office #	Extension (718-990-XXXX)	Email
Dr. Robertson, Department Chair	SUL 521	2108	<a href="mailto:robertsh@stjohns.edu">robertsh@stjohns.edu</a>
Dr. Bethea	SUL 417	1559	<a href="mailto:betheaj@stjohns.edu">betheaj@stjohns.edu</a>
Dr. Cicco, Assoc. Dean/Staten Island	DAS 207D*	390-4147*	<a href="mailto:ciccog@stjohns.edu">ciccog@stjohns.edu</a> *Staten Island
Dr. Eschenauer	SUL 515	2120	<a href="mailto:eschenar@stjohns.edu">eschenar@stjohns.edu</a>
Dr. Ferdinandi	SUL 416	1561	<a href="mailto:ferdinaa@stjohns.edu">ferdinaa@stjohns.edu</a>
Dr. Li	SUL 414	2756	<a href="mailto:lim@stjohns.edu">lim@stjohns.edu</a>

**Faculty Office Hours:** All full-time faculty members have office hours each week. Faculty office hours will be posted in the hallway outside the offices, at the secretary's desk, and on syllabi. Check with the department's secretary to make an appointment or contact the faculty member directly.



## MATRICULATION & RETENTION POLICIES

In order to progress successfully through your counseling program and successfully graduate the program, you will need to adhere to the following program policies:

- 1. Program Completion:** Students at the Master's degree level have five years from their date of admission to complete their program of study. It should be noted that school counseling majors going full-time can complete the program in two years including one summer. Clinical Mental Health Counseling majors going full time can complete the program in 2.5 years including two summers. Students who go part-time must work carefully with their advisor since not all courses are offered every semester. Students must follow the plan of study they develop with their advisor.
- 2. Prerequisites:** You can be accepted into the program without having completed the 18 credits of prerequisites but these must be completed within your first 12 months in the program. This should be discussed with your advisor to be sure they are completed in a timely manner. Students who do not complete these prerequisites in 12 months will not be allowed to progress in the program.
- 3. Transfer Credit:** A student may request that graduate credit for previously completed graduate coursework be transferred to the St. John's University program of study, provided that it has not been applied toward the fulfillment of requirements for another degree. At the master's level, a maximum of six (6) semester hours of graduate credit will be accepted on a tentative basis, pending re-evaluation after the student has successfully completed 12 semester hours of graduate credit at the University. Note that the core courses in each program cannot be transferred in from another university including EDU 6127/6121/6122, EDU 6205, EDU 6262, and EDU 6264, nor can practicum/internship/field courses.
- 4. Grade Point Average:** All students are expected to maintain at least a 3.0 grade point average, which is required for graduation. Any grade below a "B" may or may not be counted towards your degree. Any field course (Practicum and/or Internship I/II) in which a

student earns a grade below as “B” will not count towards your degree; all field courses with a grade below a B must be repeated. Students must earn at least a B in their core classes, which include EDU 6127/6121/6122, EDU 6205, EDU 6262, and EDU 6264. If your grade point average for a particular semester falls below 3.0, you will be put on academic probation and will sign a contract with the program Chair that states that you have one semester to raise it to the expected level. If you fail to maintain the contract, you will be counseled out of the program.

5. **Class Engagement:** It is expected that students will attend and actively participate in all classes, and that assignments will be completed and submitted on time. For online synchronous classes, this includes turning on your camera and engaging in class activities.
  
6. **Academic Integrity:** Cheating, plagiarism, submitting another’s work as your own, or submitting the same materials for more than one course is strictly prohibited. Students are expected to maintain the Academic Honor Pledge of St. John’s University. There is a zero tolerance for academic dishonesty. <https://www.stjohns.edu/life-st-johns/student-conduct/academic-honor-pledge> . These guidelines will be enforced to the fullest extent and could result in dismissal from the program. In addition, the School of Education (SOE) has a Plagiarism policy which is outlined on the SOE Policy Website <https://www.stjohns.edu/academics/schools/school-education/about/soe-policies>, by clicking on “Plagiarism Policy.”
  
7. **Professional Dispositions:** You are preparing to enter the counseling profession, a profession that expects its members to maintain the highest level of both personal and professional standards, ethical engagement, and professional disposition. Therefore it is expected that all students adhere to personal and professional standards, ethical engagement, and professional disposition. A student’s failure comply with these standards may lead to dismissal from the program. Note that ignorance of the ethical codes of the profession is not an acceptable excuse for behavior. More information about ethical behavior, Problems of Professional Competency (PPC), and Professional Dispositions (PD) will be addressed beginning on page 24 of this manual. Information on ethical codes for the Counseling Profession are included in Appendix A.

8. **Cohort Model:** St. John's University's Counselor Education Program utilizes a cohort model. Course progression and cohort model is included in Appendix C. Courses may not be offered every semester, so it is imperative that you plan your long - term schedule with your advisor to avoid interference with your projected graduation date. *Any deviation from your plan of study must be signed in writing by the student and advisor.*
  
9. **Campus Course Offerings:** Course offerings vary by program, campus, and semester. If a student does not take a course when it is offered, they must be aware that the particular course may not be offered again on that campus until it occurs in the specific sequence. Students may not take courses on another SJU campus without prior approval.
  
10. **University Resources:** There are a number of resources available to students at St. John's University. Some of them will be discussed later in this Handbook. They are discussed in the St. John's University Student Handbook (<http://www.stjohns.edu/about/administrative-offices/operations/division-student-affairs/student-handbook>). More information about specific student services are outlined on page 29.
  
11. **University Policies & Student Responsibility:** It is your responsibility to familiarize yourself with both the Graduate Bulletin (<http://www.stjohns.edu/academics/schools-and-colleges/bulletins/graduate-bulletin> ) and the St. John's University Student Handbook (see link in item 10). Failure to do so does not excuse one from the responsibilities and /or policies outlined therein. More information about specific university policies are outlined on page 28.
  
12. **Incompletes.** Requests for incompletes must be made in writing to the professor. The professor and the student will develop a written contract with due dates for all assignments.
  
13. **Malpractice Insurance:** All students are required to have the appropriate individual malpractice insurance for the entirety of their program. Malpractice insurance is available as a component your student membership to the American Mental Health Counseling

Association (AMHCA) ([www.amhca.org](http://www.amhca.org)) or the American School Counselors Association (ASCA) ([www.schoolcounselor.org](http://www.schoolcounselor.org)). Membership in either AMHCA or ASCA is required throughout your program.

**14. Financial Obligations:** The student is responsible for their financial obligations to the University. There can be significant financial and academic consequences for those who do not maintain obligations. Examples of such obligations include: paying bills on time, avoiding late registration fees, meeting academic requirements for student loans, not taking classes out of program, and maintaining course credit loads for one's graduate assistantship. It is the student's responsibility to be aware of any obligations that impact their finances or enrollment. The advisor or the Counseling program is NOT responsible for notifying students of their financial obligations or restrictions, as these obligations vary for each student's individual circumstance.

**15. Program Specific Fees:** In addition to standard university tuition and fees, students in the Counseling program are responsible for selected other costs, which are listed below with current rates as of August 2021:

- **Graduate membership** in the American Mental Health Counselors Association (AMHCA) for mental health students, (currently \$84) **or** graduate membership in the American School Counselors Association (ASCA) for school counselors (currently \$69). Graduate student membership includes malpractice insurance.
- **Assessment fees** for selected courses: EDU 6262, Assessment in Counseling (currently \$75) and EDU 6301, Career Development (currently \$45)
- **Fingerprinting fees** are required by the Department of Education, and may be required by CMHC internship facilities (currently approximately \$100)
- **Comprehensive Exam fee** (currently \$150 via Pearson)

Please note that there are other fees affiliated with becoming a certified school counselor and/or a licensed mental health counselor, including application fees and testing fees. The most recent fees for School Counselor certification can be located on the NYS Department of Education website: <http://www.highered.nysed.gov/tcert/certificate/>. The most recent fees for Licensed Mental Health Counselors can be located on the NYS Office of Professions



website: <http://www.op.nysed.gov/prof/mhp/mhclic.htm>

16. **Communication:** Faculty and university officials may communicate with students via Canvas, email, mail, or phone regarding academic assignments or other matters. Faculty (adjunct or full time) communicate with site supervisors and other faculty regarding for academic or clinical performance, client safety, and student well-being. Communication from faculty or the University may be in the form of email, phone, postal service, or in person. Students are responsible for monitoring their St. John's email, as well as the phone and address on record. Faculty and university administration will use the St. John's student email to communicate with students.
  
17. **Exit Examination:** The Counselor Preparation Comprehensive Examination (CPCE) is a multiple-choice exam that demonstrates your knowledge with respect to content areas common to all counseling programs. The exam is officially offered two times per year: fall and spring. Students are eligible to take the exam when they have completed the required content area courses on the exam, which can be discussed with your advisor. Most students have completed these course requirements in their last or second to last semester. Information regarding the exam can be obtained on the Center for Credentialing & Education website: <http://www.cce-global.org/cpce>. Students sign up for this exam initially when prompted by the department secretary and chair, but ultimately select a test site, location, and date that is convenient for them. There is no official review course for this exam but since the material is based on the program's classes, you are advised to retain your class notes and textbooks to review prior to the exam.
  
