



Department of Counseling
MA Counseling Program Student Handbook

April 20, 2017

Welcome

The Counseling Department at Saybrook University welcomes you to our community of learners. The journey to become a professional counselor is an important one and we're delighted that you've chosen to take your journey with us. At Saybrook you'll experience a supportive environment where our unique humanistic tradition is met by engaged and vibrant faculty and students who have commitments to transforming themselves and their communities for the better.

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

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

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Mission, Philosophy, and Values

Saybrook University Mission Statement

Saybrook University provides rigorous graduate education that inspires transformational change in individuals, organizations, and communities, toward a just, humane, and sustainable world.

MA Counseling Program Mission Statement

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

MA Counseling Program Philosophy

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

Department Core Values and Related Program Learning Outcomes

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

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

Holistic

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

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

Unconditional
Positive Regard

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

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

Multiple
Perspectives

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

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

Academic
Rigor

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

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

New
Possibilities

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

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

Integrity

We live and conduct our work and relationships with integrity.

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

Transformation

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

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

Inclusive

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

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

Academic Unit and Program Overview

Academic Unit Overview

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

Primary Faculty

Jennifer Preston, PhD, NCC, LPC Program Director; Academic Unit Leader
K. Hridaya Sivalingam, PhD, NCC, LCMHC; Practicum and Internship Coordinator
Jane Warren PhD, LPC, LAT, LMFT; Program faculty

Mental Health Counseling Program Overview

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

To get started in the program, each student submits an application to the Admissions department, who then forwards it to the program faculty for review. The program faculty interview applicants who demonstrate high levels of potential for success, and successful applicants are admitted. Once admitted, students complete a [program of study](#) with their advisor, and move through the program in at least six semesters, including two summer sessions.

The Program and Program Requirements

The six-semester program provides a low-residency, blended, and mixed model of distance learning. At the beginning of each semester during Residential Conferences (RC), all students meet together and with faculty. During each semester, students join their student cohort online to learn together and receive instruction from faculty. A portion of the **60 credit program** includes three semesters of field work; Practicum, Internship I, and Internship II. The Saybrook University MA Counseling program is aligned with national standards to help support graduates in licensing eligibility. The national standards require that graduates demonstrate both knowledge and skill across the curriculum as well as professional dispositions. Graduates of the MA Counseling program are prepared for careers in mental health, human services, education,

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private practice, government, military, business, and industry. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. The common core areas are:

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

Required Courses

Online and Residential Conferences

The following table lists the required online courses.

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

For more information about course order, see the [Saybrook University Master's Program of Study](#) for Fall start and Spring start.

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The following table lists required courses delivered during the Residential Conferences.

Residential Conference Workshops & Special Population Intensives	Contact Hours
COUN 2538 Aging & Long-Term Care	12
COUN 2539 Child Abuse Assessment & Reporting	7
COUN 2709 Overview of Mental Health Counseling	12
COUN 2544 Mental Health Recovery	12
COUN 2640 Partner Abuse and Domestic Violence	12
COUN 2639 Severe Mental Illness & Developmental Disabilities	12
Residential Conference Experiential Training	
COUN 2701 Experiential: Basic Counseling Skills	15
COUN 2707 Experiential: Counseling Theories	15
COUN 2703 Experiential: Crisis & Trauma Intervention	15
COUN 2704 Experiential: Relationship & Family Intervention	15
COUN 2705 Experiential: Group Counseling & Psychotherapy	15
COUN 2706 Experiential: Child & Adolescent Counseling	15

Transferring Credits

Generally, students may transfer in up to 9 credits from another graduate program. Students are required to submit a written transfer request and provide a copy of the syllabus of the desired transfer course in advance of taking it, so the faculty can determine if the course sufficiently aligns with the course it intends to replace. No guarantees are given that courses will be transferred in.

Clinical Training/Supervision Requirements

Clinical Training

Supervised clinical training is a key component in becoming a competent professional counselor. Clinical training begins mid-way through the program, is integrative, and includes multiple levels of instruction, supervision, and peer interaction. Our training focus is to develop core clinical skills over technical interventions or selecting a theory too quickly. During the RCs, advising, and pre-practicum meetings, the faculty provide students with support and information in advance of seeking a site. As part of the field work process, students must complete an *Intent To Enroll In Practicum/Internship* form. This ensures that students have all of the course work required to begin practicum and are seeking sites with qualified supervisors. The *Intent To Enroll In Practicum/Internship* form can be completed with the student's assigned advisor, along with the Practicum and Internship Coordinator. Advancement to Practicum requires satisfactory academic progress and personal and professional progress, and securing a site approval. See the *Saybrook University MA Counseling Program Practicum and Internship Handbook* for more information.

