

Counseling Student Handbook

MASTER OF SCIENCE IN PROFESSIONAL COUNSELING

Clinical Mental Health Counseling Emphasis

School Counseling Emphasis



School of Education and Psychology

Southern Adventist University

Collegedale, TN

2022-2023 Edition



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COUNSELING STUDENT HANDBOOK

MASTER OF SCIENCE DEGREE IN PROFESSIONAL COUNSELING

PROGRAM OVERVIEW

The Master of Science Degree Program in Professional Counseling offers two emphases, the Clinical Mental Health Counseling (CMHC) emphasis, and the Master of Science in School Counseling (SC) emphasis.

The **Master of Science in Counseling with a Clinical Mental Health Counseling (CMHC)** emphasis is designed for those who wish to gain the understanding and skills necessary for meeting the needs of a variety of individuals and groups in a clinical mental health counseling setting. Clientele may include people from all walks of life, each with their own individual needs, values, and beliefs. Clinical Practicum I provides an orientation to the process and procedures associated with clinical mental health counseling. Clinical experiences are gained in Clinical Practicum II and CMHC Internship. Graduates of the CMHC program may work in community mental health centers, substance abuse treatment centers, private practice, or other counseling areas. Sixty (60) credit hours are required for completion of the CMHC emphasis. Students completing the CMHC emphasis who wish to obtain additional knowledge in the area of marriage, couple, and family counseling may take up to eleven (11) more credits that focus on the systems approach to counseling. The CMHC emphasis provides the academic preparation required for students to sit for the National Counselor Examination (see “Credentialing”).

The **Master of Science in School Counseling (SC)** program is designed to prepare graduates to work as guidance personnel or counselors in elementary and secondary schools. This is a sixty (60) credit hour program that emphasizes meeting typical student needs. Attention is also given to working with teachers, families, and community resources. Graduates are prepared to take the PRAXIS II exam in Professional School Counseling, and, upon passing, become certified as Professional School Counselors in Tennessee.

AN INTRODUCTION TO COUNSELING

The mission of the School of Education and Psychology (SEP) at Southern Adventist University (SAU) is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.

Those entering the MS Professional Counseling program should realize that professional growth as a skilled helper is not possible without a commitment to *personal* growth. To that end, students should expect to participate in a variety of activities during the program that will require openness to self-

disclosure and self-assessment. At SAU, humble recognition is given to the continual help and guidance of Christ as the Master Counselor. It is also recognized that God works to help others through people who are in relationship with Him. It is the expectation of program faculty that as students develop in their understanding of themselves and their own needs, they will be better prepared to help others.

COUNSELING PROGRAM MISSION, GOAL, AND OBJECTIVES

The mission of the MS in Professional Counseling program is to facilitate the comprehensive development of counselors as servant leaders in their communities. The program is guided by a Conceptual Framework (see Appendix C) that reflects the educational, professional, and personal development goals student counselors are expected to demonstrate as they progress through their training. Articulated in the language of the program's Conceptual Framework, the program's goal is to nurture the development of each candidate in becoming effective as a caring person, as an informed facilitator, as a reflective decision-maker, and as a committed professional. Each disposition desired for SEP student counselors reflects personal characteristics and professional identity competencies outlined by the Counseling for Accreditation of Counseling and Related Educational Programs (CACREP). In the case of SC students, these dispositions also reflect characteristics and competencies outlined by the Tennessee Department of Education.

Within this framework, the objective of the MS in Professional Counseling program is to prepare graduates who demonstrate the following:

- Evidence of personal and professional dispositions essential for counseling practice;
- Evidence of the knowledge, skills, and practices necessary to implement ACA and/or ASCA professional standards for counseling practice in a multicultural and pluralistic society;
- Evidence of actively identifying with the counseling profession and having knowledge of current developments in the counseling field.

The more specific objectives related to each course are outlined in course syllabi.

EXPECTED LEVELS OF PERFORMANCE

In order to support these mission, goal, and objectives, the faculty of the MS Program in Professional Counseling fosters, promotes, and infuses the following values and guiding principles throughout every aspect of the program. Every student is expected to exhibit these values at all times:

As a CARING PERSON:

1. Demonstrate genuineness, empathy, and interest in the welfare of others.
2. Display sensitivity to the feelings, thoughts, and needs of others.
3. Respect the autonomy and beliefs of others and refrain from imposing one's personal beliefs on others.
4. Exhibit sensitivity to the individual and cultural identities of others and display cultural competence by behaving respectfully and skillfully in interactions with others.

5. Demonstrate commitment to self-care by practicing daily habits that contribute to physical health.
6. Demonstrate commitment to self-care by practicing daily habits that contribute to mental health.

As an INFORMED FACILITATOR OF LEARNING AND GROWTH:

1. Demonstrate ability to translate academic information to practice.
2. Remain open to ideas, learning, and change.
3. Follow the procedures and policies of the counseling program.
4. Participate actively and appropriately in class, according to the expectations established by each course instructor.
5. Cooperate with remediation plans and endeavor to adjust or improve behavior.
6. Engage in productive supervision and consultation with colleagues and peers.
7. Act with awareness of how personal actions impact others.

As a REFLECTIVE DECISION-MAKER:

1. Demonstrate objectivity appropriate to the situation or setting.
2. Exhibit maturity and good judgment in reactions and behaviors.
3. Accept responsibility for actions and problems.
4. Manage personal mental health, emotional problems, stress, and/or interpersonal issues effectively.
5. Demonstrate personal and professional integrity in stated thoughts and actions.
6. Solicit, consider, and respond thoughtfully to constructive feedback from others.
7. Participate in self-reflection and self-exploration.
8. Communicate information truthfully and accurately.
9. Exhibit awareness of and respect for appropriate interpersonal boundaries.
10. Exhibit awareness of personal beliefs, values, needs, strengths, and limitations, and understand their potential influence on personal and professional performance.

As a COMMITTED PROFESSIONAL:

1. Maintain a professional identity as a counselor.
2. Respect the privacy and confidentiality needs of others.
3. Understand and maintain the ethical guidelines for counselors as published by the profession.
4. Engage actively in learning, training, and/or experiential processes and opportunities for personal and professional development.
5. Prioritize interests of clients over self-interests when providing professional services.
6. Maintain sensitivity to role differences and power dynamics that may exist in relationships and settings, and manage them appropriately.
7. Exhibit appropriate attire and demeanor as expected in different settings and maintain awareness of how professional appearance may influence others.
8. Establish and maintain effective and functional relationships personally, professionally, and therapeutically.

9. Communicate with clients and colleagues respectfully and professionally using appropriate written, oral, and non-verbal language.
10. Fulfill obligations promptly, consistently, reliably, and according to expectations stated by professor or supervisor.

The commitment to modeling and preserving a healthy balance between cognitive and emotional development is considered a major strength in the program, and it is hoped that students will enter the program fully informed of its potential to positively affect their personal growth. To assist and encourage students in maintaining their own commitment to personal growth, the counseling program faculty members have the responsibility to assess the progress of each student. They are also expected to function as gatekeepers for the program and the counseling profession.

ADMISSION REQUIREMENTS

Regular Admission

Regular admission to the Master of Science in Counseling is based on the following criteria:

- 1) Graduation from a regionally accredited four-year college or university as evidenced by an official transcript showing the completion of a bachelor's degree and official transcripts recording any additional or graduate-level coursework.
- 2) An undergraduate GPA of 3.00 or higher.
- 3) A current professional résumé.
- 4) The completion of a minimum of six upper-division or graduate-level semester hours in psychology or a related field. If the six hours in psychology or a related field are taken at the graduate level, these courses may not be counted as part of the graduate program.
- 5) The absence of any felony or pending prosecution for a felony (verification form must be completed). A criminal background check is also required. A Criminal Record Release form is available on the Graduate Studies website (www.southern.edu/graduatestudies/counseling).
- 6) All applicants must submit to a background check. Instructions for completing this background check online are available via the Graduate Studies website (www.southern.edu/graduatestudies/counseling). In addition to the background check required for admission, school counseling students must also submit evidence of having completed any additional criminal background checks required by states, school districts, and/or individual schools prior to being assigned a school placement for Clinical Practicum II. Instructions for completing the additional background check required by the state of Tennessee are available from the SEP field experience coordinator. Students completing placements outside Tennessee are responsible to ascertain what is required in their locality and complete those requirements accordingly.
- 7) Three letters of recommendation -- from academic, professional, and personal sources, if possible -- attesting to the qualities of the candidate in terms of academic abilities, interpersonal relationships, and stability. Students are asked to provide names and email addresses of prospective recommenders as part of their graduate application. Once the application is

submitted, these individuals receive an automated notice via email that the applicant has requested a recommendation for Southern's program. The email provides a link to the required form.

- 8) The results of a program-designated personality test on file. Students should contact the graduate programs manager for instructions.
- 9) A Statement of Purpose essay (guidelines available on Southern's Graduate Studies website www.southern.edu/graduatestudies/counseling).
- 10) Once all other application items are completed (including recommendations, personality test, and Statement of Purpose), an interview by counseling program faculty to assess the candidate's values, attitudes, and communication skills, as well as the candidate's commitment to understanding others and multiculturalism. Applicants should contact the graduate programs manager to schedule an interview via Zoom.

Provisional Admission

This category of admission may be granted to an applicant who does not meet all of the criteria for regular admission. In order to be considered for provisional admission, applicants must have an upper-division undergraduate GPA of 2.75 or higher. A maximum of 12 hours may be taken on this basis.

Provisional status may be removed upon completion of 12 hours of graduate credit with a minimum GPA of 3.00. Failure to maintain a 3.00 while on provisional status will result in academic dismissal. In order to meet requirements for a student visa, international students cannot be admitted provisionally.

Non-Degree Admission

Admission as a non-degree student is designed for applicants having a four-year bachelor's degree from a regionally accredited institution or foreign equivalent, who needs additional time to fulfill degree-seeking student application requirements or who does not wish to pursue a degree program.

A maximum of 12 graduate hours may be taken in graduate non-degree status. Students wishing to continue beyond 12 hours must declare a program and complete the regular admission requirements for that program in order to enroll for additional credit. Requests for exceptions are considered by the Counseling Program Council on a case-by-case basis. A non-degree student must maintain a 3.00 GPA to continue enrollment under non-degree status. Admission to non-degree status does not constitute admission to a degree program. International students on student visas may not enroll with non-degree status.

Transfer Credits

Requests for transfer credit are considered on a case-by-case basis. Approval is subject to review by the program director for graduate studies in professional counseling and/or Counseling Program Council, if deemed necessary.

Additional Academic Information

For more information regarding academic requirements beyond what is outlined in this *Counseling Student Handbook*, students may consult the current *Graduate Catalog*. Detailed information about

Clinical Practicum and Internship experiences can be found in the *CMHC Practicum Manual*, the *CMHC Internship Manual*, and the *School Counseling Field Experiences Manual*. All materials are available from the student's faculty supervisor of Practicum or Internship.

Also, a portion of the School of Education and Psychology website (www.southern.edu/edpsych/counseling) contains announcements and dates relevant to counseling students. Additional information is shared by course instructors or via email by the graduate programs manager. Because all official communication from the university will be done via email to students' Southern email addresses, ***it is imperative that students check their Southern email regularly.***

NEW STUDENT ORIENTATION

A New Student Orientation section regarding the Master of Science (MS) in Counseling program is embedded in COUN 524 Professional Counseling I. This is a required course, which all students in the program must take in their first Fall semester of enrollment in the program. The New Student Orientation is divided in three (3) separate modules that are taught during the first three (3) weeks of class in this course. Within that period, the *Counseling Student Handbook* is presented to students, made available in eClass, and extensively discussed during class sessions. Within that same period, students' ethical and professional obligations, as well as personal growth expectations as counselors-in-training are explained. Eligibility for licensure and certification is also reviewed. At the conclusion of the New Student Orientation modules, students take two tests based on the *Counseling Student Handbook* content and any additional information discussed during those first three weeks. Students' personal growth expectations are additionally covered across several subsequent modules in COUN 524 Professional Counseling I. Students are also required to schedule an individual appointment with their faculty advisor to consider further questions they might have regarding the program, as well as future professional goals they might wish to attain once they have received their MS degree in Professional Counseling. (Refer to COUN 524 Professional Counseling I syllabus for additional information related to the New Student Orientation modules.) It is the student's responsibility to familiarize themselves with the Southern Adventist University *Graduate Catalog*, the Southern Adventist University *Graduate Student Handbook*, and the *Counseling Student Handbook*. They are also expected to seek needed information from their faculty advisor or other program faculty/staff at any time during the course of the program as the need arises. (See Appendix A for contact information).

FINANCIAL INFORMATION

The student should refer to the Graduate Studies website (www.southern.edu/graduatestudies/graduate-finances.html) for financial information. Additional information and assistance are available from the student finance advisor for graduate students at gradfinance@southern.edu.

A limited number of graduate assistantships are available each year in the Professional Counseling program. Applications are solicited in March – April and recipients are generally selected in April of each year for the following school year. Students also have the opportunity to apply for assistantships in

other graduate programs on campus. The SEP graduate programs manager may be consulted for additional information and applications.

PLANNING THE PROGRAM OF STUDY

The training provided in the SEP's counseling program is based on a Christian worldview and on a philosophy that promotes the balanced development of the mental, physical, social, and spiritual nature of personhood. In an effort to recognize varying needs, a holistic training model has been adopted.

A student taking full-time classes may complete their degree program in six to seven semesters, including some summer enrollment, provided they have also completed the required clock hours of supervised experience for Clinical Practicum and Internship.

Full-time study will be demanding. A full semester load will vary between 9 and 12 semester hours – an investment equivalent to a 40-hour work week. The student is expected to plan accordingly and make the most of the investment. Because courses are offered on a set cycle, staying in sequence (enrolling in the Fall and maintaining full-time status throughout the program) is highly recommended, but not required. **Students who choose to begin the program in the Winter semester or who do not enroll full-time should be aware that this *will* increase the length of time required to complete the program.**

The SEP assumes no responsibility for the progression of individual students through the program in a given time frame. Students who choose to take classes outside of the recommended sequence indicate an implied understanding that they are *entirely responsible* for any disruption in their progress through the program and/or any increase in the amount of time required for them to complete their degree. The counseling program works with students to minimize the impact of such disruptions. However, no guarantees – implied or otherwise – exist that departing from the recommended sequence will not impact a student's progression through the program or projected completion date. It is probable that departing from the recommended sequence will delay a student's projected completion date.