18. **Program Evaluation & Feedback:** Accountability and evaluation are important concepts in the field of counseling. All the counseling programs undergo periodic and on-going internal and external evaluation processes. Within the Department of Counselor Education students are given the opportunity to provide informal feedback to faculty regarding the curriculum, policies, grading, supervision, and fieldwork. The Office of Institutional Research gives each student the opportunity to provide formal feedback regarding classes through the St. John's University on-line classroom evaluation. These on-line evaluations are completed

anonymously and the aggregate results are given to the individual faculty member and chair after the course grades are posted. It is an important self-evaluation tool for the faculty member and it provides information used by the School of Education in making promotion, tenure, and merit pay decisions. It must be restated that the results are anonymous and that professors have no way of knowing which students submitted the evaluations. It is an important responsibility for students to approach this task in an honest and mature manner.

**19. Academic Appeal/Grievance Process.** Students who have a grievance with a faculty member regarding a course grade, assignment, or other issue are required to follow the School of Education (SOE) Grade Grievance procedure. This policy is found on the SOE Policy website <https://www.stjohns.edu/academics/schools/school-education/about/soe-policies>, by clicking on “Grade Grievance.” The procedure includes both an informal and formal procedure for issuing a grade grievance.

**20. Academic Calendar & Holidays:** St. John’s University follows both the Catholic Church Holy Days calendar and the government holidays. Academic calendars can be found at <http://www.stjohns.edu/academics/office-registrar/academic-calendar> .



## **OPPORTUNITIES FOR INVOLVEMENT**

Students are encouraged to embrace the St. John's community and the wealth of professional opportunities that exist in the counseling profession. Students are encouraged to be actively involved in both state and national counseling organizations that are listed in Appendix B. Several of your faculty members currently or have previously served as leaders of these state organizations. Students are required to join either AMHCA (CMHC students) or ASCA (School Counseling students).

You are also encouraged to maintain high academic and professional standards, and to seek membership in our Sigma Tau Upsilon Chapter of Chi Sigma Iota (CSI, <https://www.csi-net.org/>). CSI is a national counseling honor society and invitations to join are extended to students who obtain a 3.5 GPA in their first semester in the program, while also exhibiting professional competency. CSI hosts a variety of professional development events on campus, and participates in local advocacy events.

Finally, St. John's University is rich with opportunities for involvement and service. Students are encouraged to contact faculty about collaborative research efforts, or connect with the many service organizations on campus. St. John's Counseling faculty members have organized service projects for Counseling students both in the NYC region, as well as at our Rome campus.

More information about Campus Life can be found on the website. For Queens campus, visit <https://www.stjohns.edu/life-st-johns/new-york-city-your-campus/queens-campus-life>. For the Staten Island campus, visit <https://www.stjohns.edu/life-st-johns/new-york-city-your-campus/staten-island-campus-life>. Please note that some student organizations may be restricted to undergraduate students.



## **ACADEMIC ADVISEMENT**

Every student is assigned an advisor. It is expected that you will maintain ongoing contact with your advisor. You should meet at least one time each semester during the advisement period to select appropriate courses, class schedules, and other pertinent information. Your advisor is there to help you successfully complete the program so if you encounter any difficulties, you should make an appointment with your advisor before the situation gets to a critical level. Students who deviate from plans made with their advisors are responsible for the consequences of such action. For example, federal student loans require students to take a minimum of 6 credits of courses required by their program each semester to be eligible for the loan. Students who end up with only one course at the end of their program because they deviated from the sequence recommended by the advisor will not qualify for a loan and will have to pay out of pocket to complete the program.

All students must complete a specific registration form with courses that have been pre-approved by an advisor. All matriculated students are assigned an advisor upon admission to any graduate program. Students are responsible for planning their programs in consultation with their official advisors and for registering for coursework or maintaining matriculation each semester until the degree is awarded.

Before coming in to meet with your advisor you must download an unofficial transcript from your UIS page, and bring a copy of your malpractice insurance. Without the transcript and a copy of your malpractice insurance, you will not be advised. Each counseling program has its own Program Advisement Sheet. Program Advisement Sheets are located in Appendix F. Beginning in fall 2021, program advising will be monitored via Degree Works. Your advisor will complete a registration form for the particular semester, and you will sign the form which constitutes an agreement that these courses, and only these courses, are the ones you will register for. You may also be asked to sign the registration book that is kept outside SUL 521 on the secretary's desk. It is your responsibility to sign the correct page (course number and CRN section) of the book. Failure to sign the book may result in your being asked to leave the course regardless of whether you have registered on line for the course.

**Registration Step Checklist:**

1. Print a current unofficial transcript
2. Print a current copy of your malpractice insurance
3. Make an appointment to meet with advisor to select courses. You must bring your unofficial transcript and malpractice insurance copies to this appointment.
4. Advisor updates your Program Advisement Sheet and Degree Works
5. Advisor completes registration form for new semester
6. You and your advisor sign forms
7. You sign the Registration Book - if needed
8. You register online and pay for the courses
9. If there is any change to the courses agreed upon, you must notify your advisor before registering online or you may be asked to leave the course.

**FIELD PLACEMENT INFORMATION**

Students in both the School Counseling/Bilingual School Counseling and the Clinical Mental Health counseling program will take three field placement courses throughout their program including Practicum, Internship 1, and Internship 2. Specific policies for these courses are addressed in the program specific *Practicum and Internship Handbook*, located on the program website. Counseling experiences must include both group and individual counseling. A summary of these policies is included below:

**School / School Counseling with Bilingual Extension Program**

The School and Bilingual Counseling Practicum and Internship are opportunities to gain experience in a full range of activities of the professional school counselor and the school counseling program at a school site where you will be working with students, parents and caregivers, teachers, administrators and educators. You will undertake activities under the direct supervision of your on-site school supervisor and a St. John's University faculty member. Students will develop competencies in a variety of professional activities that involve both direct and indirect services. The purpose of the practicum and the internship is for the graduate student to obtain training and supervision in the practice of professional school counseling. Please note:

- By the middle of the first semester in the program, the School Counseling Placement Coordinator will meet with students to discuss their first fieldwork experience, the practicum. It is suggested that you begin thinking about a site when you start the program. You can also talk to other advanced students who can give you suggestions.
- At this meeting, placement coordinator will explain how students submit proof that they have been fingerprinted at the DOE and to complete the DOE clearance process.
- You must obtain formal written approval in the semester (Fall or Spring) prior to the term you intend to take the fieldwork. There is a Practicum and Internship Application located in the *School Counseling Practicum and Internship Handbook* that must be completed by the site supervisor granting permission to do your fieldwork at that site and agreeing to the terms of the fieldwork experience that include granting permission for you to record client sessions (with parental approval) and to provide you with key learning experiences and supervision.
- A new Practicum or Internship Application must be completed every semester even if you are planning to remain at the same site.
- You will not be able to register for either the practicum or the internships if this completed paperwork is not presented at the time of advisement for registration.
- You will not be able to register for any fieldwork course if (a) you GPA is below 3.0 or (b) if you have any “INC” grades.
- If you obtain a grade below “B” in a fieldwork course, you must repeat the course.
- Practicum courses require students to be in a K – 12 site for a minimum of 100 hours of which 40 hours involve direct service to students, parents or caregivers, teachers, administrators or others in order to counsel, advice, consult or collaborate.
- Internship courses require interns to be in a K – 12 site for a minimum of 300 hours for each course of which there is a minimum of 120 hours of direct service required. Direct services are guided by the American Counseling Association and the American School Counselor Association Codes of Ethics.
- You must do one of your field placements in a K-6 setting and another in a 7-12 setting.
- Attention must be paid to your immunization and fingerprinting records. All immunizations should be up to date including a current copy of a PPD Montoux test. If you have tested positive for tuberculosis in the past, you do not need and should not have the PPD test performed again. Instead, have your doctor do a chest X-ray and submit the results of the X-

ray reading. School placements require fingerprinting, so if you have not already been fingerprinted, you must go to the Department of Education for fingerprinting. It is recommended that you do this during your first semester in the program.

- For complete information regarding your practicum and internship requirements and for specific instructions and forms, see the *School Counseling Practicum and Internship Handbook*.

### **Clinical Mental Health Counseling (CMHC) Program**

CMHC students complete their field placements in a variety of mental health settings including inpatient hospitals, outpatient agencies, residential settings, substance abuse agencies, and private practices. Fulltime students generally start practicum in their second spring semester.

