

SUNY Oswego Counseling and Psychological Services

Mental Health Counseling Program

Student Handbook



Revised February 2021

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THE PURPOSE OF THIS HANDBOOK

The Mental Health Counseling Program Handbook describes policies and procedures relevant to students in the Master of Science degree program in Mental Health Counseling at SUNY-Oswego. It is the responsibility of every student, whether full- or part-time, to know and observe the policies and procedures contained in this handbook, as well as any updates that are made available. Students are likewise expected to be familiar with policies and procedures outlined in the SUNY-Oswego Graduate Catalog through the Division of Graduate Studies. This document contains valuable college-wide and program-specific information regarding campus facilities, codes of conduct, disciplinary system, academic information, and campus resources.

The Graduate Catalog can be accessed at <http://catalog.oswego.edu/index.php>.

Division of Graduate Studies
606 Culkin Hall, SUNY Oswego
Oswego, NY 13126-359

We hope that this information is helpful to you in plotting a course of successful academic study and field work at SUNY Oswego's Counseling and Psychological Services Department within the M.S. program in Mental Health Counseling.

CPS DEPARTMENT MISSION STATEMENT

The mission of the CPS Department is to facilitate the personal and career development of individuals from diverse and representative backgrounds who adopt professional roles that contribute to the betterment of the human condition. This mission is implemented through three programs leading to certification or credentialing in mental health counseling, school counseling (i.e. Counseling Services), or school psychology.

MENTAL HEALTH COUNSELING PROGRAM MISSION STATEMENT

The Counseling & Psychological Services (CPS) Department at the State University of New York at Oswego is committed to educate and train high quality professionals who will function as skilled and ethical practitioners who promote the optimal functioning of individuals, families, and groups in a variety of educational and community settings. The program's philosophy is student-centered and developmentally based. To this end, the CPS faculty members are committed to providing the highest quality training within an atmosphere that fosters on-going professional and personal growth.

MENTAL HEALTH COUNSELING PROGRAM OBJECTIVES

Mental Health Counseling program graduates will:

1. Demonstrate mastery of counseling theories and skills and show the ability to utilize them therapeutically in clinical settings in the delivery of mental health services.
2. Demonstrate a strong foundational knowledge of the fundamental domains in mental health counseling that includes: human behavior, social systems and multicultural competence inclusive of value and respect of human dignity and diversity in all its forms.
3. Students will demonstrate a comprehensive understanding of an adjustment-oriented approach to mental health counseling that emphasizes not only diagnosis and remediation of pathology, but also prevention, wellness, early intervention, and advocacy.
4. Students will demonstrate the ability to apply relevant research and evaluation models in practice of mental health counseling.
5. Students will articulate a clear and accurate understanding of mental health counseling professional identity and interpersonal values which support and inform relations with others, that include self-awareness, compassion, genuineness and a commitment to social justice.

THE MENTAL HEALTH COUNSELING PROGRAM

Building upon the mission of the College and the CPS Department, the Mental Health Counseling program prepares human relation professionals to carry out a range of tasks and

activities in agency, business, community, and industrial settings. The program helps students to develop an understanding of mental health and community counseling delivery systems, the complexity of human behavior, and the foundations of effective communication.

The Mental Health Counseling field is a challenging one in that it represents work in a variety of areas (e.g., alcohol abuse, personnel, vocational development, family systems) and settings (e.g., agency, business, communities and industrial). Prior to entering the field, the potential Mental Health Counseling professional must develop a model for solving human relations problems that can be applied in a wide variety of settings and situations. Knowledge and Skills

The content areas of knowledge and skill are based on CACREP standards and New York State requirements for licensure as a mental health counselor. We also value, and demonstrate through our pedagogy. Upon completion of the Mental Health Counseling program, graduates will:

1. Demonstrate the ability to apply knowledge to practice, and use of empirically supported treatment modalities to provide primary, secondary and tertiary levels of intervention in a variety of settings and situations. This includes the utilization of skills in assessment, counseling, collaboration, program development, and program evaluation such that clients and/or organizations may move to new levels of self-understanding and effective functioning.
2. Perform according to appropriate ethical standards.
3. Apply knowledge of the characteristics, needs, and services available to a variety of populations, including people with developmental disabilities, mental illness, physical challenges, learning disabilities, addictions, or economic disadvantages in meeting the needs of individuals.
4. Utilize knowledge of the nature and structure of systems involved in the delivery of professional mental health counseling services to facilitate decision-making and problem-solving.

The Mental Health Counseling program requires 60 hours of graduate study and leads to a Master's degree (MS). The Mental Health Counseling Program is a licensure qualifying program approved by the New York State Department of Professions. This program is designed to meet the educational needs of persons responsible for training and development, and counseling that take place in agency, community, and industrial settings. This emphasis enhances opportunities for employment of graduates in non-educational settings.

An option within the program permits students to meet the educational requirements for credentialing in the field of alcoholism and substance abuse counseling. Student who complete additional fieldwork and pass the State examination become eligible for Credentialed Alcohol and Substance Abuse Counselor (CASAC) status.

MENTAL HEALTH COUNSELING PROGRAM FACULTY

The MHC Program has four and a half full-time faculty and a shared departmental administrative assistant. Adjunct faculty serve in a part-time capacity as needed. One graduate assistant is assigned to the program during the academic year.

Jason Duffy, Ph.D, NCC, ACS

Assistant Professor

(315) 312-3472 Email: jason.duffy@oswego.edu

Clinical and Professional Interests: Clinical supervision, mindfulness, school counseling, using metaphor and creative writing in counseling and supervision.

