

Counseling Program

Affiliate Faculty Handbook



Academic Year 2024-2025 (v.1)

Table of Contents

Table of Contents.....	i-ii
Section I: Introduction.....	1
Stephens College	1
School of Health Sciences	1
Student Handbook & Affiliated Faculty Handbook.....	1
Section II: Guiding Principles.....	2
Mission: Stephens College.....	2
Vision: Stephens College.....	2
Values (Ten Ideals): Stephens College.....	2
Mission: Stephens Counseling Program.....	2
Program Objectives.....	3
Respect for Individual Differences.....	3
Counselor Self-Awareness.....	3
Section III: Institutional Policies & Procedures.....	5
Offices of Equity + Compliance.....	5
Code of Conduct.....	6
Section IV: Stephens College Counseling Program.....	7
Core & Non-Core (Adjunct) Faculty.....	7
Administrative Staff & Graduate Assistant.....	7
Program Roles & Committees.....	7
Program Director.....	8
Clinical Coordinator: Clinical Mental Health Counseling	8
Clinical Coordinator: School Counseling	9
CACREP Liaison.....	9
Supervision Assist Coordinator.....	10
Program Review Committee.....	10
Stephens College Counseling Center (SCCC).....	10
Personal Counseling.....	11
Section V: Program Policies & Procedures.....	12
Program Delivery.....	12
Background Check.....	12
Student Expectations	13
Student Values: Ten Ideals.....	13
Personal and Professional Dispositions.....	14
Academic/Learning Environment Expectations	14
Academic Honestly/Dishonesty.....	15
Zoom/Online Behavior Expectations & Policies	16
Online/Synchronous Course Expectations.....	17
Attending In-Peron Course via Zoom.....	17
Program Homepage.....	18
Electronic Mail (E-Mail).....	18
Social Media.....	18
Technology Resources & Competencies.....	18
Technology/IT Services.....	19
Canvas.....	19
Supervision Assist.....	19
TherapyNotes.....	20
Zoom	20
Telehealth.....	20
Counseling Lab/Training Rooms.....	20

Student Endorsement Policy.....	21
Retention & Disposal of Student Academic Records.....	21
Student & Client Privacy and Confidentiality.....	21
American Counseling Association Ethical Code (2014, Section B).....	21
Federal Educational Rights and Privacy Act (FERPA).....	22
Health Insurance Portability and Accountability Act (HIPAA).....	24
Counseling Program Records.....	24
Practicum and Internship Records.....	24
Liability/Malpractice Insurance.....	25
Section VI: Assessment, Retention, Remediation, Grievance, Appeals, & Suspension/Dismissal....	26
Assessment.....	24
Comprehensive Assessment Plan.....	26
Individual Student Assessment.....	26
Student Assessment of Faculty & Faculty Advisor.....	26
Key Performance Indicators.....	26
Student Retention, (Assessment), Remediation, & Dismissal.....	27
Participation Policy.....	27
Academic Performance.....	29
Program Grading Scale.....	29
Unmet Minimum Thresholds.....	29
Student Personal & Professional Dispositions.....	30
Assessment of Student Personal and Professional Dispositions.....	30
Personal Development Plan (PDP).....	32
Personal Development Plan: Process.....	33
Class Withdrawal.....	33
Grade Appeal.....	34
Program Grievance Policy.....	35
Program Suspension or Expulsion.....	36
Section VII: Affiliated Faculty Information.....	37
Affiliated Faculty.....	37
Section of Affiliate Faculty.....	37
Institutional & Program Policies & Procedures.....	37
Personal and Professional Disposition.....	38
Application/Hiring Process.....	38
Course Syllabus.....	38
Program (Course) Delivery.....	39
CACREP: Overview.....	39
CACREP Standards (2024)/Course.....	39
Assessment (Course & Canvas).....	48
Course Level Assessment.....	48
Appendix A: Master Rubric Development (canvas)/Course Level Assessment.....	45
Appendix B: Course level Assessment (CLA) Example.....	52
Appendix C: Course Syllabus Example.....	50

Section I: Introduction

Stephens College

Founded in 1833, Stephens College is an institution committed to her mission to **Learn. Grow. Lead.** Stephens is resilient and optimistic, faithful to her traditions, and eager to embrace the future. Focused on the health sciences, performing arts, and integrative studies, Stephens continues to prepare graduates (whether from our undergraduate residential college, co-educational graduate programs, or 90-year-strong Children's School) for the lives that await them — lives of distinction, integrity, and service.

School of Health Sciences

The School of Health Sciences (SHS) offers nationally recognized and accredited programs designed to prepare students for advanced studies and careers in life and social sciences, health-related professions, counseling, and equestrian. Faculty cultivate engaged student learning through dynamic activities including research, case studies, service learning, internships, and clinical experiences. The SHS prepares outstanding professionals to serve as leaders; exhibit critical and creative thinking skills; adhere to high ethical standards; and demonstrate the knowledge, skills, dispositions, and cultural sensitivity required to contribute to the needs of an evolving and diverse society.

Student Handbook & Affiliated Faculty Handbook

Affiliated faculty will be provided with an electronic copy of the current Stephens College Counseling program's student handbook, which outlines key program information, policies, and procedures. A copy of the current student handbook is also posted on the counseling program's website. While most program policies and procedures relevant to affiliated faculty are present in this handbook, affiliated faculty are held to all policies and procedures in this handbook as well as the version of the student handbook they are provided by the program director. Questions regarding policies and procedures in either or both handbooks should be directed to the program director.

The handbook does not establish a contractual relationship. Its purpose is to provide students with information regarding requirements, policies, and procedures to qualify for the Master of Education in Counseling from Stephens College. Students should refer to the Stephens College Graduate Curriculum Catalogue corresponding to the academic year they were formally admitted to the program as a **degree seeking** student for guidance regarding individual curriculum and graduation requirements. Stephens College and the Stephens College Counseling program reserves the right to change the curriculum and/or any provision, policy, procedure, requirement, regulation, or fee at its own discretion subsequent to the publication of the Graduate Curriculum Catalog. The information in this handbook is subject to change without published notice. Students will be informed of substantive changes to the handbook in a timely fashion. If information in the handbook differs from the current Stephens College Graduate Catalogue, the student should immediately seek clarification from their faculty advisor and/or program director for clarification and guidance. Depending on the nature of the changes, students may be required to submit an updated Student Responsibility Form.

All enrolled students must submit the **Student Handbook Attestation** to their faculty advisor by the first week of their initial semester in the program. Submission of the completed form confirms the student understands the policies and procedures in the student handbook. Submission of the completed form also confirms the student understands and agrees to adhere to the academic, personal, and professional standards expected of them as students in the Stephens Counseling program.

Section II: Guiding Principles

Mission: Stephens College

Learn. Grow. Lead

Vision: Stephens College

Inspired by its tradition as an undergraduate women's college, Stephens College engages lifelong learners in an educational experience characterized by intellectual rigor, creative expression, and professional practice, in an environment distinguished by accomplished faculty, dedicated staff and engaged alumnae and alumni. Graduates of Stephens College are educated in the liberal arts, informed by diverse perspectives, and committed to lives of leadership, integrity and service.

Values (Ten Ideals): Stephens College

Stephens College is committed to its Ten Ideals as core values that inspire and enrich our lives.

Inherent in the culture at Stephens College is the tradition of the Ten Ideals, which originated in 1921. Each year, 10 students whose activities represent the overall ideals of Stephens College are selected as personifications of individual Ideals.

The Ten Ideals are as follows:

1983 through today

1. Respect for our own dignity and the dignity of others, embodied in a sense of social justice
2. Courage and persistence
3. Independence, autonomy and self-sufficiency
4. Support for others through the willingness to take and give criticism, acceptance and love
5. Sensitivity to the uniqueness and fragility of the natural world of which we are part
6. Responsibility for the consequences of our choices
7. Belief in our changing selves and in our right to change
8. Creativity in the spiritual and aesthetic dimensions of life
9. Intelligence that is informed and cultivated, critical yet tolerant
10. Leadership which empowers others

Mission: Stephens Counseling Program

The mission of the M.Ed. in Counseling program is to prepare ethically, culturally, and clinically competent professional counselors through sound evidence-based curriculums grounded in sound relational skills, counseling theory and techniques, professional ethics, strong counselor identity, holistic wellness, and social justice. Graduates of the M.Ed. in Counseling program are prepared to work with diverse clientele in schools and/or a range of public/private community-based mental and behavioral health organizations.

Program Objectives

The program objectives of the Counseling program are designed to address the requisite content knowledge, counseling skills, and personal/professional disposition expected of professional counselors in the clinical mental health and school counseling specialization areas. The program's core and specialization curriculums in clinical mental health counseling (CMHC) and school counseling (SC) align with the eight common core areas established by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2024). For more detail, please see <http://www.cacrep.org>. Course specific objectives are found in individual course syllabi. (*See Table 1: Program Objectives & Benchmarks, p. 66*)

- Objective I:** Students will demonstrate content knowledge appropriate to working effectively with diverse client/student populations in a pluralistic society. (see I.A-I-H)
- Objective II:** Students will demonstrate knowledge of and ability to effectively apply counseling theory, skills, and techniques with diverse client/student populations in a pluralistic society.
- Objective III:** Students will show understanding of-and ability to competently apply-appropriate professional and ethical standards required to work effectively with diverse client/student populations in a pluralistic society.
- Objective IV:** Students will demonstrate the personal and professional dispositions appropriate to working effectively with diverse client/student populations in a pluralistic society.

Respect for Individual Differences

The Stephens College Counseling Program endorses a learning climate that represents diversity and individual differences and encourages the open-minded exploration of distinctions among individuals. Students in the program are not expected to think the same way but are expected to be accepting of differences and strive to understand how other peoples' perspectives, behaviors, and worldviews are different from their own. Students' ability to maintain an open mind and respectfully discuss and understand the values and opinions of others is a reflection of personal development and professionalism as a counselor. No person will be treated differently by faculty or student colleagues with regard to race, gender expression, color, national origin, ancestry, religion, sex, age, sexual orientation, marital and/or parental status, citizenship, military status, religion, political beliefs, height, weight, and/or mental or physical ability.

Counselor Self-Awareness

The "personhood" of the counselor, which includes the counselor's unique experiences, opinions, and personal qualities, is fundamental to the counseling relationship and process. Thus, the counseling curriculum emphasizes personal exploration and development through role-plays, guest speakers, experiential exercises, and assignments. Importantly, while the counseling faculty is committed to creating a safe learning environment, faculty unequivocally believe it is essential that students take the emotional risks required for genuine and sustained personal and professional growth and development. While not exhaustive, the following standards from the current (2014) ACA ethical code underscore the reasoning for integration of self-awareness activities across the curriculum.

A.1.a: Primary Responsibility

The primary responsibility of counselors is to respect the dignity and promote the welfare of clients.

A.3.a: Avoiding Harm

Counselors act to avoid harming their clients, trainees, and research partnerships and to minimize or remedy unavoidable or unanticipated harm.

A.4.b.: Personal Values

Counselors are aware of-and avoid imposing-their own values, attitudes, beliefs, and behaviors.

Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature.

C.2.a: Boundaries of Competence

Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national credentials, and appropriate professional experience. Whereas multicultural competency is required across all counseling specialties, counselors gain knowledge, personal awareness, sensitivity, dispositions, and skills pertinent to being a culturally competent counselor in working with a diverse client population.

F.8.c. Self-Growth Experiences: Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

F.9.b. Students and Supervisees a. Limitations.

Counselors, through ongoing evaluation and appraisal, are aware of the academic and personal limitations of students and supervisees that might impede performance. Counselors assist students and supervisees in securing remedial assistance when needed and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations. Counselors seek professional consultation and document their decision to dismiss or refer students or supervisees for assistance. Counselors ensure that students and supervisees have recourse to address decisions made to require them to seek assistance or to dismiss them.

Section III: Institutional Policies & Procedures

Offices of Equity + Compliance

Stephens College affirms its commitment to equity and fairness in all aspects of its educational program. Harassment, discrimination, sexual misconduct and retaliation not only disrupt this commitment, but may also violate College policy and federal, state, and local law. Stephens College prohibits harassment, discrimination, sexual misconduct, and retaliation and addresses reported incidents through institutional procedures, and, if desired by the individual who has experienced or is experiencing such behavior, through assistance in reporting to law enforcement as applicable.

Should you or someone you know experience behavior that is discriminatory, harassing, coercive, and/or violent in nature, or if you or someone you know has questions about their rights and options regarding such behavior, you are encouraged to contact the appropriate Equity + Compliance Team member at:

- For concerns related to sex- or gender-based misconduct, discrimination or harassment, contact the **Title IX Coordinator**, Alex Bryan at (573) 876-7230, abryan@stephens.edu, or [Title IX \(stephens.edu\)](https://www.stephens.edu).
- For concerns related to disability discrimination or accommodations, contact the **ADA/504 Coordinator**, Sady Mayer Strand at (573) 876-7240, smayer@stephens.edu, or [ADA + Accessibility | Stephens College](https://www.stephens.edu/ada).
- For concerns related to all other forms of civil rights discrimination or harassment, contact the Equity Team at equity@stephens.edu.

Unless specifically identified otherwise by policy, all faculty, staff, and administrators of Stephens College are considered mandatory reporters and are required to notify the College's Title IX Coordinator of any incident of discrimination, harassment, sexual misconduct, or retaliation disclosed to them or known to them involving a member of the campus community. This includes any and all reports of sexual harassment, sexual or gender-based violence, sexual misconduct, domestic or dating violence, stalking, or retaliation. Mandatory reporting helps to ensure that individuals who are experiencing or have experienced discrimination, harassment, violence or retaliation have opportunity to be connected to the full range of resources and options afforded to them on- and off-campus. If you disclose information about these behaviors to me, I am required to report to the Title IX Coordinator.

Disclosures in classroom writing assignments, classroom discussions, or other open campus forums will not be considered to be a formal complaint or notice by the College unless you intend them to be and make that clear to a mandatory reporter.

If you disclose something to a mandatory reporter, you can request that information about your situation be shared by your instructor with the Title IX Coordinator without sharing your name or personally identifiable information. Please understand that if you make this request, the Title IX Coordinator will not be able to reach out to offer you services and resources. An anonymous report is not considered a formal complaint by the College.

If you want to make a formal complaint, I can help to connect you to the Title IX Coordinator, or you can connect with the Title IX Coordinator directly if you prefer, using the contact information above. Once you are connected with the Coordinator, you are under no obligation to take any action.

The College respects your right to file or not file a formal complaint. The Title IX Coordinator must take action only in situations that pose a serious threat of harm to you or the community, or in the case of misconduct by an employee. Otherwise, you are in control of how the College responds.

In all cases, the College's formal grievance process is confidential, and only the small group of administrators involved in the process will be given information about your situation.

If you are in need of support and wish to discuss such matters confidentially, you are invited to consult the **Stephens College Counseling Center** at (573) 876-7157 or counselingcenter@stephens.edu. Unlike other College employees, staff in the Counseling Center are confidential and are exempted from mandatory reporting obligations to the Title IX Coordinator. See www.stephens.edu/titleix for a list of other confidential reporting options off-campus.

Code of Conduct

The Stephens College learning community embraces the free exchange of ideas and opinions with civility and respect. Students and faculty have a shared responsibility to embrace the pursuit of learning and to foster a commitment to academic integrity. All members of the campus community also share an obligation to challenge obstacles to that pursuit and to address violations of its policies on academic integrity.

All students and faculty have the right to a learning environment free of verbal abuse, threats, intimidation, harassment, and other conduct that threatens or endangers the physical or mental health or safety of any member of the college community. Class discussions, both in the classroom and via electronic learning engagement tools, should be conducted in the spirit of respect, tolerance, and the open exchange of ideas that are hallmarks of an effective and productive learning environment. Sarcasm, bullying, caustic or aggressive language, or disrespect expressed in tone/words will not be tolerated. Stephens College expects that students will construct their written communication in electronic format or hard copy carefully, being aware of challenges such as perceptions and interpretations of others.

Should a course instructor believe a student is in violation of this code of conduct, the instructor will immediately notify the student as well as remove him/her from the classroom or virtual collaboration area.

FIRST OFFENSE: The instructor and student should clarify the conduct within a reasonable time frame and the student will be issued a warning. The Program Director will be notified, and documentation of the warning will be placed in the student's file.

SUBSEQUENT OFFENSES: The instructor will contact the Program Director and determine appropriate sanctions and next steps within a reasonable time frame. The chair may consult with the Vice President of Academic Affairs. Sanctions may include a two – ten-day removal from classes/collaboration areas, resubmitting the code of conduct policy agreement, completing an assignment related to the code of conduct, removal from the class and/or removal from the program. The sanction/s should reflect the level of violation and the number of times the student has violated the code. Communication with the student should be in writing and a copy placed in the student's file.

Any academic work, including participation or assignment submission, missed as a result of the removal may not be made up by the student. Students who feel their instructors are in violation of the code of conduct have the responsibility to contact the Program Director, respective School Dean, and/or the Vice President of Academic Affairs in a timely manner.

Section IV: Stephens College Counseling Program

The Stephens College Counseling program consists of four (4) core faculty members, one (1) administrative assistant, one (1) graduate assistant, and experienced non-core (e.g., adjunct) instructors with expertise in clinical mental health counseling and school counseling. The program currently contracts with Burrell Behavioral Health to provide a licensed mental health provider to serve as the lead clinician and dedicated site supervisor at the Stephens College Counseling Center (SCCC).

Core Faculty

Daniel B. Kissinger, Ph.D., LPC-S
Sarah Irvin, Ph.D., LPC
Kendra Shoge, Ph.D., LPC, RPT
Andrea Fifield, Ph.D.

Program Title | Teaching Area(s)

Associate Professor & Director | Core/CMHC
Assistant Professor | Core/CMHC
Assistant Professor | Core/CMHC
Associate Professor | Core/SC

Non-Core (Affiliate/Adjunct) Faculty

Sean Clouse, Ph.D., LP
Robert Reitz, Ph.D., LP
Carolyn Roof, M.S.
Kate Weir, Ed.S., M.Ed., LPC-S, RPT
Debi Hake, M.Ed., LPC
Tara Vossenkemper, Ph.D., LPC-S

Program Title | Teaching Areas(s)

Affiliate | Core/CMHC
Affiliate | Core
Affiliate | School Counseling
Affiliate | CMCH
Affiliate | CMHC
Affiliate | Core/CMHC

Administrative Staff

Allison Miller

Title

Executive Assistant to Dean Barger

Graduate Assistant

Shana Nunn

Title

Graduate Assistant, Counseling

Program Roles

Program Director
Clinical Coordinator, Clinical Mental Health
Clinical Coordinator, School Counseling
CACREP Liaison
Supervision Assist Coordinator
NBCC Coordinator
Certification Officer-Mo Dept of Elem & Sec Ed (DESE)

Faculty/Members

Dr. Kissinger
Dr. Kissinger
Dr. Fifield
Dr. Irvin
Dr. Irvin
Dr. Shoge
Dr. Fifield

Program Roles & Committees

Program Director

In collaboration with the Dean and subject to the approval of the VPAA, the Program Director has responsibility for the following three areas:

Faculty

1. Works with faculty to recommend assignments for instruction, research, and service responsibilities.
2. With the Dean, manages the recruitment of new faculty.
3. Holds regular meetings with faculty, and in other ways communicates with program members regarding matters relevant to the school and program.

4. Assists with faculty professional development by encouraging faculty to participate in state, regional, and national activities.
5. Mentors junior faculty in the program.
6. Conducts performance reviews of faculty as outlined in the Faculty Personnel Policies.

Program

1. Prepares course schedules that meet the enrollment needs of the program and college.
2. Initiates and provides leadership for program reviews, evaluation, and improvement.
3. Ensures TherapyNotes is active for SCCC fieldwork site supervisor &/or SCCC Director.
4. Consults with SCCC site supervisor &/or SCCC Director on campus related mental health issues.
5. Engages the faculty in curriculum development to create/maintain strong academic programs.
6. Stimulates the formation and offering of new courses and recommends discontinuation of outdated or under-enrolled courses.
7. Provides program reports regarding course offerings, faculty assignments, and enrollments.
8. Reviews and evaluates department data with the Dean.
9. With the Dean, supervises administrative assistants and student workers.
10. Monitors expenditures to ensure the program adheres to sound fiscal practices.
11. Maintains an inventory of program equipment and assumes responsibility for its security.
12. Participates in school-wide planning.