ADVISEMENT

For general questions regarding enrollment and course of studies in the counseling program, students should consult the graduate programs manager (see Appendix A for contact information). Faculty advisors assist students throughout their program of study in developing a plan of study, recommending courses to be taken each semester, and giving feedback based on student evaluations. Students, whether on campus or using online classes, are assigned to individual academic advisors by the Graduate & Professional Studies Office, in consultation with the director of Graduate Studies in Professional Counseling and the graduate programs manager. In clinical experiences, both faculty and site supervisors will be responsible for assessing the work of the counselor-in-training and providing assistance.

GUIDELINES FOR WRITING STYLE AND FORMAT

All written assignments must follow specified American Psychological Association (APA) guidelines for style and format. Refer to the most current edition of the *Publications Manual of the American Psychological Association* (available online, through vendors such as Amazon, and/or at most bookstores) for details.

CLASSES

Most courses are taught in a Hyflex delivery mode. In those courses, students have the option to register to attend the majority of their classes either in person in the physical classroom or via live, Zoom meetings. Class meetings are held simultaneously in both delivery forms. A few courses are offered via live, Zoom meetings only. All courses meet synchronously in 2-hour blocks on Tuesdays and Thursdays from 4:00 – 6:00 and 6:00 – 8:00 PM, with occasional exception made to accommodate instructor availability. An additional hour of class work is completed asynchronously online for each course.

Current course scheduling information is available on Southern's website (www.southern.edu), by clicking Current Students, then selecting Course Schedule. Information available via the Southern website is updated in real time and provides the most accurate course information. Students should check the schedule periodically throughout the year to be aware of any changes, and should also consult eClass and/or professors for additional course information.

INDEPENDENT STUDY PROCEDURE

Independent Studies typically focus on content areas outside what is offered as part of the regular curriculum, and are meant to provide the student with an educational experience equivalent in rigor and depth to regularly taught courses. An Independent Study may be granted for content included in regularly offered classes only in the case of extenuating circumstances such as programmatic/curriculum change. All Independent Studies must have prior approval of the SEP.

Graduate students desiring Independent Studies should consult their faculty advisor or the graduate programs manager for instructions regarding how to proceed with a request.

Per university policy, graduate students are permitted a maximum of 6 semester hours earned via Independent Study.

CLINICAL EXPERIENCES

The supervised field experiences included in the counseling program reflect the program's commitment to applied experiential learning opportunities. These field experiences are offered in consecutive terms throughout the program and provide integral training opportunities for student counselors. These experiences present each student counselor with an opportunity to formalize their personal modality of counseling. Practicum and Internship experiences are supervised by faculty supervisors assigned to

teach field experience courses, and by licensed site supervisors with at least 2 years' experience in their current position. Students are evaluated on clinical performance, proper maintenance of records and paperwork, and adherence to academic and professional guidelines.

Students enrolled in CMHC Practicum II are expected to complete their hours of supervised practice through the *Southern Center for Counseling and Emotional Wellness* located on campus at Summerour Hall, where the Professional Counseling program is based. Students enrolled in CMHC Internship, in conjunction with the respective faculty supervisor are responsible for securing appropriate sites and supervision in the community.

Students enrolled in SC Practicum II and Internship, in conjunction with the respective faculty supervisor, will be assigned appropriate school sites and supervision for their field experiences. School placements are primarily determined by the SEP field experience coordinator and the public school systems who work in collaboration with the Professional Counseling program. SC candidates do not typically participate in Practicum II and Internship during the summer, due to the unavailability of qualified schools.

Additional information about clinical experiences are outlined in the *CMHC Practicum and Internship Manuals* and the *SC Field Experience Manual*, which are available from Practicum II and Internship instructors via eClass or online at www.southern.edu/edpsych by clicking Counseling, then Resources.

Pre-Requisites for Enrolling in Clinical Practicum II

All students must have obtained a passing score on their latest *Student Semester Progress & Annual Review* form and received Counseling Program Council (CPC) approval to start Practicum II.

Prior to beginning COUN 580 Clinical Mental Health Counseling Practicum II

Students must obtain regular admission status and complete the following courses:

- Professional Counseling I
- Psychopathology
- Ethics & Legal Aspects of Counseling
- Theories & Techniques of Counseling
- Foundations of Clinical Mental Health Counseling
- Assessment & Appraisal
- Clinical Practicum I

Prior to beginning COUN 585 School Counseling Practicum II

Students must obtain regular admission status and complete the following courses:

- Foundations of School Counseling (taken concurrently)
- Professional Counseling I
- Ethics & Legal Aspects of Counseling
- Theories & Techniques of Counseling
- Assessment & Appraisal (taken concurrently)

- Clinical Practicum I

The Practicum II Experience

Practicum II is a 100-clock hour clinical experience and is intended to be a closely supervised, hands-on counseling experience. Students are encouraged to ask questions and seek help with all uncertainties. Videotaping of counseling sessions is required. The faculty supervisor provides weekly individual and group supervision for CMHC Practicum II students. For SC Practicum II students, the faculty supervisor provides weekly group supervision, and the site supervisor provides individual supervision. All information regarding the particulars of Practicum II and necessary forms are found in the respective field experience manuals (*CMHC Practicum Manual*, *CMHC Internship Manual*, *SC Field Experience Manual*), which are available from Practicum II and Internship instructors via eClass or online at www.southern.edu/edpsych by clicking Counseling, then Resources.

Liability Coverage for Practicum II

In order to be covered for bodily harm and similar risks by Southern Adventist University's liability insurance, students must be registered for Practicum II during any semester in which they collect hours toward completion of the 100 hours required for Practicum II. Liability coverage certificates and/or other documentation of coverage can be provided by the university's Risk Management office.

Students must remain registered in 1 hour of Practicum II until they have completed all the requirements, even if this results in more than the total number of Practicum II credits required for graduation (2 hours). **Students must also obtain malpractice liability insurance by becoming student members of the American Counseling Association (ACA) and/or the American School Counselor Association (ASCA). Students will be asked to provide verification of membership in one of these professional organizations and of malpractice liability coverage as an early part of their course requirements for Practicum II, and are to maintain membership and coverage through completion of their Internship requirements.**

Pre-Requisites for Enrolling in Internship

All students must have obtained a passing score on their latest *Student Semester Progress and Annual Review* form and receive Counseling Program Council (CPC) approval to start Clinical Internship.

Readiness for Internship is assessed by the faculty, with consideration given to student performance in Practicum. The assessment process enables program faculty to prescribe appropriate remedial experiences when needed and/or identify areas of concern related to student performance, which can then be monitored closely by site supervisors.

Prior to beginning Internship, all required paperwork must be on file with the unit assessment system manager and faculty supervisor. All Practicum II files and related materials must be complete. Sites selected for Internship should reflect the student's career goals and should be arranged according to the procedures and deadlines detailed in the *CMHC Internship* and/or *SC Field Experience Manual*.

Actual placement at a CMHC site is contingent upon agreement between the site supervisor, student, and faculty supervisor. Actual placement at an SC site is contingent upon agreement between the school district, field experience coordinator, school, and the student. All parties involved must sign required agreement forms (see appropriate *Manual*). These forms must be on file with the unit assessment system manager and faculty supervisor before the student begins Internship work at the selected site. Each student is individually supervised (usually by the site supervisor) one hour per week and 1.5 hours per week in group supervision at Southern while in Internship. Students are evaluated based on video recordings of sessions; on ethical, professional, and personal behavior; and on observations by the site and faculty supervisors. In turn, students are also asked to evaluate themselves and their supervision experience.

Each student must complete a minimum of four semester hours of Internship. A minimum of 600 clock hours are required at the site(s) chosen by the student in collaboration with their faculty supervisor or assigned per the field experience coordinator. This time is to be monitored carefully and should include a full range of professional activities. A minimum of 240 of the 600 clock hours required must be direct contact with clients. The majority of the required 240 direct contact hours should be with individuals, groups, families, and/or couples in an agency or other professional setting for CMHC. SC interns complete 600 clock hours in a school setting, of which 240 hours must involve direct contact with students or their parents or guardians.

Students must be registered for Internship or Internship Continuation each semester until they have completed all the requirements and a final grade has been assigned.

Internship Site Criteria

In order for a site to be considered an acceptable placement for Internship, the following criteria must be met:

1. The site for CMHC students must be an agency or other community facility which has an identifiable administrative and organizational structure. SC students are assigned placements in schools with full-time school counselors on staff. Placement assignments are communicated to SC students by the SEP field experience coordinator.
2. The site should provide its own supervisor to work with the student intern. This site supervisor must have at least a Master's degree with licensure in counseling or a closely related field (for CMHC) or with certification/licensure as a school counselor (for SC) and a minimum of two years' experience in the present position.
3. The site must be able to provide client continuity throughout the Internship placement. It is strongly advised that students participate in small and large group counseling opportunities whenever available.
4. For a CMHC Internship, the site must allow for adequate clinical supervision. To verify standards of adequate clinical supervision, students should consult the faculty supervisor or the *CMHC Internship Manual*.

In exchange for these services provided by the Internship site, the counseling student must be willing and able to provide the site with the following:

1. A commitment of time to the site, commensurate with the requirements of Internship and in keeping with the agreement reached with the site.
2. A willingness to participate in professional activities typically included in the professional role of the counselor in that setting.
3. A guarantee that at the conclusion of the Internship, all clients under the care of the student counselor will be appropriately terminated or referred to other professionals, and that any and all required exit procedures are followed and completed.

Prior to CMHC Internship

Students must have completed a minimum of 48 semester hours of graduate study, including:

- CMHC Practicum II
- Advanced Lifespan Development
- Drugs & Addictions
- Career Counseling (taken concurrently)
- Professional Counseling II
- Multicultural Issues in Counseling
- Crisis Counseling
- Group Counseling & Procedures
- Spirituality & Religious Diversity in Counseling
- Advanced Clinical Diagnosis & Treatment Planning (taken concurrently)
- Marriage, Couple & Family Counseling I
- Child & Adolescent Psychopathology
- Research & Program Evaluation

Prior to SC Internship

Students must have completed a minimum of 48 semester hours of graduate study, including:

- SC Practicum II
- Advanced Lifespan Development
- SC Interventions for Exceptional Children
- Drugs & Addictions
- Career Counseling
- Crisis Counseling (taken concurrently)
- Administration of School Counseling Services (taken concurrently)
- Professional Counseling II (taken concurrently)
- Multicultural Issues in Counseling (taken concurrently)
- Group Counseling & Procedures
- Research & Program Evaluation (taken concurrently)

- Child & Adolescent Psychopathology (taken concurrently)

Liability Coverage

Students enrolled in Internship are covered for bodily harm and similar risks by Southern Adventist University's liability insurance. Liability coverage certificates and/or other documentation of coverage can be provided by the university's Risk Management office. **Students must also obtain their own malpractice liability insurance by becoming student members of the American Counseling Association (ACA) and/or the American School Counselor Association (ASCA). Students will be asked to provide verification of membership in one of these professional organizations and of malpractice liability coverage as an early part of their course requirements for Practicum II, and are to maintain membership and coverage through completion of their Internship requirements.**

POLICIES AND PROCEDURES FOR EVALUATION OF STUDENT PROGRESS

According to Saccuzzo (1997), in the clinical professions, educators and supervisors are expected to act as gatekeepers before and after students receive their degrees.

Within the context of the allied mental health professions, the term *gatekeeping* has been defined as the ongoing responsibility of faculty members and clinical supervisors to monitor trainee progress and appropriateness to enter professional practice. (Homrich, A. M. & Henderson, K. L., 2018). Saccuzzo (1997) stated that this monitoring practice serves the purpose of protecting:

1. The welfare of current and future clients (patients) from harm by ensuring that they receive effective treatment, that their rights are protected, and that they are treated with dignity and respect;
2. The welfare of the student or supervisee;
3. The well-being of other trainees or colleagues who may be affected by the individual student or supervisee;
4. The integrity of the clinical professions by graduating and endorsing for licensure only those practitioners who demonstrate the competencies necessary to be effective practitioners; and
5. The trustworthiness and reputation of the program, institution, or agency (although not a direct duty of clinical supervisors, this secondary influence is often the concern of administrators and other affiliates of the institution, such as alumni).

The Evaluation Process

Students enrolled in the counseling program have the opportunity to consult and receive informal feedback from professors, clinical supervisors, staff, and peers at any time in the training milieu. Additionally, they are encouraged to be open to personal counseling from a qualified professional. Personal counseling (6 – 8 sessions per semester) is available through the university's Student Support Services (Bietz Center, 3rd floor) as a free service to SAU students. Both in-person and telehealth appointments are available. Referrals to other professionals in the local area are available from the student's faculty advisor.

Moreover, formal evaluation is provided for students as they progress through a series of “gates” or checkpoints (see Appendices A and B). These checkpoints are carefully placed across the training experience to evaluate whether expected levels of performance have been achieved. The process by which each student is taken through these gates or checkpoints becomes part of the *Retention Policy* of the program.

The evaluation process is the same whether students are on campus or at a distance. Meetings involving students and/or faculty at a distance use Zoom Pro, with the same privacy protocols in place as are in effect for telemental health (unique meeting ID, password protection, closed meeting, private setting for both campus and students or faculty at a distance).

Retention Policy

In order to remain in the program, students are expected to demonstrate competent knowledge and good performance across multiple academic areas, progressively appropriate clinical skill development, and professional conduct and dispositions necessary to become a successful professional in the field of counseling.

At the end of each semester, the Counseling Program Council (CPC) formally reviews every student for evidence of the following:

- 1) Maintenance of 3.00 GPA or higher with no more than two courses with final grades of C or below.
- 2) Grades in field experience courses no lower than a final grade of B.
- 3) Ability to translate theoretical knowledge into practice.
- 4) Consistent demonstration of appropriate interpersonal, intrapersonal, and professional behavior expected of clinicians in the practice of the counseling profession.

The CPC completes an evaluation form indicating the results of this review. (Refer to Appendix C for a sample of the *Student Semester Progress and Annual Review* form). If the student seems to be achieving the expected competencies at the time of the review, a formal decision is made to reaffirm the retention of the student in the program. A copy of the evaluation form is made available to the student for his or her records through the SEP assessment system manager and no further steps are followed until the next term’s review.

If the Counseling Program Council recognizes a student’s challenge in obtaining the expected academic grades, the student’s academic advisor informs the student that he/she will be placed on academic probation.

The retention policy is the same whether the student is on campus or participating through digital delivery of coursework. If a student or faculty member is away from campus for the discussion of student progress, Zoom Pro is used, with all privacy protocols in place to protect student confidentiality.