Please note the following:

- You must have completed 39 credits of the 48 core credits before you can register for the practicum. The only courses that can be taken in conjunction with field placement course are EDU 6270 (practicum only), EDU 6364, and electives.
- Practicum courses require students to be in a mental health setting for a minimum of 100 hours of which 40 hours involve direct service to clients, including assessment, intake, group counseling, and individual counseling.
- Internship courses require interns to be in a mental health setting for a minimum of 300 hours for each course of which there is a minimum of 120 hours involve direct service to clients, including assessment, intake, group counseling, and/or individual counseling
- Direct services are guided by the American Counseling Association and the American Mental Health Counselors Association Codes of Ethics.
- You must obtain formal written approval in the semester (Fall or Spring) prior to the term you intend to take the fieldwork. There is a Mental Health Practicum /Internship Application that must be completed by the site supervisor granting permission to do your fieldwork at that site and agreeing to the terms of the fieldwork internship that include providing you with key learning experiences and supervision. This application is located in the *CMHC Practicum and Internship Handbook* located on the program website.
- A new Mental Health Internship Application must be completed every semester even if you are planning to remain at the same site.

- You will not be able to register for the internships if this completed paperwork is not presented at the time of advisement for registration.
- You will not be able to register for any fieldwork course if (a) you GPA is below 3.0 or (b) if you have any “INC” grades.
- If you obtain a grade below “B” in a fieldwork course, you must repeat the course.
- For complete information regarding your practicum and internship requirements and for specific instructions and forms, see the *CMHC Practicum and Internship Handbook*.



### **STUDENT EXPECTATIONS: PROFESSIONAL DISPOSITIONS**

Students are admitted into the counselor education program through a process that attempts to identify appropriate candidates for the specialization of their choice. Once a candidate is accepted and becomes a student in the program, the student is evaluated each semester regarding the appropriateness of his or her behaviors, also known as professional dispositions. According to CACREP, professional dispositions can be defined as “the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues.” (Source: <https://www.cacrep.org/glossary/> ) Appendix D contains the Criteria for the Evaluation of Professional Dispositions.

There may be times when a student’s professional disposition is not consistent with the relevant Ethical Standards of the American Counseling Association (ACA), American School Counselors Association (ASCA), or the American Mental Health Counselors Association (AMHCA). Occasionally student’s professional disposition is inconsistent with the professional behavior of a counseling student, or a counselor-in-training. These situations are called Problems of Professional Competency (PPC). PPCs are viewed quite seriously by the program faculty, and warrant faculty involvement and intervention.

Counseling faculty members are called upon to be “gate-keepers” of the counseling profession. This means that faculty members have a responsibility not only to our Counseling students and their wellbeing, but to the students/clients they serve currently (as counselors-in-training), as



well as to the students/clients they will serve in the future (as professional counselors). The gatekeeper function is outlined in the ACA Code of Ethics (F.6.b. Gatekeeping and Remediation), the ASCA Code of Ethics (D.n.), and the AMHCA Code of Ethics (2.A.6). Gatekeeping is also addressed in the CACREP glossary (<https://www.cacrep.org/glossary/>) indicating that faculty members and professional counselors have a duty to protect clients and students from the potential harm of an impaired counselor. Information on ethical codes for the counseling profession are included in Appendix A.

PPCs are categorized in to three primary areas (Brown-Rice and Furr, 2013):

- inadequate academic or clinical skill levels,
- personality and/or psychological unsuitability, and
- inappropriate moral character.

While there are far too many examples of PPCs to list, some examples may include:

- Inappropriate self-disclosure with students/clients
- Use of drugs or alcohol
- Insubordination or unprofessionalism with faculty or site-supervisors.
- Inability to accept, receive, or examine feedback from supervisors or faculty.
- Unwillingness to examine one's self or past in order to understand how it is interfering with one's counseling or academic performance
- Dishonesty, either directly (i.e. lying), indirectly (i.e. omission, partial disclosure, etc.), fraud (i.e. presenting false credentials), or fabrication (i.e. altering internship hours).
- Unprofessionalism – tardiness, absenteeism, or extended breaks from work/class, as well as inappropriate dress, behavior, language, and demeanor.
- Inappropriate online behavior. See Appendix E – Social Media & Electronic Communication Policy.



### **REMEDICATION, DISMISSAL, & APPEAL PROCESS**

If there is an indication that a student is behaving in a manner that is inconsistent with professional disposition of a counseling student or practicing counselor, the following process will be followed:

1. A faculty member will inform the student about the concern and suggest ways for the student to correct the behavior. The faculty member will review the relevant Ethical Standards of ACA, ASCA or AMHCA with the student, or University policy.
2. The faculty member will document all the meetings with or pertaining to the student and update the student about continuing concerns and the process that could lead to dismissal.
3. The Counselor Education Department Chair will canvas the faculty in order to assess the seriousness and consistency of the problem.
4. If the student is at a fieldwork site, the site supervisor will be contacted by the Clinical Coordinator for an assessment of the student's behavior at that site.
5. The Counselor Education faculty will discuss the student's behavior including the site supervisor's assessment and make decisions about the need to determine additional corrective measures, such as a remediation plan for the student or the student's removal from the program.
6. If the student is to be continued in the program by some prescribed corrective action or remediation plan, the Department Chair will assign two faculty members to present this information to the student. Those two faculty members, through ongoing meetings with the student, monitor the behavior of the student. The remediation plan will be documented and will include acceptable thresholds and timelines for student improvement.

7. If the student is to be recommended for dismissal from the program, the Department Chair presents the documentation to the Dean of the School of Education.
8. The Dean and Chair will determine a course of action consistent with University guidelines, Student Conduct Policies (<http://www.stjohns.edu/student-life/student-conduct/policies>) and the Academic Fairness Committee of the School of Education.
9. The student has the right to appeal to the Faculty Committee or the Dean. In either event the decision of the Faculty Committee or Dean is final.



### **REQUESTING FACULTY RECOMMENDATIONS & REFERENCES**

The end goal for most students entering the graduate program in counseling is employment as a counseling professional. Students in our program have traditionally had very strong employment rates post-graduation. Some students decide to pursue additional education in the field of Counseling, either at the doctoral level or within a counseling specialty. As such, students may request a faculty letter of recommendation, to list counseling faculty as references, or request additional forms of faculty endorsement. These recommendations/referrals/endorsements often require faculty knowledge of both academic and personal characteristics. Please note:

1. From the beginning of their program through the end, students should be seeking opportunities to form strong faculty relationships. Examples of such opportunities include strong academic performance, solid participation in class, thoughtful discussion and critical thinking, strong supervisor evaluations, positive professional disposition, receiving feedback well, motivation to learn, working well with peers, demonstrating cultural awareness, engaging in research, or participation in program activities.
2. Faculty members may elect *not* to provide recommendation/referral/endorsement based on student relationship or student performance. A faculty member who does not feel as if they know the student well enough to provide a recommendation/referral/endorsement, *or* those who feel they cannot do so positively, may decline or deny the student's request.
3. Requests from students are typically made in writing (e.g. email, recommendation form, etc.) to the faculty member, and include appropriate deadlines.

4. Students are required to give faculty members ample time to both respond to the request, and if in agreement, to provide the recommendation/referral/endorsement. Students must be cognizant of the time of year (e.g. beginning of the semester, end of the semester, etc.) and faculty workload when making such requests.
5. Students who are seeking licensure or certification in a different state and require verification of education credentials should contact the department chair.



## ST. JOHN'S UNIVERSITY POLICIES AND PROCEDURES

Students are responsible for all university policies and procedures pertaining to students. Several of these policies and procedures have been addressed earlier. Full policies and procedures are available on the university website ([www.stjohns.edu](http://www.stjohns.edu)), including, but not limited to:

- Student Code of Conduct: <http://www.stjohns.edu/student-life/student-conduct/code-conduct>
- Academic Honor Pledge: <https://www.stjohns.edu/life-st-johns/student-conduct/academic-honor-pledge>
- Services for Students with Disabilities: <http://www.stjohns.edu/student-life/health-and-wellness/disabilities-services>
- Financial Aid: <http://www.stjohns.edu/admission-aid/tuition-and-financial-aid>
- Student Health Services and Immunizations (including HIV/AIDS policy): <http://www.stjohns.edu/student-life/health-and-wellness/student-health-services>
- Library Policies: <http://www.stjohns.edu/libraries/general-information/library-policies>
- Technology Policies: <https://www.stjohns.edu/about/leadership-and-administration/administrative-offices/information-technology> and <https://www.stjohns.edu/about/leadership-and-administration/administrative-offices/information-technology/information-security-and-compliance>
- Public Safety and Security: <http://www.stjohns.edu/public-safety>



## ST. JOHN'S UNIVERSITY STUDENT SERVICES

### **Campus Ministry**

Campus Ministry welcomes students of all religious traditions while at the same time encouraging our Catholic students to deepen their Catholic identity and to become active participants. As a community of faith, service and friends, Campus Ministry takes seriously its unique role in expressing St. John's distinctive Catholic and Vincentian identity as embodied in the University's mission. St. John's is Vincentian in tradition and because of this, we seek to instill in the University community a deep concern for the rights and dignity of every person, especially the poor and most vulnerable. There are 15 Campus Ministers present and available throughout each of our campuses. For more information, go to:

<http://www.stjohns.edu/faith/campus-ministry>

### **Campus Parking**

All students who wish to park on campus are responsible for obtaining a Campus parking permit for each academic year. Permits are available at the Security office on each campus. All cars brought on campus must be registered with Security. Failure to display a valid parking permit may result in parking fines or having your car towed. For more information, go to:

<http://www.stjohns.edu/public-safety/parking-program#applypark>

### **Career Center**

The Career Center provides a valuable support system through which students and alumni can tap into job and career opportunities. The Center sponsors a wide variety of programs and services, including job fairs, on-campus interviews, full- and part-time employment opportunities, resume assistance, and mentor programs. The Queens Center is located in the CCK Hall and can be reached at (718) 990 – 6375 or [careers@stjohns.edu](mailto:careers@stjohns.edu). The Staten Island Center is located in Flynn Hall, Rm 115 and can be reached at (718) 390– 4438 or [jobs@stjohns.edu](mailto:jobs@stjohns.edu). Career Center resources can be accessed via Handshake in SJU Sign On.

