



UNIVERSITY OF
SAINT JOSEPH

CONNECTICUT

Clinical Mental Health Counseling and School Counseling

Handbook

2017-2018

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UNIVERSITY OF SAINT JOSEPH
CONNECTICUT

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Quick Reference

**Office of Graduate Admissions – 860.231.5261
graduate@usj.edu**
Graduate admissions, matriculation records, graduate assistantships, leave of absence

**Bursar – 860.231.5266 / 860.231.5278
bursar@usj.edu**
Tuition, fees, payment of bills

**The Career Development Center – 860.231.5551
careercenter@usj.edu**
Career Counseling and Services

**The Center for Academic Excellence – 860.231.5514
cae@usj.edu**
Tutoring, grammar hotline, assistance with papers/research

Counseling and Health Services – 860.231.5530
Medical services, counseling and student health

Registrar – 860.231.5225

registrar@usj.edu

Official and unofficial transcripts/records and all registration issues

Student Financial Services Center – 860.231.5223

financialaid@usj.edu

Scholarships, financial aid, loan plans

Safety Officers (Emergency) - 860.231.5222

Emergency situations

Security Office – 860.231.5742

Campus Safety, parking permits

The Pope Pius XII Library Circulation Desk – 860-231-5209

Reference & Instruction 860.231.5558

The O’Connell Athletic Center – 860.231.5410

bcardarelli@usj.edu

The Carol Autorino Center – 860.231.5529

Archives, Art Gallery, Hoffman Auditorium

Office of Information Technology – 860.231.5310

helpdesk@usj.edu

Media Center, Network Center

Weather Cancellation

Classes are rarely cancelled. Occasionally, however, it may be necessary to do so because of emergencies or hazardous weather situations. Cancellation announcements are made on the University homepage and on the following radio and television stations:

WVIT, Channel 30 Television, NBC

WDRC-AM, FM 1360, 102.9

WKSS-FM 95.7

WELI AM 960

WLAD-AM 800

WHCN-FM 105.9

WRCH-FM 100.5

WTIC-AM, FM 1080, 96.5

WFSB, Channel 3 Television, CBS



UNIVERSITY OF SAINT JOSEPH

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MISSION AND PURPOSE

The University of Saint Joseph, founded by the Sisters of Mercy in the Roman Catholic tradition, provides a rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women.

The University is a community which promotes the growth of the whole person in a caring environment which encourages strong ethical values, personal integrity and a sense of responsibility to the needs of society.

The Master of Arts programs in Clinical Mental Health Counseling and School Counseling are committed to educating counselors who will provide effective growth oriented interventions, advocacy, and leadership when serving the needs of individuals in the many diverse communities in which they work and reside.

ACCREDITATION

Accreditation Statement



The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is the official organization that accredits graduate programs that prepare counseling professionals—counselors, counseling supervisors, and counselor educators. CACREP sets standards for Counseling Program institutions, administration, faculty, curriculum, and program evaluation. In a self-study every eight years, the program faculty presents evidence of the extent to which the program meets or exceeds those standards. They submit the self-study in writing and then host an on-site team that CACREP sends to observe program operations directly. The USJ Counseling Program was last re-accredited in 2013.

Effective through October 31, 2021, CACREP has conferred accreditation on the following programs:

<u>Program</u>	<u>Degree</u>	<u>CACREP Program Area</u>
Clinical Mental Health Counseling	MA in Clinical Mental Health Counseling	Clinical Mental Health Counseling
School Counseling (Elementary, Secondary)	MA in School Counseling	School Counseling

The University of Saint Joseph is accredited by the New England Association of Schools and Colleges, Inc, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Each of the programs at the University of Saint Joseph has been reviewed and approved by the State of Connecticut Board of Higher Education. Additionally, the School Counseling has been accredited by the Connecticut State Department of Education.

INTRODUCTION

The purpose of the Student Handbook is to provide information to students regarding the counselor education programs (Clinical Mental Health Counseling and School Counseling) housed in the Department of Counseling and Applied Behavioral Studies, School of Graduate and Professional Studies at the University of Saint Joseph. This handbook contains valuable information about successfully progressing through the program. It identifies program goals and objectives and policies related to students' programs of study.

The Counseling faculty wants you to have a successful academic and clinically enriching experience. Faculty members are assigned as academic advisors as soon as students enter their respective programs and are available to assist students as they progress through the Clinical Mental Health or School Counseling programs. However, it is very important that you, as a student in the program, are responsible for knowing the content contained within this handbook as well as the policies that govern graduate studies at the University of Saint Joseph (USJ). Advisors and instructors will assume you have read through this handbook and the University of Saint Joseph Catalog. You will be held responsible for the information contained within each document. Reviewing the aforementioned documents periodically is highly recommended. For specific questions and concerns it is always a good idea to speak directly with your advisor or a core member of the faculty.

PROGRAMS OF STUDY

Master of Arts in Clinical Mental Health Counseling

60 Credits

The Clinical Mental Health Counseling program is committed to educating counselors who will provide leadership in serving the mental health needs of individuals across the lifespan. This program offers an education that is holistic, reflecting an integration of mind, body, and spirit. The purpose of a community mental health counselor's intervention is seen as facilitating individual growth towards fulfilling one's human potential. This program focuses on helping counselors design interventions that attend to the wide span of personal problems that emerge from handling the stresses and strains of modern life. Counselors are prepared to work in community mental health centers, private practice, social service agencies, health services organizations, businesses, and educational or pastoral settings.

Comprehensive Examination

The comprehensive examination requires the student to demonstrate the ability to integrate the content and application of the chosen field of study. With the completion of the core course curriculum (and approved for Practicum), the student may sit for this examination.

Master of Arts in School Counseling

60 Credits

The School Counseling program is committed to educating counselors who will provide leadership in serving the developmental needs of children in a school community. The purpose of a counselor's intervention is seen as facilitating growth towards the student's full academic and psychosocial potential. The program focuses on assisting future counselors with the wide range of issues that confront students, teachers, and parents across the full span of the school years (K-12). Therefore, school counselors who graduate from the University of Saint Joseph are prepared to work with elementary, middle, and high school students and to assist them with the types of challenges that they face as they grow and develop.

Degree Requirements

The School Counseling curriculum is designed to facilitate self-understanding and development through individual and small group activities across a variety of educational domains that pertain to counseling practice. In addition to a common core of curricular experiences, all students in the school counseling program are expected to demonstrate their knowledge and skills in foundations of school counseling, ability to conceptualize a comprehensive counseling program, and the practice of school counseling including program development, implementation, evaluation, and consultation. The content elements included in this program follow the 2003 Connecticut state regulations for school counselor preparation programs.

Comprehensive Examination

The comprehensive examination requires the student to demonstrate the ability to integrate the content and application of the chosen field of study. With the completion of the core course curriculum (and approved for Practicum), the student may sit for this examination.

GENERAL POLICIES GOVERNING THE PROGRAMS

Learning Goals and Objectives

As our Department's Mission suggests, the professional counseling programs seek to prepare students to be effective counselors in a dynamic profession that is carried out in an increasingly complex world. The programs are structured to enable students to develop a professional identity and master the knowledge as well as counseling skills necessary for entry level professional practice. The Faculty seek to educate students for careers in public and private/charter schools, mental health and human service settings, higher educational institutions, private practices, as well as government or business settings. Learning objectives are achieved through the process of addressing eight broad content domains of study. These domains include:

1. Professional Orientation and Ethical Practice – Studies that provide an understanding of all of the following aspects of professional functioning:

- history and philosophy of the counseling profession;
- professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;
- counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- self-care strategies appropriate to the counselor role;
- counseling supervision models, practices, and processes; professional organizations, including membership benefits, activities, services to members, and current issues;
- professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- the role and process of the professional counselor advocating on behalf of the profession;
- advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. Social and Cultural Diversity – Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- theories of multicultural counseling, identity development, and social justice;
- individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. Human Growth and Development – Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- theories of individual and family development and transitions across the life span;
- theories of learning and personality development, including current understandings about neurobiological behavior;
- effects of crises, disasters, and other trauma-causing events on persons of all ages;
- theories and models of individual, cultural, couple, family, and community resilience;
- a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- theories for facilitating optimal development and wellness over the life span.

