



MOLLOY UNIVERSITY

Clinical Mental Health Counseling

Master of Science Program

School of Education & Human Services

New Graduate Student Handbook

2023-2024

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WELCOME

Dear Incoming Clinical Mental Health Counseling Graduate Student,

Welcome and congratulations on your acceptance into the Clinical Mental Health Counseling (CMHC) Master of Science program at Molloy University! You should be very proud of this important accomplishment. It is the first step in what will be a transformative and rewarding career as a professional counselor.

As a graduate student in our CMHC program, you will learn culturally appropriate, evidence-based counseling techniques and be exposed to a variety of populations and clinical settings. You will grow as a professional in the mental health field and you will help improve the quality of your clients' lives. As you progress in the CMHC program, you will continually reflect on your own beliefs and value systems, and develop the knowledge, skills, and awareness required for competent counseling practice. You will study and internalize the many different theories and methods that have been developed to aid those who are in need.

Each new CMHC graduate student will attend a comprehensive orientation session and become familiarized with this handbook, a key component in your successful navigation of our CMHC program. Please read and refer to it often. It contains a great deal of information that you will continually need as you progress through the program.

Our CACREP accredited CMHC program will continue to be updated to meet the education and licensing requirements of the New York State Education Department (NYSED), and maintain regional and national accreditations. The handbook will reflect these ongoing updates. It will be the CMHC student's responsibility to stay informed of programmatic changes. For the final word on any questions or concerns about the program, the Director of the CMHC program should be consulted.

It is our department's goal to prepare you in the best possible way for your future as a professional counselor. We are very excited to witness your growth and evolution as a student.

Sincerely,

The CMHC Department at Molloy University

THE MASTER OF SCIENCE PROGRAM IN CLINICAL MENTAL HEALTH COUNSELING AT MOLLOY UNIVERSITY

The Master of Science (M.S.) in Clinical Mental Health Counseling (CMHC) program at Molloy University provides our graduates with academically rigorous courses, incorporating clinical skills training with evidence-based counseling principles. Our friendly campus atmosphere and individual attention fosters the best personal and professional growth for our students. The courses and training aim to encourage critical examination of effective helping interventions for a diverse clientele. Our program is also embedded in interdisciplinary collaborations within the University, fostering a warm and supportive environment, and student growth and development.

Our part-time, CACREP accredited program can be completed in just under three years. Graduate coursework will include but is not limited to each of the following content areas: human growth and development; social and cultural foundations of counseling; counseling theory and practice; psychopathology; group dynamics; lifestyle and career development; assessment and appraisal of individuals, couples, families, and groups; research and program evaluation; professional orientation and ethics; foundations of mental health counseling and consultation; and clinical instruction. Additionally, our program requires the completion of the Counseling Preparation Comprehensive Examination (CPCE), a proctored final comprehensive examination, and a Master's thesis presentation.

A practicum of 100 clock-hours as part of a one-semester course is required. Additionally, a 600 clock-hours supervised internship (part of a two-semester course) in a Molloy University approved mental health setting is required.

Our 60-credit-program fulfills the educational requirements for licensure as a mental health counselor established by the NYSED, Office of the Professions. Successful graduates of the Molloy University M.S. program in CMHC will be eligible for licensure as mental health counselors in New York State upon completion of 3,000 post-Master's hours of supervised mental health counseling work and the passing of the state licensing examination, the National Clinical Mental Health Counseling Examination (NCMHCE).

MISSION STATEMENTS

Molloy University Mission Statement

Molloy University, an independent Catholic University, rooted in the Dominican tradition of study, spirituality, service, and community, is committed to academic excellence with respect for each person. Through transformative education, Molloy promotes a lifelong search for truth and the development of ethical leadership.

The Clinical Mental Health Counseling Program Mission Statement

The Clinical Mental Health Counseling (CMHC) program incorporates Molloy University's vibrant tradition of "study, spirituality, service, and community" to prepare expertly trained counselors to be highly effective in today's ever-changing human service field. Through "transformative education," Molloy University's mission is to promote a "lifelong search for truth and the development of ethical leadership." The goal of our CMHC program is to embrace the University's mission and graduate students who have the professional identity, core knowledge, necessary state-of-the-art practical skills, and multicultural sensitivity to excel as mental health counselors in a variety of professional mental health employment settings.

As a University, Molloy places heavy emphasis on service to the community, especially to those in need. The CMHC program captures the essence of this mission, and it is our intention and hope that the students we prepare for the counseling profession will dedicate much of their energies and activities to helping those in need and serving their communities.