Students

1. Actively engages in student recruitment.
2. Provides initial and follow-up information to students regarding majors in the program.
3. Reviews the academic records of transfer students and determines transfer credit, as appropriate.
4. Assigns academic advisers.
5. Maintains relationships with program alumnae.

Clinical Coordinator: Clinical Mental Health Counseling (CMHC)

Note: The program director may act in place of the CMHC clinical coordinator when the clinical coordinator is unavailable.

1. Visit, assess, and (re) approve all prospective practicum and internship fieldwork placement sites. Site approval requires, minimally, an on-site face-to-face meeting between the CMHC CC and site administrator and/or prospective site supervisor(s), and b) a tour of the facility(ies) where practicum/student would complete their fieldwork hours. Formal approval of a fieldwork placement site is made following the site visit and, if approved, is added to the Practicum and Internship Site List.
 - a. Prior to site visit, email current Practicum and Internship Handbook.
 - b. During site visit, highlight key Practicum and Internship roles, policies, and procedures to ensure prospective (current or future) fieldwork placement site administrator and/or site supervisor(s) are clear regarding program requirements and expectations.
2. Verify and approve required practicum/internship application documents submitted by students via Supervision Assist.
3. Serve as program liaison/resource for program stakeholders associated with the field experience courses in the CMHC Counseling specialization (COUN 601, 607, 608).
4. Coordinate as necessary with Supervision Assist coordinator to communicate with incoming practicum/internship students about documentation timelines & requirements.
5. Lead formal practicum orientation meeting for prospective CMHC counseling students.

6. Coordinate as needed with program director to confirm eligible students for enrollment in the fieldwork courses (i.e., COUN 601/607/608); Upon confirmation, notify Registrar's office of student enrollment in each section*.
 - a. *Upon notification by CMHC clinical coordinator, registrar's office will officially enroll student in the appropriate practicum/internship course.
7. Address issues and concerns related to the practicum/internship experience, including but not limited to issues related to real or potential student learning, performance, and/or disposition.
8. Work with student(s), faculty supervisor(s), site supervisor(s), and program director to resolve grievances according to established program policies and procedures as stated in the student handbook and/or Stephens College Graduate Catalogue.

Clinical Coordinator: School Counseling (SC)

Note: The program director may act in place of the SC clinical coordinator when the clinical coordinator is unavailable.

9. Visit, assess, and (re) approve all prospective practicum and internship fieldwork placement sites. Site approval requires, minimally, an on-site face-to-face meeting between the CMHC CC and site administrator and/or prospective site supervisor(s), and b) a tour of the facility(ies) where practicum/student would complete their fieldwork hours. Formal approval of a fieldwork placement site is made following the site visit and, if approved, is added to the Practicum and Internship Site List.
 - a. Prior to site visit, email current Practicum and Internship Handbook.
 - b. During site visit, highlight key Practicum and Internship roles, policies, and procedures to ensure prospective (current or future) fieldwork placement site administrator and/or site supervisor(s) are clear regarding program requirements and expectations.
10. Verify and approve required practicum/internship application documents submitted by students via Supervision Assist.
11. Serve as program liaison/resource for program stakeholders associated with the field experience courses in the CMHC Counseling specialization (COUN 601, 607, 608).
12. Coordinate as necessary with Supervision Assist coordinator to communicate with incoming practicum/internship students about documentation timelines & requirements.
13. Lead formal practicum orientation meeting for prospective CMHC counseling students.
14. Coordinate as needed with the program director to confirm eligible students for enrollment in the fieldwork courses (i.e., COUN 601/607/608); Upon confirmation, notify Registrar's office of student enrollment in each section*.
 - a. *Upon notification by CMHC clinical coordinator, registrar's office will officially enroll students in the appropriate practicum/internship course.
15. Address issues and concerns related to the practicum/internship experience, including but not limited to issues related to real or potential student learning, performance, and/or disposition.
16. Work with student(s), faculty supervisor(s), site supervisor(s), and program director to resolve grievances according to established program policies and procedures as stated in the student handbook and/or Stephens College Graduate Catalogue.

CACREP Liaison

The CACREP Liaison is defined by CACREP on as:

“The CACREP Liaison serves as the primary point of contact between CACREP and the institution's accredited program(s). The CACREP Liaison is the person to whom CACREP will send important notifications and news updates. While multiple individuals within a program may assume responsibility for various CACREP accreditation-related functions, CACREP requires there be only one person

designated as the CACREP liaison. It is preferred that the Program Liaison be a core faculty member in the counseling program. Not only is this individual the person to whom all CACREP information will be sent, but this person's name will also be listed in the CACREP online Directory of Accredited Programs as the contact person for potential students' questions about the program(s); therefore, the CACREP Liaison should be someone knowledgeable of and experienced with institutional and program policies and procedures." The full description of CACREP Liaison responsibilities is found at [CACREP-Liaison-Responsibilities-7.2015.pdf](#)

Supervision Assist Liaison

Supervision Assist is the program's digital platform for recording, documenting, and assessment of practicum and internship activities. The Supervision Assist liaison has primary responsibility for communicating with students, clinical coordinators (CMHC/SC), the program director, and course instructors. The Supervision Assist liaison partners with Supervision Assist administrators specific to the design, build, and revision of all practicum and internship documents, policies, and procedures. When appropriate, the Supervision Assist liaison creates and offers trainings to students, faculty, practicum/internship instructors, and approved site supervisors to facilitate the most effective and efficient use of Supervision Assist for all program stakeholders.

Program Review Committee

The Program Review Committee (PRC) is comprised of the core Counseling faculty and is intended to be the primary faculty oversight committee with responsibilities for addressing program policy/procedures, degree candidacy, student disposition, and/or all manners of student, faculty, or program stakeholder issues and concerns. The aim of the committee is to ensure the integrity of the academic, clinical, and administrative aspects of the Counseling program and our students, faculty, staff, and university/community/professional stakeholders. Scenarios addressed by the PRC include but are not limited to mitigating or stopping academic, administrative, clinical, personal, or professional problems from developing or reaching a point that could impede or otherwise disrupt a student's academic progress or that run afoul of the Stephens College Student Code of conduct and/or the Counseling program's expectations.

If the issue concerns the SC code of conduct, the Program Review Committee will demonstrate due diligence to ensure all requisite SC policies are followed. While the Program Review Committee is intended to be a "last stop" in resolving an issue at the program level, the committee can, by majority vote, agree to address a situation on an immediate basis. The specific process for addressing a grievance specifically associated with the counseling program (i.e., fellow students, faculty, adjuncts, graduate assistants, site supervisors, counseling center staff/counselors) is found in the Program Grievance Policy, p. 35).

Note: This committee does not address grade appeals (See: Grade Appeals)

Stephens College Counseling Center

The Stephens College Counseling Center (SCCC) is Stephen College's campus-based counseling center and serves as the program's dedicated clinical training site. Overseen by the Counseling program director, the SCCC provides face-to-face and telehealth counseling services to all full-time Stephens College undergraduate and graduate students* at no cost. The SCCC is staffed by a minimum of one licensed mental health professional who also serves as the site supervisor. Advanced clinical mental health counseling students completing their practicum and/or internship experience(s) at the SCCC do so under the supervision of fully licensed clinical staff and department faculty.

*See *Personal Counseling*

Personal Counseling

The program strongly encourages students to seek personal counseling as a means for personal and professional growth and development. While Counseling faculty will readily provide a safe and confidential environment for students to address personal and professional issues impacting their experience and success in the program, ethical standards preclude program faculty from providing personal counseling to degree seeking students (ACA, 2014; F.10.e). students interested in personal counseling should consider the following options:

- a. Counseling students may seek personal counseling at the Stephens College Counseling Center with the licensed counselor contracted through Burrell Behavioral Health free of charge**.
 - a. **Students in the CMHC specialization who receive counseling at the SCCC from the Burrell clinician will be ineligible for practicum/internship placement at the SCCC. facilitate a referral to a qualified licensed mental health professional upon request from the student or when deemed appropriate by a faculty member.
- b. A list of qualified local licensed counselors and allied professionals is vetted by the program director and updated as needed for students interested in private/off-campus counseling services, with priority given to practitioners offering minimal or sliding scale fees for students. To access the list, following this procedure:
 - a. ***Canvas >>Counseling Advising Site>>Student Wellness Module>>Personal Counseling***
- c. Students who additional questions regarding personal counseling or become aware of additional options for counseling services for students should contact Dr. Kissinger at dkissinger@stephens.edu. **All communication specific to a student's request for assistance with personal counseling will be kept confidential between the student and program director/faculty.**

Section V: Program Policies & Procedures

Program Delivery

The Stephens College Counseling program delivers courses using in-person/synchronous (i.e., in-class, face-to-face) and digital/synchronous (i.e., zoom/face-to-face at a dedicated date/time). Course delivery types are noted in the 3-year course rotation document. All in-class/synchronous courses are taught on the Stephens College main campus in Columbia, MO. Faculty advisors will also highlight course delivery methods during advising meetings.

Background Check

The Counseling program requires students to successfully complete background checks as part of the admission process and a second background check a minimum of 45 days prior to enrollment in practicum. Students may also be required to undergo a background check/drug screen as a requirement for their employment/placement at practicum/internship site. This process includes:

1. Applicants to the Stephens Counseling program must complete a criminal record check through the Family Safety Care Registry (FSCR), which is found under the State of Missouri Department of Health and Senior Services. The Counseling program director will work with the School of Health Sciences executive administrative assistant to verify registration with FSCR. The program director will review and verify all applicants met all FSCR requirements. Of note, the FSCR investigatory process meets statutory requirements and ensures that students have not previously committed violent crimes against persons. It is important to note that results of the criminal background check may result in removal from consideration for program admission.
 - Link to Family Care Safety Registry: [FCSR-BSEES \(mo.gov\)](https://www.fcsr-bsees.mo.gov)
2. Following conferral of degree candidacy, practicum eligible students are required to pass a second formal background check within 45 days of the official start date of their intended practicum semester. This background check is to be conducted through **Castle Branch**, an outside organization respected and used by several Stephens College programs.
3. Students will receive an email from Allison Miller, executive administrative assistant to the School of Health Sciences Dean, outlining the application process for the Castlebranch background check.
4. Results of the background check will be sent directly to the student and the program director. The program director will review the results with the CMHC or SC clinical coordinators.
 - a. If no issues are noted, the clinical coordinator will notify the student that the background check has been successfully completed and the program will register them for practicum.
 - b. If a background check reveals a potential concern, the clinical coordinator and program director will consider an appropriate course of action, including a referral to the Program Review Committee for consideration of potential disciplinary action, up to and including termination from the program.
5. Based on the results of the criminal background check, outcomes could include but are not limited to:
 - i. Student is ruled eligible for practicum and enrolled by faculty in practicum.
 - ii. Student is ruled ineligible for practicum.
 - iii. Student is required to successfully complete a Personal Development Plan (PDP) in order to be considered for practicum eligibility.
 - iv. Student is dismissed from the Counseling program.

Student Expectations (See also, Retainment, (Assessment), Remediation & Dismissal)

Student Values: Ten Ideals

Stephens Counseling students are expected to uphold the *Ten Ideals of Stephens College*, as they align with the expected personal and professional dispositional ideals of the counseling program. Descriptors denoting program expectations consistent with each of the Ten Ideals are included below.

1. **Respect for our own dignity and the dignity of others, embodied in a sense of social justice**
 - Counseling students evidence respect through adopting the American Counseling Association's Code of Ethics, striving to become multicultural and social justice competent, and are committed to providing others with respect. Counseling students respect others regardless of race, ethnicity, gender, sexuality, physical appearance, ability, or socio-economic status.
2. **Courage and persistence**
 - Counseling students demonstrate courage through a commitment to self-growth, and through an awareness of their thoughts, feelings, and motivations. They further demonstrate courage by remaining open to confronting personal feelings and biases that may be harmful to themselves or others.
3. ***Independence, autonomy, and self-sufficiency***
 - Counseling students show their independence and autonomy via taking responsibility for their education, and by becoming professionals that communicate effectively with other students, faculty, peers, and clinicians.
4. ***Support for others through the willingness to take and give criticism, acceptance, and love***
 - Counseling students evidence support through their commitment to giving and receiving feedback, challenging assumptions that may be harmful to self or others, and by showing care and compassion for others.
5. ***Sensitivity to the uniqueness and fragility of the natural world of which we are part***
 - Counseling students demonstrate sensitivity through an empathic disposition, which is an essential disposition for professional counselors. They consistently demonstrate an ability to express feelings, be they of self or of others. Counseling students work toward authenticity and congruence, which helps in the display of empathy.
6. ***Responsibility for the consequences of our choices***
 - Counseling students make the commitment to be lifelong learners and take the necessary steps to educate themselves in order to work ethically and empathically, and to expand the boundaries of their knowledge competence as counselors. Counseling students also evidence responsibility through showing a personal integrity by remaining authentic and congruent across situations and places.
7. ***Belief in our changing selves and in our right to change***
 - Counseling students evidence the belief that others are capable of change. They also possess a belief that they themselves are capable of change. Counseling students display a belief that all persons are equal regardless of race, ethnicity, gender, sexuality, ability, or spiritual beliefs.
8. ***Creativity in the spiritual and aesthetic dimensions of life***
 - Counseling students evidence creativity via their work in classrooms, their personal approach to counseling, and by remaining creative in their work with clients.
9. ***Intelligence that is informed and cultivated, critical yet tolerance***
 - Counseling students evidence multiple intelligences, particularly emotional and interpersonal intelligence, both of which are essential to becoming a successful counseling student. Intelligence is also displayed by demonstrating competence of self-reflection and critical thinking to aid in their development as counselors-in-training.

10. *Leadership which empowers others*

- Counseling students display leadership skills that advocate for clients and the profession. They act as leaders by holding themselves to high standards of personal integrity through trustworthiness and dependability.

Personal and Professional Dispositions

Stephens College Counseling faculty are tasked as gatekeepers for the program, counseling profession, and those we may serve. To that end, faculty systemically assess the personal and professional dispositions of students across the duration of the program. Failure to demonstrate and/or uphold these elements, individually or in combination, may result in disciplinary action up to and including program dismissal.

- a. **Ethical Behavior:** Student demonstrates attitudes, behaviors, and decision-making that adhere to the current American Counseling Association Ethical Code and/or ASCA Ethical Standards.
 - a. ACA Code of Ethics: [ACA 2014 Code of Ethics \(counseling.org\)](https://www.counseling.org/files/ACA2014CodeofEthics.pdf)
 - b. ASCA Ethical Standards for School Counselors: [Ethical-Standards.pdf \(schoolcounselor.org\)](https://www.schoolcounselor.org/ethical-standards.pdf)
- b. **Professionalism/Behavior:** Student demonstrates attitudes and behavior that is respectful toward instructors, supervisors, peers, clients, and all other individuals-at all times.
- c. **Respect for Boundaries:** Student demonstrates ability and willingness to set and maintain healthy and ethical professional personal boundaries with instructors, supervisors, peers, clients/students, and all other individuals-at all times; Demonstrate respect for the personal boundaries of all individuals.
- d. **Multicultural Competence/Humility:** Student displays awareness of and ability to demonstrate openness, respect, and humility to and for the experiences and beliefs of all individuals and groups; Demonstrates behavior and attitudes that facilitate a respectful, inclusive learning environment in in-person and online interactions with faculty, peers, supervisors, clients/students, and all other individuals.
- e. **Emotional maturity and stability:** Student demonstrates emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and all other individuals.
- f. **Personal and Professional Growth:** Student demonstrates engagement and initiative toward personal growth and development.
- g. **Openness to Feedback:** Student demonstrates willingness to seek out, provide, respond to, and integrate feedback from peers, instructors, supervisors, and/or clients/students in a strength-based, positive manner.
- h. **Adaptableness/Flexibility:** Student demonstrates ability to respond/adapt to relational, environmental, and/or procedural changes in a professional manner in classroom (in-person/online) and clinical/school settings.
- i. **Genuineness:** Student demonstrates non-judgmental attitudes and behaviors toward the experiences and worldview of all individuals.
- j. **Personal Wellness:** Student demonstrates openness to and engagement in advocating for the holistic wellness of self and all individuals.

Academic/Learning Environment Expectations

- In all interactions and learning environments (i.e., in-person/online), engages with instructors, peers, supervisors, clients, and/or other program stakeholders in a manner that respects the individual and collective experiences and worldviews of peers, instructors, site supervisors, and all others.
- Attends & actively participates in all scheduled classes and in-class activities.
- Demonstrates clear evidence that reading assignments have been completed prior to class.
- Is actively engaged in class discussions/activities on a weekly basis.

- Receives and integrates feedback from faculty, supervisors, and peers.
- Provides feedback in a strength-based and respectful manner.
- Adheres to all course policies as outlined in course syllabi.
- Follows all online/zoom protocols as outlined in the course syllabus, student handbook, and/or practicum or internship manual, respectively.
- Submits all required documents and/or assignments on time and in proper format as assigned by the instructor and/or site supervisor.
- Demonstrates critical/reflective thinking in class discussions, written assignments/exams, experiential exercises, and/or assigned projects.

Academic Dishonesty

Academic honesty is expected of all students.

Academic Dishonesty includes but is not limited to the following:

1. *Committing plagiarism.* Plagiarism means presenting another person's work as one's own. The work in question could be research data, a text of any kind, a performance, musical composition, design, work of visual art, photography, film, video, choreography, or any other type of intellectual property, whether copyrighted or not. This includes buying another person's work from any source and presenting it as one's own.
2. *Cheating.* Cheating means engaging in any dishonest behavior on examinations, tests, quizzes, assignments, or any other academic activity. This includes use or attempted use of unauthorized assistance, collaboration (unless expressly permitted by the instructor), and unauthorized possession of examinations or other academic materials belonging to a member of the college faculty or staff.
3. *Engaging in activities that disadvantage another student, including destruction, defacement, alteration or unauthorized removal of resource materials, or sabotaging another student's work.*
4. *Turning in substantially the same work for more than one course* (unless expressly permitted by the instructors).
5. *Misrepresenting oneself or one's circumstances in order to obtain an advantage in academic activities.*
6. *Using copyrighted material without obtaining the appropriate rights or permissions.* The material in question could be a computer program, a text of any kind, a performance, musical composition, design, and work of visual art, photography, film, video, choreography, or any other type of copyrighted material.
7. *Fabricating or falsifying any data, information, or citation in an academic activity.*
8. *Aiding another student in any act of academic dishonesty.*

The procedures to be followed in cases of academic dishonesty are outlined below.

1. An instructor suspecting academic dishonesty will first make a concerted effort to confer with the student.
2. If, after conferring with the student, or attempting to confer with the student, the instructor is convinced the student is not guilty of academic dishonesty, the matter will be dropped.
3. If, after conferring with the student, the instructor is convinced the student is guilty of academic dishonesty, the instructor will impose the penalty or penalties specified in the course syllabus. If the instructor has not stated a penalty or penalties in the syllabus, the penalty will be no more severe than a grade of failure or no credit for the assignment in question. If the instructor imposes a failing grade for the course, the student will not be allowed to withdraw to avoid the penalty. The instructor is required to report all acts of academic dishonesty to the office of the Vice President for Academic Affairs (VPAA). The report will be forwarded to the Graduate Council. A

record of every incident of academic dishonesty will be retained in the office of the VPAA.