4. Career Development – Studies that provide an understanding of career development and related life factors, including all of the following:

- career development theories and decision-making models;
- career, avocational, educational, occupational and labor market information resources, and career information systems;
- career development program planning, organization, implementation, administration, and evaluation;
- interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- career and educational planning, placement, follow-up, and evaluation;
- assessment instruments and techniques relevant to career planning and decision making; and
- career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. Helping Relationships – Studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- an orientation to wellness and prevention as desired counseling goals;
- counselor characteristics and behaviors that influence helping processes;
- essential interviewing and counseling skills;
- counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions.

Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

- a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- a general framework for understanding and practicing consultation; and
- crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. Group Work – Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and direct experiences in which 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.

7. Assessment – Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- historical perspectives concerning the nature and meaning of assessment;
- basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

- ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. Research and Program Evaluations – Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- the importance of research in advancing the counseling profession;
- research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- statistical methods used in conducting research and program evaluation;
- principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- the use of research to inform evidence-based practice; and
- ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

Instructional Contact and Expectations

The New England Association of Schools and Colleges Commission on Institutions of Higher Education (NEASC), the accrediting body for the University of Saint Joseph, holds each accredited institution to all federal laws and regulations that serve as minimum standards for higher education. Federal regulations define a credit hour as, “. . . an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than one hour [denoted as 50 minutes] of classroom or direct faculty instruction and a minimum of 2 hours of out of class student work each week for approximately fifteen weeks for one semester”. For each 3-credit course in which one is enrolled, beside the 2 ½ hour class meeting each week, it is expected that a minimum of 6 hours per week will be dedicated to working on assignments outside of class.

Professional Readiness Evaluation and Academic Progress Policies

Each student is expected to engage in personal conduct that does not violate criminal or civil statutes or the State of Connecticut, is consistent with policies governing student conduct (see USJ College Catalog), and falls within the guidelines set by the American Counseling Association (ACA) through the Code of Ethics and Standards of Practice (2014) (see www.counseling.org)

Professional Presentation Policy

As health care professionals, it is very important that counselors be aware of how they present in a clinical setting and the stimulus value one’s presentation holds for clients. Therefore, sexually suggestive or other forms of provocative behavior within a professional setting should

be avoided at all times. One's workplace attire should be consistent with that of other professionals working in the same setting. Body pricings that may be sexually suggestive (e.g. tongue posts) should be removed prior to seeing clients and visible body art that may serve to offend and/or trigger a reaction from a client should be covered with clothing or in some other way obscured.

Problematic Behaviors that are Non-academic in Nature

Any conduct by a student that is a violation of the Code of Student Conduct may be referred to the Student Affairs Office for disciplinary action in addition to any actions taken by the Faculty. The USJ University Catalog details the types of student behaviors that will result in disciplinary action, including possible dismissal from the University. Conduct violations by a student off-campus in related academic activities (e.g. internship) will be handled the same as if the violation had occurred on-campus.

Professional Role Behaviors and Formal Action by the Department or Graduate School

The ACA Code of Ethics states that counselors (counselor educators) must provide students and supervisees with periodic performance appraisal and evaluation feedback throughout their training programs. The ethical code of the ACA (American Counseling Association) section F.6.b, F.9.a. and F.9.b. (2014) holds that counselor educators are obliged to address personal and professional limitations of students and supervisees:

F.6.b. Gatekeeping and Remediation

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

F.9.a. Evaluation

Counselors clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing performance appraisal and evaluation feedback throughout the training program.

F.9.b. Limitations

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:

1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

In the on-going evaluation of students in the program, the Faculty will consider performance or behavior of students that provides relevant information as to their likely performance as professional counselors as matter that relates directly to progress through the program. When a student's behavior or performance raises concerns about the student's ability to perform satisfactorily in the practice of counseling, that behavior or performance will be considered as grounds for reviewing a student's standing in the program. Professional role review may be initiated when a student exhibits the following behavior in one discrete episode that is a violation of law or of the ACA Code of Ethics and/or when a student exhibits a documented pattern of recurring behavior which may include, but is not limited to the following:

- Performance or behaviors that demonstrate poor interpersonal skills and an inability to effectively communicate with others, often evidenced by repeated complaints from the field supervisor, other students or departmental faculty
- Unethical, threatening or unprofessional conduct
- Behaviors that place clients at risk during field placement, including current substance abuse problems; exploitation of clients; emotional, physical or verbal abuse; vindictive action toward clients; or stealing from clients
- Behavioral displays that pose a risk to others or to competently engaging in counseling practice
- Consistent inability or unwillingness to carry out academic or field placement responsibilities
- Frequent excuse making when tasks, assignments, tests, appointments are not completed in a timely manner or require rescheduling
- Consistent non-attendance and/or tardiness in classes, at field placement and other required departmental functions

- Lack of insight into negative consequences of own behavior and frequent blame of others or external factors for failures and difficulties in the academic or field placement environment
- Inability to tolerate different points of view, constructive feedback or supervision
- Failure to maintain regular contact with supervisors, which includes keeping them apprised of clinical and ethical issues pertaining to clients.
- Dishonest academic practices, including but not limited to, plagiarism, cheating, fabrication, aiding and abetting deception or dishonesty, and the falsification of records or official documents
- Verbal or physical aggressiveness toward others

If a student discloses personal information to a faculty member, the faculty member may share that information with other appropriate faculty. Such information will only be shared to the extent necessary to assess the student's ability to serve in the role of professional counselor. Faculty members may also consult each other if it is observed that a student behaves in a manner that is inappropriate, unprofessional, and/or raise questions regarding that student's readiness for the profession. When a faculty member observes a student who, through behavior or manner of presentation, compromises the educational process, relevant sections of the ACA Code of Ethics, and/or the welfare of clients or fellow students, the Faculty will follow these prescribed steps:

- 1) The faculty member who has concerns about a particular student will meet with the student to discuss the nature of the observations made and the reasons for concern. During this meeting, specific expectations for future behavior and/or manner of interpersonal presentation will be stated. The faculty member and the student will discuss options open to the student for remediation and change. It will then be the student's responsibility to take appropriate steps toward meeting the stated expectations. The faculty member will write a follow-up letter to the student documenting the discussion and any agreement reached regarding expectations for change and desired outcomes. A copy of the follow-up letter will also be sent to the student's advisor and placed in the student's file. The nature of the faculty member's concern and content of discussion during the meeting will be noted during the next regular departmental review of the student's progress.
- 2) Should the faculty member or other faculty members continue to observe problematic behavior, written notification will be sent to the student specifically documenting the nature of the observations, the earlier attempt to address concerns with the student, and the lack of observable improvement. A copy of this letter will also be sent to each member of the core faculty and the Dean's Office.

- 3) Once this letter is received, the student's advisor will call a meeting with the student and the faculty member who has written a notification of concern. If the faculty member voicing the concern is the student's advisor, the Department Chair will call this meeting. During this meeting the nature of the concern and related issues will be reviewed. Together the faculty member, the student, and the student's advisor (or Program Director) will discuss possible options to appropriately address the concerns.
- 4) If the Faculty see no measurable improvement a final formal review of the issues and concerns will be conducted. Prior to the review the student may provide, in writing, any information that he/she wishes to have the Faculty take into account during the review process. Among the options open to the faculty in such cases are, but are not limited to, the following: course selection recommendations, pacing of course enrollment, delaying of the field experience, a recommendation of entering counseling and providing evidence that necessary changes have been made, granting an administrative leave of absence, or dismissal from the program. A formal report of the Faculty's decision and recommendations will be sent to the student and the Academic Dean.

Note: The student has the right to file a formal grievance at any point in the process outlined above. A student who has been dismissed may appeal to the graduate dean for reinstatement. Appeals must be made in person or in writing. If an appeal is heard and granted, the student remains on probation for a stated time. A student whose appeal has been denied may not take courses at the University of Saint Joseph for two academic semesters following dismissal but may re-apply for admission thereafter. In accordance with due process, a student wishing to appeal any action of the School of Graduate and Professional Studies should make application to the graduate dean for a hearing before the Graduate School Committee.