Supervision

All counseling students receive two types of supervision as a required component of clinical training. While enrolled in the Practicum course, every student participates in on-site supervision, as well as a scheduled supervision class with the internship faculty instructor. Practicum includes 100 hours of practice in a supervised setting, of which 40 must be direct

client contact. Internship I and II include 600 hours of practice in a supervised setting, of which 240 of the 600 hours must be direct client contact. Please see the *Saybrook University MA Counseling Program Practicum and Internship Handbook* for more information.

Using Canvas

The Saybrook program is hybrid work, or a combination of residential and online work, that promotes strong communication between faculty and students. This program uses an online program, Canvas, to hold classroom discussions of assigned material, share community information and course syllabi, and more. Training in Canvas is ongoing and offered both at the RC meetings and by faculty

Professional Ethical Standards

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

Residential Orientation

All new students in the MA Counseling program begin their studies with a one-time, two-day Residential Orientation. Residential Orientations are held two days ahead of the RC at the start of the Fall and Spring semesters.

Residential Conferences

Activities during the required RCs are designed to expand further on the knowledge from coursework, to practice clinical skills, and to participate in professional development through workshops, courses, and seminars, as well as formal and informal meetings and discussions with faculty, advisors, and peers. Although students complete most of their courses through online, distance learning, attendance at six residential conferences is required. **To receive credit, full attendance at all RCs is an academic requirement, this includes participating all scheduled sessions.**

Online Instruction

Online courses are a combination of learning goals, objectives, strategies, and delivery formats, including assigned readings, papers, and projects, as well as asynchronous online discussions and, at times, synchronous teleconferences and/or videoconference sessions with faculty and peers.

Student Advising

Upon admission, students are assigned a faculty advisor. While students work closely with all of the faculty, the advisor has a unique role with each student. The role of the faculty advisor is to work with the student on a plan of study, to address concerns of the student, and to help the

student achieve his or her educational goals. The advisor is the person to see if students feel confused about University policies, registration procedures, course selection, licensure and career options, or need to talk confidentially with someone about educational situations. Developing a good faculty advisor-student relationship involves connecting both online, at the RC, and in synchronous, online meetings.

Student Mentoring

Faculty and peer mentoring is a distinguishing feature of the program. Upon admission, students are assigned a peer mentor to support both the transition into graduate school and success throughout the program.

Being Successful in the Program

What We Expect of Students

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

Reviewing, Remediating, and Retaining Students

MA Counseling Student Review Process

In accordance with the American Counseling Association (ACA) Code of Ethics and the standards set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) department faculty have the responsibility to review students' personal and professional characteristics that have the potential to interfere with students' ability to perform in an ethical and professionally competent manner. Additionally, faculty review students' academic performance. Thus, all MA Counseling students are continuously reviewed while they are enrolled in program courses, and field experiences. This review is done at regularly scheduled faculty meetings in consultation with any adjunct faculty members and site supervisors. All students' academic, personal, and professional progress is reviewed by faculty at least once annually. During this review, students will also have an opportunity to self-reflect and connect with advisors around areas for further development.

Academic Review

The MA Counseling faculty review students' grade point averages on a yearly basis. Students must retake any courses for which they do not receive credit (B or better) until they receive credit (B or better). Two or more course failures may result in dismissal from the program in accordance with program and university policies.

Students are encouraged to review the current program handbook and Saybrook catalog for additional information about maintaining successful academic progress.

Personal and Professional Review

In order to ensure proper training and professional competency, students in the MA Counseling program must learn and be able to abide by relevant ethical codes and must be able to demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on, among other factors, academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with classmates, staff, faculty, clients, site supervisors, and co-workers. Students should be cognizant of their impact on others and should be able to demonstrate the ability to accept and integrate feedback, accept personal responsibility, express feelings appropriately, and exercise professional judgment in decision making relative to issues and situations encountered in the program.

As part of the ongoing review of students' academic performance and professional development, faculty members will observe and note personal and professional issues that might significantly affect students' ability to function adequately as graduate students and professional counselors. This formal review will take place annually and aligns with the conclusion of their first, third and fifth semesters.

In addition, faculty will informally review student concerns as they arise at weekly faculty meetings and initiate a formal review when warranted.