4. If the student chooses to appeal the instructor's decision, she/he may request a hearing before the Graduate Council by delivering a written request and all supporting evidence to the office of the VPAA within ten (10) business days of notification of the instructor's decision. Pending the outcome of the hearing, the student should continue to attend the class.
5. Having received a request for a hearing from the office of the VPAA, the chair of the Graduate Council will, in a timely manner, convene the council for the hearing. The Council chair will notify the student and the instructor of the time and place of the hearing at least three (3) business days prior. The student and the instructor have the right to appear in person in front of the council at the hearing. If he or she considers it advisable, the Council chair may invite other individuals to take part in the hearing. The hearing will provide a fair opportunity for both the student and the instructor to present fully the specific details of the case. Upon conclusion of the hearing, the Graduate Council will rule by vote in closed session. The Council will notify the student, the Program Director and the course instructor of its decision in writing. The Graduate Council may decide:
 - To confirm the instructor's finding and impose the penalty or penalties specified in the course syllabus, or
 - To confirm the instructor's findings and in consultation with the instructor, impose a different penalty, or
 - To reverse the instructor's findings, impose no penalty and direct the instructor to impose no penalty.
6. In addition to the hearings described above, the Graduate Council will separately review all cases in which a student is determined to be guilty of academic dishonesty on more than one occasion. In these cases, the Council may recommend to the Vice President for Academic Affairs that the student be placed on disciplinary probation, be suspended from the College, or be expelled from the College.
7. In cases of academic dishonesty that affect a degree already conferred, the Graduate Council will make a recommendation to the President of the College regarding revocation of the degree.
8. **All decisions of the Graduate Council are final**

Zoom/Online Behavior Expectations & Policies

The Counseling program's rules and expectations regarding student conduct apply to online behavior as well as in-person or classroom behavior. Students are expected to be professional and respectful when attending class on Zoom, including the "chat" feature or other written comments. If you have unstable internet access, you should contact the IT department at helpdesk@stephens.edu to see if they may have options to help you.

Misuse of the policies as noted below subject the student to potential class participation point reductions as deemed appropriate by the course instructor. Verified violation or exploitation of these policies may also lead to additional disciplinary action as deemed suitable by the Counseling faculty/course instructor as noted in the Student Handbook and/or Practicum/Internship manual.

Online/Synchronous Courses Expectations

For the duration of any digital/online synchronous course, the following items apply:

1. Students should be seated in a location/manner appropriate for learning, such as:
 - a. Seated at a table or desk that is appropriate for learning/engaging in class discussion.
 - Note: Lying down on the couch or your bed is not appropriate.
 - b. **Always prioritize confidentiality.**
 - c. Create a distraction free (or as close to it as possible) environment.
2. Video cameras are on/student seated in front of camera during class unless permission is granted

- by instructor to turn camera off.
- 3. Audio/microphone is on when speaking or engaged in required activity.
- 4. Audio/microphone is off when not speaking or engaged in required class activity.
- 5. Online/zoom backgrounds are conducive to learning/not distracting. You may be asked to change your background to accommodate this expectation.
- 6. All comments offered during class, including “Chat” comments, are professional and align with the course content/activity. Disrespectful or hate speech, in verbal or written form, will not be tolerated.
 - a. The course instructor reserves the right to turn off the chat feature if they perceive chat content to be inappropriate.

Attending In-Person Course via Zoom

1. Attending class via zoom when class meets in person is permissible under the following circumstances:
 - a. Cancellation of class due to inclement weather or other scenario by Stephens College President Lynch or other senior administration.
 - i. In cases of inclement weather cancellation, course instructor will send zoom link for course via Stephens College email. Attendance via zoom is expected.
 2. As part of a student’s ADA accommodation plan verified by the Stephens College ADA coordinator ([The Margaret Campbell Student Success Center - Stephens College](#))
 - a. Student illness: Student must communicate with course instructor prior to the course and request permission to attend via zoom. NOTE: The instructor is not required to allow the student to attend via zoom.
 - b. Course instructors can require the student to provide documentation of illness from a physician:
 - i. To receive a verified absence, the following documentation must be provided within 1 week of the missed class period:
 - Physician signature, date, and statement from physician that in-class attendance is/was not appropriate for health reason(s).
 - ii. If no documentation is received by 1 week after the missed course, the course is recorded as an unexcused absence.
 - c. **Family/Personal Emergency**
 - i. Course instructors recognize that “life happens”. In the event of a personal emergency or event that bars the student from attending an in-class course, a student may make a request to their instructor to attend that week’s in-class course via zoom. *Again, the instructor has discretion as to whether to allow the request.* If the illness is related to or potentially related to Covid-19, the instructor will be guided by the current Stephens College Covid policy. Participation points will be deducted consistent with “e” below.
 - ii. To receive a *verified absence* due to a personal emergency/event, the course instructor has the right to require documentation from the student verifying the absence within 1 week of the missed class period. These documents may include but are not limited to:
 1. If requested documentation is not submitted to the course instructor within 1 week of the missed class, the absence is recorded as *unexcused*.
3. Create/be seated in a location/manner appropriate for learning.
 - a. Seated at a table or desk as appropriate for optimal learning/engagement.
 - b. Lying on the couch or your bed is not appropriate.
 - c. Distraction free (or as close to it as possible) environment that **prioritizes confidentiality**.
4. Video camera is on/student seated in front of camera during class unless permission is granted by instructor to turn camera off or be “off-camera”.
5. Audio/microphone is on when speaking or engaged in required activity.

6. Audio/microphone is off when not speaking or engaged in required class activity.
7. Online/zoom backgrounds are conducive to learning/not distracting.
8. All comments offered during class, including “Chat” comments, are professional and align with the course content/activity. Disrespectful or hate speech, in verbal or written form, will not be tolerated.
 - a. The course instructor reserves the right to turn off the chat feature if they perceive chat content to be inappropriate.

Program Homepage

The Counseling program’s homepage provides information and links to program policies, procedures, reports, and faculty information. Students can access all Stephens College webpages through the program’s homepage. The site is found at [Master of Education in Counseling - Stephens College](#)

Electronic Mail (Email)

Counseling program faculty and staff communicate with students only through official Stephens College email addresses. Students should ensure that any personal email addresses link with their Stephens email account. Students will be assigned an official Stephens College email address upon verified enrollment. Problems related to official email accounts should be directed to Information Technology Services via submission of a “ticket” using this link: [IT Help Desk - Stephens College](#)

In limited cases, students may be granted permission to use the secure email system of their practicum/internship site. This exception must be documented in the student’s practicum/internship documentation.

Social Media

The Counseling program has dedicated Facebook and Instagram pages that are maintained primarily by the program’s graduate assistant. The aim of the program’s social media presence is to provide students with current program updates and information about local, regional, and national counseling related activities. Students interested in adding content to the program’s social media accounts should contact the program director at dkissinger@stephens.edu.

Importantly, students are reminded to always act in accordance with current American Counseling Association ethical standards related to social media (H.6.a to H.6.d.).

Technology Resources & Competencies

The following statement on technology is found in all course syllabi:

As part of the Stephens College Counseling Program, all courses requiring the recording of counseling sessions will utilize Supervision Assist. Supervision Assist is a HIPAA-compliant platform designed to ensure the confidentiality and security of all recorded sessions. Students are required to create a Supervision Assist account during their first semester in the program. If you encounter any issues or have questions about Supervision Assist, please contact Dr. Irvin at sirvin@stephens.edu. Additionally, detailed information and resources about Supervision Assist can be found on the Counseling Advising Site in CANVAS.

In addition to using Supervision Assist, proficiency in Microsoft Word and PowerPoint is essential for completing assignments in your counseling courses. Please ensure you are familiar with these tools to meet course requirements effectively.

If you have any issues with MyStephens, CANVAS, the Student Gateway, or other technology issues, please contact the Information & Technology Services Department (I&TS). You can reach them at (573) 876-2381, Ext. 4381, or via email at helpdesk@stephens.edu. To report an issue, I&TS will require you to submit a ticket to the helpdesk using the helpdesk@stephens.edu email address.

As noted, the program uses a variety of technology and web-based learning and clinical platforms. Students are expected to be proficient with each platform and seek assistance with the Supervision Assist coordinator, faculty advisor and/or program director immediately to address barriers to effective use of any of the following platforms.

Technology/IT Services

Information Technology Services (IT) provides technology products and support services for students. Students experiencing technical/computer related issues-such as computer/Stephens email/internet related issues-students should submit a service request to IT services via the link below.

IT Homepage: [IT Help Desk - Stephens College](#)

To submit a service request: helpdesk@stephens.edu

Phone: 573-876-2381, x 4381

CANVAS (Teaching/Learning Platform)

Canvas is the program's dedicated teaching/learning platform and is included in the student's tuition/fees. Students needing assistance with CANVAS should first click on the (?) (i.e., "Help") button on the far left column of their CANVAS homepage. While faculty utilize CANVAS differently for their classes, CANVAS is **not** used by faculty to communicate via electronic mail with students enrolled in counseling courses. As noted, e-mail correspondence between students and faculty is done only through official/current faculty and student Stephens College email addresses.

Supervision Assist

Supervision Assist (SA) is a HIPAA-secure, cloud-based platform used by the Counseling program for practicum and internship. While students use SA's capabilities for recording counseling practice sessions/assignments in multiple courses, Supervision Assist is primarily utilized by CMHC and SC students across their practicum and internship courses. Specific activities completed within Supervision Assist include recording counseling sessions and completing required practicum and internship documentation (including self/site evaluations).

Supervision Assist is included in the student fees and available until graduation or the student is no longer enrolled in the program. Directions for accessing and using Supervision Assist are provided to new students at the new student orientation meeting. Additional questions regarding Supervision Assist should be directed to Dr. Irvin (sirvin@stephens.edu), the program's designated Supervision Assist coordinator.

On the Supervision Assist website ([Supervision Assist: Unparalleled Practicum & Internship Training](#)), students, course instructors, and site supervisors are provided multiple "how to" training videos for using Supervision Assist. To access training guides/videos, students, course instructors, and site supervisors should log in to Supervision Assist and then can click on the (?) in the upper right corner.

The Counseling program provides students and site supervisors with a variety of documents to help better navigate Supervision Assist. Students can access these documents via the "**Supervision Assist: Student Version**" module found in the "*Counseling Advising Site* on the Canvas dashboard.

Note: Program approved site supervisors are provided Supervision Assist information and training independently, but should be referred to the Supervision Assist coordinator, Dr. Irvin at sirvin@stephens.edu.

TherapyNotes

The program uses TherapyNotes, a secure web-based clinical practice software platform for documentation, scheduling, and related administrative tasks at the Stephens College Counseling Center. Students placed at the SCCC are provided a subscription (i.e., access) to TherapyNotes at no cost to them for the duration of their practicum/internship.

Zoom

Student technology fees provide access to a Stephens College zoom account. However, students are strongly encouraged (and often required per course instructor/SCCC policy) to utilize the HIPAA-compliant zoom feature of Supervision Assist.

Telehealth

Students are required to demonstrate basic competencies in the efficient and ethical/legal use of telehealth services. General telehealth policies will be discussed during new student orientation and in relation to class activities and assignments in several courses. However, formal telehealth training will be provided by faculty during practicum orientation. Students must demonstrate competency in the procedural, ethical, and legal aspects of telehealth prior to matriculating to their practicum clinical site. Further, students in all CMHC and SC practicum/internship courses must adhere to the program's telehealth policies for practicum/internship found in their respective practicum and internship course syllabi and CMHC and SC Practicum and Internship Manuals, including the submission of a completed “**Telehealth Consent**” document.

Counseling Practicum Area/Rooms in Walter Hall

The program's counseling/skills training rooms are located on the first floor of **Walter Hall in rooms 101-104, 106, and 204**. All enrolled counseling students are eligible to use the training rooms when classes are not in session for practicing their skills or completing skills-based assignments.

Guidelines for use:

Only currently enrolled Stephens College Counseling students are eligible to use the counseling rooms and associated recording technology in Walter Hall. In addition:

1. All counseling practice rooms are to be kept locked when not in use. The following counseling faculty and staff members have keys to the rooms. The following faculty/staff have keys to the Counseling Rooms.
 - a. Dr. Kissinger (dkissinger@stephens.edu)
 - b. Dr. Irvin (sirvin@stephens.edu)
 - c. Dr. Shoge (kshoge@stephens.edu)
 - d. Dr. Fifield (afifield@stephens.edu)
2. Students must sign in/sign out each time the room is used. This includes name of each user, start/end times, and signature(s)/date.
3. Upon signing out of a counseling room, the students is verifying the following:
 - a. The counseling room used, along with the waiting area, is clean.
 - b. Furniture is arranged properly (rooms and/or waiting area)
 - c. All IT equipment is turned off and secured.

- d. If necessary, heat/air conditioning is set at required temperature. Best bet is to NOT touch it, though!).
- e. ALL counseling rooms not in use are to remain locked. ***If you are the last person/group using the room, verify all doors are locked-you are responsible.***
- f. Report damages/technology/maintenance issue(s) immediately to Dr. Kissinger via email.
- 4. Removal of any IT/electronic equipment and/or furniture/decor is not allowed. Students found responsible for removal of equipment and/or furniture may face disciplinary action from the program and will be responsible for returning the material or for all replacement costs.
- 5. Students may request technology items (Ipad, etc.) from the IT department by emailing them at helpdesk@stephens.edu. Advance notice is required-we have a small IT department-they are very helpful and very busy!

Student Endorsement Policy

Students interested in obtaining a faculty member's recommendation or support letter for future employment or studies should initially email the faculty member with an outline of the request. Faculty will respond to each specific request. While faculty members regularly seek to support students in securing employment or matriculating into post-graduate academic programs, faculty members are under no obligation to provide a recommendation or letter of support to a student.

Retention and Disposal of Student Academic Records

Stephens College follows the American Association of Collegiate Registrars and Admissions Officers (AACRAO) guidelines for the retention, disposal, and archive of student academic record. Included in the list of documents that are permanently retained are Transcripts or permanent academic record, letters of dismissal, academic integrity code violations (with sanctions), lists of graduates, and grade submission data at the end of each term. The Registrar's office retains the academic file of each student that graduates for a minimum of ten years. The records of students who attend and leave prior to graduation will be retained for five years after last date of attendance.

Student and Client Privacy and Confidentiality

The privacy and confidentiality of all student and client records is a core expectation of the counseling program. The following ethical and legal mandates regarding student and client privacy and confidentiality are foundational to this expectation.

Professional Ethics

American Counseling Association Code of Ethics (2014)

- Section B: Confidentiality & Privacy (pp. 6-8)
- **American School Counseling Association (ASCA)**
 - **Ethical Standards for School Counselors (2022)**
 - Section A.2: Confidentiality
 - Section A.13: Student Records
 - Section D (a-n): School Counseling Practicum/Internship Site Supervisors

Family Educational Rights and Privacy Act (FERPA)

Stephens College complies with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA), designed to protect student privacy and to ensure the accuracy of educational records.

Under FERPA, eligible students have certain rights with respect to their education records. (As FERPA relates to Stephens College, an “eligible student” is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review their education records within 45 days after the day Stephens College receives a request for access. A student should submit to the Office of the Registrar (LRW 248) a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the requested records are not maintained by the Registrar’s Office, the Registrar or her designee shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask Stephens College to amend a record should write the Registrar (or whatever school official is responsible for the record, as indicated by the Office of the Registrar) to clearly identify the part of the record the student wants changed and specify why it should be changed.

If Stephens College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information (PII) from the student’s education records, *except to the extent that FERPA authorizes disclosure without consent.*

A postsecondary institution may disclose Personally Identifiable Information from the education records *without obtaining prior written consent of the student:*

- To other school officials, including faculty, within the College whom the College has determined to have legitimate educational interests. A school official is a person employed by Stephens College in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor or collection agent or a student volunteer to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Stephens College.

- To officials of another educational institution where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
 - To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
 - To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
 - To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, governing the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))
4. The right to withhold the disclosure of "Directory Information." FERPA allows Stephens College to disclose appropriately designated "directory information" upon request without a student's written consent. Directory information is information that is generally not considered harmful or an invasion of privacy if released, and includes:
- A student's name, address, telephone number, email address;
 - A student's date and place of birth, dates of attendance and grade level;
 - A student's major field of study, most recent educational agency or institution attended and degrees, honors and awards received;
 - A student's photograph when the student is participating in officially recognized College activities and athletics;
 - A student's weight and height as a member of an athletic team;
 - A student's ID number, user ID or other personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (a student's SSN cannot be used for this purpose).

Students who wish to withhold directory information should contact the Office of the Registrar (LRW 248; 573-876-7277). Stephens College assumes no liability for honoring a student directive that Directory Information be withheld.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Stephens College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA

regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

Questions about FERPA and student records may be directed to the Office of the Registrar (573-876-7277) or to the Office of the Vice President for Academic Affairs (573-876-7213). Students who wish to allow parents or others who would not otherwise be allowed under FERPA to review their educational records should visit the Office of the Registrar (LRW 248) to sign the appropriate authorization form.

Health Insurance Portability and Accountability Act (HIPAA)

Medical ethics forbid violation of patient confidentiality. Students must always be sensitive to this issue. Any discussion of a client's diagnosis, care, and condition should be conducted with the utmost discretion and always with client privacy in mind. All current HIPAA guidelines must be followed.

Students must complete a program approved HIPAA training prior to beginning their practicum course (COUN 601/CMHC; COUN 602/SC). The CMHC and SC clinical coordinator, respectively, will provide prospective practicum students the link to the HIPAA training during practicum orientation. Students must provide evidence of their successful completion of the HIPAA training to their respective clinical coordinator prior to being enrolled in their practicum course. This document will be uploaded in the student's Supervision Assist account along with other required practicum documentation.

Counseling Program Records

The counseling program retains hard copies of student records, including practicum and internship documentation, through the Fall 2023 semester. Beginning Spring, 2024, all practicum and internship documentation is retained electronically through Supervision Assist. Exceptions to this may include but are not limited to documentation related to student retention, remediation, and dismissal, with all student records stored in a secure filing cabinet housed in a secure room that is accessible only to the program director and core faculty.

Student records will be digitized upon graduation or termination from the program. However, the program cannot guarantee that student documents requested after the 7-year period will be available. Therefore, students are strongly encouraged to maintain both electronic and hard copy records of ALL documents created prior to-and especially during- their tenure in the program. **This is especially important for all practicum and internship documents given these documents may be required for professional licensure or accreditation given individual state licensing and certification organizations and boards are likely to have distinct policies, procedures, and requirements.**

Practicum & Internship Records

Policies and procedures for documentation of all student and client records associated with the practicum and internship courses in the Clinical Mental Health Counseling (CMHC) and School Counseling (SC) specialty areas is found in the program's dedicated Practicum and Internship Handbook found on the program website (insert link) and in the student's Counseling Advising Site in Canvas under the CMHC and SC Practicum & Internship Information modules, respectively.

Liability/Malpractice Insurance

Current liability (malpractice) insurance is required for all students prior to and during enrollment in practicum and internship courses. Students will not be allowed to enroll or continue in practicum or internship courses until and unless proof of current liability insurance is verified and on-record with the program.

Liability insurance is available through the American Counseling Association and American School Counseling Association ([Student Liability Insurance Now Available to ACA Master's Level Students \(counseling.org\)](#)) or through HPSO [Malpractice insurance for Healthcare Providers | HPSO](#). Notably, student members of ACA receive complimentary liability insurance.

Section VI: Assessment, Recruitment, Retention, Remediation, Grievance, Appeals, & Suspension/Dismissal

ASSESSMENT

Comprehensive Assessment Plan (CAP)

The program's Comprehensive Assessment Plan (CAP) provides continuous and systematic assessment of the program's academic quality, graduate outcomes, and the diversity of our learning community. To do so, the program gathers and analyzes data from current students, program graduates, fieldwork site supervisors, employers of program graduates, and the program's advisory committee. The Counseling program director will provide an annual report highlighting key assessment data/areas and analysis specific to ongoing program and improvement. A copy of the CAP document and all annual reports will be available to students and the public on the Counseling program's homepage. Students will also have access to the CAP document and annual reports under the **Accreditation + Program Reports** link on the program homepage.

Individual Student Assessment

Students are assessed at multiple points over the course of the program specific to counseling skills, knowledge, and personal/professional disposition (see: Personal/Professional Dispositions) as part of the program's Comprehensive Assessment Plan (CAP). Students also assess course instructors, practicum/internship site supervisors and placement sites, and the program at multiple points across the program. (see *Comprehensive Assessment Plan* on the program homepage).

Student Assessment of Faculty & Faculty Advisors

Students are provided with an opportunity to evaluate course instructors and their assigned faculty advisors at the conclusion of each semester course. Two weeks prior to the conclusion of each semester, students will receive an email notifying them of the availability of a course instructor evaluation and faculty advisor survey (i.e., evaluation) in each of their Canvas courses. Both assessments are critical for faculty and program development/improvement. In practicum/internship courses, students will complete an additional Course Instructor assessment that is found in the student's Supervision Assist file (see *separate Practicum/Internship Manuals for details*).

Key Program Indicators (KPI)

CACREP (2024) defines **Key Program Indicators (KPI)** as, "*Student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives*". The chart below shows the KPI selected by the counseling program and their assessment points in the curriculum.