Grading System (Graduate School)

<i>Grade</i>	<i>Definition</i>	<i>Grade points per credit</i>	<i>Grade</i>	<i>Definition</i>	<i>Grade points per credit</i>
A	100-93	4.000	A-	92-90	3.670
B+	89-87	3.330	B	86-83	3.000
B-	82-80	2.670	C+	79-77	2.330
C	76-73	2.000	C-	72-70	1.670
D+	69-67	1.330	D	66-63	1.000
D-	62-60	.670	F	less than 60	

Grade Requirements

Normally, a grade of C or below in any course is subject to review by the Department in which the student is matriculated. The acquisition of a grade of C or below in two courses

necessitates a reconsideration of candidacy and the possibility of repeating course work. Receipt of a grade of D or F in a required course, necessitates repeating the course and a reconsideration of candidacy (see the Graduate Catalog for further details). Because the basic counseling skill taught in COUN 541 serve as a foundation for COUN 531 – Group Dynamics and Process, COUN 585 – Advanced Skills Practice, as well as all skills-based assignments in other core content courses, the Faculty have made it a requirement that students must be able to demonstrate proficiency with applying basic counseling skills. Therefore, in order to progress in the program students must earn a grade of B or better in COUN 541.

GPA to Graduate

In addition to department requirements, all students must have a grade point average of 2.67 or better to graduate from the USJ Graduate School.

Academic Integrity Policy

Absolute integrity is expected of every student in all academic undertakings. An atmosphere of academic integrity is inherent in the philosophy of the University of Saint Joseph and shall be upheld by all members of this community.

Academic integrity is the responsibility a student assumes for honestly representing all academic work. This responsibility implies the student will in no way misrepresent her or his work or unfairly advance her or his academic status and will neither encourage nor assist another student in so doing. Violations of academic integrity include plagiarism, cheating, fabrication, and facilitating academic dishonesty. Definitions of these terms are cited below as a guide and are to be applied within reason by University of Saint Joseph faculty. Students are responsible for determining each professor's expectations for particular assignments (e.g., Do ideas need to be cited in a written examination? What constitutes cooperation or cheating on a take-home assignment?).

Plagiarism: "The presentation of someone else's ideas or words as your own,"¹ as in the following examples:

- "Copying a phrase, a sentence, or a longer passage from a source and passing it off as your own,
- "Summarizing or paraphrasing someone else's ideas without acknowledging your debt,
- "Handing in as your own work a paper you have bought, had a friend write, or copied from another student."²

Cheating: "Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise"³

Fabrication: "Intentional and unauthorized falsification or invention of any information or citation in an academic exercise"⁴

Facilitating Academic Dishonesty: “Intentionally or knowingly helping or attempting to help another to violate any provision of this code”⁵

¹ Fowler, H. R. and Aaron, J. E., *The Little, Brown Handbook*. (New York: Longman, 2001) page 686.

² Fowler and Aaron, page 686.

³ Kibler, W.L., Nuss, E.M., Paterson, B.G, and Pavela, G. *Academic Integrity and Student Development* (Asheville, NC: College Administration Publications, Inc., 1988) pages 69-70.

⁴ Kibler, Nuss, Paterson, and Pavela, pages 69-70.

⁵ Kibler, Nuss, Paterson, and Pavela, pages 69-70.

While cheating in various forms and failure to acknowledge the proper sources of ideas can be an integrity problem using any communication medium or in any learning environment, the most common problem in today’s college learning environment is the practice of constructing papers or written discussion postings by electronically copying text from a variety of sources, and submitting it as one’s own writing. Whether the sources are cited or not, this is not acceptable academic behavior.

Included within the Academic Integrity Policy is all academic work including quizzes, tests, mid-term examinations, final examinations, theses, comprehensive examinations, research projects, take-home assignments, laboratory work, papers, essays, threaded-discussions, and all other forms of oral or written academic endeavor.

Academic Integrity Office & Committees

Academic Integrity Officer (AIO)

The AIO serves as a resource for both faculty and students concerning the University's Academic Integrity policy and determines whether an alleged violation would constitute an incidental, typical, or flagrant violation, but the Academic Integrity Board (AIB) can amend that initial determination.

Graduate Academic Integrity Board

1. Two tenured graduate faculty members of different schools who serve a year-round, two-year term commencing at the fall semester add/drop deadline. These terms are staggered such that there always will be one returning member and one new member.
2. The chair of the department of the course in which the violation is asserted. If the course is co-listed, the AIO will determine which chair will serve.

3. Three graduate students from different programs who are recommended by graduate faculty or students at large solicited by the AIO
4. The AIO (nonvoting)
5. The dean of the school that is home to the course in which alleged violation occurred also will be present. The dean is nonvoting except in the case of a tie.
6. Before serving on any hearings, new members (faculty and students) must undergo training from the AIO
7. If the entire AIB cannot meet, a hearing may proceed with a quorum of two students and two faculty members. Either the dean or chair must also be present.

Student Bill of Rights

1. A student is presumed to be not in violation until exonerated of the charge or determined to be in violation. With the exception of other policies outlined herein, the student is otherwise entitled to all rights and coursework in the class until AI proceedings conclude.
2. A student may at any time confidentially meet with the AIO about general student rights and AI policy
3. As valued members of the University community, students may bring forth a charge of Academic Dishonesty against other students, staff, and faculty members
4. Provided the withdrawal deadline has not passed, a student can submit to the registrar a request to withdraw from a course. However, that withdrawal will not be executed until the AI proceeding is complete, and then may only go into effect if (a) the student did not receive a sanction of an F in the course or (b) the student has fulfilled whatever other sanction, e.g., rewriting a paper, has been imposed.
5. If the student's case goes to an AI hearing, the student may opt to have a trusted USJ faculty or staff member present, but that trusted member may not address the AIB directly. As this is an internal University matter, the student may not have a parent, lawyer, or other non-University person present.
6. If the student is part of a group charged collectively, the student may opt to have his or her case handled individually
7. In case of extenuating circumstances, e.g., serious illness, the student may submit a written request to the AIO to delay proceedings. The student may be asked to produce documentation, and final determination of delay rests in the AIO's discretion.

Submitting Cases of Academic Dishonesty

Any member of the USJ community may bring forth an AI matter.

Faculty

Faculty members who discover potential violations will bring them forth according to policies outlined under "Procedures for Faculty."

Students Who Discover Academic Dishonesty

1. A student who believes he or she has knowledge of another student's violation should report it to the faculty member or AIO within six [procedural days*](#) after the student concludes that academic dishonesty has occurred
2. Anonymous reports are permitted. However, anonymous testimony cannot be considered in AI proceedings. A faculty member or the AIO may, however, pursue other evidence based on anonymous information.
3. Formal Report
 - a. A student(s) may fill out a formal report by completing the Academic Infraction Form (AIF) in consultation with the AIO or the faculty member
 - b. The faculty member and/or AIO may act on the report accordingly
 - c. The name of the student(s) filing the report will be held in confidence unless the matter goes to a hearing
 - d. A student(s) filing a formal report may withdraw the report prior to a hearing if she/he wants

* **"Procedural Days"** refers to weekdays on which regular classes or exams are held. This would include days where classes meet regularly, exam days, and study days. This would exclude breaks, e.g. winter break, days where classes are canceled for weather, and summers (unless the violation in question occurred in a summer class).