**Computer Labs**

Computer labs are located in Marillac Hall (second floor) and the ground floor of Sullivan Hall.

**Counseling and Consultation Center**

The staff at the Counseling and Consultation Center currently offers short-term personal counseling on an individual, group and workshop basis to aid students in making adjustments to problems they encounter both on- and off-campus. We typically see students who (1) are experiencing academic difficulties; (2) are unsure who to see or where to go to resolve a problem; and (3) want to discuss and resolve problems of a personal nature. Counseling is provided on a strictly confidential basis with certain standard ethical and legal restrictions. The Counseling Center provides evaluation, diagnosis and referral for those students who are experiencing more than short-term personal difficulties. Psychiatric consultation is available when necessary. Counselors are available by appointment (within 24 hours), and immediately in case of an emergency. The Center is located on the first floor of Marillac Hall, Rm. 130 and can be reached at (718) 990 – 6384. The Staten Island Center is located in Spellman Hall, room 101 and can be reached at (718) 390-4451. <https://www.stjohns.edu/life-st-johns/health-and-wellness/center-counseling-and-consultation>

**Student Health Services**

The mission of the St. John's University Health Services Office is to maintain an optimal level of well-being among all members of our university community. For more information, go to: <http://www.stjohns.edu/student-life/health-and-wellness/student-health-services>

**International Student and Scholar Services**

The Office of International Student & Scholar Services helps international students with every aspect of life and learning in the U.S. Applying for visas, getting your I-20, obtaining your driver's license – the office will assist you with all your concerns. The office also can refer you to other offices and departments you may need. For more information, go to: <https://www.stjohns.edu/admission/international-admission/international-student-and-scholar-services>

**Storm Card Services**

Your St. John's University Storm Card is your personal connection to University services, purchases and access control. In addition to serving as your college ID, the Storm Card provides the ability to set up debit accounts for purchases at the campus book store, dining facilities, computer labs, copiers, printers and selected vending machines. Purchases may also be made for personal training and various ticket events! The Storm Card also provides access to campus gates, buildings and events. For more information, go to: <https://www.stjohns.edu/life-st-johns/student-services/stormcard>

**The University Writing Center**

The University Writing Center provides a place where all University students, faculty, and staff are welcome to discuss their writing with trained writing consultants. In addition to providing one-to-one consultations with students, the Writing Center sponsors readings and presentations by students and faculty, as well as faculty conversations about writing pedagogy and research methods. Our undergraduate and graduate consultants are active in professional organizations and present their research at regional and national conferences. The University Writing Center exists to foster a writing culture across the University. St. Augustine Hall (University Library) Room 150

718-990-2171 or [writingcenter@stjohns.edu](mailto:writingcenter@stjohns.edu)



**APPENDICES**





## APPENDIX A

### COUNSELING CODES OF ETHICS

Each professional organization publishes their ethical code in a pdf file that can be downloaded from the websites below. Students are responsible for adhering to the codes of ethics from the appropriate professional counseling organization.

#### **All counseling students:**

American Counseling Association: <http://www.counseling.org/knowledge-center/ethics>

#### **School Counseling students:**

American School Counselor Association (English & Spanish versions available):

<https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf>

#### **Clinical Mental Health Counseling students:**

American Mental Health Counselor Association: <https://www.amhca.org/publications/ethics>

#### **Students who elect to earn their Nationally Certified Counselor (NCC) credential:**

National Board of Certified Counselors (NBCC)

<http://www.nbcc.org/Assets/Ethics/NBCCCodeofEthics.pdf>

#### **CMHC Students who elect to earn their CASAC-T:**

New York State Office of Alcoholism and Substance Abuse Services (OASAS)

Credentialed Alcoholism & Substance Abuse Counselor (CASAC) Canon of Ethics

<https://oasas.ny.gov/credentialing/casac-canon-principles>



## APPENDIX B

### PROFESSIONAL COUNSELING ORGANIZATION INFORMATION

#### NATIONAL COUNSELING ORGANIZATIONS

##### **American Counseling Association (ACA)**

The American Counseling Association 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. By providing leadership training, publications, continuing education opportunities, and advocacy services to nearly 45,000 members, ACA helps counseling professionals develop their skills and expand their knowledge base.

[www.counseling.org](http://www.counseling.org)

##### **ACA Mission Statement**

The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.

##### **The National Board for Certified Counselors, Inc. (NBCC)**

The National Board for Certified Counselors, Inc. and Affiliates (NBCC), an independent not-for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. NBCC's certification program recognizes counselors who have met predetermined standards in their training, experience, and performance on the National Counselor Examination for Licensure and Certification (NCE), the most portable credentialing examination in counseling. NBCC has approximately 42,000 certified counselors. These counselors live and work in the US and over 50 countries. Our examinations are used by more than 48 states, the District of Columbia, and Guam to credential counselors on a state level. [www.nbcc.org](http://www.nbcc.org)

**NBCC Mission**

The National Board for Certified Counselors (NBCC) is the nation's premier professional certification board devoted to credentialing counselors who meet standards for the general and specialty practices of professional counseling.

**American School Counselor Association (ASCA)**

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to more than 26,000 professional school counselors around the globe. With a membership of more than 25,000 school counseling professionals, ASCA focuses on providing professional development, enhancing school counseling programs and researching effective school counseling practices. ASCA is a division of the American Counseling Association.

[www.schoolcounselor.org](http://www.schoolcounselor.org)

**ASCA's Vision** - The American School Counselor Association (ASCA) is the foundation that expands the image and influence of professional school counselors through advocacy, leadership, collaboration and systemic change. ASCA empowers professional school counselors with the knowledge, skills, linkages, and resources to promote student success in the school, the home, the community, and the world. **ASCA's Mission** - The mission of ASCA is to represent professional school counselors and to promote professionalism and ethical practices.

**American Mental Health Counselors Association (AMHCA)**

The American Mental Health Counselors Association (AMHCA) is a growing community of almost 6,000 mental health counselors. Together, we make a critical impact on the lives of Americans. AMHCA succeeds in giving a voice to our profession nationwide and in helping to serve you and your colleagues in your state. [www.amhca.org](http://www.amhca.org)

**AMHCA Mission** - To enhance the profession of mental health counseling through licensing, advocacy, education and professional development. **AMHCA Vision** - To be the national

organization representing licensed mental health counselors and state chapters, with consistent standards of education, training, licensing, practice, advocacy and ethics. As our profession and the needs of our clients change, a committee of knowledgeable, experienced professionals updates the code.

### **Chi Sigma Iota – Sigma Tau Upsilon Chapter**

St. John's University has an active local chapter of Chi Sigma Iota, the international honor society of counseling professionals and professionals-in-training. Chi Sigma Iota is dedicated to excellence in scholarship, research, and clinical practice. Students with a grade point average (GPA) of 3.5 or better on a 4.0 scale and who have completed at least nine hours of counseling courses are eligible for membership. Individuals interested in becoming members should contact the faculty advisor of the Sigma Tau Upsilon Chapter. Applications for membership are available in the department office and on the Chi Sigma Iota website: [www.csi-net.org](http://www.csi-net.org).

## **NEW YORK STATE COUNSELING ORGANIZATIONS**

### **New York State School Counselor Association (NYSSCA)**

NYSSCA is the chartered state chapter of the American School Counselor Association. [www.nyssca.org](http://www.nyssca.org) The Mission - To promote excellence in the profession of school counseling in order to enhance the development of all students. We are the primary advocate for School Counselors throughout New York.

### **New York Mental Health Counselors Association (NYMHCA)**

NYMHCA is the state branch of the American Mental Health Counselors Association. Membership in AMHCA is encouraged but not required to join us. We are also an affiliated member of the New York Counseling Association. [www.nymhca.org](http://www.nymhca.org) The Mission NYMHCA is the advocacy organization representing the clinical counselors of New York State! We worked to obtain licensure, and our continuing role is to protect and enhance the rights of counselors to practice our profession!