Key Performance Indicators	Assessment I	Assessment II
3.A.10: ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	COUN 501 Ethics Case Study <i>(Year 1, Semester 1)</i>	COUN 630 Quiz 1 <i>(Year 1, Semester 2)</i>
3.A.11: self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	COUN 501 Reflection Paper Assignment <i>(Year 1, Semester 1)</i>	COUN 630 Self-Care Strategies Assignment <i>(Year 1, Semester 2)</i>

3.B.2 the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews	COUN 555 Competence Assignment (Year 2, Semester 4)	COUN 545 Final Up Journal Assignment (Year 2, Semester 6)
3.C.13 effects of crises, disasters, stress, grief, and trauma across the lifespan	COUN 545 Final Up Journal Assignment (Year 2, Semester 6)	COUN 630 Effects of Crises/Traumas Across the Lifespan Pamphlet (Year 1, Semester 2)
3.D.12 ethical and legal issues relevant to career development and career counseling	COUN 501 Final Exam (Year 1, Semester 1)	COUN 550 Case Presentation (Year 3, Semester 8)
3.E.10 counseling strategies and techniques used to facilitate the client change process	COUN 500 Reflection Paper 2 (Year 1, Semester 1)	COUN 520 Group Proposal (Year 1, Semester 2)
3.F.7 types of groups, settings, and other considerations that affect conducting groups	COUN 520 Group Proposal Assignment (Year 1, Semester 2)	COUN 600 Group Curriculum Assignment (Year 2, Semester 5)
3.G.6 ethical and legal considerations for selecting, administering, and interpreting assessments	COUN 540 Midterm Exam (Year 2, Semester 6)	COUN 560 Final Exam (Year 1, Semester 3)
3.H.1 the importance of research in advancing the counseling profession, including the use of research to inform counseling practice	COUN 560 Final Exam Assignment (Year 1, Semester 3)	COUN 607 Reflection Paper 3 (Year 2, Semester 7)
5.C.4 (CMHC) intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	COUN 515 Face-to-Face Clinical Intv. (Year 2, Semester 4)	COUN 601 Case Presentation Form (Year 2, Semester 5)
5.C.5 (CMHC) techniques and interventions for prevention and treatment of a broad range of mental health issues	COUN 635 Case Conceptualizations Assignments (Year 2, Semester 4)	COUN 608 Capstone Presentation (Year 3, Semester 8)

Student Retention, (Assessment), Remediation, & Dismissal

The retainment of all admitted students through degree completion is the ongoing aim of the faculty. Addressing this aim is the responsibility of the program's **Admissions, Recruitment, and Retainment Committee (ARRC)**. Comprised of core faculty, retainment efforts include but are not limited to:

- Design, implement, and assess program policies and procedures that facilitate the academic, professional, and personal well-being of students.
- Design and consistently provide/promote professional development activities, creative programming, and opportunities for students to engage in program service/leadership to ensure they have a "voice" in the program.
- Create and maintain effective program delivery systems that are equitable, inclusive, challenging, and maximize student learning and success.
- Hiring and retention of core and adjunct faculty who are responsive to student needs, including timely and accurate academic advising.
- Provide opportunities for students to have Activities may include but are not limited to academic advising, mentoring/advocating for students/profession.
- Utilize systemic assessment procedures to secure outcome data for use with continual

program improvement surrounding student retention.

Participation Policy

1. Fall and Spring courses are a 16-week commitment, Summer internship courses are a 14 week commitment, and Summer content courses (i.e., COUN 540, 575) are 8 week (on-line) commitments, making class participation an essential and expected element of each course. If you are not in class, you are not participating (i.e., “absent”).
2. Students are expected to attend and be prepared for all classes. Do not ask the instructor to make a judgment call on a reason for an absence.
3. Absence from class should be a last resort.
 - a. Course instructors reserve the right to label an absence as “excused” or “unexcused” if the absence is related to a family/personal emergency.
 - b. Absence = **Being late for class by 20 or more minutes without notifying instructor.**
 - c. Course instructors reserve the right to require verified documentation in the event of a student’s absence from class. Examples of documentation include but are not limited to a document from a medical/mental health professional.
 - i. Documents requested from the course instructor (“b” above) must be provided to the course instructor within one (1) week of the student’s return to class.
 - ii. An absence will be recorded as “unexcused” if the requested appropriate document is not provided to the instructor within one (1) week of the student’s return to class.
 - d. Family/Personal Emergency.
 - i. Course instructors recognize that “life happens”. In the event of a personal emergency or family crisis, a student may ask their instructor to attend that week’s in-class course via Zoom. The instructor has the discretion to allow the request.
 - ii. Course instructors reserve the right to require verified documentation of the event.
4. **Absence Policy**
 - a. **One (1) “excused” absence** (not ADA related) with required documentation provided to the instructor within one (1) week of the absence will result in a maximum 2% automatic reduction in total course points possible, as determined by the instructor.
 - i. **A second (2) “excused” absence** (not ADA related) will result in a maximum 5% automatic reduction of remaining total available course points, as determined by the instructor.
 - ii. **A third (3) “excused” absence** (not ADA related) will result in a mandatory meeting with the Program Review Committee to address absences according to the program’s retention, remediation, and dismissal policy. (see policy, p. 38)
 - b. **A first (1st) unexcused absence** will result in an automatic 5% reduction of the total course points possible.
 - c. **A second (2nd) unexcused absence** will result in an automatic 10% reduction of the remaining total course points available.
 - d. **A third (3rd) unexcused absence** will require the student to re-take the course and a mandatory meeting with the Program Review Committee.
5. **In practicum/internship courses:**
 - a. Students must still complete the required one (1) hour of site supervision per week for all sites where they are completing direct hours (i.e., face-to-face/approved telehealth counseling sessions).

Academic Performance

Students must receive a grade of “B” or better in all courses and maintain a cumulative 3.0 GPA. A student earning a grade of “C” or “D” shall be required to repeat the course and may be placed on a Personal Development Plan (PDP: see below) under the direction of the students assigned faculty advisor. Students earning any combination of more than two “C” or “D” grades will be automatically placed on a PDP and required to attain or maintain a minimum 3.0 GPA by the next semester or face automatic program dismissal failing grade (“F”) will result in automatic program dismissal.

Program Grading Scale

The program uses the following grading scale for all courses.

Letter Grade	Percentage/Points Earned	Program of Study Outcome
A	93-100	Pass
B	92-85	Pass
C	77-84	Retake Course/Remediation Required
D	69-76	Retake Course/Remediation Required
F	0-68	Automatic Program Dismissal
I	Incomplete	Requires Course Completion Plan
W	Withdraw	No Grade Penalty; Tuition Fee Penalty Possible

Unmet Minimum Thresholds

In the Counseling program, the term *unmet minimum threshold* relates to **a)** formal academic grades, and **b)** performance on all CACREP standards.

Unmet Minimum Thresholds: Final Course Grade

As detailed in the Program Grading Scale, the Counseling program has established a **grade of B or above** as the minimum threshold for academic performance in all program courses. Implications for not meeting minimum course grade thresholds are noted in the “Program of Study Outcome” column in the Program Grading Scale (above), including the program’s formal remediation policies, procedures, and potential outcomes in the following ***Personal Development Plan*** through ***Program Suspension or Expulsion (“Dismissal”)*** sections of this handbook.

Unmet Minimum Thresholds: Performance on KPI/Non-KPI CACREP Standards

Faculty assess students in all classes using a **master assessment rubric**. In this rubric, performance levels on designated student learning outcomes (i.e., CACREP standards/CMHC) is assessed at “*Exceeds Standard*”, “*Meets Standard*”, “*Minimally Meets Standard*”, “*Does Not Meet Standard*”, and “*Not Applicable*”. The process for addressing “unmet minimum thresholds” (i.e., “Does Not Meet Standard”) is noted below.

- A student who fails to meet the minimal performance threshold (i.e., “minimally meets”) on one or more course standards are initially subject to the remediation plan designed by the course instructor to facilitate student attainment of any/all unmet standard(s) by time official semester grades are due as determined by the Office of the Register.

- b. If a student is non-compliant with the course instructor remediation plan and/or fails to meet the minimal performance threshold for the unmet standard(s) by the end of the semester, the course instructor will refer the student to the program's Professional Review Committee (PRC) for further required remediation in accordance with the program's established remediation policies and procedures.
- c. Once the unmet standard(s) is met as determined by the course instructor and/or PRC, the course instructor determines a final official grade and submits an official grade change form to the Office of the Registrar.

Student Personal & Professional Dispositions

The Stephens College Counselor Education program has an obligation to students, the counseling profession (American Counseling Association Code of Ethics; American School Counselor Association Ethical Standards;), and the communities in which we serve to:

- ensure to the best of our ability that students are prepared and demonstrate core counseling competencies
- ensure that students are prepared to perform as ethical and effective professional counselor
- ensure that students are objectively and fairly evaluated throughout the program affording them developmental opportunities when remediation is warranted.

Students admitted into the Stephens College Counseling program shall be regularly assessed by faculty and provided feedback on issues related to personal and professional development. Faculty meetings will be held at midterm each semester to discuss student progress. In addition, students in courses that have been deemed as key assessment points shall be evaluated for personal and professional skills and dispositions.

Several non-academic conditions may also result in dismissal from the program should they impede the student's ability to work with others in class, practicum, or internship settings. These include but are not limited to:

1. personal issues or psychopathology
2. interpersonal relationship issues (with other students, faculty, or personal life such as it affects counseling performance)
3. personal attitudes or value systems that conflict with ethical/legal mandates of the counseling profession
4. unethical/illegal behavior
5. unprofessional behavior toward
 - a) fellow students and/or
 - b) toward faculty that include and are not limited to: sexual harassment, physical intimidation, physical or sexual assault, and emotional, mental, or academic intimidation/manipulation. In all cases, such behaviors include those conducted on any/all social media/technology-based platform).

Students who demonstrate potential to act in a manner that does not align with the current and expected ethical mandates of the ACA and/or ASCA and/or state law may, depending on the severity of the violation, face disciplinary actions as designed in a formal **Personal Development Plan (PDP)**.

Assessment of Student Personal and Professional Dispositions

Faculty assess the personal and professional dispositions of students at multiple points during the program. Dispositional assessments can factor into faculty decisions, including course grades, degree candidacy, disciplinary/remediation actions up to and including program dismissal. During practicum and internship, students will engage in self-assessment of their personal and professional dispositions-and

process results with their course instructor and site supervisor as part of their own growth and development. To assess student personal and professional dispositions, faculty use the ***Student Disposition Assessment***, which addresses the following personal and professional dispositional factors:

1. **Ethical Behavior:** Student demonstrates attitudes, behaviors, and decision-making that adhere to the current American Counseling Association Ethical Code and/or ASCA Ethical Standards.
 - a. ACA Code of Ethics: [ACA 2014 Code of Ethics \(counseling.org\)](https://www.counseling.org/resources/aca-code-of-ethics-2014.pdf)
 - b. ASCA Ethical Standards for School Counselors: [Ethical-Standards.pdf \(schoolcounselor.org\)](https://www.schoolcounselor.org/asca/media/asca/ethical-standards.pdf)
2. **Professionalism/Behavior:** Student demonstrates attitudes and behavior that is respectful toward instructors, supervisors, peers, clients, and all other individuals-at all times.
3. **Respect for Boundaries:** Student demonstrates ability and willingness to set and maintain healthy professional personal boundaries with instructors, supervisors, peers, clients/students, and all other individuals-at all times; Demonstrate respect for the personal boundaries of all individuals.
4. **Multicultural Competence/Humility:** Student displays awareness of and ability to demonstrate openness, respect, and humility to and for the experiences and beliefs of all individuals and groups; Demonstrates behavior and attitudes that facilitate a respectful, inclusive learning environment in in-person and online interactions with faculty, peers, supervisors, clients/students, and all other individuals.
5. **Emotional maturity and stability:** Student demonstrates emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and all other individuals.
6. **Personal and Professional Growth:** Student demonstrates engagement and initiative toward personal growth and development.
7. **Openness to Feedback:** Student demonstrates willingness to seek out, provide, respond to, and integrate feedback from peers, instructors, supervisors, and/or clients/students in a strength-based, positive manner.
8. **Adaptableness/Flexibility:** Student demonstrates ability to respond/adapt to relational, environmental, and/or procedural changes in a professional manner in classroom (in-person/online) and clinical/school settings.
9. **Genuineness:** Student demonstrates non-judgmental attitudes and behaviors toward the experiences and worldview of all individuals.
10. **Personal Wellness:** Student demonstrates openness to and engagement in advocating for the holistic wellness of self and all individuals.

Counseling faculty, in consultation with practicum/internship instructors and site supervisors, also assess student personal and professional dispositions using the mid-term/end of term ***Course Instructor and Site Supervisor Evaluation***, respectively. Category 2, ***Professional Counseling and Personal Dispositions***, specifically targets student personal and professional dispositions that align with a-l above.

NOTE: Admission into Stephens College M.Ed. Counseling Program does not guarantee graduation. Becoming a successful counseling student involves several components, of which academic success is only one aspect. Stephens College Counseling Program faculty are tasked as gatekeepers for the counseling profession and as such must observe student fitness to for the program, the profession, and those we serve. To that end, students will be held to the standards of the American Counseling Association's (ACA) current Code of Ethics and/or the current ethical standards of the American School Counseling Association (ASCA), both of which codifies the ethical and personal behavioral standards for counselors. Several non-academic conditions may also result in dismissal from the program should they impede the student's ability to work with others in class, practicum, or internship settings. These include but are not limited to: (1) personal issues or psychopathology, (2) interpersonal relationship issues (with other students, faculty, or personal life such as it affects counseling performance), (3) personal attitudes or value systems that conflict with ethical/legal mandates of the counseling profession. (4) unethical/illegal

behavior, and (5) unprofessional behavior toward (a) fellow students and/or (b) toward faculty that include and are not limited to: sexual harassment, physical intimidation, physical or sexual assault, and emotional, mental, or academic intimidation/manipulation. In all cases, such behaviors include those conducted on any/all social media/technology-based platform). Students who demonstrate potential to act in a manner that does not align with the current and expected ethical mandates of the ACA and/or ASCA and/or state law may, depending on the severity of the violation, face disciplinary actions as designed in a formal Personal Development Plan (PDP). Personal Development Plan (PDP) Students who are identified as having deficiencies or impairments either through data collection at assessment points or faculty observation, shall be required to develop a PDP. A PDP is a behaviorally focused remediation plan established between the student and faculty of the Counseling program. Its focus is to identify specific behaviors for correction, establish measurable behavioral objectives, document progress, establish a timeframe for improvement, and outline consequences, with the overall objective of assisting the student in becoming a more effective human services practitioner

Personal Development Plan (PDP)

Students who are identified as having deficiencies or impairments either through data collection at assessment points or faculty observation, shall be required to develop a PDP. A PDP is a behaviorally focused remediation plan established between the student and faculty of the Counseling program. Its focus is to identify specific behaviors for correction, establish measurable behavioral objectives, document progress, establish a timeframe for improvement, and outline consequences, with the overall objective of assisting the student in becoming a more effective human services practitioner.

The PDP 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;
4. A timeframe for accomplishment.
5. Contact information for the faculty member responsible for monitoring the student's progress;
6. Delineate consequences for unmet PDP goals;
7. Signatures of all parties developing the PDP.

The PDP may address professional skills remediation and/or personal development remediation.

Professional skills remediation may include, but is not limited to, any/ all of the following:

1. Retaking courses (e.g., skills courses, ethics, content courses)
2. Removal from placement site
3. Reassignment of placement site
4. Specific assigned activities in placement site
5. Writing reflection papers
6. Additional supervision meetings
7. Other professional skills interventions, as deemed necessary and appropriate by the program faculty

Personal development remediation may include, but is not limited to, any or all the following:

1. Personal counseling
2. Writing reflection papers
3. Writing apology letters
4. Additional supervision meetings
5. Other personal remediation interventions as deemed necessary and appropriate by the program faculty

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

Personal Development Plan: Process

1. Upon observation of concerns, the faculty member or site supervisor will attempt to resolve the concern. All discussions with the student-along with any suggested interventions and student response- will be documented, copied to the program director, and placed in the student's file. Note: the faculty member may attempt more than one intervention prior to engaging step 2.
2. If the intervention(s) above is/are unsuccessful, the faculty member or site supervisor will make a formal written request to the Professional Review Committee (PRC) chair for a full PRC review to consider initiating a Personal Development Plan (PDP) for the student. This request will include specific behaviors to be addressed, a summary of intervention strategies to-date, and the reasons for requesting the creation of a PDP.
3. Notification of the formal request-and a request by the Professional Review Committee (PRC) to meet formally with the student, shall be provided to the PRC members and the student by the PRC chair within 3 business days of the PRC receiving the formal information/concerns.
4. The PRC chair will set a meeting within 10 business days between the PRC, student, and pertinent individuals to process the formal concerns and, as necessary, develop a PDP and timeline for resolution of the PDP. The meeting is required for the student.
5. At the conclusion of the established PDP deadline, the PRC, student, and any pertinent individuals will convene at a PRC meeting to discuss the current disposition of the PDP. The disposition of this conclusive PRC meeting may be:
 - a. Termination of the PDP
 - b. Continuance/Modification of the PDP
 - c. Suspension or Dismissal of the student from the program
6. The student shall be notified in writing of the final disposition of the PDP by the PRC Chair within 10 business days of the formal PRC meeting.
7. Students who are dismissed for coursework and/or professional conduct may petition the program director to be evaluated for reinstatement in the degree program after a 12-month period.
8. Students dismissed from the program for unsatisfactory performance in graduate level coursework are not permitted to enroll in program coursework as a non-degree seeking student.
9. **The student may appeal the Program Review Committee decision to the Graduate Council. Graduate Council decisions are final.**

Class Withdrawal

A graduate student may withdraw from a course according to the academic calendar posted on the website. The student must submit a drop form electronically via the Stephens College website. Students should refer to the current academic calendar for deadlines to receive refunds and/or a "W" on their transcript. A student who does not give official notice of withdrawal will receive a grade of "F" that shall be recorded on the permanent record. Instructors will be notified through My Stephens when a student withdraws officially. Failure to begin or continue to attend classes does not constitute official notice of withdrawal.

Stephens will refund all of the student's comprehensive fees if he or she cancels his or her enrollment before the first day of the semester. In the event that a student completely withdraws after the first day of classes but prior to 60% of the completion of the semester, a proration of comprehensive fees is calculated based on the number of class days attended compared to the total number of class days in the semester.

Comprehensive fees are credited and financial aid is charged back in accordance with Federal regulations. Official notification of withdrawal must be given to the Program Director in all cases of voluntary withdrawal. If no official notice is provided to the College, the student will be considered to be enrolled for the purposes of this policy; additionally, the student's Stephens College academic transcript will not be released until the Withdrawal Form has been completed. After the 60% point in the semester, a student will be charged 100% of the comprehensive fees and will be deemed to have earned 100% of their financial aid.

Grade Appeals

Only final course grades may be appealed after final grades are submitted. A student who believes a final grade has been assigned incorrectly must correspond in writing with the instructor within two weeks after the receipt of the grade. Within one week of receiving this correspondence the instructor will set up a meeting with the student. The instructor may agree that a grade change is appropriate. If so, the instructor shall complete and sign a Change of Grade form, which will be signed by the Program Director and filed with the Registrar. The matter is then closed.