Following that meeting, students will be provided with written feedback from the program faculty. The MA Counseling faculty will provide specific action steps for students as needed. The students' advisors (perhaps in conjunction with the Department Director) will meet with

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students to discuss remediation action steps. Depending upon the nature and severity of the concerns, appropriate action steps range from (a) collaborative strategies for personal and professional improvement to (b) required leave of absence to (c) dismissal from their program. For those continuing in the program, a schedule of follow-up meetings occurs as part of the process.

Personal and Professional Performance Rubric

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

Openness		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Often dogmatic about own perspective and ideas	Amenable to discussion of perspectives other than own	Solicits others' opinions and perspectives about own work
Shows resistance to learning new perspectives or ideas	Shows some receptiveness to learning new perspectives or ideas	Shows strong evidence of openness to learn new perspectives or ideas

Cognitive flexibility and acceptance of ambiguity		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Demonstrates rigidity of thought	Committed to developing own cognitive flexibility although struggles at times	Regularly demonstrates appropriate cognitive flexibility
Tends to demonstrate inflexibility in modifying ideas, materials, plans, or clinical work	Usually demonstrates flexibility in modifying ideas, materials, plans, or clinical work	Consistently demonstrates flexibility in modifying ideas, materials, plans, or clinical work
Demonstrates difficulty understanding or accepting ambiguity	Sometimes understands and accepts ambiguity	Fully accepts ambiguity

Cooperation		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Shows little engagement, undermines goal achievement, or fails to compromise in cooperative activities	Engages in cooperative activities, supports goal achievement, and compromises in cooperative activities	Actively engages in cooperative activities, effectively supports goal achievement, and initiates compromises in cooperative activities
Inadequately or infrequently demonstrates collaboration with peers, faculty, and/or site personnel	Demonstrates collaboration with peers, faculty, and/or site personnel	Consistently initiates and seeks out opportunities to collaborate with peers, faculty, and/or site personnel
Often fails to contribute own perspectives in cooperative activities	Sometimes contributes own perspectives in cooperative activities	Regularly contributes own perspectives in cooperative activities in a respectful manner

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Reflectivity and use of feedback		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Rarely seeks feedback	Sometimes seeks feedback	Actively seeks feedback
Infrequently receptive to feedback	Generally receptive to feedback	Receives, reflects, and responds to feedback effectively and appropriately
Infrequently engages in reflective practice regarding own content knowledge and behavior patterns	Generally responds to feedback by engaging in reflective practice regarding own content knowledge and behavior patterns	Has developed the habit of engaging in reflective practice regarding own content knowledge and behavior patterns

Awareness of own impact on others		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Words and actions reflect little or no awareness for how others are impacted or influenced by one's own speech or behavior	Demonstrates effort to determine how own words and actions impact or influence others	Consistently and accurately recognizes how own words and actions impact or influence others

Cultural awareness and diversity		
<i>Does not meet target</i>	<i>Approaches Target (acceptable)</i>	<i>Meets Target</i>
Shows little understanding or appreciation for one's own cultural heritage or for the cultural differences of others	Generally shows awareness of own cultural background, as well as an understanding of how culture and identity affect others	Identifies challenges and opportunities afforded by their own culture as well as cultural identities other than their own
Demonstrates little awareness of own culture or a desire to learn about other cultures	Generally demonstrates respect for the needs and differences of others	Actively works to understand the cultural backgrounds of others and uses this to respond appropriately
Shows some insensitivity to individual differences and diversity	Generally accepts values and beliefs different from own	Assertively respects the fundamental rights, dignity, and worth of all people

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Managing conflict		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Demonstrates little evidence of managing differences and misunderstandings with respect and skill	Generally manages differences and misunderstandings with respect and skill	Regularly manages differences and misunderstandings with respect and skill
Rarely examines own role in conflict or considers perspectives of others	Generally examines own role in conflict and considers others' points of view	Regularly examines own role in conflict and considers others' points of view

Personal responsibility		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Struggles with punctuality, preparedness, and meeting deadlines	Generally punctual, prepared, and meets deadlines	Punctual, prepared, and meets all deadlines
Shows little evidence of taking personal responsibility for expanding own knowledge base	Generally takes personal responsibility for expanding own knowledge base	Regularly takes personal responsibility for expanding own knowledge base
Tends not to accept personal responsibility for mistakes, frequently blames others	Generally accepts personal responsibility for mistakes	Accepts personal responsibility for mistakes