**American Counseling Association of New York (ACA-NY)**

ACA-NY is a not-for-profit grassroots organization that represents professional counselors and counseling students, of all specialty areas, who live or work in New York State. As a chapter of the American Counseling Association, ACA-NY extends the efforts of growing and enhancing the counseling profession at the state level. The Mission: ACA-NY's mission echoes ACA's mission: "to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity." [www.counselingny.org](http://www.counselingny.org)



**APPENDIX C**

**COUNSELING PROGRAM COHORT COURSE OFFERINGS**

**60 Hour School Counseling **FULL TIME** Student Cohort (as of fall 2021)**  
(12 credits per semester)

**Year One**

<b>First Fall: Monday 5-7</b>	<b>First Fall: Tuesday 5-7</b>	<b>First Fall: Wednesday 5-7</b>	<b>First Fall: Online (asynchronous)</b>
6262: Assessment in Counseling	6127: Introduction to Counseling		
<b>First Fall: Monday 7-9</b>	<b>First Fall: Tuesday 7-9</b>	<b>First Fall: Wednesday 7-9</b>	
6205: Group Dynamics	6264: Counseling Skills & Techniques		
<b>First Spring: Monday 5-7</b>	<b>First Spring: Tuesday 5-7</b>	<b>First Spring: Wednesday 5-7</b>	<b>First Spring Online (asynchronous)</b>
6206: Psychosocial Development (or online)	6307: Research in Counseling		6595: Organization & Adm. of Pers. Serv.
<b>First Spring: Monday 7-9</b>	<b>First Spring: Tuesday 7-9</b>	<b>First Spring: Wednesday 7-9</b>	
6305: Practicum in School Counseling (or Tues)	6305: Practicum in School Counseling (or Mon)		

**Summer Session (online asynchronous) (6 credits Summer1 and 6 credits Summer 2)**

**Summer 1:** 6530: Multicultural Counseling; 9711: Education of Exceptional Individuals (Bilingual = EDU 9001)

**Summer 2:** 6364: Counseling the Substance Abuser; 6207: Developmental School Counseling

**Year Two**

<b>Second Fall: Monday 5-7</b>	<b>Second Fall: Tuesday 5-7</b>	<b>Second Fall: Wednesday 5-7</b>	<b>Second Fall: Online (asynchronous)</b>
6208: Counseling & Personality Theory (or online)		6125: Brief Counseling of Children Adolescents	
<b>Second Fall: Monday 7-9</b>	<b>Second Fall: Tuesday 7-9</b>	<b>Second Fall: Wednesday 7-9</b>	
6301: Career - Development (or online) 6590: Internship I (or Wed TBA)		6590: Internship I (or Mon TBA)	
<b>Second Spring: Monday 5-7</b>	<b>Second Spring: Tuesday 5-7</b>	<b>Second Spring: Wednesday 5-7</b>	<b>Second Spring Online (asynchronous)</b>
6211: Crisis Prevention		6424: Case Studies & Community	6550: Consultation & Evaluation
<b>Second Spring: Monday 7-9</b>	<b>Second Spring: Tuesday 7-9</b>	<b>Second Spring: Wednesday 7-9</b>	
6591: Internship II (or Wed)		6591: Internship II (or Mon)	

**60 Hour School Counseling **PART-TIME** Student Cohort (as of fall 2021)**  
(6 credits per semester)

**Year One**

<b>First Fall: Tuesday 5-7</b>	<b>First Spring: Monday 5-7</b>	<b>First Summer – Summer 1 (online)</b>
6127: Introduction to Counseling	6206: Psychosocial Development (or online)	6530 Multicultural Counseling;
<b>First Fall: Tuesday 7-9</b>	<b>First Spring: online</b>	
6264: Counseling Skills & Techniques	6595: Organization & Adm. of Pers. Serv.	9711: Education of Exceptional Individuals (Bilingual = EDU 9001)

**Year Two**

<b>2<sup>nd</sup> Fall: Monday 5-7</b>	<b>2<sup>nd</sup> Spring: Tuesday 5-7</b>	<b>2<sup>nd</sup> Summer – Summer 2 (online)</b>
6262: Assessment in Counseling	6307: Research in Counseling	6364: Counseling the Substance Abuser
<b>2<sup>nd</sup> Fall: Monday 7-9</b>	<b>2<sup>nd</sup> Spring: online</b>	
6205: Group Dynamics	6550: Consultation & Evaluation	6207: Developmental School Counseling

**Year Three**

<b>3<sup>rd</sup> Fall: Monday 5-7</b>	<b>3<sup>rd</sup> Spring: Monday 5-7</b>	<b>3<sup>rd</sup> summer – no classes</b>
6208: Counseling & Personality Theory (or online)	6211: Crisis Prevention	
<b>3<sup>rd</sup> Fall: Monday 7-9</b>	<b>3<sup>rd</sup> Spring: Monday 7-9</b>	
6301: Career - Development (or online)	6305: Practicum in School Counseling (or Tues)	

**Year Four**

<b>4<sup>th</sup> Fall: Wednesday 5-7</b>	<b>4<sup>th</sup> Spring: Wednesday 5-7</b>	
6125: Brief Counseling of Children Adolescents	6424: Case Studies & Community	
<b>4<sup>th</sup> Fall: Wednesday 7-9</b>	<b>4<sup>th</sup> Spring: Wednesday 7-9</b>	
6590: Internship I (or Mon TBA)	6591: Internship II (or Mon)	



**60 Hour Clinical Mental Health Counseling FULL TIME Student Cohort (as of fall 2021)****Year One (12 credits fall and 12 credits spring)**

First Fall: Monday 5-7	First Fall: Tuesday 5-7	First Fall: Wednesday 5-7	First Fall: Online (asynchronous)
6127: Introduction to Counseling	6262: Assessment in Counseling		
First Fall: Monday 7-9	First Fall: Tuesday 7-9	First Fall: Wednesday 7-9	
6264: Counseling Skills & Techniques	6205: Group Dynamics		
First Spring: Monday 5-7	First Spring: Tuesday 5-7	First Spring: Wednesday 5-7	First Spring Online (asynchronous)
6307: Research in Counseling		EDU 6651 – Foundations MHC	
First Spring: Monday 7-9	First Spring: Tuesday 7-9	First Spring: Wednesday 7-9	
6206: Psychosocial Development (or online)		PSY 621 – General Psychopathology	

**First Summer (online asynchronous) (6 credits, Summer 1)**

**Summer 1:** 6530: Multicultural Counseling (T, W, H 5-7 Hybrid); EDU 6424 Case Studies TWH 7-9)

**Year Two (9 credits fall and 9 credits spring)**

Second Fall: Monday 5-7	Second Fall: Tuesday 5-7	Second Fall: Wednesday 5-7	Second Fall: Online (asynchronous)
6208: Counseling & Personality Theory (or online)			EDU 6364 – Substance Use Counseling
Second Fall: Monday 7-9	Second Fall: Tuesday 7-9	Second Fall: Wednesday 7-9	
6301: Career Development (or online)			
Second Spring: Monday 5-7	Second Spring: Tuesday 5-7	Second Spring: Wednesday 5-7	Second Spring Online (asynchronous)
6211: Crisis Prevention and Intervention *		EDU 6270 – Case Conceptualization, Tx Plan & Pharm	*Elective Option
Second Spring: Monday 7-9	Second Spring: Tuesday 7-9	Second Spring: Wednesday 7-9	
EDU 6310 – CMHC Practicum (or Wednesday)		EDU 6310 – CMHC Practicum (or Monday)	

**Second Summer (online asynchronous) (6 credits)**

**Full Summer:** EDU 6311 – Internship 1 for CMHC (full summer); Elective Option

**Year Three (6 credits Fall)**

Second Fall: Monday 5-7	Second Fall: Tuesday 5-7	Second Fall: Wednesday 5-7	Second Fall: Online (asynchronous)
*EDU 6128 – Grief Counseling *		6125: Brief Counseling of Children Adolescents *	*Elective option
Second Fall: Monday 7-9	Second Fall: Tuesday 7-9	Second Fall: Wednesday 7-9	
EDU 6312 – Internship 2 for CMHC (or Wednesday)		EDU 6312 – Internship 2 for CMHC (or Monday)	

**60 Hour Clinical Mental Health Counseling PART TIME Student Cohort (as of fall 2021)****Year One**

<b>First Fall: Monday 5-7</b>	<b>First Spring: Wednesday 5-7</b>	<b>First Summer – Summer 1</b>
6127: Introduction to Counseling	EDU 6651 – Foundations MHC	6530: Multicultural Counseling (T, W, H 7-9 Hybrid);
<b>First Fall: Monday 7-9</b>	<b>First Spring: Wednesday 7-9</b>	
6264: Counseling Skills & Techniques	PSY 621 – General Psychopathology	Elective option – summer 1 or 2

**Year Two**

<b>2<sup>ND</sup> Fall: Tuesday 5-7</b>	<b>2<sup>ND</sup> Spring: Monday 5-7</b>	<b>2<sup>ND</sup> Summer – Summer 1</b>
6262: Assessment in Counseling	6307: Research in Counseling	EDU 6424 Case Studies TWH 5-7)
<b>2<sup>ND</sup> Fall: Tuesday 7-9</b>	<b>2<sup>ND</sup> Spring: Monday 7-9</b>	
6205: Group Dynamics	6206: Psychosocial Development (or online)	Elective option – summer 1 or 2