Academic Probation

Per university policy, a 3.00 cumulative GPA in graduate work must be maintained for the duration of the program. Students who fail to maintain the minimum GPA will be placed on academic probation.

A maximum of two courses with C grades may count toward a Master's degree. **Grades lower than C (GPA equivalent – 2.0) are not applied toward completion of a graduate program.**

Field experience courses require a grade of B (GPA equivalent – 3.0) or better. A grade lower than B (GPA equivalent – 3.0) in CMHC or SC Practicum II will require students to repeat the course before registering for Clinical Internship courses. A grade lower than B (GPA equivalent – 3.0) in CMHC or SC Internship will require students to repeat the course before graduating from the program.

A student on probation will be given one semester to demonstrate satisfactory improvement. At the end of the probationary period, the student's case will be reviewed by the Counseling Program Council (CPC), and a decision regarding the student's status in the counseling program will be made. Students will be notified of the CPC's decisions in writing and, if possible, in person.

As noted in the *Graduate Catalog*, the SEP reserves the right to revoke admission or dismiss a student from the counseling program should they be deemed an inappropriate candidate for a counseling degree.

Students should review the *Graduate Catalog* (www.southern.edu/catalogs) for additional information about this and other academic policies.

Inappropriate Personal and Professional Conduct

If the Counseling Program Council recognizes a student's challenge in achieving a given competency in areas related to personal and professional conduct, the next step typically involves meeting with the student and initiating a period of formal remediation. The CPC recommends the specific faculty members and clinical site supervisors, if necessary, who will meet with the student and follow him or her through the remediation period. The process is the same whether the student is on campus or is using digital delivery of coursework. Any meeting involving a student, faculty, and/or site supervisor at a distance will use Zoom Pro with all privacy protocols in place to protect student confidentiality.

A student may be recognized as failing to demonstrate appropriate professional behavior at any time during the course of a given term before arriving to the next scheduled evaluation checkpoint. In that case, faculty members or site supervisors who become aware of the situation should not wait until the end of the semester to address the concern and initiate a remedial process as necessary.

EXAMPLES OF PERSONAL AND PROFESSIONAL MISCONDUCT

The following list has been summarized by Homrich, et al. (2014), and is designed to provide concrete examples of potential misconduct ranging from minor concerns to serious issues and the need for immediate intervention. However, this is not intended to be an exhaustive or all-inclusive list:

Unethical Behavior

Unethical behavior includes a failure to honor and uphold the ethical guidelines of the American Counseling Association, the American Psychological Association, the American School Counselor Association, and/or the International Association of Marriage and Family Counselors in either the classroom or practice setting. This includes the following:

- Failure to respect or maintain the confidentiality of peers and/or clients if an assignment, classroom discussions, the course structure (i.e., a group class), specific classroom activities, and/or client sessions explicitly require it
- Failure to uphold confidentiality and/or privacy
- Failure to exhibit cultural competence by respecting individual differences in interactions with others
- Failure to support the individual rights and dignity of others
- Failure to maintain the records and documentation necessary for rendering services
- Failure to respect the autonomy and beliefs of others and/or imposing one's personal beliefs on others
- Failure to maintain professional boundaries with clients
- Failure to use appropriate judgment to respond to situations
- Engaging in inappropriate or harmful transfer or termination with clients
- Engaging in counseling relationship(s) with friends or family members
- Engaging in discrimination of clients based on race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any bias prescribed by law

Resistance to Feedback

- Minimally open to or dismissive of feedback
- Minimal to no effort demonstrated toward improving areas flagged as needing improvement

Prioritizing Needs of the Self Over the Client(s)' Needs

- Failure to place the needs of the client over one's own personal needs and interests, for example, in the areas of scheduling, session conduct, treatment planning decisions, availability, and/or responsiveness to the client

Unprofessional Appearance

- Failure to maintain a professional appearance (including hygiene and attire) appropriate for the setting

Ignoring or Disregarding Program Policies

- Failure to follow the procedures and policies of the graduate program
- Failure to engage in productive supervision and consultation with colleagues and/or peers
- Failure to fulfill obligations promptly, consistently, reliably, or according to expectations stated by the professor or supervisor

- Failure to support the learning processes of others, for example, during classes and/or group supervision settings
- Failure to engage actively in learning, training, and/or experiential processes and opportunities for personal and professional development

Inappropriate Use of Technology

- Failure to use technology appropriately and ethically in all situations while respecting others who are present or affected
- Using cell phones, tablets, or laptops in class or in session to engage in activities that fall outside the scope of appropriate use (i.e., texting, social media, pornography)

Inappropriate Interpersonal Boundaries

- Engaging in verbal or physical harassment
- Inappropriate anger outbursts
- Failure to establish and maintain effective and functional relationships with colleagues or clients
- Disregard for the boundaries or needs of another
- Inability to recognize, or refusal to acknowledge, harmful countertransference emerging in client relationships

Emotional Instability

- Failure to express feelings respectfully or professionally, either verbally or in writing
- Failure to respond to personal discomfort with thoughtful consideration for self and others
- Failure to understand and/or display appropriate emotional self-regulation
- Resistance to learning techniques for managing stressful personal issues effectively

Poor Personal Wellness

- Failure to adopt personal wellness practices that allow one to function effectively in his or her role as a student and/or counselor
- Failure to seek, create, or engage in opportunities to appropriately fulfill personal/emotional needs
- Using behavior- or mind-altering substances that impede professional functioning

Lack of Capacity for Openness

- Minimally open to or dismissive of feedback
- Failure to maintain openness to and respect for differences in ideology
- Resistance to examining personal reactions
- Failure to demonstrate openness to ideas, learning, and change

Immaturity

- Poor self-awareness or self-control
- Little to no awareness for how one's personal actions affect others
- Failure to take responsibility for behavior

Lack of Integrity

- Acts of dishonesty or disrespect
- Failure to communicate respectfully and professionally by using appropriate verbal and nonverbal language
- Communicating information untruthfully

Inflexibility

- Failure to adapt to the changing needs of the environment
- Resistance to opportunities for self-reflection and self-exploration
- Resistance to examining personal reactions

An Uncooperative Attitude

- Failure to compromise and collaborate effectively with others
- Avoidance of and/or resistance to professional consultation with regard to recognized areas for personal growth
- Failure to resolve interpersonal conflicts with peers/colleagues in a timely, professional manner
- Failure to exhibit professionalism in reactions and behaviors
- Failure to cooperate with a remediation plan

Apathy/Indifference

- Failure to demonstrate genuineness, empathy, and interest in the welfare of others

Insensitivity

- Failure to display sensitivity to the feelings, thoughts, and needs of others
- Failure to provide helpful, nondefensive feedback to others when appropriate

Low Capacity for Self-Examination

- Lack of awareness for how one's personal actions affect others
- Failure to exhibit awareness of personal needs
- Failure to exhibit awareness of one's personal strengths and limitations
- Resistance to opportunities for self-reflection and self-exploration

An Unmanaged Mental Health Diagnosis

Presenting with an unmanaged mental health diagnosis that impedes professional functioning, including, but not limited to, a diagnosis of any of the following:

- Personality disorders
- Anxiety disorders
- Depressive disorders
- Eating disorders
- Psychotic symptoms

Concerning Partner Relationships

- Engaging in harmful or violent interpersonal relationships that impede one's ability to function effectively as a student and/or counselor

Academic Integrity

Morally and spiritually, Southern Adventist University is dedicated to scholastic integrity. Consequently, both students and faculty are required to maintain high, ethical, Christian levels of honesty.

Professor Responsibilities:

- a) Professors will explain course requirements clearly.
- b) Professors will assume "no collaboration" is the rule unless stated otherwise.

Student Responsibilities:

- a) Students will assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise, students might innocently misrepresent others' material as their own.
- b) Procedures for citing sources will follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with the instructor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.
- c) Students will assume that all coursework is "no collaboration" unless stated otherwise by the professor.

The professor reserves the right to check students' resources to ensure that appropriate citations have been used. If the professor suspects that academic dishonesty has occurred in any form, he or she will take the following steps:

1. Privately discuss the incident with the student.
2. After the meeting, if the professor is convinced the student was dishonest, he or she will file a written incident report with the program director and the Dean of the School of Education and Psychology, describing the infraction and the penalty administered. The professor will also give a copy of the report to the student.
3. In verified instances of academic dishonesty, applied penalties may include the following:
 - Record a failing grade on the exam, assignment, or project.
 - Assign a failing grade in the class.
 - Allow the student to resubmit the assignment with a reduced value for the assignment.
 - Assign the student a paper, project, or activity that improves the student's understanding of the value and nature of academic integrity.
4. After two reported incidents of academic dishonesty, the Dean of the School of Education and Psychology will notify the Dean of Graduate Studies. Two incidents also make a student eligible for dismissal from the university.

5. At any point, the student may challenge any of the above actions through the established procedures delineated in the *Grievance Procedures* section of the current *Counseling Student Handbook*.

GENERAL GUIDELINES FOR DUE PROCESS

Due process ensures that decisions made about student's progress in the program are not arbitrary or personally based and requires that programs identify specific evaluative procedures that are applied to all students and has appropriate appeal procedures available to the student so he/she/they may challenge the program's action. General due process guidelines include:

- A. Presenting students, in writing, with the program's expectations related to academic/professional functioning;
- B. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at prescribed intervals and are constituted by course grades, individual evaluations from field experiences, results from the program comprehensive examination, and evaluation of personal disposition and professional conduct.
- C. Articulating the various procedures and actions involved in making decisions regarding problematic behavior;
- D. Communicating with students, early and often during the course of any semester, about noticed difficulties, without waiting until the next evaluation checkpoint to raise the concern;
- E. Instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies within that time;
- F. Providing a written procedure to the student that describes how the student may appeal the program's action.
- G. Ensuring that students have sufficient time to respond to any action taken by the program;
- H. Using input from multiple professional sources when making decisions or recommendations regarding the student's performance; and
- I. Documenting, in writing to all relevant parties involved, the action taken by the program and its rationale for such action.

GRIEVANCE PROCEDURES

There are two situations in which grievance procedures can be initiated:

- (1) When the student challenges the action taken by the counseling program faculty, or
- (2) When the counseling program faculty is not satisfied with the student's action in response to its action and there is a continuation of inadequate performance.

It is anticipated that incidents of potential unfairness, harm, or other damage will be resolved without requiring formal proceedings. Ideally, this resolution will be achieved through direct and reasonable communication between the parties involved with little or no mediation required. It is affirmed that faculty have a special responsibility to hear any student grievance directed against them, to consider

such grievances seriously and fairly, to be cognizant of the imbalance of power inherent in the student/faculty relationship, and to assure that there will be no penalty to the student simply for the expression of a grievance against the faculty member. It is the expectation of the program that students, faculty, and staff members will directly approach persons against whom they may have a grievance and attempt a satisfactory resolution.

If direct communication is unsuccessful or is perceived by a student to be too great a risk, the student may enter into a grievance process. The chain of command concerning grievance procedures is as follows:

1. Direct communication with the instructor, within two weeks of the grievance, in an informal conference.
2. If the student believes that the solution is not appropriate, the student must submit the grievance in writing, within four weeks of the informal conference, to the counseling program director, who will consult the SEP Dean and, if necessary, submit the written grievance to the Counseling Program Council.
3. If the student believes that the solution facilitated by the Counseling Program Council is not appropriate, the student can appeal to the Associate Vice President of Academic Administration within six weeks of the informal conference.
4. The Associate Vice President will convene a Grievance Committee, chaired by the Associate Vice President, or her designee, and including three other faculty members and two students selected by the counsel. Both the student and the professor involved in the case are entitled to appear before the committee or to present a written statement of the case.
5. The decision of the committee shall be presented in writing to the individuals involved within three days of the committee meeting unless both parties agree upon a later time. The decision of the committee is binding and will be implemented by the professor involved or the vice president for Academic Administration.

At each level, the new individual(s) who is/are brought in for the purpose of assisting or mediating in the situation will discuss the issue with all parties involved, including the person against whom the concern has been raised. Every effort will be made to resolve the grievance without having to escalate it to the next level.

Students who do not follow the established protocol will be redirected to the appropriate level of grievance process.

REMEDIATION POLICY

This policy has been developed to delineate the procedures used by the MS training program to (a) respond to problematic or inadequate student performance, and (b) ensure that due process is accorded all parties during the evaluative and review process.

While it is a professional judgment as to when a student's behavior rises to the level of potential remediation rather than just being problematic (i.e. behaviors, attitudes, or characteristics which, while

of concern and requiring remediation, are not perceived to be unexpected or excessive for professionals-in-training), problems typically require remediation when they include one or more of the following characteristics:

- A. The student does not acknowledge, understand, or address the problem when it is identified.
- B. The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
- C. The quality of services delivered by the student is sufficiently negatively affected.
- D. The problem is not restricted to one area of academic/professional functioning.
- E. A disproportionate amount of attention by faculty/training personnel is required to address the student's problems.
- F. The student's behavior does not change as a function of feedback, remedial efforts, and/or time.
- G. The problematic behavior has ethical or legal ramifications for the department.
- H. The student's behavior, when representing the department, negatively affects the public view of the department.

After the Counseling Program Council has recognized a student's continued challenge achieving certain competency or competencies, designated faculty, and site supervisors (if needed) meet with the student and develop a remediation plan. Reflective of due process considerations, plans are drafted by the faculty and discussed with the student. This process is approached as a constructive experience to provide a student with the opportunity for success. Once that opportunity has been provided, it is up to the student to decide what to do with it. Remediation steps are as follows:

- 1) Devise written remediation plans that follow a structure.
- 2) Outline the observed, objective facts of the student's scenario that demonstrate competency problems or behavioral deficiencies.
- 3) Demonstrate how those competency problems are not aligned with established standards for student personal and professional behavior according to the evaluative criteria in the gatekeeping policy.
- 4) Identify remedial goals. Write the goals in the positive voice as an expected competency to be gained rather than a behavior to stop, similar to the approach for creating behavior management plans. In other words, describe in behavioral and observable terms what the student will do rather than what he or she will not do.
- 5) Specify the methods prescribed for the student to achieve the goals. Remedial interventions ideally should be measurable and concrete tasks that can be documented (e.g., receiving a certificate from attending a workshop, achieving an observable improvement after implementing feedback received from a supervisor).