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Emotional self-expression		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Infrequently or inadequately articulates own feelings in an effective and/or appropriate manner	Generally articulates own feelings in an effective and appropriate manner	Consistently articulates the full range of own feelings in an effective and appropriate manner
Often unaware of own emotions and behaviors that interfere with appropriate interpersonal interactions	Generally aware of own emotions and behaviors that interfere with appropriate interpersonal interactions	Consistently aware of own emotions and behaviors that interfere with appropriate interpersonal interactions and manages them effectively
Infrequently or inadequately demonstrates skillful self-disclosure	Generally demonstrates skillful self-disclosure	Regularly demonstrates skillful self-disclosure

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

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Initiative, motivation, and engagement		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Evidences low levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities	Evidences acceptable levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities	Evidences exceptional levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities
Displays little motivation to grow professionally	Displays motivation to grow professionally	Clearly motivated to grow professionally

Academic Performance		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Written and oral communication reflects difficulties in using discipline-specific style and language	Written and oral communication reflects acceptable skill in using discipline-specific style and language	Written and oral communication reflects excellence in using discipline-specific style and language
Shows little evidence of synthesizing information and relevant research in a coherent and logical manner	Generally demonstrates evidence of synthesizing information and relevant research in a coherent and logical manner	Consistently demonstrates evidence of synthesizing information and relevant research in a coherent and logical manner
Demonstrates little evidence of applying pertinent information from the professional literature to coursework and fieldwork experiences	Generally demonstrates evidence of applying pertinent information from the professional literature to coursework and fieldwork experiences	Regularly demonstrates evidence of applying pertinent information from the professional literature to coursework and fieldwork experiences

Saybrook University’s Academic Progress Policies

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

Saybrook University’s Diversity Policies

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

Saybrook University Disability Accommodation Policy

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

Student Retention and Dismissal Policy

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

Reaching Out

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

Resources

Site	URL
American Counseling Association Code of Ethics and Standards of Practice	counseling.org/knowledge-center/ethics/code-of-ethics-resources
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	cacrep.org
National Association of Alcoholism and Drug Abuse Counselors Ethical Standards	naadac.org/ethics.htm
NBCC state-specific licensure info	nbcc.org/stateboardmap
The National Counselor Examination for Licensure and Certification	nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification/
NBCC Code of Ethics	nbcc.org/ethics
NBCC Policy Regarding the Provision of Distance Professional Services	nbcc.org/Assets/Ethics/NBCCPolicyRegardingPracticeofDistanceCounselingBoard.pdf
Saybrook University’s progressive approach	http://www.saybrook.edu/about/essentials/
American Association for Marriage and Family Therapy Code of Ethics	aamft.org/imis15/AAMFT/Content/Legal_Ethics/Code_of_Ethics.aspx

Licensure and Employment

Professional Licensure

The MA in Counseling program complies with the requirements of the California Board of Behavioral Sciences, 4999.32 and 4999.40(a) for Professional Clinical Counseling, and sections 4980.37 and 4980.41 for Marriage & Family Therapy. The programs at Saybrook University are designed to ensure that students meet licensure requirements as clinical mental health counselors in most states. As different states have different licensing requirements, faculty work with students from the very beginning of the program to help them understand the license requirements in the state where they want to practice. Students research requirements in the states for which they intend to seek licensure to discover the need for courses in addition to those included in this program. Students work with an advisor to add classes required for state licensure. Students who may need to take additional coursework for licensure in a particular state are encouraged to discuss this requirement with the Financial Aid Office. After graduating, students will be prepared to take the National Counselor Exam (NCE).

National Counseling Examination

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

Career Opportunities

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

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

Endorsing Students

Saybrook faculty are responsible for student competencies in the counseling training program. When students begin the field experience and when they pursue licensure, faculty will not support students who do not demonstrate a good fit for the profession, in terms of skills competence, and evidence of ethical behavior. Instead, faculty will advise such students to

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consider alternate non-clinical degrees. Faculty will consider student requests for letters of recommendation for other academic and employment pursuits. For sufficient time to evaluate and negotiate such requests, please allow faculty at least 4 weeks to respond.