Courses Taught:

CPS 591 Introduction to Family Systems

CPS 504 Psychological Foundation of Development

CPS 595 Substance Abuse and Addictions Counseling

Jodi Ann Mullen, Ph.D., LMHC, NCC, RPT-S

Coordinator, Mental Health Counseling Program

Coordinator of Clinical Training

Coordinator of Play Therapy Certificate Program

Associate Professor, Counseling & Psychological Services

(315) 312-3496 Email: jodi.mullen@oswego.edu

Clinical and Professional Interests: Play Therapy, supervision, child & adolescent counseling, grief and loss.

Courses Taught:

CPS 505 Psychological Foundations: Psychopathology

CPS 510 Theory and Process in Counseling

CPS 512/13 Practicum in Mental Health Counseling

CPS 515/16 Internship in Mental Health Counseling

CPS 592 Introduction to Play Therapy

CPS 692 Advanced Play Therapy

Michael LeBlanc, PhD, LMHC,

Department Chair, Counseling & Psychological Services

(315) 312-3282; Email: michael.leblanc@oswego.edu

Clinical and Professional Interests: Counseling outcome assessment, Play Therapy, assessment issues

Courses Taught:

CPS 585 Foundations of Psychological and Educational Appraisal

CPS 569 Clinical Assessment in Mental Health Counseling

CPS 535 Statistics by Computer

CPS 541 Introduction to Group Process

CPS 511 Practicum in Mental Health Counseling

CPS 696 Research Methods and Program Evaluation

Tiphannie Gonzalez, PhD,

Assistant Professor Counseling & Psychological Services

315-312-3402; Email: tiphanie.gonzalez@oswego.edu

Clinical and Professional Interests: Clinical and Professional Interests: working with underrepresented populations, the use of technology in counselor education, the use of hip hop and urban arts in counseling at-risk (at-promise) youth.

Courses Taught:

CPS 541 Introduction to Group Process

CPS 591 Introduction to Family Systems

CPS 596 Research Methods and Program Evaluation

CPS 502 Race, Gender and Class Issues in Counseling

CPS 508 Foundations of Mental Health Counseling

CPS 509 Professional Orientation/Ethics Mental Health Counseling

CPS 512/13: Practicum in Mental Health Counseling

CPS 515/16 Internship in Mental Health Counseling

MENTAL HEALTH COUNSELING PROGRAM REQUIREMENTS

CORE CURRICULA REQUIREMENTS (48 CR)

CPS 502 - Race, Gender, and Class Issues in Counseling (credit: 3)- This course is designed to help students increase their knowledge about human diversity and the impact that diversity has on behavior. Issues of race, class and gender form the template through which the impact on the counseling process, practitioners, and clientele is examined. Individuals who are preparing to enter helping professions need to understand the cultural milieu within which helping behaviors occur and the ways in which these behaviors may be affected by personal biases and needs of the professionals and those whom they serve. Dynamics of social institutions such as family, school, and religion also will be examined.

CPS 503 - Psychological Foundations: Personality (credit: 3)- An intensive study and comparison of selected personality theories and systems. Characteristic research is reviewed, and ramifications of theories of personality assessment and counseling explored.

CPS 504 - Psychological Foundations: Development (credit: 3)- A survey of major theories of human development, analysis of developmental processes and examination of contemporary research issues in development. Focus is on synthesis of theories and their application within schools and other institutions.

CPS 505 - Psychological Foundations: Psychopathology (credit: 3)- This course explores models which may be used to define and describe both normal and abnormal styles of adapting to life situations. The broad areas of identification, etiology, treatment and management of the emotionally maladjusted are considered. Class format will consist primarily of lecture, discussion, process activities and audio-visual presentations.

CPS 508 - Foundations of Mental Health Counseling & Consultation (credit: 3)- This course is designed for persons pursuing careers in mental health counseling. Topics addressed will include the history of mental counseling, an analysis of the current status of the mental health delivery system and a futuristic look at mental health services. The course will include experiential activities and requires student participation. Additionally, the legal and societal bases of human services and community mental health services will be explored. A critical analysis of major models of consultation with emphasis on generic and specific skills necessary for each model will be analyzed through the lens of the mental health field. Additionally, this course provides an opportunity for students to practice communicating information to students, parents, teachers, school staff members, and other community agency personnel.

CPS 509 - Professional Orientation & Ethics in Mental Health Counseling (credit: 3)-This course is intended to provide students with specific knowledge and skills for professional practice in the field of mental health counseling. It is intended to provide an understanding of grant writing, crisis intervention and ethics relevant to professional counselors when working in a human services agency or community counseling centers. Students will have exposure to and/or involvement in the following areas of learning: a. models of crisis intervention, grant writing and

ethical decision making; b. the history and philosophy of mental health counseling; c. Grant writing; and d. resolution of ethical dilemmas.

CPS 510 - Counseling Theory and Process (credit: 3)- An analysis of theoretical approaches to counseling with particular emphasis upon the dimensions of the counseling process. The counselor's understanding of human behavior, perceptions of self, and perceptions of the client are related to each theoretical system studied. Pre-practicum process experiences are an integral part of the course.

CPS 512 - Practicum in Mental Health Counseling (credit: 3)- This is an advanced course in counseling theory and practice. Student placement is as a participant-observer in a cooperating agency or counseling setting engaged in mental health or human welfare services or in an institutional setting providing preprofessional experiences of relevance to the counselor-candidate. Experiences include a pre-placement orientation, weekly on-site supervisory visits, and weekly follow-through conferences on campus. The focus is on increasing the individual's effectiveness and knowledge of theory through intensive study of practical applications and theoretical bases.

CPS 515 - Internship in Mental Health Counseling (credit: 3-6)- Student placement is as a participant-observer in a cooperating agency or counseling setting engaged in mental health or human welfare services or in an institutional setting providing pre-professional experiences of relevance to the counselor-candidate which may differ from the student's anticipated work setting. Experiences include a pre-placement orientation, weekly on-site supervisory visits and individual follow-through conferences on campus.