Faculty/Staff Violation

1. A student who believes he or she has knowledge of a faculty or staff member's violation should report it to the faculty member or AIO within six [procedural days](#) after the student concludes that academic dishonesty has occurred
2. Anonymous reports are permitted. However, anonymous testimony cannot be considered in AI proceedings. A faculty member or the AIO may, however, pursue other evidence based on anonymous information.
3. Formal Report
 - a. A student(s) may fill out a formal report by completing the AIF in consultation with the AIO
 - b. The AIO may act on the report accordingly by contacting the provost and the faculty/staff member's supervisor, and/or the Office of Human Resources.
 - c. In the case of an alleged faculty violation, the matter may be handled through the Grievance Committee, which will consult with the AIO
 - d. The name of the student(s) filing the report will be held in confidence unless the matter goes to a hearing
 - e. A student(s) filing a formal report may withdraw the report prior to a hearing if he or she wants

See the USJ Graduate Catalog for more information

Decision of the Committee on Academic Integrity

1. The Academic Integrity Board may determine to dismiss a case or may decide on an appropriate sanction.
2. Each potential breach of Academic Integrity should be considered individually and decisions concerning sanctions shall be made on a case-by-case basis as per the sequence outlined above. This means that there is not a specific sanction(s) associated automatically with a particular violation.

Examples of Sanctions

Academic sanctions range from a warning to failure of the course to expulsion. Sanctions include, but are not limited to:

- Written warning
- A grade of zero for the assignment
- Failure of the course
- An “XF” grade for the course (An XF grade is an indication that the student has failed a course because of a violation of academic integrity. When the grade is assigned, the transcript shall indicate the meaning of this notation. The XF grade is awarded only with the concurrence of the instructor and the Committee. The awarding of an XF grade should be a rare occurrence and reserved for the most serious breaches of academic integrity.)
- Probation, suspension, or expulsion from the University.

The report of the Academic Integrity Board and/or the notification to the student of the findings shall be forwarded to:

- Graduate Office, to be placed in the student’s Academic Integrity File.
- Dean of Graduate and Professional Studies
- Provost

Student Grievance Procedure

A student with a grievance should confer first with the instructor and her/his advisor. If the grievance needs further discussion, the student brings it to the department chair. Should further consideration of the issue be required, it is brought to the dean of the school, who then calls together an ad hoc committee consisting of another graduate student, instructor, advisor, department chair, dean of the school, and provost.

Academic Probation

Students are expected to pass enough credit hours and maintain a grade point average sufficient to be considered as making satisfactory academic progress. A graduate student must have a minimum cumulative GPA of 2.67 (B-) in graduate coursework at the University to be in

academic good standing at the graduate level. If at any time a graduate student's cumulative grade point average is below 2.67 or the student earns a D or F in a course the Dean of the School of enrollment and the Program Director/Department Chair will be notified and the student will be placed on academic probation. Program Director/Department Chair notifies the student of their of Academic Probation status. (Procedurally, at the end of every semester, the Graduate Office reviews all graduate transcripts and provides copies of students of concern to appropriate Deans and Department Chairs). Until the student has raised the GPA, the student remains on probation. Schools and programs may have higher standards that prevail over the Graduate School policy.

During the probationary semester(s), the student must receive a semester grade point average of 2.67 or higher. When the student's cumulative grade point average reaches or exceeds 2.67 the probationary status will be removed. Students will be granted 2 semesters or 6 credit hours to achieve a cumulative GPA of 2.67. Should this not be obtained, the student will be academically dismissed.

Graduate students on academic probation who participate in any of the University's tuition waiver programs become ineligible for such programs. All waivers are rescinded when students are placed on academic probation.

Schools and programs may have higher standards that prevail over the Graduate School policy and in that event, during the probationary semester the student must receive a semester grade point average of 2.67 or higher. Students will be granted 2 semesters or 6 credit hours to achieve a cumulative GPA of 2.67. Should this not be obtained, the student will be academically dismissed.

Academic Dismissal

A student whose cumulative GPA fails to meet the minimum required cumulative GPA at any time may be dismissed, lose matriculation status, and must re-apply for admission.

A graduate student must have a minimum cumulative GPA of 2.67 (B-) in graduate coursework at the University to be in academic good standing at the graduate level. . If at any time a graduate student's cumulative grade point average is below 2.67 or the student earns a D or F in a course the Dean of the School of enrollment and the Program Director will be notified and the student's file will be reviewed. Conditions of continuing will be outline to the student in a written letter. A graduate student will be removed from probation when the student's cumulative grade point average in graduate course work reaches or exceeds 2.67. No changes in status or financial assistance will be made until the end of the semester and will not be effective until the following semester. The student will be dismissed unless the cumulative grade point average exceeds 2.67 after 6 additional completed credits. Until the student has raised the GPA the student remains on probation.

- During the probationary semester, the student must receive a semester grade point average of 2.67 or higher. Students will be granted 2 semesters or 6 credit hours to achieve a cumulative GPA of 2.67. Should this not be obtained, the student will be academically dismissed.
- Academic good standing does not automatically ensure continuation in a graduate program. A student may be dismissed for factors other than grades upon the recommendation of a committee of department faculty, the chair of the department/director of graduate program, or the Dean of the School of Graduate and Professional Studies. The University reserves the right to exclude from further enrollment any graduate student whose conduct is deemed improper or prejudicial (inclusive of academic integrity issues) to the best interests of the University. The Dean of the School of Graduate and Professional Studies together with the Graduate School Committee will handle such cases.
- A student who has been dismissed for any of the reasons specified above may apply for admission to another program. The application process for seeking admission to a different program shall be the same as for new graduate students.

Appeal Process

Dismissed students may petition for reinstatement into the program from which they have been dismissed by filing a written letter of appeal to the Graduate School Committee within 30 days from the time the dismissal notification is received. The student must demonstrate to the Committee that exceptional circumstances were involved and provide evidence indicating that they can raise the grade point average within one term. If the committee fails to approve the petition, the student is required to withdraw from classes for a minimum of three terms.

Thereafter, the student may reapply for re-admission to the graduate school if so desired.

Dismissed students are allowed to make only one petition for reinstatement to the program from which they have been dismissed. If the student is dismissed a second time after reinstatement, no additional petition for reinstatement will be considered. The program director, the department chairperson, the dean of the college, and the Dean of the School of Graduate and Professional Studies must approve the petition for reinstatement.



Confidentiality Guidelines for Practicum/Internship Students

Client confidentiality is absolutely mandatory. Therefore, student interns are responsible for securing the confidentiality of all written reports, video recording, and audio recordings regarding clients. In fulfillment of this obligation, the following is required:

Transporting Information

- The information is never to be left in any vehicle
- Video and audio recordings should be transported in a locked case
- Clients should be identified by initials only
- Accompanying reports or notes should only provide identifying information in the form of initials

Written Reports

- All written reports on a personal computer must be kept in a separate, password-protected file.
- Back-up copies of reports must be stored in a locked file drawer
- At the termination of cases and after the records are complete, reports must be deleted from the personal computer
- Back-up records must be shredded before being thrown away
- No information regarding clients should be sent via e-mail

Viewing/Listening

All recorded sessions must be viewed/heard in secure locations:

- The offices of the Department of Counseling and Applied Behavioral Studies or secure classrooms
- The offices of site supervisors or secure site rooms
- At home in a private location where other family members cannot hear or see client recordings

Case Supervision

- Do not include any identifying information outside of first names in oral or written reports
- Avoid any discussion of case material outside of Practicum/Internship seminar or designated supervisory sessions
- Group members must excuse themselves from supervision or case discussion if cases of clients they know personally are presented
- Supervisors must ask the student to stop the presentation if the client is known to them

Written Consent

Written consent must be obtained from the client...

- Before recording or requesting any specific information from outside persons and/or referral sources
- Before disclosing any information concerning clients to an outside person and/or referral source

A written request is required from a person and/or referral source stating the specific purpose and intended use of the requested information.

ACADEMIC WRITING

The purpose of academic writing is to provide a vehicle for students to demonstrate and communicate learning. Currently there appear to be four formats that the faculty within the Department of Counseling and Applied Behavioral Studies use and may require of students. These are only a general guideline and individual professors may have different/individual requirements.

The Research Paper

The research paper is a formal presentation of information that is *researched* on a specific topic(s). Its purpose is to understand the relevant literature in a specific content area.