- 6) Include the timeframe for the duration of the plan, with dates for progress reports and/or a scheduled follow-up evaluation(s) of the student’s progress in achieving the remedial goals. If deadlines are necessary, they should be clearly stated, along with expected outcomes at each point.
- 7) Have all individuals present at the remediation meeting sign the remediation document, then distribute the finalized document to all attendees and retain a copy for the student’s file kept in the Graduate Programs Manager’s office.

The remediation policy and process are the same whether the student is on campus or at a distance. Any meeting involving a student, faculty member, and/or site supervisor who is not physically present will use Zoom Pro, with all privacy protocols (including encryption) in place to protect student confidentiality.

Please refer to Appendix D for a copy of the Student Competency Remediation Plan form.

STUDENT REMEDIATION OUTCOMES AND GATEKEEPER RESPONSES

<i>Student Outcome of Remediation</i>	<i>Gatekeeper Response</i>
<ol style="list-style-type: none"> 1. Successful cooperation and change: The student: <ol style="list-style-type: none"> a) is motivated to participate in the remediation plan, b) takes initiative to complete all required plan objectives, and c) is assessed as demonstrating the necessary professional competencies identified as goals in the plan. 2. Cooperation but unsuccessful change: The student engages in items a and b above; however, she or he is unable to achieve item c and is not able to demonstrate a basic level of competence on the remediation goals. 	<ol style="list-style-type: none"> 1. Continuing the student in training process: <ol style="list-style-type: none"> a) The remediation plan is evaluated at the end of the time period and determined to be successfully completed. b) The remediation plan is closed, and the student moves forward in their training. The outcome is documented and a file copy is retained by the student advisor or program director 2. Stopping the student until successful change is demonstrated: This gatekeeper response could involve two different options: <ol style="list-style-type: none"> a) The timeframe for the remediation plan is extended beyond the original remediation period, or b) A leave of absence for the student is considered. <p>The student’s cooperation, potential to achieve the goals as demonstrated during the original remediation timeline, and personal life circumstance will impact which option is optimal for each student.</p>

<p>3. Lack of cooperation or willingness to participate in remediation: This outcome might present in a variety of ways.</p> <ul style="list-style-type: none"> a) The student might attend meetings to discuss remediation and agree to the remediation plan, but never initiate the steps required to complete the goals in the plan. b) The student might refuse to participate in meetings or disagree with the need for remediation and refuse to engage in interventions to demonstrate change. <p>4. Decision to leave training program or change professional path: At any stage of the remediation process, the student might gain insight or attain new self-awareness (can include a view of self, interests, and skills previously not realized) that leads to pursuit of a different professional path.</p>	<p>3. Dismissing trainee when remediation goals are not achieved: The gatekeeper response to dismiss a student is often a difficult one for all involved. Student outcome 2 or 3 could result in dismissal.</p>
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Table adapted from Homrich, A. M. & Henderson, K. L. (Eds.) (2018)

References:

Homrich, A. M. & Henderson, K. L. (Eds.). (2018). *Gatekeeping in the mental health professions*. Alexandria, VA: American Counseling Association.

Homrich, A. M., DeLorenzi, L. D., Bloom, Z. D., & Godbee, B. (2014). Making the case for standards of conduct in clinical training. *Counselor Education and Supervision, 53*, 126 - 144.

Saccuzzo, D. P. (1997). Liability for failure to supervise adequately mental health assistants, unlicensed practitioners and students. *California Western Law Review, 34*(1), 115 – 152.

DISMISSAL POLICY

The designated faculty and site supervisors, if involved, may move a student who is under a remediation plan to the dismissal process if any of the following situations are present:

- 1) The student has demonstrated a disposition to cooperate with the remedial plan but is unable to achieve or demonstrate a basic level of competence on the remediation goals, after due process has been followed.
- 2) The student has demonstrated lack of cooperation or willingness to participate in remediation plan, after due process has been followed.
- 3) The student has decided to leave the counseling program or change professional path as a result of gaining personal new insight and self-awareness.

Once the designated faculty and site supervisors, if involved, determine that the student needs to be taken through the dismissal process, they meet with the student and communicate this information. During this meeting, the student is given opportunity to be heard and to further discuss the factors involved in the dismissal action.

Following the meeting, the Director of the Professional Counseling program sends a letter to the student that is signed by the program director and the student. A copy of the letter will be retained at the Graduate Programs Manager's office for record keeping. Another copy of this letter is sent to the Graduate Studies office to inform them of the student's dismissal.

The dismissal policy and process are the same whether the student is on campus or at a distance. Any meeting involving a student, faculty member, and/or site supervisor who is not physically present will use Zoom Pro, with all privacy protocols (including encryption) in place to protect student confidentiality.

VOLUNTARY EXIT POLICY

In the event that a student in good standing (not subject to the situations outlined in the dismissal policy) decides to voluntarily leave the MS Program in Professional Counseling, the following procedure should be followed.

This procedure is intended to make sure that the student understands that formally exiting the program means that their enrollment in the program has been rescinded and if they wish to return, they will need to reapply and be readmitted.

If a student decides to leave the program, the student must send a letter to the Director of Graduate Studies in Professional Counseling. Upon receiving this letter, the director designates one to three faculty members who will hold an exit interview with the student. Faculty members report outcome of the exit interview, and the program director sends a letter to the student (form of letter on). This letter will be signed by the Program Director and the student. A copy of the signed letter will be retained by the MA Program in School Counseling & Department of Educational Psychology for record keeping.

A short e-mail and copy of this letter should also be sent to the Graduate Studies office to inform them of the student's voluntary exit and what the student has been told regarding readmission.

APPEALS POLICY

This policy has been developed to delineate the procedures used by the MS program in Professional Counseling to examine final grade (pass-fail or letter grade) appeals for a course.

Appeal of an involuntary removal from a course in the middle of a term would be subject to program grievance procedures, not the grade appeal process, unless a failing grade was issued. A student who

is considering an appeal of a final grade is encouraged to meet informally with his/her instructor before submitting a written appeal.

- A. Grades issued for examinations, individual papers, quizzes, and other grades that are not final grades are not eligible for consideration for this appeal process.
- B. This appeal process is not to be used for a review of the judgment of an instructor in assessing the quality of a student's work or to complain of an instructor's performance.
- C. Time deadlines in the following procedures are intended to provide a framework for the grade appeal process and may be extended, as circumstances warrant, by the Counseling Program Council.

PROGRAM GRADE APPEAL PROCESS

- A. A student who wishes to appeal a final grade must send to the instructor a request for reconsideration of the grade. The request shall be in writing (email preferred) and sent to the instructor within five (5) school days (including summer terms), after the final grade is posted by the Records' Office.
- B. The request shall clearly include the criterion or criteria on which the appeal is based and a supporting argument for each criterion cited in the appeal with evidence that supports that argument.
- C. The instructor shall respond in writing (email preferred) with a decision regarding the student's grade within five (5) school days after receiving the request.
- D. If the instructor does not respond within the five (5) days period in (C) above, the student may choose to send the appeal request to the counseling program director for a response.
- C. If the instructor responds within the five (5) school day period with a decision with which the student does not agree and the student wishes to proceed with an appeal, the student shall send written request (email preferred) for review of the grade to the counseling program director within five (5) days of receiving the response from the instructor. The written communication to the counseling program director should provide detailed information regarding the disputed grade including the written exchanges with the instructor.
- E. The counseling program director shall present the matter to the Counseling Program Council (CPC) for a resolution within five (5) school days of receiving the student's request for a review of the grade.
- F. The CPC will only address those appeals for which a procedural or fairness issue is in question. The criteria for a grade appeal are:
 - 1) An obvious error in the calculation of the grade.

- 2) The assignment of a grade to a particular student by application of more exacting or demanding standards than were applied to other students in the course.
 - 3) The assignment of a grade to a particular student on some basis other than performance in the course.
 - 4) The assignment of a grade by a substantial departure from the instructor's previously announced standards.
- G. Once a decision has been made by the CPC, the counseling program director shall respond in writing (email preferred) to the student within five (5) school days of the CPC decision. The counseling program director's response should outline the details of the resolution. If the CPC cannot resolve the dispute, the program director should refer the student to the Graduate Studies Office.
- H. The student may then choose to proceed with a university-level grade appeal process as established by the Graduate Studies and Academic Administration Offices.
- I. Once proper procedures have been followed for the university-level grade appeal, a review of the appeal shall be deemed complete and results communicated to all parties involved.
- J. Final decisions may include a determination that the grade should be changed or that the grade should remain the same as it had originally been assigned by the instructor. Appropriate transcript notations should be made by the Records Office, and a record of the case, including all materials submitted during the appeal process, written exchanges to and from the student regarding the appeal, and a record of the proceedings followed by the university-level grade appeal process shall be retained on file for a period of one (1) year after the decision. After that year, unless precluded by a pending legal matter, all materials may be destroyed, except for a summary of the final decisions made. These documents may be maintained in digital form.

GRADUATION REQUIREMENTS

To be eligible for graduation, a candidate must:

1. Complete an Application to Graduate form (available online at www.southern.edu/records, Forms) two months prior to the anticipated graduation date.
2. Complete the degree program with a minimum GPA of 3.0.
3. Obtain a passing score on the latest *Student Semester Progress and Annual Review*.
4. Pass the Counselor Preparation Comprehensive Exam (CPCE). Testing windows for the CPCE happen twice each school year, early in Fall and Winter semesters, respectively. On-campus administration dates are announced to graduating students. Students must apply and pay registration fees one month prior to the announced exam dates. Students may also apply to take an internet-based (web-proctored) version of the test at an additional cost.

5. Students should check with Student Finance no later than two weeks before graduation to determine whether there are any outstanding bills or fees.

Formal graduation ceremonies are held in May and December of each year. **Degrees are awarded at the end of the month in which all requirements are completed. Students may not be eligible to participate in graduation ceremonies unless all degree requirements are completed at least two weeks prior to commencement.**

POST-GRADUATION PLACEMENT

Known counselor position openings will be posted and information made available via social media. Neither Southern Adventist University nor the School of Education and Psychology assumes the responsibility of placement upon graduation.

CREDENTIALING

The credentialing of professional counselors takes various forms. Credentialing itself is an umbrella term to cover areas such as licensure, certification, and registry. The requirements for credentialing are controlled by state governments. **It is the student's responsibility to prepare himself/herself for the licensure requirements in the locality where they intend to practice.** Students are advised to research the appropriate licensing board in the state(s) of their choice and obtain licensure information directly from there. A listing of state addresses may be found on the American Counseling Association's website (www.counseling.org) on the following page: <https://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards>.

In order to verify academic and clinical experiences, students are encouraged to maintain a file of documents they may need to submit to the licensing board. These include:

- a) **Copy of the *Counseling Student Handbook*.**
- b) **Copy of the syllabus for each course they took as part of their program.**
- c) **Description/documentation of practicum and internship experiences.**
- d) **Official, sealed transcript (sent directly from the National Student Clearinghouse).**

Note: The faculty will only write letters of endorsement for graduates who are seeking positions for which they have received training.

School Counselor Certification

Southern Adventist University is approved by the Tennessee State Board of Education to offer the Master of Science degree in School Counseling. Students completing this degree may apply for certification as a Professional School Counselor by contacting the SEP certification officer:

Professor Kathryn McGrath, Certification Officer
Office: Summerour Hall 2500C (inside Teaching Materials Center)

Phone: 423.236.2631
kmcgrath@southern.edu

Mailing Address:
Kathryn McGrath
School of Education and Psychology
Southern Adventist University
PO Box 370
Collegedale, TN 37315

Students will need to register for and pass the PRAXIS-II examination in Professional School Counseling. They will also need to complete a Tennessee Department of Education application for certification and submit it to Southern Adventist University's certification officer.

Important materials, including the *National Standards for School Counseling Programs*, are available for purchase from American School Counselor Association Publications at www.schoolcounselor.org.

Licensed Professional Counselor (LPC) – State of Tennessee

Licensed Professional Counselor (LPC) is the designation reserved for professional counselors recognized by the state as qualified to provide clinical mental health counseling services. The LPC licensure is highly respected by managed care organizations and often makes payment for services easier.

Upon program completion and passing the National Counselor Examination (NCE) (see additional details below), graduates may apply for a Temporary Permit Pending Licensure as a Licensed Professional Counselor.

The State of Tennessee Rules & Regulations governing professional counselors can be found at <https://www.tn.gov/health/health-program-areas/health-professional-boards/pcmft-board/pcmft-board/statutes-and-rules.html>.

National Board for Certified Counselors (NBCC)

The National Board for Certified Counselors (NBCC) is an independent, voluntary, not-for-profit organization whose primary purposes are to establish and monitor a national certification system for counselors; to identify to other professionals and the public those counselors who have voluntarily sought and obtained certification; and to maintain a register of those counselors. Many states employ the National Counselor Exam (NCE) or National Clinical Mental Health Counseling Exam (NCMHCE) as a preliminary qualifier for licensure eligibility.

NBCC itself, however, also grants its own certification. This certification is independent of state licensure procedures and is not required in order to gain state licensure. Rather, the NBCC's certification grants recognition to counselors who have met predetermined NBCC standards in their training, experience, and performance on the NCE.

By granting certification, it is not the intent of the NBCC to certify counselors for employment or to impose personnel requirements on agencies and organizations. Rather, the intent is to provide a national standard that can be used as a measure of professionalism by interested agencies, groups, and individuals. The responsibility for professional integrity and excellence remains with the counselor. It is further intended that national certification will encourage the continuing professional growth and development of National Certified Counselors and advance cooperation among groups and agencies actively involved in the credentialing of counselors and counselor educators.

There are typically two testing cycles per year for the National Counselor's Exam (NCE) – in April and October. Students may register to test at an approved Pearson testing site via www.nbcc.org.

Accreditation

Accreditation is both a process and a condition. The *process of accreditation* requires the assessment of a program's educational quality through the development and validation of standards. The *condition of being accredited* attests that an institution and/or its programs have met specific requirements as outlined by an accrediting body.

Southern Adventist University is accredited to offer Master's degrees by the Commissions on Colleges of the Southern Association of Colleges and Schools (COC-SACS). The Clinical Mental Health Counseling and School Counseling emphases are accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP). The School Counseling program is also approved by the Tennessee State Department of Education.