CPS 541 - Introduction to Group Process (credit: 3)-Theory and process of group dynamics with specific focus upon application to educational settings. Laboratory experiences in group process.

CPS 560 – Chemical Dependency and Treatment Counseling (credit: 3) – This course will familiarize students with the problems of chemical dependency and its impact on the individual, family, and society. An understanding of the impact of chemical dependency, and knowledge of the basic principles of treatment and referral, constitute important aspects of professional preparation for counselors, psychologists, and educators. Problems and current approaches in defining, evaluating and treating chemical dependency will be explored. The course is structured to conform with the training of the Office of Alcohol and Substance Abuse Service and fulfills an essential educational requirement for those students who wish to become certified as Credentialed Alcoholism Counselors (CAC).

CPS 569 - Clinical Assessment in Mental Health Counseling (credit: 3)- This course will prepare students to interpret and perform clinical mental health assessments through the use of structured mental health interviews and objective personality and other assessments.

CPS 574 - Vocational Development and Decision-Making (credit: 3)- This course approaches career development from the orientation of integrating career decisions into the broader spectrum of life-span development. A critical survey of practices, processes, media materials and

informational sources are utilized to help the counselor facilitate client vocational exploration including decision-making at various life stages.

CPS 585 - Foundations of Psychological and Educational Appraisal (credit: 3)- A basic course emphasizing the theoretical framework for the processes of measurement and assessment. Related laboratory experiences focus on a variety of instruments and their use in school and agency settings.

CPS 591 - Introduction to Family Systems (credit: 3)- The course will help students to understand the impact of the family on one's social, emotional and cognitive development. Family structure, functional and dysfunctional patterns of family interaction, patterns of communication, systems of discipline and various family constellations such as the blended family will be considered. The use of therapeutic techniques and processes will be reviewed and processed as will therapeutic strategies from several different perspectives.

CPS 596 - Research Methods and Program Evaluation (credit: 3)- This course is intended to provide students with an introduction to applied research methods. It is designed to allow students to become informed consumers of psychological and service research. Students will be able to identify various research approaches and the strengths and limitations associated with different approaches. This course is also designed to give students the necessary skills to conduct research in the human services/community counseling field. Students will develop skills including: developing research questions, program evaluation, using the library, and using educational technology to search for literature and to present research for consumption in the field.

ELECTIVE COURSES (12 CREDIT HOURS)

- Electives as approved by advisor (9 cr)

Elective courses and field experiences can be planned to focus on a desired institutional placement such as play therapy, children and families, trauma, geriatrics, college settings and agencies.

NON-CREDIT REQUIREMENTS

- Mandated Reporter Training
- Comprehensive Exam

COMPREHENSIVE EXAM

Students enrolled in the Mental Health Counseling program will typically sit for the comprehensive examination upon completion of 30 semester hours of coursework. Students in the Mental Health Counseling program may not take the comprehensive exam until they have achieved candidacy. All students should confer with their advisors if there is any question about the timing of the comprehensive examination. The Mental Health Counseling Program use the CPCE for the comprehensive examination. Enrolled students are expected to take and pass the CPCE as part of their graduation requirement.

Content: The CPCE is published by the Center for Credentialing & Education, Inc., (CCE), an affiliate of the National Board for Certified Counselors, Inc. (NBCC). The CPCE consists of 160 items, covering the eight common-core areas identified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP):

1. Professional counseling orientation and ethical practice
2. Social and cultural diversity
3. Human growth and development
4. Career development
5. Counseling and helping relationships
6. Group counseling and group work
7. Assessment and testing, and
8. Research and program evaluation

SPECIALTY AREAS

There are numerous specialty areas in the profession of mental health counseling. At the present time, the Mental Health Counseling Program at SUNY-Oswego has certificate programs in play therapy and trauma studies (<https://www.oswego.edu/programs/program-finder>).

An option within the program permits students to meet the educational requirements for credentialing in the field of alcoholism and substance abuse counseling. Student who complete additional fieldwork and pass the State examination become eligible for Credentialed Alcohol and Substance Abuse Counselor (CASAC) status.

Elective courses and field experiences can be planned to focus on a desired institutional placement such as schools, college settings, or working with adults and children in a variety of institutional behavioral health settings.

Full details on the program, policies, and procedures are available in the CPS Handbook

*Note: This document provides an overview of information pertaining to the M.S. in Mental Health Counseling. Full details on the program, policies, and procedures can be found in the SUNY-Oswego Graduate Catalog

PROGRAM CANDIDACY

Candidacy constitutes formal matriculation into the CPS Department. Procedures for acquiring candidacy status will be implemented between 12-30 graduate hours for the 60+ hour program, and the faculty must conclude that the student is developing the professional and clinical abilities, attitudes, and interpersonal skills to be successful in providing effective services to children, families and school systems (see the appended “Student Evaluation for Practicum Students in CPS 512”). Students must have obtained candidacy to enroll in other field experiences (eg. CPS 515 or 516).

The combined faculty-student sequence of candidacy procedure is as follows:

1. When a degree student completes the appropriate number of hours in the program, and is enrolled in CPS 512 or 513, he/she applies for candidacy online.
2. Candidacy Instructions:
 - a. Go to <https://apply.oswego.edu/apply/> and use your MyOswego login credentials.
 - b. Click on start New Application and select from the drop-down Graduate Candidacy,
 - c. Then click on Create Application. It will take you to a new screen then click on Open Application to complete the application.
3. At this point, the advisor makes a recommendation to the department regarding candidacy of the applicant.
4. The CPS Department chairperson informs the student of his/her status and notifies the Graduate Studies Office of the Department’s decision.