If a dispute about a grade cannot be resolved between the student and the instructor, then the student may appeal. The appeal procedure is as follows:

1. Within one week of meeting with the instructor, the student will submit the appeal in writing to the Program Director. In support of the appeal, the student must provide objective evidence that the grade was assigned incorrectly. This evidence may take the form of the course syllabus, assignments, rubrics, photocopies of graded papers, quizzes, tests, and other work performed in the course. The Program Director will establish a time to meet with the student. The Program Director cannot change the grade but will discuss the student's concerns and, failing resolution, will advise the student on further steps in the appeal procedure.
2. Within one week of meeting with the Program Director, the student may write to the Dean of the respective school to pursue the appeal. The student must submit to the Dean objective evidence that the grade was assigned incorrectly. The Dean shall convene an appeal panel of three members of the Graduate Council who are not faculty in the same program as the instructor involved in the appeal. The panel will examine the evidence provided and conclude its review within ten working days of its first meeting.
3. The panel will submit its recommendation in writing to the student, instructor, Program Director, and Dean. The panel may:
 - a. Recommend that the instructor change the grade;
 - b. Recommend that the instructor review the grade according to the criteria specified by the panel; or
 - c. Dismiss the appeal. At this point the panel's responsibilities are concluded. The panel is not empowered to change the grade. The grade that the course instructor assigned cannot be changed by anyone but that instructor.
4. If, after considering the panel's recommendation, the instructor wishes to change the grade, the instructor will complete and sign a Change of Grade form, which will be signed by the Program Director and filed with the Registrar. The Program Director will advise the student of a change in grade, if any. This will conclude the appeal procedure; no further review is available.
5. The grade appeal will be considered confidential, and only those directly involved in the appeal procedure will be provided with information concerning the appeal.
6. If the student chooses to make the appeal panel's written recommendation a part of her/his permanent file, the student should instruct the Dean (or her/his designee) to convey the panel's recommendation to the Registrar.

Program Grievance Policy

The Counseling faculty firmly believes that most problems/concerns occurring within the program can and should be resolved in a timely, professional, and ethical manner. Thus, the Counseling program has developed the following process for addressing or responding to scenarios within the program deemed by one or more parties to be potentially harmful to student success and/or wellbeing. If a student encounters a situation that is not listed here, or is unclear on how to proceed, the student should contact the program director (dkissinger@stephens.edu) for directions on how to proceed. In all cases, the aim and expectation is that, at each stage, all parties will exert maximum effort to resolve the issue/concern in a timely, professional, and ethical manner. As can be seen in the examples below, students, faculty, and site supervisors have a process that should be followed. **If uncertain of the appropriate path to follow, DO NOT proceed until you have communicated with your advisor and/or program director for direction.**

Non-Practicum or Internship Course Issues

Student issue/concern with fellow counseling student

- *Student>>student>>Advisor>>Program Director>Program Review Committee>> Graduate Council (Final Decision)*

Student issue/concern with a course instructor (core or adjunct)

- *Student>>Course instructor>>Advisor>>Program Director>Program Review Committee>> Graduate Council (Final Decision)*

Practicum & Internship-Based Issues

Student issue/concern with site-supervisor

- *Student >>site-supervisor>>course instructor>>clinical coordinator>>program director>>program review committee>>PDP/program review committee>>graduate council (final decision)*

Student issue/concern with course instructor

- *Student>>course instructor>>clinical coordinator>>program director>>program review committee>>Graduate Council (Final Decision)*

Site-supervisor issue/concern with student

- *Site-supervisor>>student/supervisee>>course instructor>>clinical coordinator>>program director>>Program Review Committee>>PDP/program review committee>>graduate council (final)*

Site-supervisor issue/concern with course instructor

- *Site-supervisor>>course instructor>>clinical coordinator>>program director>>program review committee>>Graduate Council (Final Decision)*

Course instructor issue/concern with student

- *Course instructor>>student>>clinical coordinator>>program director>>program review committee>>Graduate Council (Final Decision)*

Course instructor issue/concern with site-supervisor

- *Course instructor>>site supervisor>>clinical coordinator>>program director>>program review committee>>Graduate Council (Final Decision)*

The example provides a more detailed analysis of the process for addressing a problem/concern between a course instructor and an internship student.

Course Instructor Issue or Concern w/Student

1. Upon observation of concern, the course instructor will attempt to resolve the concern directly with the student. All discussions with the student-along with any suggested interventions and student responses- are to be documented by the course instructor and provided to the clinical coordinator and placed in the student's internship/clinical file.
 - Note: Faculty may attempt more than one intervention prior to engaging step 2.
 - Student(s) and course instructor documentation should be solicited and documented.
 2. If the intervention(s) above is/are unsuccessful, the course instructor may refer the situation to the CMHC/SC clinical coordinator and/or Program Review Committee for assistance in resolving the student problem/concern**.
- **See Personal Development Plan and Personal Development Plan: Process**
3. If sent to the CMHC/SC clinical coordinator, the coordinator will review all available documents submitted by the student and course instructor and meet with the student to process the concern. Depending on the situation, the CMHC/SC clinical coordinator may meet with the course instructor and student individually or together. If the problem/concern is not resolved at the CMHC/SC clinical coordinator level, the CMHC/SC clinical coordinator refers the problem/concern to the program director or the Professional Review Committee.
- **See Personal Development Plan and Personal Development Plan: Process**
4. If sent to the program director, the director will review all documents submitted by the student, course instructor, and clinical coordinator. Depending on the situation, the program director may meet with one or all relevant parties. If the problem/concern is not resolved at the program director level, or the program director deems it necessary, the program director refers the issue(s) to the Counseling program's *Program Review Committee (PRC)*.
- **See Personal Development Plan and Personal Development Plan: Process**

Program Suspension or Expulsion ("Dismissal")

Prior to suspension or dismissal from the program, the student (and all individuals involved) in a program dispute would be afforded full due process. This process would be conducted under the authority of the Program Review Committee. Importantly, the decisions of the Program Review Committee are final. However, if the student is suspended or expelled and wishes to appeal, the student may consult with the Registrar and submit a written appeal to the Graduate Council. The Graduate Council shall review the appeal letter and contact the student if necessary. The Graduate Council shall rule on this appeal and its decision shall be provided to the student in writing. **The decision of the Graduate Council is final.**

Section VII: Affiliated Faculty Information

Affiliate Faculty

Affiliate faculty (i.e., adjuncts) are detailed in *3.1.3 Special Appointment Faculty* of the Faculty Personnel document. (Adjunct, Retired, Temporary, Visiting, Joint Appointment, Guest Artists, and Others.) Persons appointed to these special positions will be employed on term contracts. They will not be eligible for tenure or sabbatical leaves. Since these are exceptional appointments, conditions of employment, including the length of the employment period, will be explicit and agreed to in writing by the College and the faculty member involved. The Vice President for Academic Affairs will place a copy of the letter of agreement in the personnel file and will give a copy to the faculty member. The same high standards in personnel matters as are characteristic of all professional relationships at the College will be applied.

Selection of Affiliate Faculty

Affiliate faculty are considered vital to the success of the Stephens College Counseling program. Affiliate faculty are carefully recruited and selected by the program director based on professional experience, academic and professional credentials, reputation, and specialization. Affiliate faculty are retained based on classroom performance (in appropriate delivery system), adherence to required program responsibilities, ability to create and sustain a safe and effective learning environment, personal and professional disposition with Counseling students, faculty, and/or program & community stakeholders, and student and/or program director course evaluations.

Institutional & Program Policies & Procedures

- Affiliate faculty are expected to apply and comply with all pertinent institutional, program, and (counseling) professional policies, (ethical/legal) standards, and expectations.
- Affiliate faculty will be provided with an electronic copy of the current **Student Handbook**, which contains detailed program policies and procedures. A copy of the student handbook is also available on the counseling program's website.
- Affiliate faculty will be provided with an electronic copy of the current **Affiliate Faculty Handbook**, which contains detailed program policies and procedures specific to being an affiliate faculty at Stephens College and in the counseling program specifically. A copy of the current Affiliate Faculty Handbook is also available on the counseling program's website.
- Affiliate faculty teaching practicum and internship courses will also be provided with an electronic copy of the **Practicum and Internship Manual**, which contains information needed to serve as the course instructor for clinical mental health and school counseling practicum and internship courses, respectively. A copy of the current practicum and internship manuals will be available on the counseling program webpage.

Personal and Professional Disposition

Affiliate faculty are expected to model professionalism and uphold the ethical and legal standards of the counseling profession, as detailed in the current ethical standards of the American Counseling Association and/or American School Counseling Association and pertinent local, state, and federal laws and regulations.

Application/Hiring Process

*Prospective affiliate faculty may contact the program director directly to express interest in teaching at any time (dkissinger@stephens.edu).

1. Review official position description for affiliate faculty posted on the Stephens College People Ops (i.e., Human Resources) webpage.
 - a. <https://recruiting.paylocity.com/recruiting/jobs/All/d53f2230-ae23-44c3-8a0e-3b1b9a0697a7/Stephens-College>
2. Submit all required application documentation
3. Counseling program director reviews and contacts applicants for interview.
4. Formal applicant interview with program director
5. Program director makes formal offer
6. If accepted, prospective affiliate faculty undergoes required background check.
7. Following clean background check, People Ops completes paperwork and sends verification to Technology Services, triggering new affiliate faculty's access to Canvas, a dedicated Stephens Email, and MyStephens system (i.e., grading).
8. Affiliate faculty works closely with the program director to ensure timely completion of hiring process.

Course Syllabus

Affiliate faculty are expected to create course syllabi using the counseling program's current master template and follow current program policies and procedures as stated on current master syllabus template. Affiliate faculty should also closely review the Student Handbook provided for them as they are responsible for following all program policies and procedures therein. While affiliate faculty have flexibility to select course textbooks, create assignments/exams/activities, all course activities must align with institutional, program and CACREP policies and procedures.

Affiliate faculty will be provided with a course syllabus from the most recent semester the course was taught. The program director will review the key elements of the syllabus and respond to any questions regarding syllabus construction, implementation, etc. The program director will take special care to clarify CACREP standards, including how to design intentional assignments/exams, etc. that will allow each CACREP standard to be clearly assessed. The program director will also inform-and demonstrate as needed-how to utilize CANVAS to assess CACREP standards and, later, how to complete and submit required course level assessments.

The program director always remains available by email (dkissinger@stephens.edu) to affiliate faculty to address concerns and facilitate a quality work and learning environment and experience for both affiliate faculty and students. The program director will also provide affiliate faculty with a private cell phone number.

Program (Course) Delivery

The Stephens College Counseling program delivers courses through two methods:

1. In-Class/Synchronous

- Traditional on-campus, in-class, face-to-face instruction.
- Classroom Technology Review

2. Digital/Synchronous

- Fully online courses taught via zoom.
- Synchronous=face-to-face (i.e., zoom video/audio “on”) & taught at set date/time each week.
- Affiliate faculty will have zoom account through Stephens College.
- Affiliate faculty teaching practicum and internship courses will also have Supervision Assist access, which includes a HIPAA compliant zoom feature.
- Affiliate faculty will be provided materials and links to professional development trainings and materials related to in-class/synchronous and online (digital)/synchronous teaching formats.

CACREP: Overview

- The Stephens College Counseling program will be seeking CACREP-accreditation for the Clinical Mental Health Counseling specialization. Thus, all courses (and syllabi) are aligned with 2024 CACREP Standards.
- Affiliated faculty are expected to address all CACREP-related activities and requirements that are assigned to their respective course(s), including but not limited to those related to course syllabi and assessment of all CACREP standards included in assigned course(s).
- The program director will provide affiliated faculty with a course syllabus containing all current CACREP standards and provide an explanation for how to address both non-KPI (Key Performance Indicators) and KPI standards in course assignments.
- The program director will provide affiliated faculty with directions and documents for successfully assessing CACREP standards using CANVAS and for completing the required Course Level Assessment of each course (which includes CACREP standards).
- The program director is the contact point for questions related to course instruction, while affiliated faculty teaching practicum and internship courses should first seek assistance from the CMHC or SC clinical coordinator for practicum/internship related issues. If needed, the clinical coordinator will consult with the program director to expedite a response.

CACREP Standards (2024)

The following document shows the location of all 2024 CACREP standards by course, with Key Performance Indicators* highlighted **red**.

Key Performance Indicators are defined by CACREP (2024) as “Student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives.

Clinical Mental Health Counseling Courses

COUN 500: Core Counseling Skills	Standard	KPI
application of technology related to counseling	3.E.5	NO
counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	3.E.8	NO
Interviewing, attending, and listening skills in the counseling process	3.E.9	NO
counseling strategies and techniques used to facilitate the client change process	3.E.10	YES

COUN 501: Professional Orientation & Ethics	Standard	KPI
history and philosophy of the counseling profession and its specialized practice areas	3.A.1	NO
the multiple professional roles and functions of counselors across specialized practice areas	3.A.2	NO
counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	3.A.3	NO
the role and process of the professional counselor advocating on behalf of the profession	3.A.5	NO
professional counseling organizations, including membership benefits, activities, services to members, and current issues	3.A.6	NO
professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	3.A.7	NO
legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas	3.A.8	NO
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	3.A.10	YES
self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	3.A.11	YES
the purpose of and roles within counseling supervision in the profession	3.A.12	NO
consultation models and strategies	3.E.4	NO
ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	3.E.6	NO
ethical and legal issues relevant to career development and career counseling	3.D.12	YES
mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare	5.C.2	NO
legislation, government policy, and regulatory processes relevant to clinical mental health counseling	5.C.3	NO
strategies for interfacing with the legal system regarding court-referred clients	5.C.6	NO

COUN 575: Human Sexuality	Standard	KPI
No CACREP Standards	NA	NA

COUN 505: Theories of Counseling	Standard	KPI
theories and models of counseling, including relevance to clients from diverse cultural backgrounds	3.E.1	NO
critical thinking and reasoning strategies for clinical judgment in the counseling process	3.E.2	NO
processes for developing a personal model of counseling grounded in theory and research	3.E.21	NO

COUN 515: Diagnosis and Treatment Planning	Standard	KPI
case conceptualization skills using a variety of models and approaches	3.E.3	NO
development of measurable outcomes for clients	3.E.14	NO
diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	3.G.11	NO
procedures for identifying and reporting signs of abuse and neglect	3.G.15	NO
procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	3.G.16	NO
procedures for using assessment results for referral and consultation	3.G.17	NO
etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders	5.C.1	NO
intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.4	YES

COUN 520: Group Counseling	Standard	KPI
counseling strategies and techniques used to facilitate the client change process	3.A.11	NO
theoretical foundations of group counseling and group work	3.F.1	NO
dynamics associated with group process and development	3.F.2	NO
therapeutic factors of group work and how they contribute to group effectiveness	3.F.3	NO
characteristics and functions of effective group leaders	3.F.4	NO
approaches to group formation, including recruiting, screening, and selecting members	3.F.5	NO
application of technology related to group counseling and group work	3.F.6	NO
types of groups, settings, and other considerations that affect conducting groups	3.F.7	YES
culturally sustaining and developmentally responsive strategies for designing and facilitating groups	3.F.8	NO
ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities	3.F.9	NO
direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	3.F.10	NO

COUN 535: Introduction to Marriage and Family Counseling	Standard	KPI
structures for affective relationships, bonds, couples, marriages, and families	3.C.6	NO

COUN 540: Assessment	Standard	KPI
historical perspectives concerning the nature and meaning of assessment and testing in counseling	3.G.1	NO
basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	3.G.2	NO
statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	3.G.3	NO
reliability and validity in the use of assessments	3.G.4	YES
culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	3.G.5	NO
ethical and legal considerations for selecting, administering, and interpreting assessments	3.G.6	YES
use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	3.G.7	NO
use of assessments in academic/educational, career, personal, and social development	3.G.8	NO
use of environmental assessments and systematic behavioral observations	3.G.9	NO
use of structured interviewing, symptom checklists, and personality and psychological testing	3.G.10	NO

COUN 545: Advanced Human Development	Standard	KPI
the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews	3.B.2	YES
theories of individual and family development across the lifespan	3.C.1	NO
theories of learning	3.C.3	NO
theories of personality and psychological development	3.C.4	NO
models of resilience, optimal development, and wellness in individuals and families across the lifespan	3.C.7	NO
models of psychosocial adjustment and adaption to illness and disability	3.C.8	NO
the role of sexual development and sexuality related to overall wellness	3.C.9	NO
biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	3.C.10	NO
systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	3.C.11	NO
the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan.	3.C.12	NO
effects of crises, disasters, stress, grief, and trauma across the lifespan	3.C.13	YES

COUN 550: Career Counseling	Standard	KPI
current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	3.A.9	NO
theories and models of career development, counseling, and decision making	3.D.1	NO
approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors	3.D.2	NO
processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems	3.D.3	NO
approaches for assessing the conditions of the work environment on clients' life experiences	3.D.4	NO
strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	3.D.5	NO
career development program planning, organization, implementation, administration, and evaluation	3.D.6	NO
developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities	3.D.7	NO
strategies for advocating for employment support for individuals facing barriers in the workplace	3.D.8	NO
strategies for facilitating client skill development for career, educational, and life-work planning and management	3.D.9	NO
career and postsecondary training readiness and educational decision-making	3.D.10	NO
strategies for improving access to educational and occupational opportunities for people from marginalized groups	3.D.11	NO
ethical and legal issues relevant to career development and career counseling	3.D.12	YES

COUN 555: Multicultural Counseling	Standard	KPI
the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	3.A.4	NO
theories and models of multicultural counseling, social justice, and advocacy	3.B.1	NO
the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews	3.B.2	YES
the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	3.B.3	NO
the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally	3.B.4	NO
the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients	3.B.5	NO
the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness	3.B.6	NO
disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities	3.B.7	NO
principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship	3.B.8	NO

strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	3.B.9	NO
guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities	3.B.10	NO
the role of religion and spirituality in clients' and counselors' psychological functioning	3.B.11	NO
theories of cultural identity development	3.C.2	NO
culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	3.E.7	NO

COUN 560: Research Methods	Standard	KPI
reliability and validity in the use of assessments	3.G.4	YES
ethical and legal considerations for selecting, administering, and interpreting assessments	3.G.6	YES
the importance of research in advancing the counseling profession, including the use of research to inform counseling practice	3.H.1	YES
identification and evaluation of the evidence base for counseling theories, interventions, and practices	3.H.2	NO
qualitative, quantitative, and mixed methods research designs	3.H.3	NO
practice-based and action research methods	3.H.4	NO
statistical tests used in conducting research and program evaluation	3.H.5	NO
analysis and use of data in research	3.H.6	NO
use of research methods and procedures to evaluate counseling interventions	3.H.7	NO
program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy	3.H.8	NO
culturally sustaining and developmentally relevant outcome measures for counseling services	3.H.9	NO
ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation	3.H.10	NO
culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation	3.H.11	NO

COUN 590: Intro to Substance Abuse and Process Addictions	Standard	KPI
theories and neurobiological etiology of addictions	3.C.5	NO
classification, effects, and indications of commonly prescribed psychopharmacological medications	3.E.18	NO
procedures to identify substance use, addictions, and co-occurring conditions	3.G.12	NO

COUN 600: Child and Adolescent Counseling	Standard	KPI
types of groups, settings, and other considerations that affect conducting groups	3.F.7	YES
skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders	5.H.12	NO

COUN 601: Counseling Practicum	Standard	KPI
goal consensus and collaborative decision-making in the counseling process	3.E.12	NO
record-keeping and documentation skills	3.E.16	NO
principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	3.E.17	NO
intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.4	YES
strategies for interfacing with integrated behavioral health-care professionals	5.C.7	NO

COUN 607: CMHC Internship 1	Standard	KPI
the importance of research in advancing the counseling profession, including the use of research to inform counseling practice	3.H.1	YES
strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions	5.C.8	NO
Third-party reimbursement and other practice and management issues in clinical mental health counseling	5.C.9	NO

COUN 608: CMHC Internship 2	Standard	KPI
developmentally relevant and culturally sustaining counseling treatment or intervention plans	3.E.13	NO
techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.5	YES

COUN 630: Crisis and Trauma Counseling	Standard	KPI
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	3.A.10	YES
self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	3.A.11	YES
effects of crises, disasters, stress, grief, and trauma across the lifespan	3.C.13	YES
suicide prevention and response models and strategies	3.E.19	NO
crisis intervention, trauma-informed, community-based, and disaster mental health strategies	3.E.20	NO
procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	3.G.13	NO
procedures for assessing clients' experience of trauma	3.G.14	NO

	Standard	
--	-----------------	--

COUN 635: Advanced Theory and Methods		KPI
strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences	3.E.11	NO
evidence-based counseling strategies and techniques for prevention and intervention	3.E.15	NO
techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.5	YES

School Counseling Concentration

COUN 602: Practicum/Behavior Strategies and Interventions	Standard	KPI
consultation models and strategies	3.E.4	NO
goal consensus and collaborative decision-making in the counseling process	3.E.12	NO
design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies	5.H.5	NO
skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement	5.H.11	NO
techniques of social-emotional and trauma-informed counseling in school settings	5.H.14	NO