All research papers must be done in **APA** format with the following sections:

Statement of the Problem or Issue: This section presents the reader with a clear statement of the problem, issue or content area that your paper will be addressing. You might also want to consider the historical perspective relating to this issue if that is relevant to the content area and if it is needed to orient the reader. To help you formulate this section, you might want to consider the following questions: What is the problem/issue or content area to be addressed? Why is this a problem or issue in the field of counseling? Why is this content area relevant? Have you provided a brief overview of what might have lead to this problem or caused you to research this content area? Remember to substantiate statements of fact with references. The last paragraph of this section should begin with the following statement: "The purpose of this paper is to. . . ." (Usually 1-3 pages in length.)

Review of Literature: This is the main body of the paper and examines the area of literature (usually current) that exists on the topic. The material should be organized and presented so that ideas, concepts and studies build on each other in a coherent and smooth manner. Your review must be focused on the literature pertaining to the construct or issue you are addressing. You will probably use primarily journal articles as references. The information in journal articles is usually richer in information, more condensed, and often more current. It often takes 6-20

sources to cover a topic in sufficient detail. Remember that much of information on the World Wide Web has not been peer reviewed and generally should not be used in this type of research project.

Implications/Applications and Recommendations for the Counselor: This section allows students to demonstrate the applicability of the information to the field of counseling. In completing this section, you might want to consider the following questions: What do your research findings mean and suggest for counseling practice? What is the significance of this information? What are the logical conclusions that can be drawn from that material covered in your literature review? In answering these questions, you should present a synthesis of reviewed material and summarize the key points presented in your literature review.

At times, students may be instructed to include specific clinical examples within this section of the paper or to reflect on their findings.

Conclusions: This section contains an overview or a synopsis of the material covered in the entire paper. You should summarize and include the key points the reader should have gained from reading your paper.

Reaction or Reflection Paper

This paper is a more personal or experiential paper than the research paper. Its purpose is to allow students to thoughtfully respond to material that usually has been presented in class or through assigned readings. This should be done in a style that demonstrates that not only has the student understood the material, but also has been able to integrate the material into his/her own personal perspective or “worldview”. Within this style paper, personal thoughts, feelings and reflections are important. Use of one’s own voice or “I” statements are permitted.

Cautions:

Avoid unsubstantiated statements such as, “I like this article”, unless you provide the reasons behind the liking.

Resist the temptation to turn this paper into a loose amalgam of disconnected ideas. This paper should have organization and flow, developed in a manner that clearly articulates your thoughts and ideas. It would be suggested that you follow the same general format of:

- Introduction: This orients the reader and should include a brief overview of the material to be presented.
- Body: This section includes a coherent presentation of the students’ reactions or reflections.
- Conclusion: This section provides an overview or a synopsis of the material covered.

Case Presentations

The case presentation is an academic presentation of the students' clinical work. The purpose is generally to demonstrate an understanding of concepts or theories as applied to concrete clinical work.

The specific format may vary according to the course and requirements, but the general format usually includes the following:

- **Introduction:** This orients the reader and should include a brief overview of the material to be presented. This may include descriptive material about the client and/or situational factors relevant to the case (type of setting, nature of contact, etc.)
- **Theoretical overview:** This section includes theoretical explanations and/or literature that has been helpful in formulating the student's understanding of the case material.
- **Case Presentation:** This section presents particular aspects of the clinical work that is the focus of the presentation. Typically it will describe the nature of the work with the client, specific interventions, and an analysis of the therapeutic process.
- **Conclusion:** This section provides an overview of the work as well as possible future directions to take in the counseling process.

Remember to disguise all identifying data to protect the client's confidentiality. Use clinical language that describes the client, rather than value laden words and personal perceptions. For example, instead of saying that "the client was shabbily dressed", you might say that "the client wore ripped jeans and a soiled white t-shirt."

General Reminders:

Plagiarism is an ethical violation and will be treated as such.

Avoid the over dependence on direct quotes and use them sparingly, preferably only when what the author says perfectly captures a particular concept. Paraphrase whenever possible.

Grading of Papers: Papers will generally be graded on the following criteria:

- **Fluidity and Clarity of Expression** - The writer has expressed ideas in a style that permits smooth reading and clear communication of ideas.
- **Organization** - The paper has an introduction that advances the central ideas of the paper, the material in the paper is well organized, transition sentences link parts, and topic sentences unify paragraphs.
- **Elaboration and Detail** - The ideas presented in the paper are fully developed and are adequately supported by published sources.

- **Critical Thinking** - The writer has demonstrated skilled analysis, synthesis, and critique based on credible sources.
- **Research Technique** - The work contains appropriate references and the paper's structure and resource documentation adhere to APA style.
- **Diction and Effective use of Language** - The writer has used college level vocabulary and correct word choice in the paper.
- **Mechanics of Writing** - Spelling, capitalization, punctuation, verb tense and subject-verb agreement are correct, and there are no sentence fragments or run-on sentences.
- **Completion of assignment requirements**- The paper attends to all the components and details that were required by the instructor.

Paper Requirements

All papers must be double spaced using **APA** format for references and citations. Consult the *American Psychological Association Publication Manual*, 6th ed. (2009) (APA). Papers must be well organized, express concepts in a clear and fluid manner, and develop ideas with enough elaboration and detail to adequately cover the subject. The proper mechanics of writing (i.e. spelling, punctuation, verb tense, etc.) are a must.

Due to the ready access of vast amounts of information, as well as the availability of professional journals on the Internet, it has become more imperative that increased attention is given to academic integrity. Consequently, the Department of Counseling and Applied Behavioral Studies has adopted a policy that all research papers must be submitted electronically. (If faculty would like a paper copy, they may request such at their discretion). The reason for this is that in the regrettable situation where it is suspected that academic integrity has been compromised, the paper may be submitted to a web based clearing house with which USJ has contracted that searches the Internet for phrase, sentence and paragraph matches.

COMPREHENSIVE EXAMINATION IN COUNSELOR EDUCATION

The comprehensive examination requires the student to demonstrate the ability to integrate the content and application of their chosen field of study. Students may sit for the Comprehensive Exam once they are enrolled in Practicum and receive Departmental approval. The exam is normally offered in early September and in early February of each year. (In special cases, additional dates may also be offered.)

A student not passing the written comprehensive examination will result in the requirement of the student sitting for the next scheduled comprehensive exam *in its entirety*.

GENERAL INFORMATION

The Center for Academic Excellence

The Center for Academic Excellence at the University of Saint Joseph provides students, faculty and staff with a variety of academic services. Tutoring and professional assistance are available to students for writing papers and studying for courses. Professional writing tutors help with revising and editing papers and provide one-on-one tutoring. a professional math consultant works with students to review math concepts that are prerequisites to specific courses and to review material in required courses. Peer tutors provide one-on-one or small group assistance to help students review course content and prepare tests. The Center for Academic Excellence is located in Mercy Hall on the second floor and is generally open 60 hours a week.

Bookstore

The campus bookstore has available all required and optional texts for courses each semester. The store is open for extended hours during the week and on Saturdays to accommodate student work hours.

Campus Safety Disclosure Statement

Notice is hereby given that, in accordance with the Connecticut Safety Act (Public Act 90-259), the Uniform Campus Crime Report for the University of Saint Joseph is available from the University's Office of Campus Safety and will be provided upon request.

Career Services Office

The Career Services Office maintains a Resource Center which has information on professional and other graduate schools, various occupations, current job openings, potential employers, and part-time and summer employment.

Counseling Services

Student Services provides short term personal counseling on an individual basis. The office is located in the Health and Counseling Building (Little Red House) and can be reached at 860-231-5530

Housing

Housing arrangements are available during summer sessions through the Director of Residential Life: 860-231-5214. There are limited residency facilities on campus for full-time graduate students during the academic year (August – May).

Library

Library membership in electronic data bases provides students and faculty with rapid cataloging, location, and interlibrary loan services through this nationwide computerized library network. Participation in ICONN, a regional shared computerized circulation and union catalog system, links the library with over twenty other area libraries for location, circulation, and interlibrary loan services.

Media Center

Through the services of this center, audio-visual materials can be prepared for learning and teaching through various media. Students are encouraged to develop techniques for the production of audio-visual materials and the use of audio-visual equipment.