**Year Three**

<b>3<sup>rd</sup> Fall: Monday 5-7</b>	<b>3<sup>rd</sup> Spring: Wednesday 5-7</b>	<b>3<sup>rd</sup> Summer – Full Summer</b>
6208: Counseling & Personality Theory (or online)	EDU 6270 – Case Conceptualization, Tx Plan & Pharm	EDU 6311 – Internship 1 for CMHC
<b>3<sup>rd</sup> Fall: Monday 7-9</b>	<b>3<sup>rd</sup> Spring: Wednesday 7-9</b>	
6301: Career Development (or online)	EDU 6310 – CMHC Practicum (or Monday)	Elective option – summer 1 or 2

**Year Four**

<b>4<sup>th</sup> Fall: Wednesday 7-9</b>		
EDU 6312 – Internship 2 for CMHC (or Monday)		
<b>4<sup>th</sup> fall - online</b>		
EDU 6364 – Substance Use Counseling		



**APPENDIX D**

**CRITERIA FOR PROFESSIONAL DISPOSITIONS EVALUATION**

**Counselor Education Department**  
**Criteria for Professional Dispositions Evaluation**  
**Rating: 1 = Unacceptable; 2 = Acceptable; 3 = Optimal**

Adapted from:

McAdams, C. R. III., Foster, V.A., & Ward, T. J. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education & Supervision, 46*, 212-229.

College of William and Mary. (2017). 2017-2018 *Counselor Education Student Handbook*.

Retrieved from [https://education.wm.edu/documents/handbooks\\_catalogs/CounHandbook.pdf](https://education.wm.edu/documents/handbooks_catalogs/CounHandbook.pdf)

<b>Disposition 1: Openness to new ideas (including Bias, Power and Privilege)</b>			<b>N/A</b>
<b>1</b>	<b>2</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>• Was dogmatic about own perspective and ideas.</li> <li>• Ignored or was defensive about constructive feedback.</li> <li>• Showed little or no evidence of incorporating constructive feedback received to change own behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Was amenable to discussion of perspectives other than own.</li> <li>• Accepts constructive feedback without defensiveness.</li> <li>• Some evidence of effort to</li> <li>• incorporate relevant feedback received to change own behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Solicited others' opinions and perspectives about own work.</li> <li>• Invited constructive feedback, and demonstrated interest in others' perspectives.</li> <li>• Showed strong evidence of incorporation of feedback received to change own behavior.</li> </ul>	
<b>Disposition 2: Flexibility</b>			<b>N/A</b>
<b>1</b>	<b>2</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>• Showed little or no effort to recognize changing demands in the professional &amp; interpersonal environment.</li> <li>• Showed little or no effort to flex own response to changing environmental demands.</li> <li>• Refused to flex own response to changing environmental demands despite knowledge of the need for change.</li> <li>• Was intolerant of unforeseeable or necessary changes in established schedule or protocol.</li> </ul>	<ul style="list-style-type: none"> <li>• Effort to recognize changing demands in the professional &amp; interpersonal environment was evident but sometimes inaccurate.</li> <li>• Effort to flex own response to new environmental demands was evident but sometimes inaccurate.</li> <li>• Flexed own response to changing environmental demands when directed to do so.</li> <li>• Accepted necessary changes in established schedule or protocol, but without effort to</li> </ul>	<ul style="list-style-type: none"> <li>• Showed accurate effort to recognize changing demands in the professional &amp; interpersonal environment.</li> <li>• Showed accurate effort to flex own response to changing environmental demands as needed.</li> <li>• Independently monitored the environment for changing demands and flexed own response accordingly.</li> <li>• Attempts to understand needs for change in established schedule or protocol to avoid resentment.</li> <li>• Accepted necessary changes in established schedule and attempted to</li> </ul>	

	understand the reason for them.	discover the reasons for them.	
<b>Disposition 3: Cooperativeness with Others</b>			<b>N/A</b>
<b>1</b>	<b>2</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>• Showed little or no engagement in collaborative activities.</li> <li>• Undermined goal achievement in collaborative activities.</li> <li>• Was unwilling to compromise in collaborative activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Engaged in collaborative activities but with minimum allowable input.</li> <li>• Accepted but rarely initiated compromise in collaborative activities.</li> <li>• Was concerned mainly with own part in collaborative activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Worked actively toward reaching consensus in collaborative activities.</li> <li>• Was willing to initiate compromise in order to reach group consensus.</li> <li>• Showed concern for group as well as individual goals in collaborative activities.</li> </ul>	
<b>Disposition 4: Willingness to Accept and Use Feedback</b>			<b>N/A</b>
<b>1</b>	<b>2</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>• Discouraged feedback from others through defensiveness and anger.</li> <li>• Showed little or no evidence of incorporation of feedback of supervisory feedback received.</li> <li>• Took feedback contrary to own position as a personal affront.</li> <li>• Demonstrated greater willingness to give feedback than receive it.</li> </ul>	<ul style="list-style-type: none"> <li>• Was generally receptive to supervisory feedback.</li> <li>• Showed some evidence of incorporating supervisory feedback into own views and behaviors.</li> <li>• Showed some defensiveness to critique through ‘over-explanation of own actions—but without anger.</li> <li>• Demonstrated greater willingness to receive feedback than to give it.</li> </ul>	<ul style="list-style-type: none"> <li>• Invited feedback by direct request and positive acknowledgement when received</li> <li>• Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.</li> <li>• Demonstrated a balanced willingness to give and receive supervisory feedback.</li> </ul>	
<b>Disposition 5: Awareness of Impact on Others</b>			<b>N/A</b>
<b>1</b>	<b>2</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>• Words and actions reflected little or no concern for how others were impacted by them.</li> <li>• Ignored supervisory feedback about how words and actions were negatively impacting others.</li> </ul>	<ul style="list-style-type: none"> <li>• Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</li> <li>• Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.</li> </ul>	<ul style="list-style-type: none"> <li>• Effort toward recognition of how own words and actions impacted others</li> <li>• Initiates feedback from others regarding impact of own words and behaviors</li> <li>• Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.</li> </ul>	

<b>Disposition 6: Initiative and Motivation</b>			<b>N/A</b>
<b>1</b>	<b>2</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>• Often missed deadlines Rarely participated in class</li> <li>• activities.</li> <li>• Often failed to meet minimal expectations</li> <li>• Displayed little or no initiative and creativity in assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Missed the max. allowable classes and deadlines.</li> <li>• Usually participated in class</li> <li>• Met only the minimal expectations in assigned work</li> <li>• Showed some initiative and creativity in assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Met all attendance requirements and deadlines.</li> <li>• Regularly participated in class activities</li> <li>• Met or exceeded expectations in work.</li> <li>• Consistently displayed initiative and creativity in assigned work</li> </ul>	
<b>Disposition 7: Ability to Deal with Conflict</b>			<b>N/A</b>
<b>1</b>	<b>2</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>• Was unable/unwilling to consider other viewpoints</li> <li>• Showed no willingness to examine own role in conflict.</li> <li>• Ignored supervisory advisement if not in agreement with own position.</li> <li>• Showed no effort at problem solving.</li> <li>• Displayed hostility when conflicts were addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempted but sometimes had difficulty grasping conflicting points of view.</li> <li>• Would examine own role in a conflict when directed to do so.</li> <li>• Was responsive to supervision in a conflict if it was offered.</li> <li>• Participated in problem solving when directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Always willing and able to consider others' points of view.</li> <li>• Almost always willing to examine own role in a conflict.</li> <li>• Was consistently open to supervisory critique about own role in a conflict.</li> <li>• Initiated problem solving efforts in conflicts.</li> <li>• Actively participated in problem solving efforts.</li> </ul>	
<b>Disposition 8: Ability to Accept Personal Responsibility</b>			<b>N/A</b>
<b>1</b>	<b>2</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>• Refused to admit mistakes or examine own contribution to problems.</li> <li>• Lied, minimized or embellished the truth to extricate self from problems.</li> <li>• Consistently blamed others for problems without self-examination.</li> </ul>	<ul style="list-style-type: none"> <li>• Was willing to examine own role in problems when informed of need to do so.</li> <li>• Was accurate and honest in describing own and others' roles in problems.</li> <li>• Might blame initially, but was open to self-examination about own role in problems</li> </ul>	<ul style="list-style-type: none"> <li>• Monitored own level of responsibility in professional performance.</li> <li>• Invited constructive critique from others and applied it toward professional growth.</li> <li>• Accepted own mistakes and responded to them as opportunity for self-improvement.</li> <li>• Avoided blame in favor of self-examination.</li> </ul>	