Saybrook University Master’s Program of Study
MA Counseling Program Fall Start

Student Name _____ **Student ID** _____

Semester 1					
Counseling Core Courses		Credit Hours	Contact Hours	Sem Cmpltd	Year Cmpltd
COUN 2500	Basic Counseling Skills	3			
COUN 6020	Lifespan Development	3			
COUN 2650	Professional Orientation & Ethical Practice	3			
COUN 2701	Experiential: Basic Counseling Skills		15		
COUN 2400A	Pre Practicum Pro Seminar		15		
COUN TBD	Residential Conference Workshop TBD*		TBD		

Semester 2					
Counseling Core Courses		Credit Hours	Contact Hours	Sem Cmpltd	Year Cmpltd
COUN 2025	Counseling Theories	3			
COUN 2010	Structure & Dynamics of the Family	3			
Res-CO 1023	Understanding Research & Evaluation	3			
COUN 2400B	Pre Practicum Pro Seminar		15		
COUN TBD	Residential Conference Workshop TBD*		TBD		
COUN 2707	Experiential: Counseling Theories		15		

Summer					
Counseling Core Courses		Credit Hours	Contact Hours	Sem Cmpltd	Year Cmpltd
COUN 2050	Psychopathology & Diagnosis	3			

Semester 3					
Counseling Core Courses		Credit Hours	Contact Hours	Sem Cmpltd	Year Cmpltd
COUN 2531	Group Counseling & Psychotherapy	3			
COUN 2560	Multiculturalism & the Family	3			
COUN 2561	Substance Abuse & Behavioral Addictions	3			
COUN 2705	Experiential: Group Counseling & Psychotherapy		15		
COUN TBD	Residential Conference Workshop TBD*		TBD		
COUN 2400C	Pre Practicum Pro Seminar		15		

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Semester 4					
Counseling Core Courses		Credit Hours	Contact Hours	Sem Cmpltd	Year Cmpltd
COUN 2532	Career Development & Counseling	3			
COUN 8152	Practicum I	3			
COUN 2510	Relationship & Family Intervention	3			
COUN 2704	Experiential: Relationship & Family Intervention		15		
COUN TBD	Residential Conference Workshop TBD*		TBD		
COUN 2401A	Practicum/Internship Pro Seminar		15		

Summer					
Counseling Core Courses		Credit Hours	Contact Hours	Sem Cmpltd	Year Cmpltd
COUN 2031	Assessment & Testing	3			

Semester 5					
Counseling Core Courses		Credit Hours	Contact Hours	Sem Cmpltd	Year Cmpltd
COUN 2662	Crisis & Trauma Intervention	3			
COUN 8153	Internship I	3			
COUN 2505	Psychopharmacology	3			
COUN 2703	Experiential: Crisis & Trauma Intervention		15		
COUN TBD	Residential Conference Workshop TBD*		TBD		
COUN 2401B	Practicum/Internship Pro Seminar		15		

Semester 6					
Counseling Core Courses		Credit Hours	Contact Hours	Sem Cmpltd	Year Cmpltd
COUN 2555	Advanced Child & Adolescent Counseling	3			
COUN 2060	Human Sexuality	3			
COUN 8154	Internship II	3			
COUN 2706	Experiential: Advanced Child & Adolescent Counseling		15		
COUN TBD	Residential Conference Workshop TBD*		TBD		
COUN 2401C	Practicum/Internship Pro Seminar		15		
COUN 9100	Capstone Option 2: Comprehensive Exam	0			

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*Residential Conference Workshops					
Counseling Core Courses		Credit Hours	Contact Hours	Sem Cmpltd	Year Cmpltd
COUN 2538	Aging and Long-Term Care		12		
COUN 2539	Child Abuse Assessment and Reporting		7		
COUN 2709	Overview of Mental Health Counseling		12		
COUN 2544	Mental Health Recovery		12		
COUN 2640	Partner Abuse and Domestic Violence		12		
COUN 2639	Severe Mental Illness and Developmental Disabilities		12		
Total					

Institution Name:

Transferred Course #	Transferred Course Title	Grade	Credit Hours	Contact Hours	Sem Cmpltd	Year Cmpltd
Program Total						