National Counselor Certification

Counselors certified by the National Board for Certified Counselors (NBCC) are authorized to identify themselves as "NCC's -- National Certified Counselors. These counselors meet the professional standards for general practice established by the NBCC and agree to abide by the NBCC Code of Ethics. NCCs work in a variety of educational and social service settings such as schools, private practice, mental health agencies, correctional facilities, community agencies, rehabilitation agencies, and business and industry. NCCs are trained to assist persons with a variety of needs -- aging, vocational development, adolescence, family and marriage concerns, to name just a few. Individual NCCs may limit practice to special areas of interest or expertise (e.g. career development, ethnic groups, etc.) or age group (adolescents, older adults, etc.). Candidates for NCC must meet both the minimum education and professional counseling experience requirements established by NBCC. NCCs hold a master's degree (48 credit minimum) or doctorate in counseling or a closely related field from a regionally accredited university. NCCs have at least two years professional counseling experience and must document supervised experience. All NCCs must pass the NBCC National Counselor Examination. NCCs are certified for a period of five years. In order to renew certification the NCC must participate in approved continuing education activities. This continuing education requirement is meant to ensure that NCCs stay current in the counseling field.

Parking on Campus

Each graduate student who parks a car on campus is to register her/his car and obtain a parking permit from the Public Safety Office (you must bring your automobile registration with you to purchase a parking tag). All cars must be officially registered and parked in designated locations. Fines are imposed for parking violations.

Policy Statement Regarding Students with Disabilities

In accordance with Section 504 of the Rehabilitation ACT of 1973, which prohibits discrimination on the basis of disability, Saint Joseph College is committed to the goal of

achieving equal educational opportunities and full participation for persons with disabilities in higher education. It is the student's responsibility to provide proper documentation to the ADA Coordinator. The coordinator can be reached at 860-231-5428. Consideration can only be given if this information is on file with the ADA Coordinator.

Professional Associations

American Counseling Association (ACA)	www.counseling.org
American School Counselor Association (ASCA)	www.schoolcounselor.org
American Mental Health Counselors Association	www.amhca.org
Connecticut Counseling Association (CCA)	www.ccamain.org
Connecticut School Counselor Association (CSCA)	www.ctschoolcounselor.org
National Board of Certified Counselors	www.nbcc.org

Student Grievance Policy

A student with a grievance should confer first with the instructor and his/her advisor. If the grievance needs further discussion, the student brings it to the Department Chair and then to the School Dean, if necessary. Should further consideration of the issue be required, it is brought to the Provost who then calls together an ad hoc committee of student, instructor, advisor, department chair, and Dean.

Student Right-To-Know Disclosure Statement

Notice is hereby given that, in accordance with the Student Right-to-Know Act (Title I of Public Law 101-542) the graduation rates of degree-seeking, full-time students are available to all current or prospective students from the Office of the Registrar and will be provided upon request.

Measles (Rubeola) and German Measles (Rubella) Immunization.

In accordance to Connecticut state law, all matriculated students born after 12/31/56 must provide Health Services with written proof of two Rubeola immunizations (one after 1/1/69 and after your first birthday; and one any time after 1/1/80) as well as proof of one Rubella immunization after 1/1/69 and after your first birthday. The documents you provide to Health Services must be signed by a registered nurse or physician. You can obtain the immunization proof from your health care provider, high school or previous college. If you have had one or both types of measles, or if you have been immunized but do not have written proof, your physician can order a blood test (antibody screen or titer) that also can serve as proof of immunization. You must do this to comply with Connecticut Public Act 89-90. This policy applies to all matriculated students although those who anticipate matriculation in the future are strongly encouraged to submit the required documentation as soon as possible.

If you have a medical condition that prevents immunization, you must obtain a letter from your physician and submit it to Health Services prior to registration. If you claim religious exemption against immunization, you must provide Health Services with a letter of explanation.

Transfer Credits

Normally, a maximum of six credits may be transferred from another accredited graduate school into a University of Saint Joseph graduate program. Exceptions to this maximum are noted under specific program descriptions. To be eligible for transfer credit, a course to be transferred must carry a grade of B or higher.

Transfer of credits is not granted automatically. Application forms for transfer of credit are available in the Office of Graduate Admissions. Normally, the course work in such transfer requests must have been completed within the last seven years. An official transcript of the credits and a completed transfer of credit form must be received in The Office of Graduate Admissions. A student may also be asked to have a course description sent with the transcript, if necessary. No transfer credit will be considered until the student has been matriculated. Approval is granted by the department chair after consultation with student's advisor.

Degree Requirements

Requirements for the degree should be completed within six years from the date of matriculation. Students are expected to matriculate no later than the completion of two courses (6 credits). The department chair may grant an extension for completion of the degree.

Registration

Students may register on line for graduate courses anytime during the two months prior to the start of each semester. **NOTE: All NEW students will be sent specific directions for registration by the Administrative Assistant in the Department of Counseling and Applied Behavioral Studies.** For specific dates and times, please see the current Academic Calendar on line or contact the Department's Administrative Assistant.

Degree Application

Information will be sent to each student from the Registrar's Office regarding the Application for Graduation.

If a student's graduation date is August, s/he may walk at the May graduation ceremony. The student's name will be listed in the commencement program alphabetically with an asterisk indicating the degree will be awarded upon completion of degree requirements. The name will be called in normal rotation.

A student completing his/her degree requirements by the end of the Fall semester will have a December graduation date on his/her diploma. The diploma will be conferred at commencement exercises the following May. The student's name will be listed in the commencement program alphabetically with an asterisk indicating the degree requirements were completed the preceding December. The name will be called in normal rotation. All other students are May graduates.

Incomplete Grades

Incomplete (I) grades will only be assigned to a graduate student whose work is otherwise satisfactory but due to illness or unusual and extenuating circumstances is prevented from completing the work during the semester in which she/he is registered.

The student has the primary responsibility for requesting an I grade from the course instructor prior to the final examination or culminating activity of the course. If the instructor agrees to the request, it is the student's responsibility to arrange with the course instructor to complete the course **work within six weeks**. Under special circumstances, students may petition the Academic Dean to extend the time limit in which course work may be completed. Forms to request an incomplete grade are available in the Registrar's Office. A student who does not arrange with the course instructor to complete the course work, or does not satisfactorily complete the course work as arranged will receive a grade of F for the course.

Repeated Courses

A student required to repeat a course previously completed will be subject to the following:

1. The original course grade will remain on the student's transcript;
2. The most recent grade of the two will be used in calculating the student's GPA;
3. Only the credits from the most recent course will be counted toward the graduation requirement.

Dropping/Adding Courses

During the first two weeks of the semester, students may drop and/or add courses on line (see academic calendar for exact dates). If a student officially drops a class prior to the close of the second week of a semester, the course will be voided from the record.

W Grades

Withdrawal from a courses while in good standing (W grade) will only be given if the student completes an official Course Withdrawal Form (available from the Registrar's Office) and is receiving a passing grade in the course at the time of the request. Discontinuance of class attendance and/or notifying the course instructor does not constitute an authorized withdrawal. Unauthorized withdrawal will be recorded as an F grade for the course.

Leave of Absence (for matriculated students)

A student in good standing who wishes to interrupt his/her college program may request a leave of absence for up to one year (two semesters exclusive of summer) from the date of the leave of absence. Leaves are arranged through the Registrar's Office after the Academic Dean's approval is obtained. For students going on a leave of absence, the Registrar will drop all current courses or issue a grade of W for all courses if the leave is initiated after the ten-day add/drop period.

The leave of absence option allows the student to re-enroll at the University within the following year without going through the readmission procedures. A student who does not enroll at the end of the leave period will be administratively withdrawn from the University by the Registrar. Should this student later decide to return to USJ, it will be necessary to apply for readmission.