In the event that candidacy is not granted, the student's advisor and Department Chairperson will meet with the student. If candidacy is denied, students will not be permitted to progress in the program.

Although academic performance is a crucial factor in evaluating candidate performance, there are other interpersonal and professional skills that are equally important in determining the professional readiness of a particular candidate to enter their chosen field. Therefore, in addition to academic performance, students in the CPS Department will also be evaluated on the following professional readiness indicators.

INDICATORS OF PROFESSIONAL READINESS:

Essential characteristics expected of all candidates matriculated in a degree program in the CPS Department are as follows:

- Willingness and ability to self-explore and reflect on experiences in order to grow as a professional;

- Ability to demonstrate excellent listening skills;
- Ability to effectively communicate with others;
- Ability to work respectfully, appropriately, and effectively with authority figures including university professors and site supervisors;
- Ability to hear and accept critical feedback;
- Ability to integrate and make changes based on communicated feedback;
- Ability to act according to the professional expectations of the classroom and school/agency placement sites especially with regard to:
 - Appropriate dress, promptness, respectful attitude and behavior;
 - Ability to work effectively with administrators, staff, students/clients, and parents;
 - Ability to engage students/clients in a competent, ethical, and professional manner that respects and enhances their inherent dignity and worth;
- Demonstrate adherence to the ethical guidelines related to;
 - Ability to recognize and value client diversity in terms of race, ethnicity, gender, sexual orientation, disability, social class, etc.;
- Demonstrate ability to practice in a manner consistent with the ACA ethical guidelines; especially those related to ensuring the welfare of all students/clients and doing no harm to students/clients.

CLINICAL INSTRUCTION

OVERVIEW

Clinical instruction refers to 1000 clock hours (a total of 12 of the 60 credit hours required to graduate from the program) of supervised experiences that are part of a student’s practicum and internship. Often called “field work,” these experiences constitute the professional practice component of the Mental Health Counseling Program for students who have met specific academic prerequisites and have demonstrated personal qualities commensurate with the role of a counselor. During this phase of their training, students engage in a range of supervised clinical activities, in approved settings, for the purpose of applying theory learned in the classroom, further developing counseling skills, and becoming familiar with the roles and responsibilities of mental health professionals. The supervision by both agency staff and faculty instructors is intended to promote the acquisition of knowledge and the building of skills, preparing candidates to become professional mental health counselors.

GUIDELINES FOR CLINICAL INSTRUCTION

Consistent with the program’s mission of providing an individualized instructional approach and developing the student’s knowledge and skills to be an outstanding professional mental health counselor, the clinical instruction component is guided by the following principles:

- a) Student-centered focus: Students are active participants in the selection of their clinical settings. When searching for, identifying, reviewing and recommending a placement, faculty members are guided by the expressed interest of each student regarding preferred clinical

population, treatment setting and style of supervision desired, and also by the student's demonstrated knowledge and skill. Although this process is strongly student centered, the decision of where the student will be placed ultimately rests with the Coordinator of Clinical Instruction.

- b) Integration of theory with practice: In the selection of community sites and in the supervision of the practice of clinical activities at those sites, faculty instructors will emphasize the application of theoretical and evidenced-based models of counseling. Faculty instructors will encourage site supervisors to do the same. This will be evident in discussions with students that promote case conceptualization and the use of counseling approaches and techniques that are rooted in theory.
- c) Developmental approach to clinical experience: The typical model of instruction begins with the student learning about the agency and its practices and observing the clinical work of the site supervisor and other experienced practitioners before moving into a co-counseling role and eventually assuming more responsibility as a solo practitioner under supervision. The decision about readiness to engage in more independent activities is the joint responsibility of the site supervisor and student with input and monitoring from the faculty instructor.
- d) Counselor wellness: In recognition of the physical and emotional strain that often occurs in the process of practicing a new role that is stressful for even the experienced practitioner, attention is consistently given to the student counselor's health and wellness. Accomplishments are recognized and praised and areas of deficiency are regarded as opportunities to learn and improve. It is the responsibility of the faculty instructor to ensure that individual and group supervision are safe environments in which to process what one does as a counselor-in-training and what it feels like. Balancing work and relaxation are promoted. If personal issues interfere with the student's role as counselor, personal counseling or a Leave of Absence will be suggested.

OVERVIEW OF CLINICAL COURSES

CPS 512: Practicum in Mental Health Counseling (credit: 3)- This is an advanced course in counseling theory and practice. Student placement is as a participant-observer in a cooperating agency or counseling setting engaged in mental health or human welfare services or in an institutional setting providing pre-professional experiences of relevance to the counselor-candidate. Experiences include a pre-placement orientation, weekly on-site supervisory visits, and weekly follow-through conferences on campus. The focus is on increasing the individual's effectiveness and knowledge of theory through intensive study of practical applications and theoretical bases.

CPS 515 - Internship in Mental Health Counseling (credit: 3-6)- Student placement as a participant-observer in a cooperating agency or counseling setting engaged in mental health or human welfare services or in an institutional setting providing pre-professional experiences of relevance to the counselor-candidate which may differ from the student's anticipated work setting. Experiences include a pre-placement orientation, weekly on-site supervisory visits and individual follow-through conferences on campus.

ADVISEMENT

Each student accepted into the CPS Mental Health Counseling Program is assigned an advisor. Upon being notified of your advisor, it is important for you to arrange a meeting with this faculty member in order to develop your program of study. You are required to schedule at least two meetings with you advisor: A meeting should be arranged before you register for your first courses to ensure that you approach your coursework in an optimum sequence. Another meeting is required upon preparation for candidacy.

The role of the program advisor is extremely important for your success in your program. Advisors assist in developing programs of study, solving problems, monitoring students' progress and providing other types of help and support when needed. You should arrange personal meetings and or communications with your faculty advisor at regular intervals. Even if you do not have a particular problem, be sure to get together with your advisor at least once a year.