<b>Disposition 9: Ability to Express Feelings Effectively and Appropriately</b>			<b>N/A</b>
<b>1</b>	<b>2</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>• Showed no evidence of willingness and ability to articulate own feelings.</li> <li>• Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.</li> <li>• Acted out negative feelings (through negative behaviors) rather than articulating them.</li> <li>• Expressions of feeling were inappropriate to the setting</li> <li>• Was resistant to discussion of feelings in supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Showed some evidence of willingness and ability to articulate own feelings, but with limited range.</li> <li>• Showed some evidence of willingness and ability to acknowledge others' feelings -- sometimes inaccurate.</li> <li>• Expressions of feeling usually appropriate to the setting-- responsive to supervision when not.</li> <li>• Willing to discuss own feelings in supervision when directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Was consistently willing and able to articulate the full range of own feelings.</li> <li>• Showed evidence of willingness and accurate ability to acknowledge others' feelings.</li> <li>• Expression of own feelings was consistently appropriate to the setting</li> <li>• Initiated discussion of own feeling in supervision.</li> </ul>	
<b>Disposition 10: Attention to Ethical and Legal considerations</b>			<b>N/A</b>
<b>1</b>	<b>2</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>• Engaged in dual relationships with clients.</li> <li>• Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self.</li> <li>• Endangered the safety and the wellbeing of clients.</li> <li>• Breached established rules for protecting client confidentiality.</li> <li>• Violated University policy or standard ethical code</li> </ul>	<ul style="list-style-type: none"> <li>• Was responsive to supervision for occasional personal professional boundary confusion in verbal interactions with clients.</li> <li>• Was responsive to supervision for occasional insensitivity to diversity in professional interactions.</li> <li>• Used judgment that could have put client safety and wellbeing at risk.</li> <li>• Used judgment that could have put client confidentiality at risk</li> </ul>	<ul style="list-style-type: none"> <li>• Maintained clear personal/professional boundaries with clients.</li> <li>• Demonstrated consistent sensitivity to diversity.</li> <li>• Satisfactorily ensured client safety and well-being;</li> <li>• Appropriately safeguarded the confidentiality of clients.</li> <li>•</li> </ul>	

<b>Disposition 11: Empathy &amp; Compassion</b>			<b>N/A</b>
<b>1</b>	<b>2</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>• Fails to demonstrate empathy and compassion for individuals, groups or circumstances faced by clients/students, as well as peers, faculty, &amp; supervisors</li> <li>• Demonstrates unkind and unprofessional behavior toward others including, gossip, insults, exclusionary behavior, or other behavior that may be deemed hurtful</li> <li>• Fails to understand the importance of empathy and compassion in human interaction.</li> <li>• When concerned with fellow student's behavior or wellbeing, does not address it with student or faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Makes efforts to demonstrate empathy and compassion for others, yet may struggle at times to recognize the need</li> <li>• Demonstrates attempts to empathize with others, yet may do so inconsistently</li> <li>• Understands the importance of empathy and compassion in human interaction</li> <li>• May discuss with faculty member concerns for fellow student's behavior or wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently seeks opportunities to understand others in order to better demonstrate empathy and compassion.</li> <li>• Regularly demonstrates empathy and compassion when communicating with others</li> <li>• Understands the essential nature of empathy and compassion in human interaction, and seeks opportunity to foster it</li> <li>• Respectfully discusses with faculty and fellow student concern for fellow counseling student's behavior or wellbeing.</li> </ul>	

12. Description of other disposition concern not addressed above:





**APPENDIX E**

**SOCIAL MEDIA & ELECTRONIC COMMUNICATION POLICY**

## COUNSELOR EDUCATION DEPARTMENT SOCIAL MEDIA & ELECTRONIC COMMUNICATION POLICY

The Counselor Education Program is aware of the impact that social media and electronic communication has on today's society including St. John's students, and the clients/students we serve as professional counselors. While these forums provide many benefits, they also have the potential to be damaging and dangerous. Members of the St. John's community, and particularly those in the Counselor Education program, have a responsibility to act ethically, professionally, and responsibly in both online and in-person forums. This policy addresses all social media platforms (e.g. Facebook, LinkedIn, Snapchat, etc.) and electronic communications (e.g. email, text, chat rooms, Canvas discussions, etc.), and is not limited to those listed here.

### Counseling Codes of Ethics

Several counseling codes address the use of online technology and the expectation of ethical and professional behavior. Students must read, review and adhere to these policies as a student in the Counselor Education program. Links to these codes can be found in Appendix A of the Counselor Education Student Handbook.

- **American Counseling Association (ACA)** 2014 Code of Ethics. Section H: Distance Counseling, Technology, & Social Media.
- **American School Counselors Association (ASCA)** 2016 Ethical Standards for School Counselors. A.5.d Dual Relationships; A.14 Technical & Digital Citizenship, A.15 Virtual/Distance School Counseling
- **American Mental Health Counseling Association (AMHCA)** 2015 Code of Ethics. Section 6. Telehealth, Distance Counseling, and the Use of Social Media

### Department Presence Online

As of August 2021, the Counselor Education Department does not maintain online groups, pages, or presence beyond the department/program website, and the dissemination of information via Canvas and email. The Sigma Tau Upsilon chapter of Chi Sigma Iota does maintain Facebook, LinkedIn, Twitter and Instagram pages monitored by the chapter advisor.

Students are not permitted to open, start, create, or develop an online presence that is intended to represent the St. John's University community, the Counselor Education department, or specific programs within the department, without prior written approval of a St. John's University faculty member, or designee. Creating such accounts without authorization may be considered a problem of professional competency, and warrant remediation.

### University Harassment Policy - Online & Electronic Communication

The University Policy 704 against Bias, Discrimination and Harassment can be found at the following link: <https://www.stjohns.edu/about/administrative-offices/human-resources/policy-704-policy-against-bias-discrimination-and-harassment> , and addresses critical elements of online presence and electronic communication. Key elements are addressed below (*emphasis added*). Students are encouraged to review the fully po

Scope: "All members of the University Community may use this procedure. For the purpose of this policy, the University Community includes, but is not limited to, all faculty, administrators, staff (*including student workers*), *students, alumni, interns*, members of the Board of Trustees,

and members of University-sponsored advisory committees. Non-community members (e.g., visitors to the University, vendors and service-providers) who are visiting campus, participating in a program or activity, or interacting with University Community members also may be covered by this policy.”

**“The University will hold individuals who engage in discrimination or harassment accountable**, as well as supervisors who knowingly allow such behavior to continue or who fail to report behavior that they suspect may violate this policy to the Office of Human Resources.”

Definitions **“Bias Incident:** A verbal or physical action committed against or directed toward a person or to a person’s property because of the person’s actual or perceived race, color, national or ethnic origin, sex, sexual orientation, gender, gender identity and gender expression, disability, religion, age, alienage or citizenship status, veteran status, or any other legally protected basis. **Discrimination:** This includes employment and educational decisions made on the basis of personal characteristics that are protected by law. **Discriminatory Harassment:** Any conduct that creates an unwelcoming or hostile environment for people because of their personal characteristics that are protected by law. **Sexual Harassment:** Sexual harassment is a form of discrimination and violates the law. It includes unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature.”

Examples: **“Verbal:** Repeated sexual innuendoes; racial or sexual epithets; derogatory slurs; off-color jokes; propositions; threatening, suggestive or insulting sounds, phone calls. **Visual/Non-Verbal:** Derogatory posters, cartoons, or drawings; suggestive objects or pictures; graphic commentaries; leering; obscene gestures or exhibitionism; transmission of such offensive material through the mail or *using any electronic medium (e.g. text messages, email, a social networking service or the Internet)*. **Physical:** Unwanted physical contact, including touching, patting, pinching, hugging, brushing against another’s body; interference with an individual’s normal physical movements; attempted sexual assault or sexual assault”

### **Professional Dispositions and Problems of Professional Competency (PPC)**

Students are reminded that online behavior is also evaluated within the context of a student’s professional disposition, and inappropriate or unprofessional online behavior may be considered a problem of professional competency. Examples of electronic communication or social media activity which may be considered problematic include:

- Utilizing any online community or unauthorized electronic communication with clients, students, or client/student family members that the Counseling student serves
- Posting or distributing any inappropriate or offensive pictures, images, or language, including online class discussion boards, SJU sponsored platforms, or platforms not-sponsored by the University
- Threatening or discriminatory communication in any online communication or setting.
- Stalking, harassing, excessively repetitive, or repeatedly unwanted online communication; this may include constant emails, texts, or other communications, such that the recipient feels threatened or is made uncomfortable by the communication
- Sexual misconduct, including cyber stalking and cyber sexual-assault.