Withdrawal From the University (for matriculated students)

A student wishing to withdraw entirely from the University may obtain withdrawal forms from the Office of the Registrar. An exit interview must be scheduled with the dean who will sign the form. If the withdrawal is initiated within the 10-day add/drop period, the Registrar will drop all courses for which the student is registered. If the withdrawal is initiated after the 10-day add/drop period, the Registrar will issue a grade of W for registered courses. Students will also be dropped from all pre-registered courses. Students who have withdrawn from the University and later decide to return must reapply for admission.

Administrative Withdrawals of Matriculated Students

The Registrar will administratively withdraw students who do not show registration activity for four consecutive semesters (exclusive of summer). These students must reapply for admission upon their return. To prevent an administrative withdrawal, matriculated students are strongly encouraged to apply for an official leave of absence if they anticipate an extended absence between semesters.

Transcript Requests

Students may obtain "student issued" copies of their graduate transcripts at no charge for their duration of study at the University of Saint Joseph. Applications for these transcripts are made in writing at the Registrar's Office only. Upon graduation a complimentary official transcript will be issued to students who have completed degree requirements.

A small fee is charged for official transcript requests to be issued to an official or second party. Applications for these transcript requests are made in writing to the Registrar's Office with the correct remittance. The name and address of the official to whom the information is to be mailed should be included. For walk-in transcript requests, students must complete the request in the Registrar's Office and remit payment. Students will receive a copy of their request as receipt of payment. All indebtedness to the University must be adjusted before a transcript of credits will

be released. Official transcripts, bearing the University seal, are sent by the University directly to the receiver and may not be transmitted by the applicant.

Course Schedule Changes

The Graduate School reserves the right to change instructors, to withdraw or to add any course or the change any fees, when circumstances necessitate.

Policy Addressing Students' Class Attendance

The three credit hour of graduate course is universally understood to mean 45 hours of classroom work across the course of one academic semester or its equivalent. When a grade is assigned at the end of the semester, it is taken to mean that the student met the semester hours of classroom instruction and participation requirement. For this reason, students are expected to attend all class sessions. The Faculty understands that there may be a rare emergency that could have an impact on one's attendance. It must be clear, however, that missing a class, regardless of the reason, does not relieve the student of the responsibility for work missed and can have an impact on one's final grade in the course.

Advisement

In the counselor education programs a faculty advisor is assigned to all students upon admission. Students may find their advisor listed on their individual Program of Study.

Graduate Student Financial Aid

All Graduate students accepted to a Graduate Degree Program, approved graduate certificate program or enrolled in a Teacher Certification Program and who are enrolled in at least six credits per term are eligible to apply for financial assistance from the University. Most graduate students apply for the Federal Stafford Loan to help meet the cost of tuition. Please check with the Financial Aid Office regarding the maximum annual amount a student may borrow through this program. The University also provides payment plan options that can be coordinated with a student's employer paid tuition benefit. For specific information on the Federal Stafford Loan Program, use this quick link to the U.S. Department of Education's financial aid **Web site:** www.ed.gov/studentaid.gov. Detailed, up-to-date information on the financial aid programs and policies mentioned in this section can be obtained by calling Student Financial Services toll free at 1.866.442.8752, or 860.231.5223, or by e-mail at financialaid@usj.edu.

Department of Counseling and Applied Behavioral Studies
Glossary of Commonly Used Terms

Adjunct Faculty Member: – individuals who, by virtue of their experience and training, teach courses at the College part-time at the request of the Chair of the Department of Counseling and Applied Behavioral Analysis.

American Counseling Association (ACA): – a national membership organized body of professional counselors who work together to set standards for the profession, provide avenues for the dissemination of counseling related information, encourage continuing education, and coordinate member services important to all professional counselors. It is suggested that each student, upon entering the program, join the ACA and one or more of its special interest sub-divisions (for list of ACA sub-divisions, see an ACA Membership Application which is available from the Department Office or a member of the Core Faculty).

American Psychological Association (APA) Style Manual: - a publication containing a detailed information regarding the correct/required presentation form and style for all professional writing in the field of counseling including student research and term papers.

Biopsychosocial Assessment: - a process by which the counselor gathers relevant information across a broad spectrum of intrapersonal, interpersonal, cultural, psychosocial, cognitive, physical, and systemic influences thought to be instrumental in forming a overall conceptualization of an individual client or family.

Biopsychosocial Formulation: - a process by which the counselor deduces a full clinical conceptualization of a client's problem, developmental transitions, struggle for adaptation, or psychiatric disorder.

Chi Sigma Iota: The Counseling Program at USJ has a chapter of the Counselor Education Honor Society, Chi Sigma Iota. Students who are interested should contact Dr. Marte Ostvik-deWilde, the Chapter Advisor.

Client Progress Note: - a counselor's official report regarding the nature of client contact in an individual or group session. The content of the client progress note within our program will include: Description of the Client's Situation as Reported by the Client in the Session, Responses of the Counselor and Client as Work Progressed in this Session, and Treatment Implications and Plan for Future Counseling Sessions. (Please Be Aware: Various practicum and internship sites may refer to this as the: Clinical Case Note, Treatment Plan Note, Process Note, S.O.A.P. Note, or other term denoting the recording of in-session counseling activities.)

Connecticut Counseling Association: - a state level organization that attends to the professional development and practice issues specifically related to the concerns of professional counselors in Connecticut.

Counseling: - is a process by which the counselor, working collaboratively within the context of a helping relationship, intentionally applies theoretically based principles of change to assist generally well-functioning individuals to cope with change, and develop from actively addressing the usual but often difficult transitions and situational problems of life.

Core Counseling Courses: - those courses that constitute the required graduate work in counseling, most of which must be completed prior to starting one's practicum and internship.

Council for the Accreditation of Counselor Education and Related Programs (CACREP): - an association that has as its mission the setting of content and educational process standards suggested for insuring the quality of counselor education programs. The Counseling Programs at the University of Saint Joseph are CACREP accredited and use the CACREP Standards as a guide for its programs.

Elective Courses: - those courses usually taken within the Department of Counseling and Applied Behavioral Studies that are neither core courses nor clinical practice courses that serve to fulfill the students remaining graduate training requirements of 57 (School) or 60 (CMHC) credit hours.

Graduate Assistant: - graduate student who works either eight (part time) or sixteen (full time) hours per week for members of the Department of Counseling and Applied Behavioral Studies (or another Department on campus) and in return receives a tuition waiver for three (p/t) or six (f/t) credits of graduate course work each semester.

Internship: - a clinical training experience involving 600 clock hours on site (including 240 client contact hours) and 2 and ½ hours of group and individual supervision per week on campus usually occurring over at least two semesters.

National Counselor Exam: - an examination constructed and administered by the National Board of Certified Counselors that measures the overall level of knowledge in areas that pertain to counseling theory and practice. This exam satisfies the testing requirement for eligibility as a National Certified Counselor and Connecticut State Licensure.

On-Site Supervisor: - a qualified mental health professional who, by virtue of her/his training and experience, assists the counselor in training and fosters the development of counseling skills at the counselor's practicum or internship site.

On-Campus Supervisor: - a member of the University of Saint Joseph Faculty who, by virtue of her/his training and experience, assists the counselor in training and fosters the development of counseling skills through weekly contact on campus in either the practicum or internship classes.

Practicum: - a semester long on-site clinical training experience involving 100 clock hours on site (including 40 client contact hours) and 1 and ½ hours of group and 1 hour of individual supervision per week on campus.

Professional Interview Portfolio: - a record of the counselor's work that can be shown to a perspective employer. Contents of this portfolio might include such things as published articles, sample test reports, sample case reports, sample intake assessments, sample progress notes, etc.

Professional Liability Insurance: - an insurance policy that covers, up to the limits of that policy, the monetary damages award to the plaintiff in a court proceeding brought against the counselor.

State Licensing Exam: - a special administration of the NCE by the State of Connecticut for the purpose of determining a licensee candidate's level of obtained knowledge of theory and practice. This exam satisfies the testing requirement for the Connecticut State Licensure but not National Board Certification.