COUN 603: School Counseling Internship I	Standard	KPI
professional counseling organizations, including membership benefits, activities, services to members, and current issues	3.A.6	NO
professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	3.A.7	NO
record keeping and documentation skills	3.E.16	NO
school counselor roles as leaders, advocates, and systems change agents in PK-12 schools	5.H.6	NO
skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement	5.H.11	NO
strategies for implementing and coordinating school-based interventions	5.H.13	NO
evidence-based and culturally sustaining interventions to promote academic development	5.H.15	NO

COUN 604: School Counseling Internship II	Standard	KPI
strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences	3.E.11	NO
developmentally relevant and culturally sustaining counseling treatment or intervention plans	3.E.13	NO
evidence-based counseling strategies and techniques for prevention and intervention	3.E.15	NO
the importance of research in advancing the counseling profession, including the use of research to inform counseling practice	3.H.1	NO
models of school counseling programs	5.H.1	NO
approaches to increase promotion and graduation rates	5.H.16	NO
interventions to promote postsecondary and career readiness	5.H.17	NO
strategies to facilitate school and postsecondary transitions	5.H.18	NO

strategies to promote equity in student achievement and access to postsecondary education opportunities	5.H.19	NO
---	--------	----

COUN 655: SC Foundations & Program Development	Standard	KPI
history and philosophy of the counseling profession and its specialized practice areas	3.A.1	NO
the multiple professional roles and functions of counselors across specialized practice areas	3.A.2	NO
counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	3.A.3	NO
legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas.	3.A.8	NO
self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	3.A.11	NO
models of school counseling programs	5.H.1	NO
models of PK-12 comprehensive career development	5.H.2	NO
models of school-based collaboration and consultation	5.H.3	NO
development of school counseling program mission statements and objectives	5.H.4	NO
school counselor roles as leaders, advocates, and systems change agents in PK-12 schools	5.H.6	NO
qualities and styles of effective leadership in schools	5.H.7	NO
advocacy for comprehensive school counseling programs and associated school counselor roles	5.H.8	NO

COUN 660: Comprehensive School Counseling Program Delivery	Standard	KPI
principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	3.E.17	NO
design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies	5.H.5	NO
school counselor roles and responsibilities in relation to the school crisis and management plans	5.H.9	NO
school counselor consultation with families, PK-12 and post-secondary school personnel, community agencies, and other referral sources	5.H.10	NO
skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement	5.H.11	NO
strategies for implementing and coordinating school-based interventions	5.H.13	NO
evidence-based and culturally sustaining interventions to promote academic development	5.H.15	NO

Assessment

Course and Canvas Assessments

- A. Affiliate faculty are required to complete all assessments specific to their course. In core curriculum courses, this generally involves grading assignments and assessing student proficiency in meeting (or not) the specific CACREP standards in a course. The following assessment elements are required for each course:
 1. Each course assignment must have a dedicated grading/assessment rubric.
 2. A “master” CACREP rubric must be created and completed in CANVAS to assess all CACREP Standards in the course.
 - a. Instructors for how to design a CACREP rubric with standards selected for each course (See CACREP Standards by Course in this handbook), as well as how to use the data to complete the Course Level Assessment (CLA) is Appendix A in this handbook.
- B. A course instructor evaluation will be completed and submitted by students prior to the conclusion of the semester. Students will receive a link to the assessment in their email. Affiliate faculty will be provided a read-out of their course evaluations upon request to the program director.

Course Level Assessment

- Course level Assessments (CLAs) help “close the assessment loop” in the program’s comprehensive assessment plan by providing key data on each course/CACREP standards and a detailed analysis of the course/standards by the instructor.
- CLA data and instructor analysis is vital to program improvement and development.
- Completion and submission of a Course Level Assessment (CLA) is required of all faculty (core and affiliate) following official submission of grades at the conclusion of each semester.
- Directions and documents needed to complete a CLA are provided by the program director and found in the Affiliated Faculty Handbook.
- Questions regarding CLAs should be emailed to the program director.

Appendix A

Stephens Counseling Program End of Semester Assessments

Part I: Canvas rubric development & analysis training video (Zoom)

Part II: CACREP 2024 Standards Download & Canvas Rubric Development (step-by-step instructions) Part II: Course Level Assessment (CLA)

Part I: Canvas Rubric Develop--Training Video (Zoom)

The steps in Part II are based on the zoom rubric training in the links below. Following the steps negates watching videos, but the links are great back-up if needed. If you watch the links below, it's important to note that the zoom video uses 2016 CACREP standards. *Important: Use CACREP 2024 standards only--explained in the steps below.*

https://zoom.us/rec/share/vphUFp0ZzkwLvOW42n8AGU361v91245Q1nzJwItcuGQWm_KmORdqk1zG_FKYyvUL.UWLGc1r-FaN7eeNp Passcode: Eg^8#Z6\$ (w/out transcription)

https://zoom.us/rec/share/EHOS_7IRd5DKgFBpOYVcFQLMDx9YvUK4W_Gs52W1b7LKXPTeAwYT7fSAQ6qqkFw3.5NsYx8gO5k6nXZEI Passcode: Eg^8#Z6\$ (w/transcription)

Part II: CACREP 2024 Standards Download & Canvas Rubric Development (step-by-step)

Step I: Import 2024 CACREP standards (Required separately for each class.)

1. Go to your course in Canvas and select "Outcomes" listed on left of screen.
2. Hit "Find" button (upper right)
3. Click "Account Standards", then "Counseling", under Outcome Groups
4. Under "Counseling", select CACREP 2024
 - a. There will be 3 options (Core Curriculum, Clinical Mental Health Counseling Specialization, School Counseling Specialization). You **may** have standards from both the core and your specialization area-be sure to use the correct standard.
5. Hit "Add All Outcomes" button, wait for verification that they have been added to your course.
6. Hit "Done"
7. Once verified, you are ready to begin building your rubric!!!

Step II: Building your rubric (Begins 6:53 of zoom training)

- a. Click on "Assignments"
- b. Hit + sign in Assignment module to create new assignment. (i.e., COUN 535-2024 Standards)
- c. Hit "Save" button
- d. Click on assignment you just saved.
- e. Click on "+ Rubric" box
- f. Go to "Title" box and Title (again) your rubric.
- g. Click on trash can in Criteria Box (this gets rid of point totals)
- h. Click on "Find Outcome"
- i. Click on "CACREP 2024"
- j. Click on specific curriculum your standard is in (Core, CMHC, SC)
- k. Click on specific standard you need.

- l. Delete “Use this criterion for scoring” check mark (note: this step must be done for every standard you include)
- m. Click “Import” button.
- n. Repeat steps h-m for every CACREP standard mapped to your course.
- o. When all standards are included, hit “Create Rubric”
- p. Format-wise, your rubric should look like this (standards are from my test rubric):
 - i. Don’t worry about the 4pts, 3pts, etc. in the rating scale.
 - ii. Don’t worry about “threshold: 2 points”.
 - iii. Your ratings should align exactly with the example below (i.e. from left to right, Exceeds to Unable to Assess/Not Applicable)

CACREP						
Criteria	Ratings					Pts
3.1.a history and philosophy of the counseling profession and its specialized practice threshold: 2 points	4 pts Exceeds	3 pts Meets	2 pts Minimally Meets	1 pt Does Not Meet	0 pt Unable to Assess/Not Applicable	---
3.1.b the multiple professional roles and functions of counselors across specialized practice areas threshold: 2	4 pts Exceeds	3 pts Meets	2 pts Minimally Meets	1 pt Does Not Meet	0 pt Unable to Assess/Not Applicable	---
5.f Strategies for interfacing with the legal system regarding court-referred clients	4 pts Exceeds	3 pts Meets	2 pts Minimally Meets	1 pt Does Not Meet	0 pt Unable to Assess/Not Applicable	---
5.g qualities and styles of effective leadership in schools	4 pts Exceeds	3 pts Meets	2 pts Minimally Meets	1 pt Does Not Meet	0 pt Unable to Assess/Not Applicable	---

- q. If it looks like this, last step is to click “Publish”
 - i. *Note: If you don’t click publish, you won’t be able to assess it later!*

Step III: Assessment Using Rubric (watch until 15:25, then skip to 23:23 for assessment tutorial)

1. Go to Assignment link
2. Click on the rubric you created.
3. Click on “Speedgrader” (may be at top/bottom/or right of page).
4. Enter 0 points in the grade box (should say “Grade out of 0”)
 - a. Note: This will change, of course, if future rubrics blend grading/assessment.
5. Click on “View Rubric” button

6. In think gray highlighted line just to the left of the rubric, you will see 3 “dots”. Hover over the dots with mouse and drag left until you can see the entire rubric. (video shows this at 13:10 or so if you can’t find it)
7. Assess each standard by clicking on appropriate box (box will turn green)
8. Hit Save then “Submit”
9. Repeat from step 4 for each student. (will need to forward to next student by clicking at top by speedgrader)
10. Once all data is entered for each student, go to Step IV.

Step IV: Use Assessment Data for Course Level Assessment (CLA) (23:23 to 27:00 of tutorial)

1. Go to “Grades” in Canvas (left side of screen).
2. Go to “Gradebook” (probably top of screen)
3. Click on Gradebook and go to “Learning Mastery Gradebook” (may be in upper right corner---or in dropdown on “Gradebook”)
4. You’ll see all standards listed in your rubric
5. By hovering over each individual standard, you will see the percentages of students who scored at each level (meets, does not meet, etc.).
6. Use data from each standard to complete the CLA rubric.

Part III: Course Level Assessment (CLA)

1. Complete Section I and/or Section II of the CLA based on the CLA instructions.
2. Use your rubric assessment data to help complete the Course Level Assessment.
3. If you are completing Sections I and II (i.e., you have a non-KPI (Section I) and KPI(s) (section II) in the course), you **must also submit a minimum of 2 student examples** (SEE a and b BELOW per SUBMISSIONS) along with the CLA.
 - a. You can submit 2 examples where students clearly demonstrated that they met the KPI standard(s) (i.e., a score of 4/Exceeds or 3/Met).
 - b. You can (and perhaps should!) submit 1 example where a student met and another where the student *minimally met* (i.e., 2/minimally met) or even didn’t quite meet (1/Did not meet) the KPI**.
 - i. **If you use “b”, this is valid **ONLY IF** you provide a detailed assessment in Section II of *why you believe this occurred* **AND (Critically!)** what you as the instructor *specifically* believes is needed to ensure future students meet the KPI standard. Examples could include:
 - ii. Instructor recognizes the KPI assignment needs revision/clarification—and you describe each revision clearly.
 - iii. Instructor recognizes the KPI is better assessed in a different manner—and you provide a clear example of what this could be (i.e., better suited in a different assignment/test question, etc..).
 - iv. You believe the KPI is better addressed in a different course/method AND you provide your reasoning/suggested course.

Appendix B

Stephens College Counseling Program

COURSE LEVEL ASSESSMENT (CLA)

INSTRUCTOR:

COURSE:

SEMESTER:

Section I: Analysis of CACREP 2024 Standard(s) in Course

1. Detailed description of the CACREP 2024 standards assessment points(s) in the course.
2. Alignment of the assessment(s) to the program selected CACREP 2024 Standards.

Example	Example	Example	Example	Example	Example	Example
CACREP Standard	Location (specific reading, assignment, exam from syllabus)	Exceeds Standard (%)	Meets Standard (%)	Minimally Meet Standard (%)	Does Not Meet Standard (%)	Not applicable (NA)
3.E.13 developmentally relevant and culturally sustaining counseling treatment or intervention plans	Reading Examples: Gutierrez, D., Fox, J., Jones, K., & Fallon, E. (2018). The treatment planning of experienced counselors: A qualitative examination. <i>Journal of Counseling and Development</i>, 96, 86- 96. (3.E.13) Assignment: Create minimum of 1 SMART goal on a current treatment plan that is part of a “developmentally relevant and culturally sustaining counseling treatment or intervention plan” (3.E.13)	10%	70%	20%		

3. Instructor analysis and interpretation of course outcome/CACREP standard data.
4. Instructor analysis and suggestions of outcomes relative to [assignment course/program](#) improvement & development:
5. If an online/hybrid course, please provide your analysis & suggestions relative to [assignment/course/program](#) improvement and development:
6. “Key Takeaways” of CACREP standard data outcomes and analysis specific to counseling [assignment/course/program](#) improvement and development.

Section II: Analysis of KPI Standards in Course*

(*Complete when one or more KPI(s) is/are attached to course.)

1. **Name & description* of the KPI assessment points(s) in the course (*detailed course syllabi description of assignment housing KPI).**
2. **KPI Location in the Course (i.e., name of assignment, etc.) & Student KPI Attainment (by %)**

Key Program Indicator (KPI)	KPI Location (specific reading, assignment, exam from syllabus)	Exceeds Standard (%)	Meets Standard (%)	Minimally Meet Standard (%)	Does Not Meet Standard (%)	Not Applicable (NA)

3. **Instructor analysis and interpretation of KPI assessment/outcomes (Include: Canvas data & Instructor Classroom Experience).**
4. **Instructor analysis and suggestions of KPI assessment/outcomes relative to [assignment/course/program](#).**
5. **“Key Takeaways” of KPI assessment/KPI outcomes specific to counseling [course/program](#) improvement and development.**

Please submit to Dr. Kissinger at dkissinger@stephens.edu

THANK YOU!!

Appendix C

Counseling Program Syllabus Example*

(*Based on Fall 2024 master syllabus template)



Stephens College
School of Health Sciences
Counseling 515 – Diagnosis and Treatment Planning
Fall 2027

Faculty Instructor: Dr. Doe **Day/Time:** Monday 4:45pm-7:15pm
Location: Dudley Somewhere **Credit Hours:** 3
Course Format: In-Class Synchronous (i.e. in-person/in-seat)
Contact Information
Instructor: Dr. Doe
Phone: 573-XXX-XXXX **Ext:**XXXX
Office Hours: Monday: 1:00 pm – 4:00 pm; Tuesday, Wednesday: 11:00 am – 2:00 pm
Email: drdoe@stephens.edu

Appointments for other times are available by contacting me at drdoe@stephens.edu. Please allow at least 24 hours in advance to schedule times other than those listed on the office hours.

Content

General Information.....	2
Stephens College Mission.....	3
Stephens College Vision.....	3
Stephens College Values.....	3
Catalogue Description.....	3
Course Objectives.....	3
Required Text(s).....	4
Required Readings.....	4
Suggested Readings.....	4
Instruction Methods.....	5
Evaluation	5
Participation and Assignment Policy.....	6
Distance Learning/Telehealth Policy.....	6
Assignments.....	8
Communication.....	11
Academic Policies.....	11
Academic Misconduct.....	11
Disability/Accommodations: Policy/Procedure.....	11
Title IX, Equity, & Compliance.....	12
Counseling Services for Counseling Program Students.....	13
Counseling Program Statement.....	13

Student Learning Outcomes.....	14
References.....	14
Course Schedule.....	15
Rubrics.....	19
Attestation.....	24

General Information

Course: COUN 515-Diagnosis and Treatment Planning

Format: In-person/In-Seat

COVID-19 Policy

Please review the Stephens Health Portal and the Student Health Handbook for the Stephens COVID-19 Policy and Procedure. Stephens Health Portal: Health Portal | Stephens College Student Health Handbook: COVID Health + Safety | Stephens College

Respect for Individual Differences

The Counseling program endorses a learning climate representing diversity and individual differences and encourages the open-minded exploration of distinctions among individuals. Students are not expected to think the same way but are expected to be accepting of differences and respectful at all times of other perspectives, behaviors, and worldviews. Choosing to maintain an open mind and respectfully discuss the values and opinions of others reflects personal and professional growth and maturity. No person will be treated differently by faculty or student colleagues with respect to race, gender expression, color, national origin, ancestry, religion, sex, age, sexual orientation, marital and/or parental status, citizenship, military status, religion, political beliefs, height, weight, and/or mental or physical ability.

Self-Disclosure Expectations and Guidelines

The Counseling program believes in the concept of the “reflective practitioner”. To that end, you may be asked to share personal thoughts and feelings in classroom settings, course assignment(s), and/or as part of your degree requirements (i.e., degree candidacy application). You have control over what, if anything, you decide to disclose in a classroom discussion setting and your privacy will be respected. In cases where reflection is part of a formal class assignment or program requirement (verbally or in writing), the information you share will remain confidential unless an ethical or legal issue mandates proper disclosure.

Confidentiality

Students are expected to adhere to the current official version of the American Counseling Association/ American School Counseling Association ethical standards throughout their time in the program. Therefore, students are responsible for ensuring the confidentiality of any personal information shared by fellow class members. While confidentiality is a priority, it is essential to acknowledge that absolute guarantees of confidentiality cannot be made in group settings. However, all faculty and students share full responsibility and accountability relative to fostering and maintaining a safe and trusting environment in all program settings (formal or informal). Importantly, this commitment extends to clinical supervision, experiential activities, and in-class conversations.

Reactions to Class Materials

Please note that this class’s activities are not designed to be psychotherapeutic or counseling sessions. However, due to the nature of introspective learning, some students might perceive certain class exercises as counseling-like and may find them cathartic and therapeutic. As a result, it is not unusual for students to confront their own emotional challenges during various experiential aspects of the course. If you need someone to talk to or seek support, we encourage you to review the Counseling Program’s counseling services statement. Remember, taking care of your well-being throughout the learning process is essential,

and accessing appropriate resources is available to ensure a positive and productive experience.

Warning: Triggering Content

This course may cover topics and class discussions that could be triggering for some students. Triggering content may involve sensitive subject matters such as trauma, violence, abuse, mental health challenges, or other deeply emotional themes. If you find that the course content is causing distress or discomfort, we encourage you to seek the support of a family, friends, or licensed mental health professional.

Please remember, too, that your classmates (or even instructor) may also be affected by your self-disclosures, so please be always considerate of others. If you have any concerns or need further support, please do not hesitate to contact the course instructor or appropriate campus resources.

APA Style

All papers must be submitted in the formatting style detailed in the 7th Edition of the American Psychological Association Publication Manual. This includes a correctly formatted title page, headers, heading levels, citations for source and quoted material, and reference pages. Points will be deducted from the total grade if the APA style format is not followed. Students should assume that these formatting components are expected for every written paper assignment unless stated otherwise in the syllabus.

Stephens College Mission

Learn. Grow. Lead

Stephens College Vision

Inspired by its tradition as an undergraduate women's college, Stephens College engages lifelong learners in an educational experience characterized by intellectual rigor, creative expression, and professional practice, supported by accomplished faculty, talented staff, and engaged alumnae/alumni. Graduates of Stephens College are educated in the liberal arts, informed by diverse perspectives, and committed to lives of leadership, integrity and service.

Stephens College Values

Stephens College is committed to its Ten Ideals as core values that inspire and enrich our lives

- Respect for our own dignity and the dignity of others, embodied in a sense of social justice
- Courage and persistence
- Independence, autonomy and self-sufficiency
- Support for others through the willingness to take and give criticism, acceptance and love
- Sensitivity to the uniqueness and fragility of the natural world of which we are part
- Responsibility for the consequences of our choices
- Belief in our changing selves and in our right to change
- Creativity in the spiritual and aesthetic dimensions of life
- Intelligence that is informed and cultivated, critical yet tolerant
- Leadership which empowers others

Catalogue Description

(Prerequisites: COUN 500, COUN 525 and COUN 555) This course will explore the current version of the DSM, concentrating on how to conceptualize and codify a formal diagnostic impression. The course will also address clinical interviewing and the use of the clinical interview to formulate a diagnostic impression and develop a proper treatment plan.

Course Objectives

Upon the completion of this course, the student should have an information base and the ability to:

- Demonstrate an understanding of factors contributing to vulnerability and resilience to psychopathology.
- Demonstrate how to conduct an intake interview and mental status examination for the purpose of diagnosis and treatment planning.
- Demonstrate a working knowledge of the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR) & International Classification of Diseases (ICD-10-CM).
- Demonstrate an understanding of and systematic approach to case conceptualization and treatment planning.
- Demonstrate how to devise treatment plans for mental disorders.
- Demonstrate an understanding of best practice and evidence-based treatment approaches and models for mental disorders including psychopharmacological medications.
- Demonstrate the ability to match best practice or evidence-based treatment approaches and models to the most relevant mental disorders.
- Demonstrate an understanding of ethical, legal, and multicultural considerations involved in the area of diagnosis, clinical interviewing, and treatment planning.