CPS faculty and staff use the bulletin boards outside of the CPS department and hallway of the Counseling Observation Rooms to post information regarding job openings, professional association memberships, on-campus activities of interest, and workshop/conference information relevant to counseling.

INDIVIDUAL STUDENT PROGRAM

Upon acceptance into one of the degree programs offered by the Counseling and Psychological Services Department, students are assigned a faculty advisor. During Orientation, students will have the opportunity to meet with their faculty advisor, and plan an Individual Student Program (ISP). The ISP is developed collaboratively by the student and the advisor and in reference to the student's prior experiences, current interests, and future goals. At Orientation, transfer of credits (a maximum of 6), waiver of courses, selection of electives, and other important matters are discussed, and a program of study is established. The ISP lists all courses that must be taken by the student in order to complete his/her course of study. *Many core courses must be taken in their appropriate sequence, so it is necessary to work closely with your advisor.* The completed program must be signed and approved by the student and their advisor.

One of the major goals of the CPS program is to enhance the development of each student's professional competence. Because professional development cannot be analyzed on an entirely objective basis, the student should discuss his/her professional development periodically with the advisor. Specifically, professional development should be discussed and analyzed at the following times throughout the program: admission, candidacy, comprehensive examination, practicum, internship, and prior to graduation.

SUNY OSWEGO -- SCHOOL OF EDUCATION
COUNSELING & PSYCHOLOGICAL SERVICES DEPARTMENT

Individual Student Program – Mental Health Counseling - MS – 60 hrs

Name _____

SUNY Email: _____

Courses Required Before Earning a Masters Degree (60 semester hours)			
Course #	Course title	Sem. hrs	Date completed
CPS 502	Race, Gender, & Class Issues	3	
CPS 503	Personality	3	
CPS 504	Development	3	
CPS 505	Psychopathology	3	
CPS 508	Foundations of MH & Counseling	3	
CPS 509	Professional Orientation/Ethics in MHC	3	
CPS 510	Counseling Theory & Process	3	
CPS 512	Practicum in MH Counseling	3	
CPS 515	Internship in Mental Health Counseling	6	
CPS 541	Introduction to Group Process	3	
CPS 569	Adv. Clinical Assessment	3	
CPS 574	Vocational Development	3	
CPS 585	Appraisal	3	
CPS 591	Family Systems	3	
CPS 596	Research Methods	3	
CPS 560	Chemical Dependency	3	
CPS ____	Elective	3	
CPS ____	Elective	3	
CPS ____	Elective	3	

Additional Requirements for MS:

Candidacy	
Mandated Reporter Training	
Comprehensive Exam	

Signatures:

Student: _____ Date: _____

Advisor: _____ Date: _____

COMMUNICATIONS

All communication within the department, between faculty, students, and staff will occur electronically through the <oswego.edu> e-mail address provided by the college.

Additional information such as dates and procedures for signing up for exams, such as the *Counselor Preparation Comprehensive Exam* (CPCE) and training opportunities can be found at the department website <https://www.oswego.edu/counseling-and-psychological-services/counseling-and-psychological-services-0>. In addition, many of the CPS faculty members have their own websites and Learning Management System sites (LMS) where you can find information regarding their research, syllabi, course outlines, and forms needed for class. You will also obtain an account with TK-20 in which you will periodically complete assigned tasks and where your site supervisors and university professors will record key assessment data related to your progress in the program.

Please see <https://oswego.tk20.com/campustoolshighered/start.do> for form information.

CHI SIGMA IOTA

Chi Sigma Iota (CSI) is the Counseling Academic and Professional Honor Society International, Inc. Chi Sigma Iota has initiated over 90,000 professionals and professionals-in-training worldwide and currently has over 14,000 active members among a number of active campus-based chapters in this country and abroad. Members are recognized by and affiliated with one of the largest counseling organizations in the world with its sole mission to recognize and promote excellence in the profession of counseling.

Student, alumni and professional members are recognized for their academic and professional accomplishments consistent with the mission of this international professional honor society.

The Counseling and Psychological Services Department's chapter, Sigma Nu Chi inducts new members in both the fall and spring semesters, under the advisement of Dr. Jason Duffy.

MENTAL HEALTH COUNSELING RECORDED SESSIONS POLICY

All students in the CPS Mental Health Counseling Program will be required to record counseling sessions for the purpose of education and skill improvement. Maintaining the privacy and confidentiality of persons recorded is our utmost priority so all recorded sessions must comply with the following guidelines.

1. All students must obtain written authorization to record sessions with clients during their clinical instruction. Students must comply with all rules, standards, and practice guidelines of their sites regarding recording sessions and proper disposal of recorded materials.
2. Students need to obtain written authorization to record other MHC students or volunteer clients for classroom instructional projects. Permission to Record forms are provided to students in the filing

cabinet in the Mental Health Counseling Labs/Fishbowl Room. Students must retain the Permission to Record form until the recording is deleted when the assignment is complete.

3. SUNY-Oswego provides for recording and viewing recorded sessions through a secure server. Students are expected to review recorded sessions in private areas so that session information remains confidential.

DEVICES

Unless a student's site has required recording equipment, all student recordings must be:

1. Digital (this includes phones, tablets, computers, digital recorders, and flash drives)
2. Password Protected
3. Of good audio and/or video quality (preferably more than 6 mega pixels)

DATA STORAGE AND TRANSFER

The ACA *Code of Ethics* and Health Insurance Portability and Accountability Act (HIPAA) require that all devices with client data be:

1. Password protected
2. Never posted online at any sites or uploaded to cloud sites
3. Properly deleted and disposed of in the appropriate time frame relevant to the nature of the recorded materials

LIABILITY INSURANCE

All students beginning field work (practicum and internship) must maintain their own professional liability insurance, commonly known as malpractice insurance. (See section on clinical instruction.) Malpractice insurance is available at very reasonable rates for students through various professional associations. (See section on professional associations.)