(Policy Last Updated 8/11/2021)



## APPENDIX F

### PROGRAMS OF STUDY

- **M.S.Ed. in SCHOOL COUNSELING**
- **M.S.Ed. in SCHOOL COUNSELING WITH BILINGUAL EXTENSION**
- **M.S.Ed. in CLINICAL MENTAL HEALTH COUNSELING**
- **Advanced Certificate in SCHOOL COUNSELING**
- **Advanced Certificate in CLINICAL MENTAL HEALTH COUNSELING**

## Department of Counselor Education



Name of Program: School Counseling

Code: SHC

Number of Credits in Program: **60 (students entering fall 2021 and thereafter)**

Name \_\_\_\_\_ Date of Matriculation \_\_\_\_\_ ID \_\_\_\_\_

Address \_\_\_\_\_ Cell Phone \_\_\_\_\_

Work Phone \_\_\_\_\_ email \_\_\_\_\_

Number of credits required for degree (60 plus any additional requirements): 60 + \_\_\_\_\_ = \_\_\_\_\_

CORE COURSES (12 CREDITS)				
	Sem/ Seq	Date Planned Sem/Year	Date Completed Sem/Yr/ Grade	Comments
EDU 6127: Introduction to Counseling	1			
EDU 6205: Group Dynamics	1			
EDU 6262: Assessment in Counseling	1			
EDU 6264: Counseling Skills & Techniques	1			
SPECIALIZATION COURSES (48 Credits)				
EDU 6206: Psychosocial Development	2			
EDU 6307: Research in Counseling	2			
EDU 6595: Organization & Adm. of Pers. Serv.	2			
EDU 6305: Practicum in School Counseling	1			
EDU 6530: Multicultural Counseling	SU			
EDU 9711: Education of Exceptional Individuals	SU			
EDU 6208: Counseling & Personality Theory	3			
EDU 6125: Brief Counseling of Children & Adolescents	SU			
EDU 6211: Crisis Prevention and Intervention	4			
EDU 6301: Career Development	3			
EDU 6590: Internship in School Counseling I	3			
EDU 6550: Consultation & Evaluation	4			
EDU 6591: Internship in School Counseling II	4			
EDU 6207: Developmental School Counseling	4			
EDU 6424: Case Studies & Community Resources	SU			
EDU 6364: Counseling the Substance Abuser	3			

Finger Printing \_\_\_\_\_

CPCE Exam Passed \_\_\_\_\_

N.B. New York State provisional certification require an approved two hour workshop on Child Abuse identification, an approved two hour workshop on School Violence Intervention and Prevention, and completion of DASA workshop.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Department of Counselor Education



Name of Program: Bilingual School Counseling

Code: EDU8

Number of Credits in Program: **60 (students entering fall 2021 and thereafter)**

Name \_\_\_\_\_ Date of Matriculation \_\_\_\_\_ ID \_\_\_\_\_

Address \_\_\_\_\_ Cell Phone \_\_\_\_\_

Work Phone \_\_\_\_\_ email \_\_\_\_\_

Number of credits required for degree (60 plus any additional requirements): 60 + \_\_\_\_\_ = \_\_\_\_\_

CORE COURSES (12 CREDITS)				
	Sem/ Seq	Date Planned Sem/Year	Date Completed Sem/Yr/ Grade	Comments
EDU 6127: Introduction to Counseling	1			
EDU 6205: Group Dynamics	1			
EDU 6262: Assessment in Counseling	1			
EDU 6264: Counseling Skills & Techniques	1			
SPECIALIZATION COURSES (48 Credits)				
EDU 6206: Psychosocial Development	2			
EDU 6307: Research in Counseling	2			
EDU 6596: Organization & Adm. of Pers. Serv.	2			
EDU 6306: Practicum in Bilingual School Counseling	2			
EDU 6530: Multicultural Counseling	SU			
EDU 9001: Foundation of Bilingual Education	SU			
EDU 6208: Counseling & Personality Theory	3			
EDU 6425: Brief Counseling of Children & Adolescents	SU			
EDU 6211: Crisis Prevention and Intervention	4			
EDU 6301: Career Development	3			
EDU 6592: Internship in Bilingual School Counseling I	3			
EDU 6550: Consultation & Evaluation	4			
EDU 6593: Internship in Bilingual School Counseling II	4			
EDU 6207: Developmental School Counseling	4			
EDU 6424: Case Studies & Community Resources	SU			
EDU 6364: Counseling the Substance Abuser	3			

**Finger Printing**

**CPCE Exam Passed**

N.B. New York State provisional certification require an approved two-hour workshop on Child Abuse identification, an approved two hour workshop on School Violence Intervention and Prevention, and completion of DASA workshop.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Department of Counselor Education



Name of Program: Clinical Mental Health Counseling Code: CMHC  
 Number of Credits in Program: 60

Name \_\_\_\_\_ Date of Matriculation \_\_\_\_\_ ID \_\_\_\_\_

Address \_\_\_\_\_ Cell Phone \_\_\_\_\_

Work Phone \_\_\_\_\_ email \_\_\_\_\_



Number of credits required for degree (60 plus any additional requirements): 60 + \_\_\_\_\_ = \_\_\_\_\_

CORE COURSES (12 CREDITS)				
	Sem/ Seq	Date Planned Sem./Year	Date Completed Sem./Yr./Grade	Comments
EDU 6127: Introduction to Counseling	1			
EDU 6205: Group Dynamics	1			
EDU 6262: Assessment in Counseling	1			
EDU 6264: Counseling Skills & Techniques	1			
SPECIALIZATION COURSES				
EDU 6208: Psychosocial Development	2			
EDU 6307: Research in Counseling	2			
EDU 6651: Foundations in <del>Mod. Hth.</del>	2			
PSY 621: General Psychopathology	2			
EDU 6530: Multicultural Counseling	SUM I			
EDU 6424: Case Studies	SUM I			
EDU 6208: Counseling & Personality	3			
EDU 6301: Career Development	3			
EDU 6364: Counseling the Substance	3			
EDU 6270: Case <del>Concept, Id.</del> Plan, &	4			
Elective Course	4			
EDU 6310: Practicum in CMHC	4			
EDU 6311: Internship in CMHC I	SUM2			
PSY 636 Obj. Personality Assessment (elective as of 2021)	SUM2			
Elective Course	5			
EDU 6312: Internship <del>in</del> CMHC II	5			

Finger Printing \_\_\_\_\_

CPCE Exam Passed

N.B. New York State requires an approved two hour workshop on Child Abuse Identification.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Proposed Advance Certificate – School – to be resubmitted to Albany for Review /Approval**

Department of Counselor Education



Name of Program: Advanced Certificate  
School Counseling

Program Code SHC

Number of Credits in Program: 12

\* with SJU CMHC masters or equivalent

Name _____	Date of Matriculation _____	ID _____
Address _____		Home Phone: _____
Cell Phone: _____	Work Phone: _____	email _____
Number of credits required for degree (12 plus any additional requirements): 12 + _____ = _____		
EDU 6595: Organization & Adm of Pers. Serv.	1	
EDU 6650: Consultation & Evaluation	2	
EDU 6590: Internship 1 in School Counseling	1	
EDU 6591: Internship 2 in School Counseling	2	

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_



## Proposed Advance Certificate – CMHC –to be resubmitted to Albany for Review/Approval

### Department of Counselor Education



Name of Program: Advanced Certificate

Clinical Mental Health Counseling

Number of Credits in Program: 12-21\*

\* With SJU School Counseling master's degree or equivalent; Up to 9 credits may be completed as electives in School Counseling master's degree – however doing so may impact Financial Aid options

*Note: Adv Certificate students are not eligible for CASAC-T option*

Name \_\_\_\_\_ Date of Matriculation \_\_\_\_\_ ID \_\_\_\_\_

Address \_\_\_\_\_ Cell Phone \_\_\_\_\_

Work Phone \_\_\_\_\_ email \_\_\_\_\_

Number of credits required for degree (24 plus any additional requirements): 21+ \_\_\_\_\_ = \_\_\_\_\_

CORE COURSES (24 CREDITS) Courses must be taken in order.				
EDU 6651: Foundations of MH Counseling	1			
EDU 6270: Case Concept., Trt Plan., & Pharm	1			
PSY 621: Psychopathology	1			
EDU 6311: Internship I for CMHC	SUM1			
EDU 6424: Case Studies & Comm. Resources	SUM1			
EDU 6312: Internship II for CMHC	2			
EDU 6364: Counseling the Substance Abuser	2			

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_



**APPENDIX G**

**STUDENT HANDBOOK ATTESTATION AND AGREEMENT**



THE SCHOOL OF EDUCATION

### Department of Counselor Education Student Handbook Agreement

I \_\_\_\_\_ (Print Counseling Student Name), a student in the (circle one) **School Counseling** program or **Clinical Mental Health Counseling** program at St. John's University, attest to the fact that I have read the entire St. John's University Department of Counselor Education Student Handbook, and that I understand all of the contents contained therein. While Counseling faculty have provided detailed information and examples when possible, I understand that it is not possible to conceptualize or document every possible situation requiring University/Faculty intervention that may arise during the program. As such, the University and faculty may intervene as new situations arise that are not currently documented. I understand that the manual will be updated to include new information and that I will be responsible for any updates that are released.

My signature below indicates my agreement to comply with the policies designated in this handbook.

Student Name (Print): \_\_\_\_\_

Student Name (Signature): \_\_\_\_\_

Date: \_\_\_\_\_

Note: This form must be signed and returned to your advisor within your first semester in the program. Students will not be able to register for their second semester without providing a signed copy of this form.

Updated August 2021