Required Text

American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision. Arlington, VA: American Psychiatric Association, 2022.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). *Clinical Interviewing (6th Ed.)*. Hoboken, NJ: John Wiley and Sons, Inc.

Required Readings

American Counseling Association (2014). *Code of ethics and standards of practice*. Alexandria, VA: Author.

American Psychological Association (2020). *Publication manual of the American Psychological Association (7th ed.)*.

Suggested Readings

American School Counselor Association (2016). *American School Counselor Association (ASCA) Code of Ethics*. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>.
Internet Resources: www.dsm5.org

Baldwin, P. C. (2016). *Note Designer*. Mindhabits Incorporated.

Jongsma, A., Peterson, M., & Bruce, T.J. (2006). *The Complete Adult Psychotherapy Treatment Planner (4th Ed.)*. Hoboken, NJ: Wiley & Sons, Inc.

Kress, V.E. & Paylo, M.J. (2019). *Treating those with mental disorders: a comprehensive approach to conceptualization and treatment* (2nd ed). Upper Saddle River, NJ: Pearson, Inc.

Purdue University. (n.d.). *Purdue University online writing lab APA style resource*. Retrieved from https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Sutton, Rhonda. *The Counselor's STEPs for Progress Notes : A Guide to Clinical Language and Documentation*. San Bernardino, Ca, Createspace, 2015.

Instruction Methods

COUN 515 will. The course will also address clinical interviewing and the use of the clinical interview to formulate a diagnostic impression and develop a proper treatment plan.

COUN 515 is a face-to-face/in-class course that utilizes several teaching/learning formats intended to appeal to different learning styles, including traditional lectures, classroom activities, and role plays that simulate clinical scenarios of increasing complexity. The course explores the current version of the DSM, concentrating on how to conceptualize and codify a formal diagnostic impression. Students will be expected to use all role-play to develop their counseling and clinical interviewing skills. Students engaged in unprofessional behavior during role plays (i.e., joking, minimizing their expected role as client/counselor) may be asked to leave the class. Students are expected to have completed all assigned weekly readings and be actively engaged in classroom discussions and experiential exercises.

Please review the attendance and online/zoom policies for the course. Due to the nature of the course, participation is essential and expected.

Evaluation

Teaching and learning require the engagement and active participation of both student and instructor. To that end, the counseling program uses a **participation policy, not an attendance policy**. Simply stated, students are expected to attend all classes, be prepared for and actively engaged in classroom discourse and activities, and submit completed assignments on the date and time indicated on the course schedule (see below). If you are not in class, you are not participating, and points (and grades) will be assigned consistent with this syllabus's participation and assignment policies.

Counseling Program Grading Policy

Letter Grade	Percentage/Points Earned	Program of Study Outcome
A	93-100	Pass
B	92-85	Pass
C	77-84	Retake Course/Remediation Required
D	69-76	Retake Course/Remediation Required
F	0-68	Automatic Program Dismissal

I	Incomplete	Requires Course Completion Plan
W	Withdraw	No Grade Penalty; Tuition Fee Penalty Possible

Participation and Assignment Policy

Participation Policy

- Fall and Spring courses are a 16-week commitment, making class participation an essential and expected element of the course. If you are not in class, you are not participating (i.e., “absent”). Do not ask the instructor to make a judgment call on a reason for an absence.
- Students are expected to attend and be prepared for all classes; Absence from class should be a last resort.
 - Absence = Missing more than twenty minutes of class.
 - Missed class due to student illness must be verified by documentation from a physician/licensed medical professional:
 - The instructor must receive a document from a licensed medical professional within one (1) week of the student’s return to class.
 - Absence will be recorded as “unexcused” if the document is not provided to the instructor within one (1) week of the student’s return to class.
 - Family/Personal Emergency.
 - Course instructors recognize that “life happens.” In the event of a personal emergency, a student may ask their instructor to attend that week’s in-class course via Zoom. The instructor has the discretion to allow the request.
 - Instructors may request documentation of the event.
 - One (1) “excused” absence** (not ADA related) with required documentation provided to the instructor within one (1) week of the absence will result in a maximum 2% automatic reduction in participation points, as determined by the instructor.
 - A second (2nd) “excused” absence** (not ADA related) will result in a maximum 5% automatic reduction in participation points, as determined by the instructor.
 - A third (3rd) “excused” absence** (not ADA related) will result in a mandatory meeting with the Program Review Committee.
 - The first (1st) “unexcused” absence** will result in the student being able to earn no higher than 93% of the total available points for the course (93% = A).
 - A second (2nd) “unexcused” absence** will result in a grade no higher than 88% of the total available points for the course (88%=B).
 - A third (3rd) unexcused absence** will result in the student being required to re-take the course and a mandatory meeting with the Program Review Committee.
- In practicum/internship courses:**
 - Students must still complete the required one (1) hour of site supervision.
 - Students may **not** “double-up” site supervision before or after the missed week to replace missed hours of site supervision.

Assignments Policy

- Students are responsible for all assignments as required in the course syllabus.
- Students are expected to seek clarification from the course instructor on assignments or other class-related issues at least (1) week before the due date/time assigned by the course instructor in the syllabus.
- No extra credit
- Course instructors may consider an extension under limited conditions, such as a personal health or family crisis. To request an extension, a written request detailing the reason for requesting an

extension must be provided via the student's Stephens email to the instructor. **The instructor's decision to grant an extension and any changes to assignment/point totals is final.**

Distance Learning/Telehealth Policy

The Stephens College Student Code of Conduct applies to online and in-person or classroom behavior. You are expected to be professional and respectful when attending class on Zoom, including in your use of the "chat" feature or other written comments. If you have unstable internet access, you should contact the IT department at helpdesk@stephens.edu to see if they may have options to help you.

Misuse of the policies, as noted below, subjects the student to potential class participation point reductions as deemed appropriate by the course instructor. Verified exploitation of these Zoom policies, as stated below, may also lead to additional disciplinary action deemed suitable by the Counseling faculty/course instructor, as indicated in the student handbook/internship manual.

If Attending an In-Class, Face-to-Face Course Via Zoom: Expectations

1. Attending via Zoom for in-class, face-to-face courses is permissible under the following circumstances:
 - a. Cancellation of classes by the Stephens College senior administration due to inclement weather or other scenarios per senior administration. In cases of inclement weather cancellation, the course instructor will send a Zoom link for the course via Stephens College email. Attendance via Zoom is expected.
 - b. The missed class due to student illness must be verified by documentation from a physician/licensed medical professional:
 - i. The instructor must receive documents from a licensed medical professional within one (1) week of the student's return to class.
 - ii. Absence will be recorded as "unexcused" if the document is not provided to the instructor within one (1) week of the student's return to class.
 - c. Family/Personal Emergency.
 - i. Course instructors recognize that "life happens." In the event of a personal emergency, a student may ask their instructor to attend that week's in-class course via Zoom. The instructor has the discretion to allow the request.
 - ii. Instructors may request documentation of the event.
2. Requests to receive permission for a "verified" attendance of an in-class course via Zoom are strictly limited to a verifiable illness or an unforeseen emergency/family event. Faculty understands the importance of family events, but absence from class and/or transition from in-class to Zoom (if allowed) will have a minimum mandated point deduction, with additional reductions per instructor discretion, as noted in this policy.
3. Students should create/be seated in a location/manner appropriate for learning.
 - a. Seated at a table or desk is appropriate.
 - b. Lying on the couch or your bed is not appropriate.
 - c. Distraction-free (or as close to it as possible) environment.
4. The video camera is on, and the student is seated in front of the camera during class unless the instructor grants permission to turn the camera off or be "off-camera."
5. Audio/microphone is on when speaking or engaged in the required activity.
6. Audio/microphone is off when not speaking or engaged in required class activity.
7. Online/zoom backgrounds are conducive to learning/not distracting.
8. "Chat" comments are professional and align with the course content/activity. Disrespectful or hate speech, in verbal or written form, will not be tolerated. The instructor reserves the right to turn off the chat feature if they perceive chat content to be inappropriate.

Additional expectations for COUN 515

Classroom/Online Behavior:

1. Arrive early and stay until the end of the class period. It is vital to allow enough time to get settled in the classroom (Even if we are in a Zoom class). Lateness or leaving early may be treated as a formal absence based on departure time and frequency. Refrain from asking the instructor to judge your justification for late arrivals/early departures.
2. Avoid private conversation. Focus your attention on the subject matter. Personal conversations are a distraction and are subject to reduced participation points at the course instructor's discretion.
3. Ask questions. Becoming involved in the lecture makes the class more enjoyable for you, other students, and your instructor.
4. Respect opinions. Some classes involve sensitive topics. Make the classroom a safe place to discuss views without judgment. Disrespect for the opinions of others will not be tolerated and will be subject to a reduction in participation points at the course instructor's discretion.
5. Turn off/silence cell phones and other electronic devices before class. No phone calls/texts during class are allowed. Mute audio/turn off video if you need to respond to an emergency/on-call situation.
6. Feedback. Be prepared to provide and receive strength-based feedback from peers and instructors professionally.
7. Ethical Codes. Adhere to the 2014 ACA Ethical Code (in/out of class).
8. Classwork. Working on non-COUN 515-related coursework during class is not allowed and will result in a loss of participation points per the instructor's discretion.

Students are expected to conduct themselves in a manner appropriate to a college classroom. If any student displays behavior(s) that are inappropriate or detrimental to the learning environment, this could contribute to concern about the student(s) as a potential counselor.

Assignments

COUN 515 Assignments and Points	
Participation	25 Points
Fictional Character Case Study	60 Points
Face-to-Face Clinical Interview	30 Points
Treatment Plan	30 Points
Quizzes (5)	5 Points Each: 25 Points Total
Midterm Exam	50 Points
Final Exam	50 Points
Total	270 Max Points

Participation (25 Points)

A max of 25 points may be earned if the student:

- Attends & actively participates in all scheduled classes and in-class activities.
- Demonstrates clear evidence that reading assignments have been completed prior to class.
- Is actively engaged in class discussions/activities on a weekly basis.
 - Receives and integrates feedback from faculty, supervisors, and peers.
 - Provides feedback in a strength-based and respectful manner.
- Submits all required documents and/or assignments on time and in proper format as assigned by the instructor and/or site supervisor.
- Consistently demonstrates critical/reflective thinking in class discussions, written assignments/exams, experiential exercises, and/or assigned projects.

- In all interactions and settings, engages with instructors, peers, supervisors, clients, and/or other program stakeholders consistent with the professional and ethical expectations of a counseling professional.
- Follows all online/zoom protocols as outlined in the course syllabus, student handbook, and/or practicum or internship manual, respectively.

A max of 17 points may be earned if the student:

- Missed 1 class without an instructor-verified reason.
- Is late for class on more than 1 occasion.
- Demonstrates intermittent preparedness for and engagement in class discourse/activities.
- On one or more occasions, has engaged with instructors, peers, supervisors, clients, and/or other program stakeholders in a manner inconsistent with the professional and ethical expectations of a counseling professional.
- Evidence of not following online/zoom protocols.

A max of 10 points may be earned if the student:

- Two (2) unexcused absences from scheduled class periods.
- Is late for class on 2 or more occasions.
- Submitted 1 or more assignments late or incomplete.
- Demonstrates unpreparedness for class discussion and/or limited engagement in required classroom experiential activities.
- On one or more occasions, has engaged with instructors, peers, supervisors, clients, and/or other program stakeholders in a manner inconsistent with the professional and ethical expectations of a counseling professional.
- Evidence of not following online/zoom protocols.

A max of 3 points may be earned if the student:

- Two (2) unexcused absences from scheduled class periods.
- Is late for class on 2 or more occasions.
- Submits more than one (1) late or incomplete assignment.
- Consistently demonstrates unpreparedness for class discussion and/or limited engagement in required classroom experiential activities.
- On one or more occasions, has engaged with instructors, peers, supervisors, clients, and/or other program stakeholders in a manner inconsistent with the professional and ethical expectations of a counseling professional.
- Evidence of more than one episode of not following online/zoom protocols.

Quizzes (25 points)

Five five-question quizzes will be conducted in class. The date of the quiz will be posted on the course schedule. Each quiz will cover the previous week's assigned readings and will take place within the first 15 minutes of class.

Mid-Term Exam (50 points)

A 50-point midterm final exam will be conducted in class. The exam will include matching, multiple choice, and fill-in-the-blank questions. The date of the exam will be posted on the course schedule.

Final Exam (50 points)

A 50-point final exam will be given during finals week in class. The exam will include case studies, matching, multiple choice, and fill-in-the-blank questions. The date of the exam will follow the Stephens College final examination schedule.

Clinical Interview: Face-to-Face (30 points)

For detailed instructions and rubrics, please review the documents within the *Assignment Instructions and Rubrics Module*.

The clinical interview & intake summary assignment consists of 4 elements (details below):

1. Video/audio recording of an in-person clinical interview.
2. Written clinical intake & intake summary.
3. Reflection Paper
4. Peer Review

Submission Requirements:

- a. The submitted clinical interview document should be completed in a Word document.
- b. The clinical interview, intake summary, reflection paper, & peer review documents (in that order) are to be submitted via Canvas and together in **one** Word document.
- c. The audio/video recorded clinical interview must be recorded in Supervision Assist and made available to the course instructor prior to the beginning of the due date as listed on the syllabus.

Reflection Paper Formatting & Submission Requirements

- APA 7th ed. Format
- 3-page minimum; 5-page maximum. **(I will deduct 1 point for each page you go over.)**
- Word document only, double-spaced, grammar & spell checked.
- Submitted via Canvas by the deadline established in the syllabus.
- Your paper must reflect on the following:
 - Preparation for the interview
 - Strengths identified during the interview (i.e., “what went well”)
 - “Learning edges” (i.e., “what didn’t go well/as planned; areas for improvement).
 - Strategies for improving counseling skills/knowledge/documentation skills.

Peer Review

- a. Students are to complete a strength-based peer review of their clinical interview partner’s work as the “counselor.”
 - Details are important. Help your partner better understand how you experienced being in the room with them as a client.
 - What were their strengths? Learning edges? Etc.....
- b. The Peer Review document is to be submitted in the following manner:
 - A copy of the peer review document is required to be sent to the student’s peer.
- c. A copy of the peer review document is to be submitted for instructor review via Canvas.
 - The Peer Review document is found on the COUN 515 Canvas site under Assignment Instructions and Rubrics.

Treatment Plan (30 points)

- a. Students will complete a treatment plan based on the face-to-face clinical intake interview conducted for the clinical interview & intake summary assignment.
- b. The submitted treatment plan should minimally show clear evidence that the following elements have been addressed.
 - Clearly defined SMART goals
 - Stage of Change specific to client/issue/client goal
 - Use of evidence-based interventions/strategies
 - Developmentally appropriate goals/interventions
- c. The Treatment Plan document to be used for this assignment is found in the COUN 515 Canvas site in the Assignment Instructions and Rubrics module.

The Treatment Plan is to be submitted via Canvas on the due date stated in the syllabus.

Fictional Character Case Study (60 Points)

For detailed instructions and rubrics, please review the documents within the *Assignment Instructions and Rubrics* Module.

Each student will create a case study about a fictional character. Students can find the fictional characters assigned to them within the People Tab next to their assigned group. Students will need to research the character to include detailed information about the character and give the character an accurate diagnosis. The case study must be double-spaced, include a title page, be typed in Times New Roman Font, include a minimum of 2-3 pages, and follow APA 7th Edition format. Points will be deducted for not following the APA format. (All assignments are subject to Turnitin plagiarism checker.)

Assignment Submission

All assignments will be administered via Canvas. Students will be responsible for carefully reading and following the instructions provided for each assignment. Be mindful of submission times; once an assignment closes, the assignment will not be reopened, and you will not be allowed to submit the assignment.

Communication

All email communication between the COUN instructor and student(s) is to be done only through official Stephens College email addresses. Instructors will not communicate with students through alternative personal emails or CANVAS. Course instructors aim to return all emails within 24 hours, but emails sent on weekends may not be returned until the next official business day of the semester [See posted Academic Calendar for official dates].

Academic Policies

All policies and procedures pertaining to academic performance will be followed as stated in the Stephens College Catalogue. Counseling program policies that are different than policies in the Stephens College Graduate Catalogue supersede those in the Graduate Catalogue. Examples include but are not limited to the Counseling program's grading and distance learning/telehealth policies.

Academic Misconduct

Academic honesty must be paramount in a community devoted to learning and the exchange of educational information. Academic dishonesty refers to behaviors that violate the academic standards of the College. The full definition of academic honesty and procedures may be found in the student handbook, Within the Ivy.

Academic misconduct may include, but is not limited to the following:

- Plagiarism -presenting as one's own work, whether literally or in paraphrase, the work of another.
- Cheating on exams, tests, and quizzes – the wrongful giving or accepting of unauthorized assistance.
- Using unauthorized exam material and/or the use of illegitimate sources of information.
- Illicit collaboration with other individuals in the completion of course assignments.
- The use of fraudulent methods in laboratory, studio, field, or computer work.
- Other acts generally recognized as dishonorable which bear upon academic endeavors.

Disability/Accommodations: Policy/Procedure

If you require reasonable disability-related accommodations, please register your official ADA-approved documentation with Sady Mayer Strand, ADA/504 Coordinator at the Student Success Center (smayer@stephens.edu or 573-876-7240). After you have registered with the ADA/504 Coordinator for the semester and have arranged to have your accommodations letters sent to your instructors, please meet with me regarding your accommodations as soon as possible. Please note that retroactive accommodations will not be provided, and no accommodations will be provided without notification from the ADA/504 Coordinator.

Additionally, please inform me immediately if you need to disclose emergency medical information or need to make arrangements in the event the classroom and/or classroom building must be evacuated

Equity & Compliance and Title IX

Stephens College affirms its commitment to equity and fairness in all aspects of its educational program. Harassment, discrimination, sexual misconduct and retaliation not only disrupt this commitment, but may also violate College policy and federal, state, and local law. Stephens College prohibits harassment, discrimination, sexual misconduct, and retaliation and addresses reported incidents through institutional procedures, and, if desired by the individual who has experienced or is experiencing such behavior, through assistance in reporting to law enforcement as applicable.

Should you or someone you know experience behavior that is discriminatory, harassing, coercive, and/or violent in nature, or if you or someone you know has questions about their rights and options regarding such behavior, you are encouraged to contact the appropriate Equity + Compliance Team member at:

- For concerns related to sex- or gender-based misconduct, discrimination or harassment, contact the Title IX Coordinator, Alex Bryan at (573) 876-7230, abryan@stephens.edu, or www.stephens.edu/titleix.
- For concerns related to disability discrimination or accommodations, contact the ADA/504 Coordinator, Sady Mayer Strand at (573) 876-7240, smayer@stephens.edu, or www.stephens.edu/ada.
- For concerns related to all other forms of civil rights discrimination or harassment, contact the Equity Team at equity@stephens.edu.

Unless specifically identified otherwise by policy, all faculty, staff, and administrators of Stephens College are considered mandatory reporters and are required to notify the College's Title IX Coordinator of any incident of discrimination, harassment, sexual misconduct, or retaliation disclosed to them or known to them involving a member of the campus community. This includes any and all reports of sexual harassment, sexual or gender-based violence, sexual misconduct, domestic or dating violence, stalking, or retaliation. Mandatory reporting helps to ensure that individuals who are experiencing or have experienced discrimination, harassment, violence or retaliation have opportunity to be connected to the full range of resources and options afforded to them on- and off-campus. If you disclose information about these behaviors to me, I am required to report to the Title IX Coordinator.

Disclosures in classroom writing assignments, classroom discussions, or other open campus forums will not be considered to be a formal complaint or notice by the College unless you intend them to be and make that clear to a mandatory reporter.

If you disclose something to a mandatory reporter, you can request that information about your situation be shared by your instructor with the Title IX Coordinator without sharing your name or personally identifiable information. Please understand that if you make this request, the Title IX Coordinator will not be able to reach out to offer you services and resources. An anonymous report is not considered a formal complaint by the College.

If you want to make a formal complaint, I can help to connect you to the Title IX Coordinator, or you can connect with the Title IX Coordinator directly if you prefer, using the contact information above. Once you are connected with the Coordinator, you are under no obligation to take any action.