Signatures

Student _____ Date _____

Advisor _____ Date _____

**Saybrook University Master’s Program of Study
MA Counseling Program Spring Start**

Student Name _____ **Student ID** _____

Counseling Core Courses		Credit/Contact Hours		Semester Completed
Semester 1				
COUN 2025	Counseling Theories	3		
COUN 2010	Structure & Dynamics of the Family	3		
RES-CO 1023	Understanding Research & Evaluation	3		
COUN 2707	Experiential: Counseling Theories		15	
COUN 2400A	Pre Practicum Pro Seminar		15	
COUN TBD	Residential Conference Workshop TBD*		TBD	
Summer				
COUN 2050	Psychopathology and Diagnosis	3		
Semester 2				
COUN 2500	Basic Counseling Skills	3		
COUN 6020	Lifespan Development	3		
COUN 2560	Multiculturalism & the Family	3		
COUN 2650	Professional Orientation & Ethical Practice	3		
COUN 2701	Experiential: Basic Counseling Skills		15	
COUN 2400B	Pre Practicum Pro Seminar		15	
COUN TBD	Residential Conference Workshop TBD*		TBD	
Semester 3				
COUN 2532	Career Development and Counseling	3		
COUN 2510	Relationship & Family Interventions	3		
COUN 2704	Experiential: Relationship & Family Interventions		15	
COUN 2400C	Pre Practicum Pro Seminar		15	
COUN TBD	Residential Conference Workshop TBD*		TBD	
Summer				
COUN 2031	Assessment & Testing	3		
Semester 4				
COUN 2531	Group Counseling and Psychotherapy	3		
COUN 8152	Practicum I	3		
COUN 2561	Substance Abuse & Behavioral Addictions	3		
COUN 2705	Experiential: Group Counseling and Psychotherapy		15	
COUN 2401A	Practicum/Internship Pro Seminar		15	
COUN TBD	Residential Conference Workshop TBD*		TBD	

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Semester 5				
COUN 2555	Advanced Child & Adolescent Counseling	3		
COUN 2060	Human Sexuality	3		
COUN 8153	Internship I	3		
COUN 2706	Experiential: Child & Adolescent Counseling		15	
COUN 2401B	Practicum/Internship Pro Seminar		15	
COUN TBD	Residential Conference Workshop TBD*		TBD	
Semester 6				
COUN 2562	Crisis & Trauma Intervention	3		
COUN 8154	Internship II	3		
COUN 2505	Psychopharmacology	3		
COUN 9100	Capstone Option 2: Comprehensive Exam	0		
COUN 2703	Experiential: Crisis & Trauma Intervention		15	
COUN 2401C	Practicum/Internship Pro Seminar		15	
COUN TBD	Residential Conference Workshop TBD*		TBD	
*Residential Conference Workshops				
COUN 2538	Aging and Long-Term Care		12	
COUN 2539	Child Abuse Assessment and Reporting		7	
COUN 2709	Overview of Mental Health Counseling		12	
COUN 2544	Mental Health Recovery		12	
COUN 2640	Partner Abuse and Domestic Violence		12	
COUN 2639	Severe Mental Illness and Developmental Disabilities		12	
Total				

Transferred Course Title(s) and Institutions	Credit/ Contact Hours	Grade	Term

Program Total		
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Signatures

Student _____ Date _____

Advisor _____ Date _____

Student Review Form

The following form is used by MA Counseling faculty to review specific performance objectives of students. Students will be evaluated annually (at the conclusion of their 1st, 3rd, and 5th semesters in the program.

Student:	Date Sent to Student:
Term:	Faculty:
First Semester Review Third Semester Review Fifth Semester review Other	

	Student Monitoring Dimensions	Does not meet target	Approaches target	Meets target	Comments
1	Openness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Cognitive flexibility and acceptance of ambiguity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Reflectivity and use of feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Awareness of own impact on others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Cultural awareness and diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Managing conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Personal responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Emotional self-expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	Attention to professional, ethical, and legal considerations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	Initiative, motivation, and engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	Academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Narrative Summary				

Sample Remediation Letter/Plan

Date

Saybrook University
Department of Counseling
MA Counseling Program

Dear Student _____,

The faculty in the MA Counseling program is aware that you have not passed your XXXXX coursework. This includes (RC coursework and/or online course COUN XXXX).

You will receive a warning from Saybrook University's registrar's office, letting you know that you will have one more semester to raise your completion percentage to the required 67%. If you do not raise this percentage, Saybrook University will require significant steps to stay enrolled.

As a way to help support you and assist you in being successful in future courses, the counseling program faculty are placing you on a remediation plan.

This plan will include the following:

- 1) Enrollment, and successful completion of _____.
- 2) Your next semester's enrollment (XXXXXX), will consist of _____.
- 3) After successful completion of these requirements, we will review your Plan of Study and your evaluation forms and make adjustments for other semesters.

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

Sincerely,

Saybrook Counseling Faculty

Student Handbook Responsibility Statement

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

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

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

Student Name _____ **Date signed** _____