Professional Organizations and Activities

As a professional counselor, the student should become a participating member of professional organizations related to their areas of interest and/or expertise. Membership benefits typically include various media and resources, as well as access to organizational meetings and seminars. The following are recommended:

American Counseling Association (ACA)

The American Counseling Association (ACA) is an organization of nearly 60,000 counselors, students, university faculty, and related members interested in or working in the counseling profession. This organization originated in 1952, and has continued to grow and develop throughout its history. It contains the following divisions:

- Association for Adult Development and Aging
- Association for Assessment and Research in Counseling
- Association for Child and Adolescent Counseling
- Association for Creativity in Counseling
- American College Counseling Association
- Association for Counselor Education and Supervision
- Association for Humanistic Counseling

Association for Multicultural Counseling and Development
American Rehabilitation Counseling Association
Association for Spiritual, Ethical, and Religious Values in Counseling
Association for Specialists in Group Work
Counselors for Social Justice
International Association for Resilience and Trauma Counseling
International Association of Addictions and Offender Counselors
International Association of Marriage and Family Counselors
Military and Government Counseling Association
National Career Development Association
National Employment Counseling Association
Society for Sexual, Affectional, Intersex, and Gender Expansive Identities
Association of Counseling Sexology and Sexual Wellness

Membership in ACA is open to practicing counselors, as well as to students working on counseling degrees. More information is available on their website: www.counseling.org.

American Association of Christian Counselors (AACC)

The AACC is an organization of Christian professional counselors, psychologists, clergy, and laypeople committed to helping people. It offers a variety of Christian professional resources and conventions. A student chapter of the AACC was established at Southern in 2002. More information is available on their website: www.aacc.org.

American School Counselor Association (ASCA)

The American School Counselor Association is the national organization that represents the profession of school counseling. ASCA focuses on providing professional development, enhancing school counseling programs, and researching effective school counseling practices. Their mission is to promote excellence in professional school counseling and the development of all students. More information is available on their website: www.schoolcounselor.org.

American Mental Health Counselors Association (AMHCA)

The American Mental Health Counselors Association (AMHCA) is a growing community of more than 7000 clinical mental health counselors. Together, they make a critical impact on the lives of Americans. AMHCA succeeds in giving a voice to the profession nationwide and in helping serve counselors in their states. More information is available on their website: www.amhca.org.

Tennessee Licensed Professional Counselor Association (TLPCA)

The Tennessee Licensed Professional Counselor Association was founded in 2007 by licensed professional counselors (LPC) across the state who were desirous of an organization that would meet their professional needs and help LPC's better meet the needs of their clients. Their mission is to enhance the professional of mental health counseling in Tennessee and its regions, through licensing, advocacy, education and professional development. Membership is open to practicing professionals or graduate students in counseling. More information is available on their website: tlpca.net.

Tennessee School Counselor Association (TSCA)

The Tennessee School Counselor Association is the state professional association for practicing school counselors, graduate students in school counseling, school counselor educators, and other professionals serving students. Membership is TSCA supports advocacy for the school counseling profession across the state and contributes to the professional growth of those in the field through professional development, networking opportunities, and exclusive consultation services. More information is available on their website: tennesseeschoolcounselor.org.

Related Organizations

Most of the national associations mentioned above have state branches. The student's faculty advisor can assist in locating an affiliate.

Throughout the school year, Southern Adventist University occasionally hosts seminars, lectures, and workshops regarding mental health, psychology, human development, education, and other topics, and partners with other universities in the area to provide such opportunities for counseling students. The local mental health community also holds periodic workshops and lectures. Announcements of these opportunities are shared via email by the graduate programs manager, as well as via social media. Announcements are also posted on bulletin boards in Summerour Hall and the Counseling suite of faculty offices.

Counseling Resources for Students in the Program

Students who find the need for personal counseling services are encouraged to seek assistance from a qualified professional counselor of their choice. Free, campus-based counseling and tele-counseling is available through Student Support Services in the Bietz Center for Student Life (call 423.236.2782 for more information or to make an appointment).

Additional counseling services are available in the local area and may be located via a Google search for "counseling services in Chattanooga." Southern Adventist University and the Counseling program do not recommend or endorse any particular counseling provider, but encourage students who have a need to seek a qualified provider of their choice. The counselee is responsible for paying any fees that may be charged by the counseling agency.

Students are not to select as Practicum or Internship sites any setting from which they have received personal counseling.

Emergency Management Plan – Summerour Hall

Emergency events can occur at any time and without warning. In the event of emergencies, the immediate safety and rapid recovery from such events will rely solely on the existing levels of preparedness among faculty, staff, and students. The Emergency Action Plan is part of the SEP's basic security and safety responsibilities, namely: protecting and safeguarding students, faculty, staff, and

visitors in the vicinity; providing safeguards for vital records and resources; and coordinating and participating within Southern Adventist University's Emergency Management Plan.

The SEP Emergency Management Team is comprised of the following individuals:

Contact Name	Title	Primary Number
Campus Safety	Operator/Dispatch	423.236.2100
Police Department	911 Operator	911
Tammy Overstreet	Dean	423.236.2444
Asti Conibear	Office Manager	423.236.2415
Mikhaile Spence	Graduate Programs Manager	423.236.2496
Krystal Bishop	Program Director, Teacher Education	423.236.2774
Ileanna Freeman	Program Director, Counseling	423.236.2960
Monty Murdoch	Program Director, MSED	423.236.2984
Tron Wilder	Program Director, Psychology	423.236.2937

What To Do in An Emergency

Regardless of the type of emergency, *please remain calm*.

In case of **BOMB THREAT OR FIRE**, evacuate to high ground on South side of Summerour Hall near the boulders. Because police and firefighting equipment will utilize the road and upper parking areas, those areas must remain clear. DO NOT attempt to move your car during the evacuation. You may hinder access to the building.

If you receive a **BOMB THREAT VIA TELEPHONE**, do not hang up! Remain calm and have a coworker call Campus Safety (423.236.2100). Take the call seriously and attempt to ascertain as much information as possible about the threat itself and the caller. For example:

- Obtain number from caller ID display.
- When is the bomb going to explode?
- Where has it been placed?
- What does it look like?
- What kind of bomb is it?
- Did the caller place the bomb themselves?
- Caller's name? Address?
- What background sounds are audible during the call?
 - Street noises
 - Animals
 - Other voices
 - PA system (such as those used in airports)
 - Factory machinery
 - Static
 - Music
 - Car

- Features of the caller's voice
 - Male or female?
 - Is the voice familiar? Does it sound disguised or accented?
 - Approximate age?
 - Angry? Excited? Calm? Laughing? Normal?
 - Speaking slowly? Rapidly?
 - Is speech slurred or distinct? Does the caller stutter or lisp?
 - Breathing heavily? Crying?
 - Soft or loud?
 - Deep, high, and/or cracking?
 - Nasal? Raspy? Clearing throat?

***Note:** *57 may be used to trace the phone immediately after hanging up.

In case of **TORNADO OR OTHER SEVERE WEATHER**, retreat to one of the following areas in Summerour Hall:

- Any gender-appropriate restroom or any of the following rooms: 1220, 1500A, 1500H, 1800, 1800D, 1800G, 1800H, 1800J, 1800K.
- While 1st floor locations are preferable, any of the following 2nd floor areas are suitable should there not be time to go to the 1st floor: 2320, 2340, 2500A, 2500B, 2500D, 2600.

You may also refer to the Evacuation/Shelter diagrams posted in 1st and 2nd floor main hallways.

In the event of a **LOCKDOWN**, (e.g. intruder, active shooter), stay in the room. If you are in the hall, get into a room immediately. Lock and barricade the door. Silence any phones or other electronic devices. Move away from the door and remain silent until contacted by the authorities.

In the event of a **MEDICAL EMERGENCY**, call 911, then Campus Safety at 423.236.2100.

In the event of an **EMERGENCY REPAIR/SERVICE REQUEST** (e.g. gas or plumbing leak, being stuck in an elevator), call Plant Services at 423.236.2919.

Anti-Discrimination/Harassment Policy

In compliance with federal law, Southern Adventist University does not discriminate on the basis of race, religion, color, age, military service, disability, gender (as required by Title IX of the Education Amendments of 1972), or national or ethnic origin in its administration of education policies; scholarship and loan programs; athletic or other university-administered programs; or employment.

The University reserves the right, through its established procedures, to modify the requirements for admission and graduation and to change other rules, regulations, and provisions, including those stated in these guidelines and other publications, and to refuse admission to any student, or to require the

withdrawal of a student from the university. All students who are enrolled in Southern Adventist University courses, full- or part-time, are subject to the same policies.

Counseling students are encouraged to be familiar with Appendix D regarding discrimination and harassment.

APPENDICES

APPENDIX A: Directory

Counseling Program Faculty and Staff

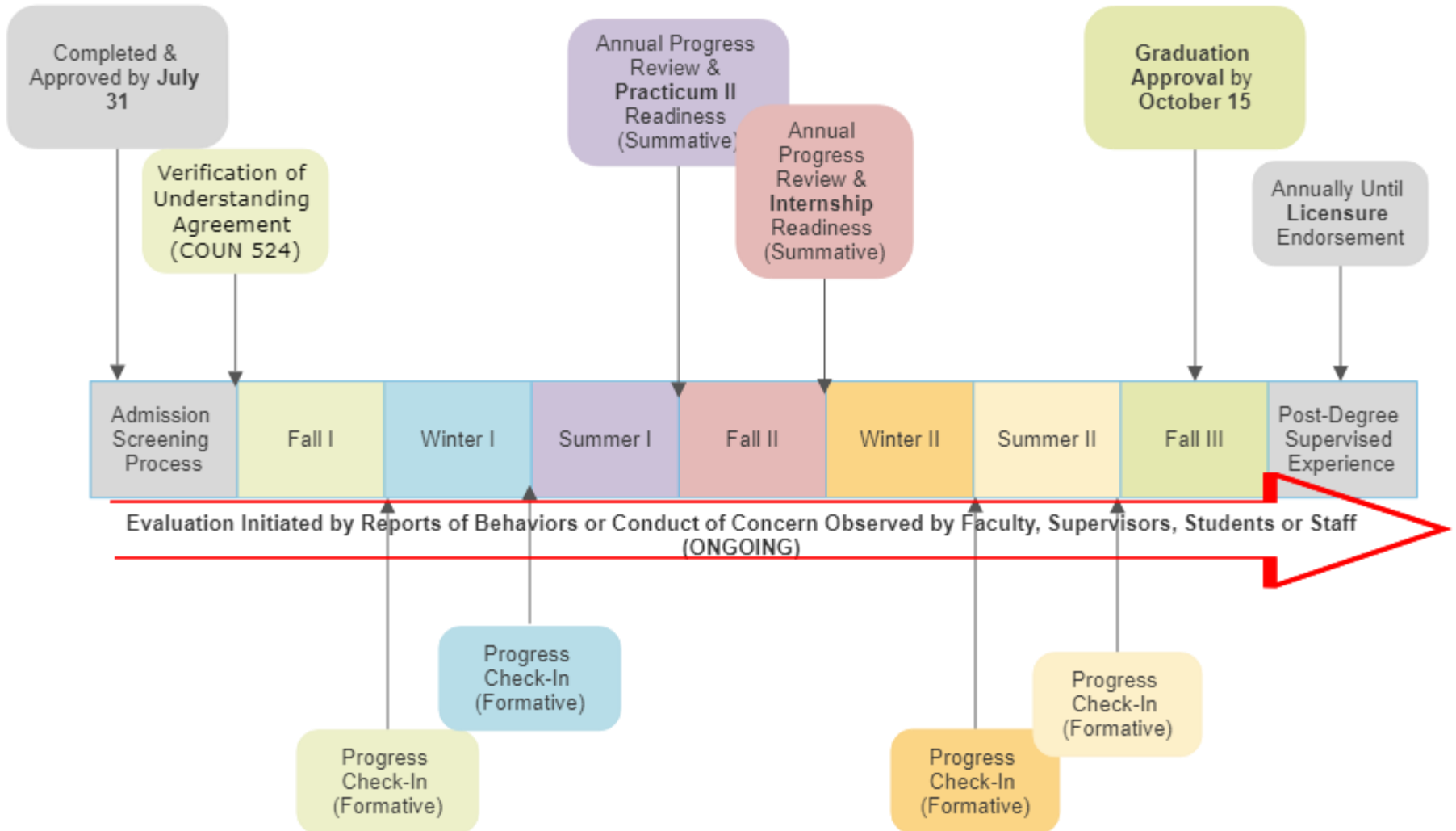
TITLE	NAME	PHONE	EMAIL
SEP Dean	Dr. Tammy Overstreet	423.236.2444	toverstreet@southern.edu
Program Director, Professor	Dr. Ileana Freeman	423.236.2960	ileanaf@southern.edu
Professor	Dr. Colleen Mitchell	423.236.2023	cmitchell@southern.edu
Professor	Professor Tami Navalón	423.236.2647	tnavalon@southern.edu
Professor	Dr. Penny Webster	423.236.2647	pwebster@southern.edu
Field Experience Coordinator (SC)	Mrs. Nancy Zima-Gentry	423.236.2024	nzimagentry@southern.edu
Graduate Programs Manager	Ms. Mikhaile Spence	423.236.2496	maspence@southern.edu
SEP Office Manager	Mrs. Asti Conibear	423.236.2415	aconibear@southern.edu
Unit Assessment System Manager	Mrs. Elaine Hayden	423.236.2846	haydene@southern.edu
Certification Officer (SC)	Mrs. Katie McGrath	423.236.2631	kmcgrath@southern.edu