INTELLECTUAL DISHONESTY

Intellectual honesty on the part of all students is basic to individual growth and development through graduate course work. When academic dishonesty occurs, the teaching/learning climate is seriously undermined and student growth and development are impeded. For these reasons, any form of intellectual dishonesty is a serious concern and is therefore prohibited. Also basic to the teaching/learning process in college course work is the authority of the course instructor to assign a grade to indicate the quality of student achievement. Students should refer to the Intellectual Integrity section of the current SUNY Oswego Student Handbook for a complete explanation of the College's policies at <https://www.oswego.edu/student-handbook/home>.

DISABILITY STATEMENT

If you have a disabling condition which may interfere with your ability to successfully complete this course, please contact the Disability Support Services Office located at 155 Marano Campus Center, phone: 315-312-2943, access@oswego.edu

PROGRESSIVE REMEDIATION, RETENTION, AND DISMISSAL POLICY

As members of the profession of counseling, the faculty members of the SUNY Oswego Counseling and Psychological Services Department Clinical Mental Health Counseling Program are aware of the ethical responsibilities relative to the training and supervision of graduate students in counseling (American Counseling Association [ACA] (2014); Association for Counselor Education and Supervision [ACES], 2003). Specifically, we affirm our role to develop clear policies regarding field placement (ACA, 2014, F.7.i.), to state to students the levels of competency that are expected in both didactic and clinical experiences (F.9.a), and to “address the inabilities of some students to achieve counseling competencies that might impede performance” (F.8.d.). To accomplish these goals, we follow F.9.a. of the Code of Ethics (ACA, 2014) that we will inform students of the need for remediation; assist students in securing remedial assistance when needed; seek professional consultation and document the decision regarding remediation, retention, or dismissal, and ensure that students have access to due process.

PRIORITIES, EXPECTATIONS, AND STUDENT COMPETENCIES

As posted on the program webpage (<https://www.oswego.edu/counseling-and-psychological-services/mental-health-counseling>), we hold certain priorities, and expectations to be important in our training process. The faculty members of the Counseling and Psychological Services Department at SUNY Oswego foster, promote and obtain the following objectives throughout every aspect of the program.

- Demonstrate mastery of counseling theories and skills and show the ability to utilize them therapeutically in clinical settings in the delivery of mental health services.
- Demonstrate a strong foundational knowledge of the fundamental domains in mental health counseling that includes: human behavior, social systems and multicultural competence inclusive of value and respect of human dignity and diversity in all its forms.
- Students will demonstrate a comprehensive understanding of an adjustment-oriented approach to mental health counseling that emphasizes not only diagnosis and remediation of pathology, but also prevention, wellness, early intervention, and advocacy.
- Students will demonstrate the ability to apply relevant research and evaluation models in practice of mental health counseling.
- Students will articulate a clear and accurate understanding of mental health counseling professional identity and interpersonal values which support and inform relations with others, that include self-awareness, compassion, genuineness and a commitment to social justice.

Additionally, the faculty members of the Counseling and Psychological Services Department at SUNY Oswego foster, promote and obtain the following indicators of professional readiness throughout every aspect of the program. Although academic performance is a crucial factor in evaluating candidate performance, there are other interpersonal and professional skills that are equally important in determining the professional readiness of a particular candidate to enter their chosen field. Therefore, in addition to academic performance, students in the CPS Department will also be evaluated on the professional readiness indicators previously documented in this supplement.

Together, these expectations, and competencies are the measures by which all students will be assessed for professional appropriateness for the field. Students will be informed of these expectations before they accept the admissions invitation, and will be asked to sign that they have seen and agree to abide by these guidelines with acceptance of the admissions invitation.

This Progressive Remediation, Retention, and Dismissal Policy is posted on the program webpage.

EVALUATION TIMEFRAMES

In this program, there are both formal and informal assessments that take place during coursework, before practicum placement is approved, and during practicum and internship. First, as each student progresses through the curriculum, individual faculty members are conducting both academic and professional readiness assessment in a continuous and on-going observation of each student. The Counseling Performance Checklist will be used in Counseling Theory and Process to evaluate each student's progress in the development of professional counseling skills. Concerns about individual students are brought to the program faculty as a whole, and consultation is sought during faculty meetings throughout the student's program. These faculty discussions will be documented. This means that at any time, a student may be identified as needing remediation as outlined below. (Academic struggles that exceed the limits of the Graduate School policy on grade point averages will cause the student to fall under the Graduate School's retention policy. In addition, behavior deemed by The SUNY Oswego community to be unacceptable will subject the student to immediate dismissal per The SUNY Oswego Code of Student Conduct. See the "Dismissal" section in this document).

In addition to ongoing assessment, a comprehensive review of each student's performance is done before the student is approved for candidacy, and at this point, the faculty members must agree that this student has:

- attained mastery over the didactic experiences thus far in the program, and
- exhibited professionally appropriate dispositions, attitudes and behaviors thus far in the program.

When both these conditions are met, the student will be approved for candidacy. Documentation of this evaluation will be retained by the program. In addition, there are track-specific requirements for entry into clinical placement (e.g., proof of liability insurance, on-site

supervisor's and/or faculty member's willingness to place a student on his/her license). These are outlined in the program's Practicum and Internship Manual.

In addition to this formal review in practicum, the student will be continuously evaluated during both practicum and internship to determine continued academic success, skill development (professional issues), and appropriateness for the field (personal issues). This review of field performance will also be conducted and noted in regular faculty meetings. In addition, supervisor evaluation forms will be signed by the student and kept by the program in the TK20 system.