UNIVERSITY OF SAINT JOSEPH

CONNECTICUT

Department of Counseling and Applied Behavioral Studies **Formative Student Development Feedback Form**

Student Name: _____

Course: _____ Faculty Name: _____

Date: _____ Semester/Year: _____

Concern about this student relates to the following area(s). Check all that apply.

- _____ Class Participation
 - _____ Communication of Learning
 - _____ Interactional
 - _____ Attendance/Tardiness
- _____ Interpersonal/Self in Role
 - _____ Interpersonal Integrity
 - _____ Interpersonal Communication Skills
 - _____ Interpersonal Openness
- _____ Documentation (Written Work)
 - _____ Communication of Learning
 - _____ Technical Requirements
 - _____ Time Management
- _____ Course Content/Mastery of Material
- _____ Integration of Theory and Practice
- _____ Concerns re: Clinical Competency

Has this been discussed with the student? _____ Yes _____ No

Remedial Action Plan: (Please feel free to elaborate on the back of this form.)

Faculty Signature: _____

Student Signature: _____



UNIVERSITY OF SAINT JOSEPH

CONNECTICUT

Licensed Professional Counselor (LPC)

Licensing Requirements

Professional Counselors are now licensed in all 50 states, although the name designation and licensing requirements may vary from state to state. Within CT, the CT State Department of Public Health oversees the licensing of all health care providers. *USJ faculty will only endorse a student for licensure when they completed the degree requirements described below, or will endorse only those specific courses completed at USJ.* In CT an applicant for licensure as a **Licensed Professional Counselor (LPC)** must meet the following requirements:

- A counseling Master's degree from a regionally accredited institution of higher education,
- Sixty graduate semester hours in or related to the discipline of counseling,
- Coursework in each of the following areas: human growth and development, social and cultural foundations, counseling theories and techniques or helping relationships, group dynamics, processing and counseling, career and lifestyle development, appraisals or tests and measurements for individuals and groups, research and evaluation, and professional orientation to counseling; Three thousand (3000) hours of postgraduate supervised experience in professional counseling,
- A minimum of one hundred (100) hours of direct supervision,
- Successful completion of the National Counselor Examination for Licensure and Certification (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE).

The following link will connect you to their website for more detailed information and application materials for the **LPC**: http://www.ct.gov/dph/cwp/view.asp?a=3121&q=396902&dphNav_GID=1821

State requirements for Certification as a School Counselor

Brief summaries of the certification requirements for all 50 states are located on the ASCA web site <http://www.schoolcounselor.org/content.asp?contentid=242>

The requirements for CT are noted below and highlighted in italics are items that require the endorsement of the faculty and/or Certification Officer at the University of Saint Joseph:

Educational Requirements: *An undergraduate GPA of 2.67; Master's degree and has completed, as part of or in addition to the master's degree, a minimum of 30 semester hours of credit in a planned program in school counseling services as attested to by an institution approved for the preparation of school counselors*

Required Coursework: (1) 30 semester hours of graduate credit in a planned program in school counseling services including course work in each of the following areas: Principles and philosophy of developmental guidance and counseling, psychological and sociological theory as related to children, Career development

theory and practice, Individual and group counseling procedures, Pupil appraisal and evaluation techniques, and School based consultation theory and practice; (2) Evidence of practicum and laboratory experiences in school counseling; (3) completion of study in special education comprised of not fewer than 36 clock hours including gifted and talented children and special-needs children in the regular classroom. *All three requirements verified through transcript.*

Experience Requirements; Holds a professional educator certificate or holds or is eligible for an initial educator certificate and (1) *has completed 30 school months of successful teaching experience OR (2) A ten month full-time supervised school counseling internship.*

Following completion of plan of study, USJ Department chair sends needed verification to USJ School Certification Officer who then recommends students for K-12 certification and submits all information to the State Board of Education.

Examination: The Praxis I Pre-Professional Skills Tests (PPST) paper based or computerized. or a combined score of 1,000 or more on the Scholastic Aptitude Test (SAT), with no less than 400 on either the verbal or the mathematics subtest. *Verification of these are requested prior to admission to the program, but must happen by the end of the second semester within the program.*

The following link will connect you to the State Department of Education website for more complete description.

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&q=321308>

Professional Organizations

ACA American Counseling Association

www.counseling.org

“The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings. By providing leadership training, publications, continuing education opportunities, and advocacy services to more than 50,000 members, ACA helps counseling professionals develop their skills and expand their knowledge base.” (Student membership includes liability insurance.)

CCA Connecticut Counseling Association

www.ccamain.org

The Connecticut Counseling Association (CCA), chartered over 85 years ago, represents Licensed Professional Counselors (LPCs) including: addiction; career; clinical mental health; marriage, couple, and family; school; and student affairs and college counselors.”

ASCA American Counseling Association

www.schoolcounselor.org

“The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to more than 30,000 professional school counselors around the globe.” (Student membership includes liability insurance.)

CSCA Connecticut School Counselor Association

www.ctschoolcounselor.org

“The Connecticut School Counselor Association promotes excellence in professional school counseling by advocating for the role and programs of school counselors and by demonstrating leadership in developing new and supportive services and programs for its members. CSCA is the only organization in Connecticut dedicated to furthering the needs and mission of school counselors. CSCA is made up of hundreds of professional school counselors who share a common vision - to promote the academic, personal/social and career development needs of ALL students.”

CACREP Counsel for the Accreditation of Counseling and Related Educational Programs

www.cacrep.org

“CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's degree programs in: addiction counseling, career counseling, clinical mental health counseling, marriage, couple, and family counseling, school counseling, and student affairs and college counseling. CACREP also accredits doctoral programs in Counselor Education and Supervision. There are now over 600 programs accredited at over 260 institutions, representing the majority of counseling programs in the U.S.”

NBCC National Board of Certified Counselors

www.nbcc.org

“The National Board for Certified Counselors, Inc. and Affiliates (NBCC), an independent not-for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. NBCC's certification program recognizes counselors who have met predetermined standards in their training, experience and performance on the National Counselor Examination for Licensure and Certification (NCE), the most portable credentialing examination in counseling. NBCC has 49,858 certified counselors. These counselors live and work in the U.S. and more than 40 countries. Our examinations are used by all 50 states, the District of Columbia, and Puerto Rico to credential counselors on the state and territory level. NBCC's flagship credential is the National Certified Counselor (NCC). NBCC also offers specialty certification in several areas: School counseling - The National Certified School Counselor (NCSC), Clinical mental health counseling - The Certified Clinical Mental Health Counselor (CCMHC), Addictions counseling - The Master Addictions Counselor (MAC).”

AMHCA American Mental Health Counselors Association

www.amhca.org

“AMHCA is a growing community of more than 6,300 clinical mental health counselors. For more than 30 years, AMHCA has served the professional needs of mental health counselors... (to) make a critical impact on the lives of Americans and give a voice to our profession nationwide.”



UNIVERSITY OF SAINT JOSEPH

CONNECTICUT

Endorsement Policy

Below is a detailed description of the Department's policy for endorsing students for licensing, credentialing or employment.

Only students who have completed the required plan of study for the School Counseling Program will be endorsed for credentialing as School Counselors, or recommended for positions as School Counseling Interns or employment as School Counselors.

Students who have completed the appropriate plan of study for Mental Health Counseling will be endorsed as Mental Health Counselors, recommended for positions as Mental Health Counseling Interns, or employment as Mental Health Counselors.

Students who wish to transfer from one program to the other, must meet with the Program Director for that program and be accepted into the program. This decision will be based on graduate work already completed and potential for success in the new program. At a minimum, a student transferring between programs will need to meet all the requisite and prerequisite program and course requirements, as well as complete the Practicum and/or the Internship experience in the new program area before they will receive endorsement in the new program area.

School counseling students who wish to graduate and secure the Licensed Professional Counseling (LPC) credential must, at minimum, complete the requisite course work in the CMHC program in order to receive LPC endorsement. Students should seek consultation with the Chair of the department if they wish to extend their studies to obtain the LPC credential. Additional courses may also be required as deemed necessary by the faculty, before endorsement can be procured.

Licensed Professional Counselor (LPC) Licensing Requirements

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<http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&q=321308>