Other University Officials

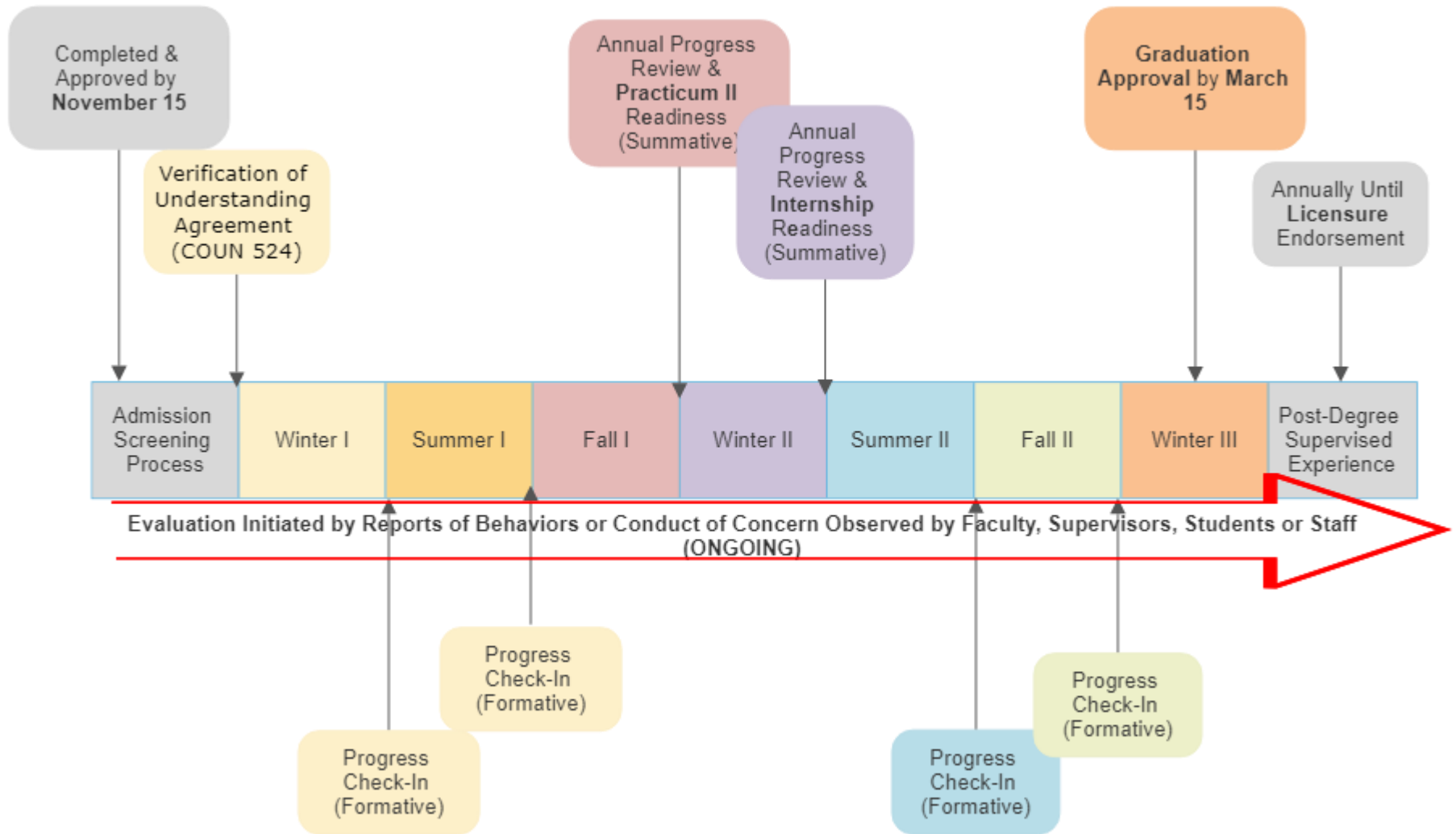
TITLE	NAME	PHONE	EMAIL
SAU President	Dr. Ken Shaw	423.236.2800	shawk@southern.edu
VP, Academic Administration	Dr. Bob Young	423.236.2804	ryoung@southern.edu
Graduate Dean	Dr. Tyson Hall	423.236.2864	tyson@southern.edu
Director, Graduate Admissions & Academic Progress	Ms. Michelle Younkin	423.236.2694	myounkin@southern.edu
Graduate Finance Counselor	Ms. Ginger Cheney	423.236.2877	gradfinance@southern.edu
Disability Services Coordinator	Mrs. Mariella Pachero	423.236.2574	mariellapechero@southern.edu
Director, Student Success Center	Dr. Jim Wampler	423.236.2783	jwampler@southern.edu
Director, Records & Advisement	Ms. Karon Powell	423.236.2895	kpowell@southern.edu

APPENDIX B: CMHC Gatekeeping Checkpoints

Fall Admissions

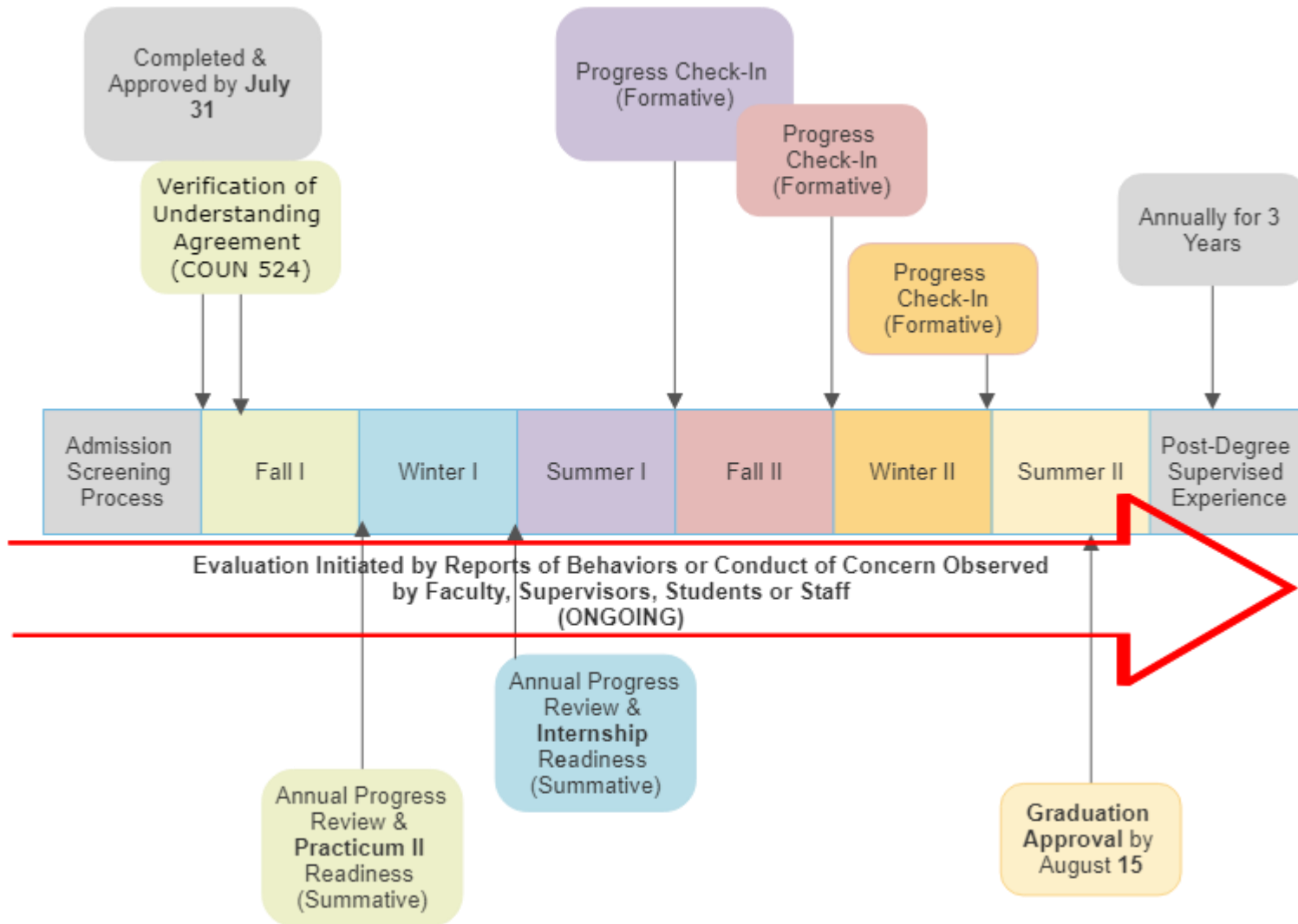


Winter Admissions

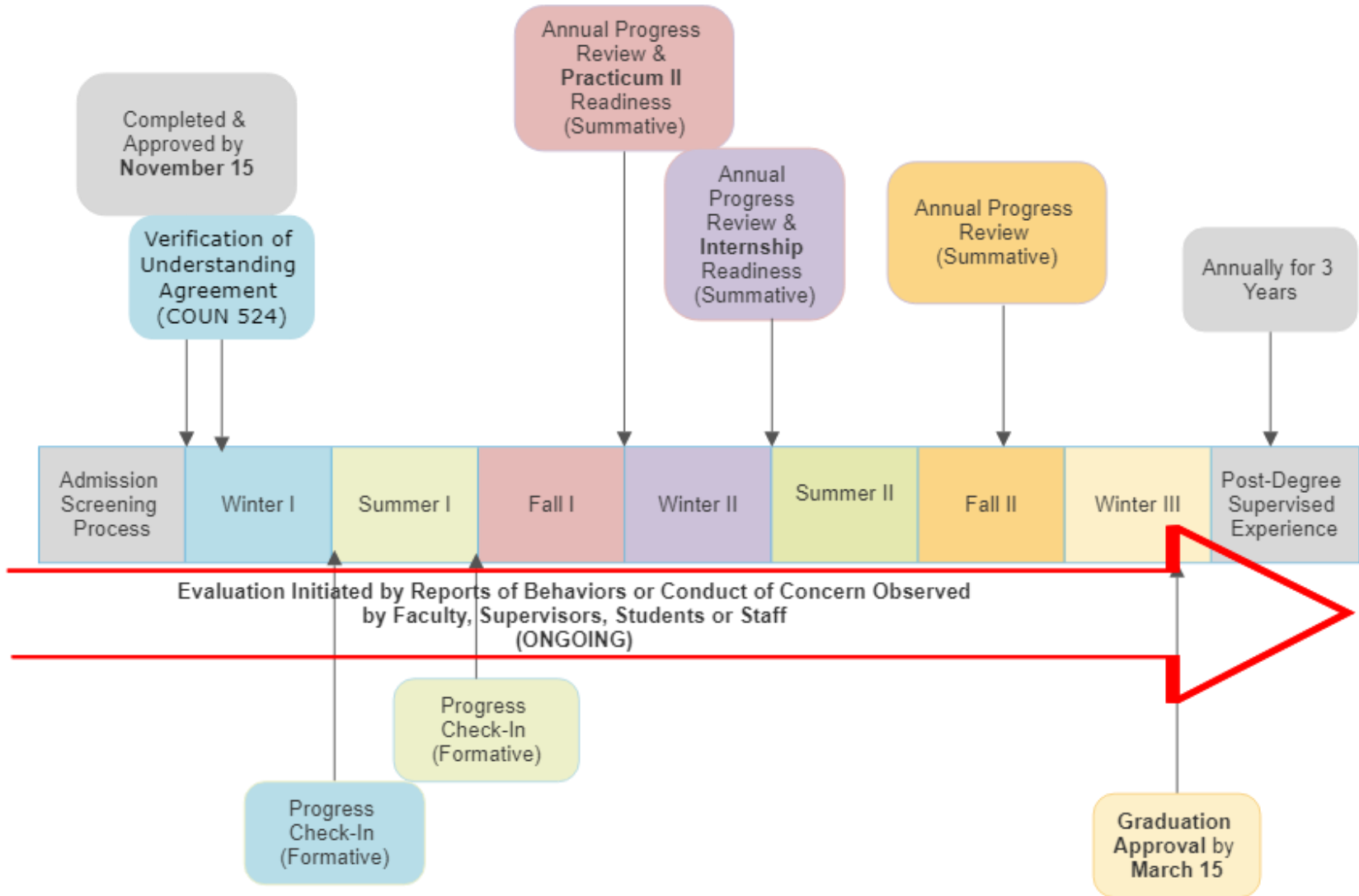


APPENDIX C: SC Gatekeeping Checkpoints

Fall Admissions



Winter Admissions



APPENDIX D: Student Semester Progress and Annual Review

Student Semester Progress and Annual Review

Master of Science in Counseling

Clinical Mental Health Counseling
Professional School Counseling



Student Name: _____ **Program Area:** _____ **Date:** _____

Term & Year Admitted _____ **Current GPA:** _____ **Program Checkpoint #:** _____

Purpose: To provide ongoing evaluation and feedback to students regarding their academic performance, clinical skills, and professional conduct and disposition.

Completion: This instrument can be used for semester progress assessments, annual reviews of student performance, and readiness for field experience or graduation. Please indicate the specific purpose for which this instrument is being used at this time. More than one box may be checked.

Semester Progress _____ **Annual Review** _____ **Readiness for Practicum II** _____ **Readiness for Internship** _____
Readiness for Graduation _____

Instructions: Indicate the level that most closely describes the performance being demonstrated by the candidate. The “not observed” rating should be used sparingly, as all elements listed are considered essential to effective counseling practice. Receiving an unacceptable score on any element of this Student Semester Progress and Annual Review will trigger the onset of a remedial process and plan as deemed necessary by the Counseling Program Council. For additional information, refer to the Southern Adventist University *Counseling Student Handbook*.