REMEDICATION

If at any point during the student's program, the student is deemed at risk in terms of failure due to academic skills deficits, professional skills deficits, or personal issues that prevent a student from performing the duties of a professional counselor, a remediation plan will be initiated and documented. This remediation plan, designed to address the issue(s) of concern, will be:

1. Established by the student's advisor with consultation from other program faculty, and when appropriate, the student's on-site supervisor, and other professionals who have relevant input into the situation;
2. Presented to the student;
3. Discussed relative to the faculty's concerns, and if applicable, protection of the public and field placement site; and
4. Agreed upon and signed by advisor, student, and the faculty member who will monitor the student's progress relative to the remediation plan, with notification to the program faculty.

These remediation plans may involve any or all of the following:

A. For Academic Remediation:

- a. Retaking courses;
- b. Engaging in tutoring;
- c. Study skills training;
- d. Test-taking training;
- e. Writing lab assistance;
- f. Spoken and/or written language skills remediation;
- g. Other academic interventions, as deemed necessary and appropriate by the program faculty.

B. For Professional Skill Remediation:

- a. Retaking courses (e.g., skills courses, ethics, content courses);
- b. Removal from placement site;
- c. Reassignment of placement site;
- d. Specific assigned activities in placement site;
- e. Writing reflection papers;
- f. Additional supervision meetings;

- g. Other professional skills interventions, as deemed necessary and appropriate by the program faculty.

C. For Personal Remediation:

- a. Personal counseling;
- b. Writing reflection papers;
- c. Writing apology letters;
- d. Additional supervision meetings;
- e. Other personal remediation interventions, as deemed necessary and appropriate by the program faculty.

The remediation plan will include, at a minimum:

1. Specific activities to be completed;
2. Target measures of accomplishment, which will be documented;
3. A schedule of regular meetings between the student and the faculty member responsible for monitoring and documenting the remediation plan (if this person is different from the student's advisor);
4. A timeframe for accomplishment; and
5. Contact information for the faculty member responsible for monitoring the student's progress.

Copies of the plan will be retained by the student's advisor, the monitoring faculty member, the program coordinator, and the student. The monitoring faculty member will also retain notes documenting all meetings with the student during the course of the remediation process.

RETENTION

At the completion of the remediation plan timeframe, the faculty member responsible for monitoring the remediation plan, the advisor, and the student will meet to discuss the success of the plan. If the evidence suggests that the plan has been successful, the advisor and responsible faculty member will advise the program faculty of the successful resolution of concerns. If the evidence of successful remediation is questionable, additional remediation activities may be deemed necessary, with all the conditions of appropriate remediation as outlined above. All of these discussions will be documented.

DISMISSAL

On occasion, program faculty may recommend to the Dean that a student be terminated from a program if his/her performance is unprofessional or unsatisfactory for other reasons, and additional time in the program will not result in significantly improved performance. If it is the recommendation of program faculty to terminate a candidate from a program, the Fair Process Policy and Procedures of the SUNY Oswego School of Education will be followed. This document is contained in the SUNY Oswego Student Handbook at:

<https://www.oswego.edu/student-handbook/code-student-rights-responsibilities-and-conduct>, the School of Education Policy Handbook at:

<https://acquia->

prod.oswego.edu/education/sites/acquia-prod.oswego.edu.education/files/soehandbookall.pdf, and upon request from the School of Education Dean's Office.

PROFESSIONAL ASSOCIATIONS

We encourage students to participate in professional associations relevant to the work of a mental health counselor. There are a number of helpful national, regional, state-wide, and local organizations which may be of interest. Student membership rates are often quite affordable, and this is a great way to expand your training options in areas of specialization and also to begin networking for future career opportunities.

Students may also want to consider subscribing to another professional journal. It doesn't have to be limited to an academic journal, instead it should be relevant and readable. There are a number of interesting and useful professional periodicals out there (e.g., Psychotherapy Networker), so look them over and choose the one that will help you keep current.

Students should keep abreast on the professional and community workshops, trainings, professional meetings and conferences and make it a goal to attend at least several of these. At your internship site, you probably will see countless brochures announcing upcoming events. Many agencies will provide in-service training programs. NY-ACA provides semi-annual professional development events. Take advantage of these chances to enhance your knowledge and skills. If you discover an event that may appeal to course members, post it on our course website under the professional development tab.

NATIONAL ORGANIZATIONS

ACA - American Counseling Association www.counseling.org

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

ACES – Association for Counselor Education and Supervision www.acesonline.net

The Association for Counselor Education and Supervision (ACES) emphasizes the need for quality education and supervision of counselors in all work settings. Through the accreditation process and professional development activities, ACES strives to continue to improve the education, credentialing and supervision of counselors.

AMHCA – American Mental Health Counseling Association www.amhca.org

The mission of the American Mental Health Counseling Association is “To enhance the profession of mental health counseling through licensing, advocacy, education and professional development.”

ASGW – Association for Specialists in Group Work www.asgw.org

The purpose of the Association for Specialists in Group work shall be to establish standards for professional and ethical practice; to support research and the dissemination of knowledge; and to provide professional leadership in the field of group work. In addition, the Association shall seek to extend counseling through the use of group process; to provide a forum for examining innovative and developing concepts in group work; to foster diversity and dignity in our groups; and to be models of effective group practice.

NBCC – National Board for Certified Counselors www.nbcc.org

The National Board for Certified Counselors, Inc. and Affiliates (NBCC), an independent not-for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors.

NCDA – National Career Development Association www.ncda.org

The National Career Development Association (NCDA) is a division of the American Counseling Association (ACA). The mission of NCDA is to promote the career development of all people over the life span. To achieve this mission, NCDA provides service to the public and professionals involved with or interested in career development, including professional development activities, publications, research, public information, professional standards, advocacy, and recognition for achievement and service.