The College respects your right to file or not file a formal complaint. The Title IX Coordinator must take action only in situations that pose a serious threat of harm to you or the community, or in the case of misconduct by an employee. Otherwise, you are in control of how the College responds.

In all cases, the College's formal grievance process is confidential, and only the small group of administrators involved in the process will be given information about your situation.

If you are in need of support and wish to discuss such matters confidentially, you are invited to consult the Stephens College Counseling Center at (573) 876-7157 or counselingcenter@stephens.edu. Unlike other College employees, staff in the Counseling Center are confidential and are exempted from mandatory reporting obligations to the Title IX Coordinator. See www.stephens.edu/titleix for a list of other confidential reporting options off-campus.

Counseling Services for Counseling Program Students

Because the Stephens College Counseling Center (SCCC) is the counseling program's dedicated training site for students in the clinical mental health counseling concentration area, counseling students do not have access to the SCCC for counseling services. Instead, faculty in the program will assist the student with a referral to licensed mental health professionals in the community **.

**It is important to note that the counseling program is currently developing a referral list of community-based mental health professionals who are willing to provide services for counseling program students. Students interested in seeking mental health services outside of Stephens College should contact the program director PRIOR TO scheduling or attending services with a community-based mental health professional to ensure the counseling program has an established relationship with the provider. If not done, Stephens College and the counseling program cannot be responsible for expenses incurred through treatment with that provider.

Counseling Program Statement

Admission into Stephens College M.Ed. Counseling Program does not guarantee graduation.

Becoming a successful counseling student involves several components, of which academic success is only one facet. Stephens College M.Ed. Counseling Program faculty are tasked as gatekeepers for the profession of counseling, and as such, must observe students' fitness to practice, and fitness with program goals and mission statement, and with the counseling profession's goals. Students will be held to the American Counseling Association's Code of Ethics, which explains ethical and personal behavioral standards for counselors. In addition, several non-academic conditions may result in dismissal from the program should they impair the student's ability to work with others in class, practicum, or internship

settings: (1) personal concerns or psychopathology, (2) interpersonal relationship issues (with other students, faculty, or personal life such as it affects counseling performance), (3) personal attitudes or value systems that conflict with effective counseling relationships, (4) unethical behavior, and (5) unprofessional behavior (a) toward fellow students and/or (b) toward faculty that include and are not limited to: sexual harassment, physical intimidation, physical or sexual assault, and emotional, mental, or academic intimidation/manipulation. For more information on these standards, please refer to the program's handbook.

Student Learning Outcomes

COUN 515: addresses the following 2023 Counsel for the Accreditation of Counseling and Related Academic Program (CACREP) standards:

COUN 515: Diagnosis and Treatment Planning	Standard	KPI	Assessment
case conceptualization skills using a variety of models and approaches	3.E.3	NO	Fictional Character Case Study; Readings and Lectures
development of measurable outcomes for clients	3.E.14	NO	Treatment Plan; Readings and Lectures
diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	3.G.11	NO	Face-to-Face Clinical Interview; Readings and Lectures
procedures for identifying and reporting signs of abuse and neglect	3.G.15	NO	Face-to-Face Clinical Interview
procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	3.G.16	NO	Face-to-Face Clinical Interview
procedures for using assessment results for referral and consultation	3.G.17	NO	Final Exam; Readings and Lectures
etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders	5.C.1	NO	Final Exam; Readings and Lectures
intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.4	NO	Face-to-Face Clinical Interview; Readings and Lectures

References

- Fruhauf, S., Figlioli, P., Bock, J., & Caspar, F. (2015). Patients' self-presentation tactics as predictors of the early therapeutic alliance. *American Journal of Psychotherapy*, 69(4), 379-397.
- Gutierrez, D., Fox, J., Jones, K., & Fallon, E. (2018). The treatment planning of experienced counselors: A qualitative examination. *Journal of Counseling and Development*, 96, 86- 96.
- Krebs, P., Norcross, J. C., Nicholson, J. M., & Prochaska, J. O. (2018). Stages of change and psychotherapy outcomes: A review and meta-analysis. *Journal of Clinical Psychology*, 74(11), 1964–1979. <https://doi.org/10.1002/jclp.22683>
- McNally, R.J. (2001). On Wakefield's harmful dysfunction analysis of mental disorder. *Behavioral Research and Therapy*, 39, 309-314.
- Miller, W., & Rollnick, S. (2013). *Motivational interviewing*. (3 rd. ed.). New York, NY: Guilford Publishing
- Mosher, D. K., Hook, J. N., Captari, L. E., Davis, D. E., DeBlaere, C., & Owen, J. (2017). Cultural humility: A therapeutic framework for engaging diverse clients. *Practice Innovations*, 2(4), 221–233. <https://doi.org/10.1037/pri0000055>
- Nakash, O., Nagar, M., & Kanat-Maymon, Y. "What should we talk about?". The association between the information exchanged during the mental health intake and the quality of the working alliance. *Journal of Counseling Psychology*, 62(3), 514-520.
- Rochlen, A. B., Rude, S. S., & Barón, A. (2005). The Relationship of Client Stages of Change to Working Alliance and Outcome in Short-Term Counseling. *Journal of College Counseling*, 8(1), 52–64. <https://doi.org/10.1002/j.21611882.2005.tb00072.x>
- Skodol, A.E., Bender, D.S., Morey, L.C., Clark, L.A., Oldham, J.M., Alarcon, R.A. Krueger, R.F., Verheul, R., Bell, C.C., & Siever, L.J. (2011). Personality disorder types proposed for DSM-5. *Journal of Personality Disorders*, 25, 136-69.
- Szasz, T.S. (1960). *The myth of mental illness*. *American Psychologist*, 15, 113-118.
- Uckelstam, C.-J., Philips, B., Holmqvist, R., & Falkenström, F. (2019). Prediction of treatment outcome in psychotherapy by patient initial symptom distress profiles. *Journal of Counseling Psychology*, 66(6), 736 746. <https://doi.org/10.1037/cou0000345>

Course Schedule

Fall 2023 Course Schedule

The instructor reserves the right to revise the schedule.

<u>Week</u>	<u>Date</u>	<u>Readings & Discussion Topics</u>	<u>Class Readings</u>	<u>Assignment Due</u>
1	8/21	- Overview of Syllabus, Course Requirements and Expectations - Review of Counseling Microskills - Class Activity: Microskills video, diagnostic assumptions vs. impressions	NA	NA
2	8/28	- Discussion: Therapeutic Working Alliance (Bordin, 1979) & Clinical Interview - Discussion: Preparation for Clinical Interviewing - Discussion--Ethics Review: CACREP 3.G.15 -Mandating reporting/MO laws on abuse/neglect -Informed Consent -Overview of Telehealth Information - Class Activity	SF: Ch 1: Introduction to the Clinical Interview SF: Ch 2: Preparation Review SF Chapters 4-6 Ch 4: Non-directive Listening Skills	NA

		-Informed Consent Role Play	- Ch 5: Directive Listening Skills - Ch 6: Skills for Directing Clients Toward Action - ACA Code, w/focus on standard A.2: Informed Consent & Section H (Distance Counseling, Technology, Social Media) - Telehealth Information (Found in CANVAS Module) - SF Ch 15: Electronic & Telephonic Interviewing	
3	9/4	Labor Day: No Class	NA	NA
4	9/11	- Clinical Interview Stages -Introduction, Opening, Body, Closing, & Termination - Class Activity: Clinical Interview Practice -Introduction/Opening/Body	SF Ch 3: Overview of the Interview Process CACREP 3.G.16; 5.C.4 SF Ch 8: Intake Interview & Report Writing CACREP 3.G.15; 5.C.4 Review SF Chapters 4-6 - SF Ch 4: Non-Directive Listening Skills - SF Ch5: Directive Listening Skills (Review) - SF Ch 6: Skills for Directing Clients Toward Action - ACA Ethical Code: Section E	Quiz 1: SF Ch 2
5	9/18	- Clinical Interview -Mental Status Exam -Safety Related Issues -Referral Process CACREP 3.G.17 Class Activity: Clinical Interview Role Play with a focus on Clinical Interview Stages I-V/MSE/Safety Issues, Clinical Interview Documentation	- SF Ch 3: Stages of the Clinical Interview CACREP 5.C.4 - SF Ch 9: Mental Status Exam CACREP 5.C.4 - SF Ch 10: Suicide Assessment - SF Appendix (pp. 579-587; Review) Review K&P Ch 3 and Telehealth Information - Kress & Paylo, Ch 3: Safety Related Clinical/Tx (Found in CANVAS Module) CACREP 3.G. 17	Quiz 2: SF Ch 3
6	9/25	- Intro to Diagnosis -Intro to DSM-V TR -Differential Diagnosis -Clinical terminology -Substance-Related and Addictive Disorders - Class Activity: Diagnostic Impression Development, Diagnostic Writing	- SF Ch 11: Diagnosis & Treatment Planning CACREP 5.C.1 - ACA Ethical Code, Standard E.5: Diagnosis of Mental Disorders. - DSM-5	Quiz 3: SF Ch. 9-10

			-xiii (introductory section about coding; review coding across diagnostic categories) Pages 5-25. -Substance-Related and Addictive Disorders	
7	10/2	- Treatment Planning -Level of Care/Stages of Change -Goals/Objectives (SMART Goals) -Developmentally/culturally sensitive -Integration of evidence-based interventions - Clinical Report Writing/Documentation -Intake Summary -SOAP Note - Class Activity: SOAP Note Activity. Diagnostic Impression/Treatment Plan Exercise	- SF Ch 8: Intake Interview & Report Writing (Review pages 282-301) - Kress & Paylo, Ch 1: Developing Effective Treatment Plans (Found in CANVAS) CACREP 5.C.1 - Kress & Paylo, Ch 2: Real World Treatment: Systems, Culture, Ethics (Found in CANVAS) CACREP 3.G. 16; 5.C.1 Review Documents - Review Clinical Terminology Document (Found in CANVAS) - Review Clinical Documentation Forms (Found in CANVAS)	NA
8	10/9	Midterm Exam	Study Guide (Found in CANVAS)	Midterm Exam: In Class
9	10/16	- Neurodevelopmental Disorders - Neurocognitive Disorders Class Activity: Clinical Interview, Diagnostic Impression/Treatment Plan	DSM-5-TR - Neurodevelopmental Disorders - Neurocognitive Disorders Review Documents - Stage of Change Documents - Level of Care Documents - SMART Goals	NA
10	10/23	- Schizophrenia Spectrum and Other Psychotic Disorders - Personality Disorders - Class Activity: Diagnostic Impression/Treatment Plan (Stage of Change/Level of Care/Goals & Objectives, Evidence-based interventions)	DSM-5-TR - Schizophrenia Spectrum and other Psychotic Disorders - Personality Disorders Review Documents - Stage of Change Documents - Level of Care Documents - SMART Goals	Quiz 4: Autism, ADHD
11	10/30	- Bipolar and Related Disorders - Depressive Disorders - Class Activity: Practice Clinical Interview, Diagnostic Impression, Clinical Intake Paperwork	DSM-5-TR - Bipolar and Related Disorders - Depressive Disorders	Quiz 5: Brief Psychotic, Schizoaffective Disorder

			Review Documents • Stage of Change Documents • Level of Care Documents • SMART Goals	
12	11/6	• Anxiety Disorders • Obsessive-Compulsive and Related Disorders • Class Activity: Diagnostic Impression, Treatment Plan (Stage of Change/Level of Care/Goals & Objectives, Evidence-based interventions)	DSM-5-TR • Anxiety Disorders • Obsessive-Compulsive and Related Disorders Review Documents • Stage of Change Documents • Level of Care Documents • SMART Goals	NA
13	11/13	• Trauma- and Stressor- Related Disorders • Dissociative Disorders • Class Activity: Diagnostic Impression, Treatment Plan (Stage of Change/Level of Care/Goals & Objectives, Evidence-based interventions)	DSM-5-TR • Trauma- and Stressor-Related Disorders • Dissociative Disorders Review Documents • Stage of Change Documents • Level of Care Documents • SMART Goals	• Face-to-Face Clinical Interview CACREP 3.G. 11, 15, 16; 5.C.4 • Treatment Plan CACREP: 3.E.14
14	11/20	Thanksgiving Break	NA	NA
15	11/27	• Feeding and Eating Disorders • Disruptive, Impulse-Control, and Conduct Disorders • Elimination Disorders • Class Activity: Diagnostic Impression, Treatment Plan (Stage of Change/Level of Care/Goals & Objectives, Evidence-based interventions)	DSM-5-TR • Feeding and Eating Disorders • Disruptive, Impulse-Control, and Conduct Disorders • Elimination Disorders Review Documents • Stage of Change Documents • Level of Care Documents • SMART Goals	Fictional Character Case Study CACREP: 3.E.3
16		• Sleep-Wake Disorders • Sexual Dysfunctions • Paraphilic Disorders • Gender Dysphoria • Class Activity: Diagnostic Impression, Treatment Plan (Stage of Change/Level of Care/Goals & Objectives, Evidence-based interventions)	DSM-5-TR • Sleep-Wake Disorders • Sexual Dysfunctions • Paraphilic Disorders • Gender Dysphoria Review Documents • Stage of Change Documents • Level of Care Documents • SMART Goals	
17		Final Exam CACREP 5.C.1	Study Guide (Found in CANVAS)	Final Exam: In Class

Rubrics

Treatment Plan Rubric: 30 Points CACREP 3.E.14

Criteria	Advanced	Proficient	Meets	Minimally Meets	Does Not Meet
Treatment Plan <u>30 points Total</u>	Thoroughly describes the primary features of the treatment plan, including the stage of change, treatment goals and objectives, and interventions or techniques used with the client(s). Goals are appropriate to the client's needs and their diagnosis. They address the presenting problem thoroughly. Objectives are appropriate to the client. 30 Points	Describes useful information related to the primary features of the treatment plan. Shows some understanding of SMART goals, interventions, and stage of change. 20 Points	Describes some of the key elements related to the primary features of the treatment plan. Shows limited understanding of goal creation and interventions. 10 Points	Insufficient, minimal, or missing treatment plan information. 5 Points	Significant information missing; unable to identify treatment goals, objectives, or interventions. 0 Points

Fictional Character Case Study Rubric: 60 Points CACREP 3.E.3

Criteria	Advanced: Detailed	Proficient: Some Detail	Minimally Meets: Little Detail	Does Not Meet: No Detail
Background Information • Family History • Work History <u>15 Points Total</u>	Includes detailed yet succinct descriptions of client information, including detailed work and family history and recent and past events and traumas. Selected information helps develop coherent conceptualization.	Includes a useful summary of recent and past events and traumas with time frames. More detail is needed to help develop a coherent case conceptualization. 10 Points	Insufficient, minimal, or missing background information. 5 Points	Significant information missing; unable to identify significant events. 0 Points

	15 Points			
Presenting Problem <u>15 Points Total</u>	Thoroughly describes the client's presenting problem with specific details that relate to the appropriate diagnosis. 15 Points	Includes some information that describes the client's presenting problem but lacks detail to prove a relation to an appropriate diagnosis. 10 Points	Insufficient, minimal, or missing information about the presenting problem. 5 Points	Significant information missing; unable to identify the presenting problem. 0 Points
Diagnostic Impression and Treatment <u>20 Points Total</u>	Demonstrates well-thought-out and detailed diagnostic impression, with correctly written diagnosis and detailed treatment of character within the case study, which includes well-written treatment options, relevant symptoms, accurate methods and approaches used in diagnosing, and assumptions about similar disorders or ruled out disorders. Shows awareness of the expectations of the counseling profession. 20 Points	Includes diagnostic impression with some errors in the diagnostic criteria and written diagnosis. Treatment options are not thorough and show some awareness of treatment for the specific diagnosis. 15 Points	Demonstrates minimal effort and little understanding of diagnosing and treatment of the character. 10 Points	Demonstrates no understanding of diagnostic procedure with unclear diagnostic impression and treatment options. 5 Points
Research Article <u>10 Points Total</u>	Includes 1 research article that relates to the diagnostic impression. The article describes specific treatments for the described diagnosis and is within the 2013-2023 time period. 10 Points		Includes a research article, but the article does not relate to the diagnostic impression. 5 Points	Does not include a research article. 0 Points

Clinical Interview: Face-to-Face Rubric: 30 Points CACREP 3.G.11, 15; 5.C.4

Criteria	Points	Exceeds Expectations (4-5 Points)	Meets Expectations (2-3 Points)	Does Not Meet Expectations (0-1)
Use of basic counseling and clinical interviewing skills		Overall, clearly demonstrates proficiency in the ability to complete and document a culturally and developmentally appropriate clinical interview with clients, provide a clear, concise intake summary, and engage in critical self-analysis of their work and its implications.	Overall, demonstrates inconsistent ability to complete and document a culturally and developmentally appropriate clinical interview with clients, provide, minimally, a clear, concise intake summary, and engage in minimal critical self-analysis of their work and its implications.	Overall, does not demonstrate proficiency in completing and/or documenting a culturally and developmentally appropriate clinical interview with clients via telehealth, creating a clinically effective/appropriate intake summary, or engaging in sufficient self-reflection regarding their work and its implications. Significant element(s) of clinical interview and documentation demonstrated a lack of proficiency in clinical interviewing and/or documentation levels.
<u>Comments</u>				
Informed Consent & Therapeutic Working Alliance		Clearly demonstrated proficiency in providing appropriate informed consent and the ability to establish a positive therapeutic working alliance with a client.	Demonstrated developmentally appropriate skill in providing appropriate informed consent and ability to establish a positive therapeutic working alliance with a client.	Did not demonstrate the required skill in providing appropriate informed consent and/or ability to establish a positive therapeutic working alliance with a client.
<u>Comments</u> Confidentiality/limits: Mandated Reporting: Privilege: Credentials:				

Five-Stage Clinical Interview Introduction Opening Body Closing Termination		The student clearly demonstrated effective/intentional use of basic counseling skills in each stage of the clinical interview. The student clearly demonstrated a focus on developing a quality therapeutic alliance. The student clearly demonstrated the ability to effectively complete all stages of the clinical interview. The student displayed a clear, consistent focus on remaining engaged with the client.	The student demonstrated effective use of basic counseling skills in each stage of the clinical interview. The student demonstrated a focus on developing a quality therapeutic alliance. Student demonstrated ability to effectively complete all stages of the clinical interview. The student displayed focus on remaining engaged with the client.	The student did not demonstrate effective use of basic counseling skills in each stage of the clinical interview. The student did not demonstrate a focus on developing a quality therapeutic alliance. Student demonstrated ability to effectively complete all stages of the clinical interview. The student did not remain engaged with the client.
Clinical Interview Document and Intake Summary Document		Clearly demonstrated above-average skill in content and clinical writing in completing all areas of the clinical interview document and intake summary document.	Demonstrated average/expected content knowledge and skills specific to complete all areas of the clinical interview document and intake summary document.	Did not demonstrate the required knowledge and/or skills specific to complete all areas of the clinical interview document and the intake summary document.
<u>Comments</u>				
Reflection Paper		Demonstrated consistent critical thinking and analysis of their experience preparing, conducting, and processing (self-reflection) the clinical interview & intake summary documentation.	Demonstrated consistent critical thinking and analysis of their experience preparing, conducting, and processing (self-reflection) the clinical interview & intake summary documentation.	Demonstrated no or inconsistent critical thinking and analysis of their experience preparing, conducting, and processing (self-reflection) the clinical interview & intake summary documentation.

<u>Comments:</u>				
Peer Review		Demonstrated an above-average ability to give detailed and reflective strength-based feedback to their peers. Completed the peer review document within 1-2 days after the completion of the interview.	Demonstrated the ability to give reflective strength-based feedback to their peers. Completed the peer review document within 2 days after the completion of the interview.	Demonstrated a limited ability to give reflective strength-based feedback to their peers. Did not complete the peer review document within 2 days of the completion of the interview.
<u>Comments</u>				

Attestation

I, _____, attest that I have read, understand, and agree to the policies and requirements of COUN 515 as outlined in this syllabus. I further attest that I will a) seek clarification from the course instructor regarding a course policy/requirement when necessary and b) seek clarification from the course instructor a minimum of one (1) week prior to the scheduled due date of any assignment as stated in the syllabus.

Student Signature

Date