Unacceptable (0)	Developing (1)	Expectation Met (2)	Expectation Exceeded (3)
Evidence that student is performing as indicated for this proficiency is not provided, is incomplete, or fails to be convincing.	Evidence that the student is performing as indicated for this proficiency is at a developing level.	Evidence that the student is performing as indicated for this proficiency is at an acceptable level.	Evidence that the student is performing as indicated for this proficiency is at a level that exceeds what is expected.
I. ACADEMIC PERFORMANCE			
1. Demonstrates competent knowledge and performs well across multiple academic areas as evidenced by semester final grades and grade point average (GPA). A minimum GPA of 3.00 is required to remain in the program.			Rating: 0 1 2 3
II. CLINICAL SKILLS PERFORMANCE			
1. Demonstrates competent and progressively appropriate clinical skill development as evidenced by classroom role-plays, presentations, and field experience evaluations provided by instructors and clinical site supervisors.			Rating: 0 1 2 3

III. PROFESSIONAL CONDUCT AND DISPOSITION				
<i>Caring Person</i>				
<i>Unacceptable (0)</i>	<i>Developing (1)</i>	<i>Expectation Met (2)</i>	<i>Expectation Exceeded (3)</i>	<i>Rating</i>
1. Genuineness, Empathy, and Interest in Others				
Fails to demonstrate genuineness, empathy and/or interest in the welfare of others.	Endeavors to demonstrate genuineness and empathy; sometimes or usually shows an interest in the welfare of others.	Consistently demonstrates genuineness, empathy, and interest in the welfare of others.	Proactively conveys a clearly genuine empathy and caring interest in the welfare of others in a manner that facilitates effective communication.	0 1 2 3 not observed
2. Sensitivity to Others				
Disregards the feelings, thoughts, and/or needs of others.	Endeavors to exercise sensitivity to the feelings, thoughts, and needs of others.	Consistently displays sensitivity to the feelings, thoughts, and needs of others.	Consistent display of sensitivity to the feelings, thoughts, and needs of others; is clearly effective in facilitating open communication.	0 1 2 3 not observed
3. Respects Autonomy				
Fails to respect the autonomy and beliefs of others and/or imposes own personal beliefs on others.	Understands and tries to respect the autonomy and beliefs of others; sometimes approaches imposing personal beliefs on others.	Respects the autonomy and beliefs of others and refrains from imposing one's personal beliefs on others.	Respect for the autonomy and beliefs of others is conveyed in a manner that enhances the candidness and comfort level of the dialog.	0 1 2 3 not observed
4. Cultural Sensitivity				
Fails to exhibit sensitivity to individual and cultural identities of others, and/or fails to act respectfully in interactions with others.	Endeavors to exhibit sensitivity to the individual and cultural identities of others; displays a degree of cultural competence by usually acting respectfully and skillfully in interactions with others.	Consistently exhibits sensitivity to the individual and cultural identities of others and displays cultural competence by consistently acting respectfully and skillfully in interactions with others.	Consistent sensitivity to the individual and cultural identities of others, along with cultural competence, effectively contribute to enhanced openness and effectiveness of dialog.	0 1 2 3 not observed
5. Personal Wellness – Physical Health				
Shows disregard for habits of self-care and/or wellness that contribute to physical health.	Is working toward establishing daily habits of self-care and wellness that contribute to physical health.	Demonstrates commitment to self-care and wellness by practicing daily habits that contribute to physical health.	By example and influence in self-care and wellness, encourages others to practice daily habits that contribute to physical health.	0 1 2 3 not observed
<i>s</i>	<i>Unacceptable</i>	<i>Developing</i>	<i>Expectation Met</i>	<i>Expectation Exceeded</i>
				<i>Rating</i>

(0)	(1)	(2)	(3)	
6. Personal Wellness – Mental Health				
Shows disregard for habits of self-care and/or wellness that contribute to mental health.	Is working toward establishing daily habits of self-care and wellness that contribute to mental health	Demonstrates commitment to self-care and wellness by practicing daily habits that contribute to mental health.	By example and influence in self-care and wellness, encourages others to practice daily habits that contribute to mental health.	0 1 2 3 not observed
Informed Facilitator of Learning and Growth				
7. Information into Practice				
Seems unable to translate academic information into practice.	Demonstrates some ability to translate academic information into practice.	Demonstrates ability to translate academic information into practice.	Effectively draws on academic information to enhance practice.	0 1 2 3 not observed
8. Open-mindedness				
Appears close-minded to ideas, learning, and/or needed change.	Endeavors to remain open to ideas, learning, and change.	Remains open to ideas, learning, and change.	Seeks exposure to ideas, learning, and potential growth informed by current studies, presentations, publications or media in the field.	0 1 2 3 not observed
9. Follows Procedures and Policies				
Disregards the procedures and/or policies of the school or counseling agency of placement.	Sometimes follows the procedures and policies of the school or counseling agency where completing field experience.	Follows the procedures and policies of the counseling program.	By example and influence, encourages other to follow the procedures and policies of the counseling program.	0 1 2 3 not observed
10. Facilitates Learning				
Shows lack of concern for facilitating learning and/or growth of students or clients served.	Endeavors to facilitate learning and growth for students or clients served.	Facilitates learning and growth for students or clients served.	Professional skills, demeanor, and commitment support enhanced learning and growth for the students and clients served.	0 1 2 3 not observed
11. Willing to Adjust and Improve				
Makes little or no effort to cooperate with remediation plans (when applicable); appears to make little or no effort to adjust or improve behavior.	Cooperates with remediation plans (when applicable) and endeavors to adjust or improve behavior.	Continually endeavors to adjust and improve behavior.	Personal and professional behavior consistently supports and enhances effective professional practice.	0 1 2 3 not observed

<i>Unacceptable (0)</i>	<i>Developing (1)</i>	<i>Expectation Met (2)</i>	<i>Expectation Exceeded (3)</i>	<i>Rating</i>
12. Accepts Supervision and Consultation				
Appears unable to engage productively with supervisions and/or consultations with site supervisor.	Is learning to engage productively with supervisions and consultation with site supervisor.	Engages in productive supervisions and consultation with site supervisor.	Engagement in supervision and consultation activities contribute to the effectiveness of clinical practice.	0 1 2 3 not observed
13. Aware of Impact on Others				
Appears unaware of how personal actions impact others.	Can act with awareness of how personal actions impact others.	Consistently acts with awareness of how personal actions impact others.	Awareness of how personal actions impact others leads to increasingly effective communication and professional practice.	0 1 2 3 not observed
Reflective Decision-Maker				
14. Maintains Objectivity				
Appears unable to maintain the objectivity appropriate to the situation or setting.	Can demonstrate objectivity appropriate to the situation or setting.	Consistently demonstrates objectivity appropriate to the situation or setting.	Demonstrates consistent objectivity appropriate to the setting, and a demeanor that encourages objectivity in others, contribute to effective dialog.	0 1 2 3 not observed
15. Maturity and Judgment				
Often fails to exhibit maturity and/or good judgment in reactions and behaviors.	Can exhibit maturity and good judgment in reactions and behaviors.	Consistently exhibits maturity and good judgment in reactions and behaviors.	By example and influence, encourages maturity and good judgment on the part of others.	0 1 2 3 not observed
16. Accepts Responsibility for Own Actions				
Chooses not to accept responsibility for actions and/or problems.	Endeavors to accept responsibility for actions and problems.	Accepts responsibility for actions and problems.	Acceptance of responsibility for actions and problems leads to growth and/or changes that result in more effective life skills or professional practice.	0 1 2 3 not observed
17. Manages Own Issues				
Appears unable or unwilling to manage personal mental health, emotional problems, stress, and/or interpersonal issues.	Is making progress toward managing personal mental health, emotional problems, stress, and/or interpersonal issues effectively.	Manages personal mental health, emotional problems, stress, and/or interpersonal issues effectively.	By example and influence, encourages others to manage personal mental health, emotional problems, stress, and/or interpersonal issues effectively.	0 1 2 3 not observed
18. Demonstrates Integrity				
Appears deficient in personal and professional integrity.	Demonstrates personal and professional integrity in stated thoughts and actions.	Consistently demonstrates personal and professional integrity in stated thoughts and actions.	By example and influence, encourages personal and professional integrity in professional practice.	0 1 2 3 not observed

<i>Unacceptable (0)</i>	<i>Developing (1)</i>	<i>Expectation Met (2)</i>	<i>Expectation Exceeded (3)</i>	<i>Rating</i>
19. Use of Constructive Feedback				
Appears indifferent or resistant to constructive feedback from others.	Sometimes solicits constructive feedback from others and/or usually considers and responds thoughtfully to such feedback.	Solicits, considers, and responds thoughtfully to constructive feedback from others.	Grows personally and/or professionally as a result of soliciting, considering, and responding to constructive feedback from others.	0 1 2 3 not observed
20. Self-reflection				
Appears unable or unwilling to participate in self-reflection and self-exploration.	Is learning to participate in self-reflection and self-exploration.	Participates in self-reflection and self-exploration.	Self-reflection and self-exploration effectively lead to personal and professional growth.	0 1 2 3 not observed
21. Accuracy and Truthfulness				
Shows lack of commitment to communicate information truthfully and/or accurately.	Endeavors to communicate information truthfully and accurately.	Consistently communicates information truthfully and accurately.	While maintaining truthfulness and accuracy, demonstrates wisdom and sensitivity in the communication of information.	0 1 2 3 not observed
22. Respects Interpersonal Boundaries				
Appears to lack awareness of or chooses not to respect appropriate interpersonal boundaries.	Exhibits some awareness of and respect for appropriate interpersonal boundaries.	Consistently exhibits awareness of and respect for appropriate interpersonal boundaries.	Recognizes even subtle signals from others that interpersonal boundaries are at issue, and adjusts communication to convey sensitivity, respect, and acceptance.	0 1 2 3 not observed
23. Aware of Personal Beliefs				
Appears unable to recognize personal beliefs, values, needs, strengths, and/or limitations as such; and/or gives little or no indication of understanding their potential influence on personal or professional performance.	Exhibits some awareness of personal beliefs, values, needs, strengths, and limitations; theoretically understands their potential influence on personal and professional performance.	Consistently exhibits awareness of personal beliefs, values, needs, strengths, and limitations, and is guided by an understanding of their potential influence on personal and professional performance.	Proactively seeks greater awareness of how personal beliefs, values, needs, strengths, and limitations may influence personal and professional performance, and uses such awareness to enhance communications and practice.	0 1 2 3 not observed
Committed Professional				
24. Professional Identity				
Appears unable or chooses not to maintain professional identity as a counselor.	Endeavors to maintain professional identity as a counselor.	Consistently maintains a professional identity as a counselor.	Consistent attention to maintain professional identity as a counselor effectively supports and contributes to effective practice.	0 1 2 3 not observed

<i>Unacceptable (0)</i>	<i>Developing (1)</i>	<i>Expectation Met (2)</i>	<i>Expectation Exceeded (3)</i>	<i>Rating</i>
25. Respects Privacy				
Fails to respect the privacy and/or confidentiality needs of others.	Sometimes respects the privacy and confidentiality needs of others.	Consistently respects the privacy and confidentiality needs of others.	Recognizes possible privacy and confidentiality issues and is proactive in protecting the needs of others for privacy and confidentiality.	0 1 2 3 not observed
26. Maintains Ethical Guidelines				
Gives little or no indication of understanding ethical guidelines for counselors and/or disregards ethical guidelines.	Theoretically understands and tries to maintain the ethical guidelines for counselors as published by the profession.	Understands and consistently maintains the ethical guidelines for counselors as published by the profession.	Along with consistent adherence to ethical guidelines, recognizes possible ethics issues that may need clarification and seeks consultation when necessary.	0 1 2 3 not observed
27. Professional Growth				
Shows little or no interest in learning, training, or experiential processes and opportunities for personal or professional development.	Is beginning to engage in learning, training, and/or experiential processes and opportunities for personal and professional development.	Engages actively in learning, training, and/or experiential processes and opportunities for personal and professional development.	Actively identifies areas in which he/she would like to grow and seeks learning, training, and/or experiential processes and opportunities to develop those interests.	0 1 2 3 not observed
28. Prioritization of Interests				
Chooses not to prioritize the interests of clients over self-interests.	Sometimes fulfills the expectation that interests of clients are to be prioritized over self-interests when providing professional services.	Consistently prioritizes interests of clients over self-interests when providing professional services.	Is proactive in ensuring that interests of clients are prioritized over own interests when providing professional services.	0 1 2 3 not observed
29. Sensitivity to Role and Dynamics				
Seems unaware of an/or fails to appropriately manage the role differences and power dynamics that may exist in relationships and settings.	Is aware of role differences and power dynamics that may exist in relationships and settings, and endeavors to manage them appropriately.	Consistently demonstrates sensitivity to role differences and power dynamics that may exist in relationships and settings; manages the role differences and dynamics appropriately.	Is particularly effective in navigating role differences and power dynamics in a manner and to an extent that open, trusting dialog is supported.	0 1 2 3 not observed

<i>Unacceptable (0)</i>	<i>Developing (1)</i>	<i>Expectation Met (2)</i>	<i>Expectation Exceeded (3)</i>	<i>Rating</i>
30. Attention to Professional Appearance				
Disregards expectations of professional appearance, attire, and/or demeanor as appropriate to different settings.	Shows awareness of how professional appearance may influence others and is willing to choose appropriate attire and to order demeanor as expected in different settings.	Consistently exhibits appropriate attire and demeanor as expected in different settings, and is guided by awareness of how professional appearance may influence others.	In addition to attire that is consistently appropriate for different settings and awareness of how professional appearance may influence others, shows a demeanor that contributes to open, confident dialog.	0 1 2 3 not observed
31. Refrains from Substance Abuse				
Uses behavior – and/or mind-altering substances that impede professional functioning.	Demonstrates commitment to avoid using behavior- or mind-altering substances that impede professional functioning.	Demonstrates commitment to avoid, and does not use behavior- or mind-altering substances that impede professional functioning; makes this practice a consistent way of life.	In addition to own commitment and consistent practice of avoiding behavior- or mind-altering substances, uses personal influence to encourage others to choose lifestyle habits that contribute to wellbeing.	0 1 2 3 not observed
32. Effective Relationships				
Appears unable to establish and/or maintain effective and functional relationships personally, professionally, and/or therapeutically.	Endeavors to establish and maintain effective and functional relationships personally, professionally, and therapeutically.	Establishes and maintains effective and functional relationships personally, professionally, and therapeutically.	Addresses potentially difficult relationships as opportunities for creative outreach that overcomes the difficulty and establishes functional communication.	0 1 2 3 not observed
33. Professional Communication				
Engages in communication that is not respectful, professional, and/or appropriate to the setting.	Endeavors to communicate with clients and colleagues respectfully and professionally using appropriate written, oral, and non-verbal language.	Consistently communicates with clients and colleagues respectfully and professionally using appropriate written, oral, and non-verbal language.	Written, oral, and non-verbal communications are consistently respectful, professional, and appropriate, and enhance effective dialog with others.	0 1 2 3 not observed
34. Fulfills Obligations				
Often fails to fulfill obligations promptly, consistently, and/or reliably.	Sometimes fulfills obligations promptly, reliably, and according to expectations stated by professor or supervisor.	Consistently fulfills obligations promptly, reliably, and according to expectations stated by professor or supervisor.	Anticipates obligations and needs and takes initiative to meet them promptly and reliably, within the expectations of the practice.	0 1 2 3 not observed

Scoring (Ranges are based on numbers from Section III ratings only)

<34 = Unacceptable	34 – 62 = Developing Any item at Unacceptable requires a remedial action plan.	63 – 85 with no item below Developing = Expectation Met.	86 – 102 with no item below Developing and no more than 2 items at Developing = Expectation Exceeded.	Score: _____
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Comments:

FACULTY ACTION TAKEN:

Advanced to Next Semester: _____ Advanced to Practicum II: _____

Advanced to Internship: _____ Approved for Graduation: _____

Advancement to Next Step in the Program Approved with Remedial Conditions (See attached remediation plan): _____

Advancement to Next Step Denied (see attached rationale with suggestions or alternatives): _____

Faculty Advisor: _____

Faculty Member: _____

Faculty Member: _____

Program Director: _____

*Please return the completed form to the Unit Assessment System Manager of the School of Education & Psychology, PO Box 370; Collegedale, TN 37315-0370, or fax to (423) 236-1765.
For questions on this form, please call (423) 236-2846 or send email to haydene@southern.edu.*

APPENDIX E: Student Competency Remediation Plan

STUDENT COMPETENCY REMEDIATION PLAN

Master of Science in Counseling
Clinical Mental Health Counseling
Professional School Counseling



Date of Competency Remediation Plan Meeting: _____

Name of Student: _____

Primary Supervisor/Advisor: _____

Names of All Persons Present at the Meeting: _____

All Additional Pertinent Supervisions/Faculty: _____

Date(s) for Follow-up Meeting(s): _____

- ❖ **Description of the problem(s) in each competency domain circled above:**

- ❖ **Date(s) the problem(s) was/were brought to the student's attention and by whom:**

- ❖ **Steps already taken by the student to rectify the problem(s) that was identified:**

- ❖ **Steps already taken by the supervisor(s)/faculty to address the problem(s):**

Competency Remediation Plan Components

Competency Domain/Essential Components	
Problem Behaviors	
Expectations for Acceptable Performance	
Trainee's Responsibilities/Actions	
Supervisors'/Faculty Responsibilities/Actions	
Timeframe for Acceptable Performance	
Assessment Methods	
Dates of Evaluation	
Consequences for Unsuccessful Remediation	

I, _____, have reviewed the above competency remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the program director. My signature below indicates that I fully understand the above. I agree/disagree (please circle one) with the above decision. My comments, if any, are below (PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED).