NEW YORK STATE ORGANIZATIONS

NYMHCA – New York Mental Health Counselors Association www.nymhca.org

NYMHCA is the advocacy organization representing the clinical counselors of New York State. We worked to obtain licensure, and our continuing role is to protect and enhance the rights of counselors to practice our profession.

NYACES – state affiliate of ACES (see above)

NYASGW – affiliate of ASGW (see above)

LICENSURE AS A MENTAL HEALTH COUNSELOR

As of Fall 2009, all 50 states require licensure for the practice of mental health counseling. In New York State, that law took effect on January 1, 2006. The New York State law is both a “title” law and a “scope of practice” law. That is, a person cannot call themselves a mental health counselor (title) unless they are licensed; and they cannot perform the duties (scope of practice) associated with the mental health counselor title unless they are licensed.

If you think you may relocate to another state at some point in the future, it is to your benefit to investigate the licensure requirements in your destination state(s), as requirements vary. At this time, there is no reciprocity between New York State and any other state; so although you may become licensed in New York State, there is no guarantee that you will be licensed in another state unless you meet their specific requirements.

The M.S. program in Mental Health Counseling (MHC) at SUNY Oswego is approved by the New York State Education Department for the education component of licensure. There are three components to licensure: education, examination, and experience. Completion of the M.S. degree in Mental Health Counseling at SUNY-Oswego indicates that you have met New York State’s requirements for education. You must also complete a state-required examination and 3,000 hours of post-master’s degree supervised experience. A limited permit is required to begin the 3,000 hours of post-master’s practice. Details of these and all MHC licensure requirements are available at the website of the Office of the Professions of New York State:
<http://www.op.nysed.gov/prof/mhp/mhclic.htm>

Faculty provide information about licensure in various courses throughout the program; however, it is the responsibility of each student to be aware of the New York State policies and the procedures necessary to become licensed. The program, faculty and SUNY Oswego have no authority over the licensure process. Our role and responsibility is to offer the educational program necessary for licensure as per our approval as a New York State registered program.

NEW YORK MENTAL HEALTH PRACTITIONERS LAW

NYS Education Law

Article 163, Mental Health Practitioners

§8400. Introduction.

This article applies to the professions of mental health counseling, marriage and family therapy, creative arts therapy, and psychoanalysis and provides for the licensing of such practitioners. The general provisions for all professions contained in article one hundred thirty of this title apply to this article.

§8401. Definitions.

For purposes of this article, the following terms shall have the following meanings:

1. "Board" means the state board for mental health practitioners authorized by section eighty-four hundred six of this article.
2. "Psychotherapy" means the treatment of mental, nervous, emotional, behavioral and addictive disorders, and ailments by the use of both verbal and behavioral methods of intervention in interpersonal relationships with the intent of assisting the persons to modify attitudes, thinking, affect, and behavior which are intellectually, socially and emotionally maladaptive.

§8402. Mental Health Counseling.

1. Definition of the practice of mental health counseling. The practice of the profession of mental health counseling is defined as:
 - a. the evaluation, assessment, amelioration, treatment, modification, or adjustment to a disability, problem, or disorder of behavior, character, development, emotion, personality or relationships by the use of verbal or behavioral methods with individuals, couples, families or groups in private practice, group, or organized settings; and
 - b. the use of assessment instruments and mental health counseling and psychotherapy to identify, evaluate and treat dysfunctions and disorders for purposes of providing appropriate mental health counseling services.
2. Practice of mental health counseling and use of the titles "mental health counselor" and "licensed mental health counselor". Only a person licensed or exempt under this article shall practice mental health counseling or use the title "mental health counselor". Only a person licensed under this article shall use the title "licensed mental health counselor" or any other designation tending to imply that the person is licensed to practice mental health counseling.
3. Requirements for a professional license. To qualify for a license as a "licensed mental health counselor," an applicant shall fulfill the following requirements:
 - a. Application: File an application with the department;
 - b. Education: Have received an education, including a master's or higher degree in counseling from a program registered by the department or determined by the department to be the substantial equivalent thereof, in accordance with the commissioner's regulations. The graduate coursework shall include, but not be limited to, the following areas:
 - i. human growth and development;
 - ii. social and cultural foundations of counseling;
 - iii. counseling theory and practice and psychopathology;
 - iv. group dynamics;

- v. lifestyle and career development;
 - vi. assessment and appraisal of individuals, couples and families and groups;
 - vii. research and program evaluation;
 - viii. professional orientation and ethics;
 - ix. foundations of mental health counseling and consultation;
 - x. clinical instruction; and
 - xi. completion of a minimum one-year supervised internship or practicum in mental health counseling;
- c. Experience: An applicant shall complete a minimum of 3,000 hours of post-master's supervised experience relevant to the practice of mental health counseling satisfactory to the board and in accordance with the commissioner's regulations. Satisfactory experience obtained in an entity operating under a waiver issued by the department pursuant to §650 3a of this title may be accepted by the department, notwithstanding that such experience may have been obtained prior to the effective date of such §650 3a and/or prior to the entity having obtained a waiver. The department may, for good cause shown, accept satisfactory experience that was obtained in a setting that would have been eligible for a waiver but which has not obtained a waiver from the department or experience that was obtained in good faith by the applicant under the belief that appropriate authorization had been obtained for the experience, provided that such experience meets all other requirements for acceptable experience;
- d. Examination: Pass an examination satisfactory to the board and in accordance with the commissioner's regulations;
- e. Age: Be at least twenty-one years of age;
- f. Character: Be of good moral character as determined by the department; and
- g. Fees: Pay a fee of one hundred seventy-five dollars for an initial license and a fee of one hundred seventy dollars for each triennial registration period.