Student Name

Date

Program Director

Date

Student's comments (feel free to use additional pages):

All supervisors/faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

SUMMATIVE EVALUATION OF COMPETENCY REMEDIATION PLAN

Follow-up Meeting(s): _____

Date(s): _____

In Attendance: _____

Competency Domain/Essential Components	
Expectations for Acceptable Performance	
Outcomes Related to Expected Benchmarks (met, partially met, not met)	
Next Steps (e.g., remediation continued and plan modified, next stage in Due Process Procedures)	
Next Evaluation Date (if needed)	

I, _____, have reviewed the above competency remediation plan with my primary supervisor(s)/faculty, any additional supervisors/faculty, and the program director. My signature below indicates that I fully understand the above. I agree/disagree (please circle one) with the above outcomes, assessments, and next steps. My comments, if any, are below (*PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

Student Name Date

Program Director Date

Student's comments (feel free to use additional pages):

APPENDIX F: Conceptual Framework



Conceptual Framework Counseling Program

To Serve, To Lead, To Transform

Institutional Mission

Southern Adventist University, as a learning community, nurtures Christlikeness and encourages the pursuit of truth, wholeness, and a life of service.

The Mission – School of Education & Psychology

Our mission is to prepare all students to be effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

The Mission and Goal – Counseling Program

The mission of the Master of Science in Counseling program is to facilitate the comprehensive development of counselors as servant leaders in their communities.

Articulated in the language of the program’s conceptual framework, the goal is to provide opportunities for candidates to become effective as caring persons, as informed facilitators, as reflective decision makers, and as committed professionals.

I. THE COUNSELOR AS A CARING PERSON

A caring person demonstrates concern for another’s welfare, solicitude for another’s well-being.

Implicit in the concept of counseling are an attitude of caring about others’ welfare and a belief that others are capable of making changes that will allow them to lead fulfilled lives.

Truly caring about others implies acceptance of people, celebration of human diversity, and advocacy to effect

positive changes in the lives of individuals and communities. At Southern Adventist University, caring, acceptance, and advocacy are implicit in the commitment to Christ-centered principles of service.

As a Caring Person, the counselor will demonstrate knowledge, skills, and dispositions requisite to –

- (a) effective counseling, prevention, and intervention;
- (b) service to clients who represent diverse populations; and
- (c) advocacy to better the lives of individuals and communities.

II. THE COUNSELOR AS AN INFORMED FACILITATOR

An informed facilitator possesses the knowledge base as well as the skills requisite for supporting others in their quest for personal development and positive change. The conscientious endeavor to attain knowledge, skills, and dispositions that will best facilitate effective professional practice is implicit in a commitment to Christ-centered living.

As an Informed Facilitator, the counselor demonstrates knowledge, skills, and dispositions requisite for –

- (a) meaningful assessment that facilitates a plan of action,
- (b) diagnosis leading to appropriate treatment, and
- (c) facilitating optimal academic development in the school setting.

III. THE COUNSELOR AS A REFLECTIVE DECISION MAKER

A reflective decision maker is careful to secure and consider all available information relative to a situation, including the perceptions of other professionals when appropriate, when making a decision.

A candid, open-minded search for facts and genuine respect for the opinions of others characterizes the dispositions of the reflective decision maker. These patterns of practice, characteristic of a sincere search for truth, are implicit in one's commitment to Christian principles.

As a Reflective Decision Maker, the counselor demonstrates knowledge, skills, and dispositions requisite to –

- (a) conduct research that contributes to the knowledge base of the profession;
- (b) critically evaluate research and apply current information to decision making; and
- (c) conduct meaningful program evaluations that inform development and enhancement.

IV. THE COUNSELOR AS A COMMITTED PROFESSIONAL

A committed professional identifies with the chosen profession through relevant education, training, and licensure as well as through professional contributions and affiliation with organizations representing the profession. A committed professional is cognizant of ethical and legal considerations and exemplifies ethical standards in all situations. This cognizance and commitment are underscored and solidified through one's commitment to Christ-centered principles.

As a Committed Professional, the counselor demonstrates the knowledge, skills, and dispositions requisite to –

- (a) applying and adhering to ethical and legal standards specific to the counseling practice;

- (b) adhering to the professional orientation and roles that are relevant to the counseling practice;
- (c) collaborating and consulting with other professionals, both within the clinical or school setting and with other community professionals;
- (d) utilizing the foundation knowledge specific to the area of counseling practice, and
- (e) leading in the development and management of counseling practice in a clinical or school setting.

Within this framework, the objectives of the Master of Science in Counseling program are to prepare graduates who demonstrate the following:

- Evidence of personal and professional dispositions essential for counseling practice;
- Evidence of the knowledge, skills, and practices necessary to implement ACA and/or ASCA professional standards for counseling practice in a multicultural and pluralistic society;
- Evidence that they actively identify with the counseling profession and have knowledge of current developments in the counseling field.

APPENDIX G: Nondiscrimination Policy

School of Education and Psychology
Southern Adventist University
MS in Counseling

POLICY ON DISCRIMINATION AND HARASSMENT INCLUDING SEXUAL HARASSMENT

It is the policy of Southern Adventist University to provide an educational and employment environment free from all forms of intimidation, hostility, offensive behavior and discrimination, including sexual harassment. Such discrimination or harassment may take the form of unwarranted verbal or physical conduct, verbal or written derogatory or discriminatory statements, which may result in decisions affecting status, promotions, raises, favorable work assignments, recommendations, class assignments or grades. Such behavior or tolerance of such behavior on the part of an administrator, supervisor, faculty, or staff member violates the policy of the university and may result in disciplinary action including termination. The conduct herein described is contrary to university policy and may be illegal under both state and federal law.

The United States Equal Employment Opportunity Commission has defined sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment is defined here as unwelcome sexual advances, requests for sexual favors, and other such conduct or communication by an individual is used as a factor in decisions affecting such an individual's employment, public accommodations or public services, education, or housing, or creating an intimidating, hostile or offensive employment, public accommodations, public services, educational, or housing environment.

A student/intern who believes that he/she has been subject to discrimination or harassment at the educational or internship site should report the conduct to his/her immediate on-site supervisor and his/her faculty advisor. The faculty advisor will immediately inform the dean of the School of Education and Psychology. IN the event that the site supervisor or faculty advisor is the aggrieved party, the student/intern must report it to the next highest responsible party. If necessary, the student grievance procedure outlined in the SAU *Graduate Catalog* should be utilized.

An employee (including a student employee) who believes that he or she has been subject to discrimination or harassment should report the conduct to his or her immediate supervisor, and in the event the supervisor is the aggrieved party, to the next highest responsible party.

A student who believes that he or she has been discriminated against or harassed by a teacher should report the conduct to the dean of the School of Education and Psychology, and if the dean is the aggrieved party, to the VP for Academic Administration of the university.

APPENDIX H: Statement on Diversity

School of Education and Psychology
Southern Adventist University

The School of Education and Psychology holds as a non-negotiable principle the belief that each individual should be treated as a child of God. Respect for and appreciation of diversity is inherent in this principle.

Further:

Whereas –

God has made of one blood all nations on earth, and

Whereas –

the value of a human being can only be measured in light of the cross of Calvary, and

Whereas –

every one of us is equally in debt to the merits of Christ's sacrifice,

We of the **School of Education and Psychology** hereby solemnly affirm our commitment to recognize ourselves as children of God and those around us as brothers and sisters in that status.

We affirm our commitment to welcome, to cherish, and to celebrate the diversity of the family of God as represented among us.

We affirm our commitment to hold each other and every student in tender regard and utmost respect.

We affirm our commitment to order our conversation, choice of words, actions, and demeanor accordingly.

We affirm our commitment to hold each other and our students accountable for the same, and to gently remind each other, and to welcome the reminders that may in love be directed to us: to continually act in accordance with our status as God's children; regardless of age, race, ethnicity, gender, sexual orientation, religion, or political persuasion, to respect the right of all people to be treated with love and respect; to *"Treat each individual as a child of God."*

Should these gentle reminders fail in their intent, we affirm our commitment to resolutely resist and disallow discriminatory communication. If student or staff become aware of discriminatory words or actions, directed either toward themselves or others, they are asked to report these incidents to the dean of the school of Education and Psychology. No complaint or concern will go unaddressed.

Summerour Hall is to be a place of learning, support, guidance, and peace. To this end, we will faithfully refuse to tolerate any type of discrimination or derogatory language. This School is to be a safe haven, free of hate speech and discriminatory language, but rather home to "whatsoever things are pure, lovely, and right."

SEP March 2, 2016



**Verification of Understanding Agreement
(Informed Consent)**

Master of Science in Counseling
Clinical Mental Health Counseling
Professional School Counseling

The counseling program at Southern Adventist University is charged with the task of preparing individuals to become clinical mental health and professional school counselors in a variety of settings and to assume positions of leadership in their professions. In order to fulfill these responsibilities, faculty and supervisors continuously evaluate students based on their academic abilities, clinical skills, interpersonal behavior, and professional conduct. Successful completion of the graduate program as well as faculty endorsement for licensure and other professional pursuits depend on these factors.

In order to ensure proper training and client care, a counselor-in-training must be able to demonstrate specific competencies as described in the *Southern Adventist University Counseling Student Handbook* under the *Academic, Professional and Personal Expectations for Students* section. Examples of such competencies include but are not limited to professional character; ability to communicate well and convey warmth, genuineness, respect, and empathy in interactions with others, including clients, classmates, staff, and faculty; ability to accept and integrate feedback; as well as to express emotions appropriately, resolve conflicts, and demonstrate professional judgment in decision-making. Faculty and supervisors will evaluate students' level of clinical understanding and counseling skills and provide students with ongoing feedback as they progress through the program. This is consistent with the expectations of faculty and supervisors as gatekeepers of the profession as explained in the *ACA Code of Ethics* (American Counseling Association, 2014a).

It is the aim of the counseling program at Southern Adventist University to foster ethical and professional behavior in our students in preparation for a career as clinical mental health counselors and professional school counselors, and to provide an environment conducive to positive learning and teaching. Students are expected to be familiar and comply with the policies published in the most recent editions of the Southern Adventist University *Graduate Catalog*, the *Counseling Student Handbook*, the *ACA Code of Ethics*, and practice recommendations of the American Counseling Association. Student progress in the program may be interrupted for failure to comply with professional ethical standards or when intrapersonal, interpersonal, or professional behavior interferes with education and training requirements for self or others. Therefore, it is crucial to become familiar with the policies and procedures of Southern Adventist University and the MS Counseling program in order to create an environment that is conducive to student learning and growth.

Civility in the Classroom and All Learning Settings

Civility is expected in all interactions and learning settings connected to the counseling graduate program. Civility in class meetings, during outside-of-class assignments, during small-group work, and in field site settings reflect a student's ability to maintain the professional behavior expected of a practicing counseling professional. Student incivility interferes with student learning and the teaching environment. Therefore, all students are expected to assist in providing a positive learning environment for other students as well as themselves.

Disruptive behaviors such as arriving late, leaving early, arriving under the influence of substances, side discussions during class time, talking over or interrupting other students, and actions that inhibit or disparage the contributions of others are not acceptable. Inappropriate use of technology during class will not be tolerated. Aggressive/volatile behaviors that lead to a negative working environment will be addressed with the individual, and if prosocial changes do not occur, faculty are permitted to and will be supported in asking students to leave class and/or withdraw from the course. The student's final course grade will reflect the unarranged absence penalty described in the course attendance policy. The faculty will address inappropriate, unprofessional, and uncivil behaviors directly with the student as they occur and during student review periods.

Acknowledgement of Counseling Program and Course Policies and Procedures

Students are asked to affirm the following statement with their signature:

I have received a copy of the *Counseling Student Handbook* and I am aware that I can access the Southern Adventist University *Graduate Catalog* at www.southern.edu/catalogs.

I verify that I have read everything above, including the referenced documents, and understand and agree to abide by the expectations, policies, and procedures of the counseling program, Southern Adventist University, and the ethical standards of the profession of counseling.

- **I agree to participate in the ongoing self-evaluation process as described therein.**
- **I understand that I am responsible for following my planned program of student in sequence and if I do not, there will likely be a delay in completing the program.**
- **I confirm that I have taken responsibility for asking the faculty any questions I may have in order to fully clarify my understanding of these expectations.**

I further understand that my failure to fulfill the expectations of any course, of the ethics of the profession, of the graduate program, and/or of Southern Adventist University may necessitate a review by the faculty and may result in the implementation of a remediation plan, suspension, or dismissal from the counseling program.

Student's Name (*printed*)

Signature

Date

APPENDIX J: Response to Voluntary Exit from Program



[Date]

[Student's name]

[Student's address]

Dear Student,

The MS Program in Professional Counseling at Southern Adventist University, is saddened to hear that you have chosen to leave the program. We wish you well in your future endeavors.

At this time, we wish to inform you that your voluntary withdrawal means that you have given up your place in the MS Program in Professional Counseling. If you ever wish to return to the program you will need to reapply and be readmitted.

Please indicate your understanding by signing and dating on the line below.

Name Printed

Name Printed

Date