Molloy University Master of Science Clinical Mental Health Counseling Program:

Mentoring Compassionate Counselors for Our Communities

COUNSELING PROGRAM LEARNING OBJECTIVES

Counseling Program Learning Objectives

As a result of successfully completing the graduate program in counseling, students can expect to have gained didactic knowledge and supervised experience in skills, functions, beliefs, and characteristics of effective counseling. The following broad learning objectives have been developed to assist students in gaining an overview of expected accomplishments:

Objective	Learning Experience(s)	Key Assignment
1. Professional Orientation and Ethics – Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.	MHC 5100	KA 1 – Professional Plan
2. Counseling Theory – Gain significant knowledge of major counseling theories in the context of individual and group counseling and apply this knowledge to the counseling process.	MHC 5120	KA 2 – Theory Comparison Paper
3. Helping Relationships – Demonstrate effective individual and group counseling techniques which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.	MHC 5120 MHC 5140 MHC 5180 MHC 5240 MHC 5350	KA 3 – Mock Counseling Session Transcription and Analysis
4. Social and Cultural Diversity – Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and recognize the impact of individual differences on the counseling process.	MHC 5220	KA 4 – Cultural Immersion Project
5. Human Growth and Development – Develop an understanding of the aspects of human growth and developmental levels, as well as an appreciation for the nature of human development and its integration within the counseling process.	MHC 5160	KA 5 – Developmental Theory Critique Paper

6. Career Development – Develop the knowledge and application of career development and vocational counseling theories and its effects on an individual.	MHC 5320	KA 6 – Career Interview / Autobiography
7. Group Counseling – Develop both theoretical and experiential understandings of group processes, development, dynamics, group counseling theories, methods, skills, and other group approaches.	MHC 5300	KA 7 – T-Group Participation and Journals
8. Assessment – Gain knowledge and skills in assessment techniques, including psychometric properties, standardized instruments, interviewing, and applying these concepts to individuals and group.	MHC 5260	KA 8 – Assessment Report
9. Research and Program Evaluation – Develop the ability to read, critique, evaluate, and contribute to professional research literature.	MHC 5200	KA 9 – Research Proposal
10. Crisis Intervention – Demonstrate sufficient knowledge and skills associated with counseling in crisis settings, addressing trauma in clients, and risk and suicide assessment.	MHC 5350	
11. Psycho-diagnosis and Treatment – Develop a working knowledge of psycho-diagnosis, as defined by the DSM-5, its ethical application, and its effect on treatment and counseling practice.	MHC 5240 MHC 5250 MHC 5330	KA 10 – Case Conceptualization KA 11 – Treatment Plan
12. Mental Health Systems – Demonstrate sufficient knowledge and skills associated with working in interdisciplinary mental health care setting and have practical knowledge in the areas of service, prevention, treatment, referral, program management, and interdisciplinary collaboration.	MHC 5140 MHC 5350	
13. Experiential Learning – Develop, through supervised practicum and internship experiences, an integration of the knowledge and skills needed to be successful as practicing counselors.	MHC 5500 MHC 5540 MHC 5560	
14. Personal Growth and Understanding – Develop, through self-reflection and insight, an understanding and integration of oneself and the use of self in the	MHC 5500 MHC 5540 MHC 5560	

counseling process. Develop a personal theoretical approach to counseling and client advocacy with a clear understanding of counselor scope of practice.		
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ADMISSION TO CMHC PROGRAM

Admission Requirements

We engage in a rigorous selection process to best prepare each student for success and growth as a clinical mental health counselor. Admission requirements include:

- Application for admission
- Application fee, \$60 (non-refundable)
- Baccalaureate degree, with a minimum G.P.A. of 3.0 or higher, from an accredited college or university, or successful completion of another master's degree, demonstrating prerequisite coursework
- Undergraduate major in counseling, psychology, or a related field is preferred. All students must have completed three of the following prerequisites with a grade of B or higher before entering the program: (1) introduction to counseling or psychology, (2) life-span development, (3) evaluation and assessment in counseling or psychology, (4) psychopathology or abnormal psychology, (5) statistics in counseling or the behavioral sciences, or (6) experimental design in counseling or psychology
- Official copies of undergraduate and/or graduate transcripts from any colleges or universities attended
- Current resume
- Personal statement of no more than 500 words addressing the applicant's background, experiences, personal qualities, and academic and career goals related to the field of mental health counseling
- Three academic or professional letters of recommendation from former faculty members or employment supervisors (signed and on letterhead), attesting to the applicant's ability to be successful in graduate school and in the field of mental health counseling
- Personal interview with the Program Director and/or other faculty members from the department
- Experience in working with others in a volunteer or employment capacity
- Spontaneous writing sample at the time of interview

Admission to the CMHC program is a comprehensive process that considers a holistic view of the individual and our requirements, as stated above. The CMHC program looks for demonstrated evidence of emerging personal and multicultural awareness in each applicant.

Matriculation Policy

In the first two years of the CMHC program, students are required to be enrolled in six credits in the fall, spring, and summer semesters, and three credits in the winter intersession. In the third year, students take nine credits each in the fall and spring semester.

Transfer of Credits

Courses submitted for transfer credit are evaluated individually relative to program requirements and the student's plan of study. As per Molloy University policy, students may transfer up to six graduate credits from another institution. These transfer credits must be approved by the Director of the CMHC program. The following conditions must be met:

- The course must be duplicative of courses required within the program
- The course must not have been used toward meeting the requirements for another awarded degree
- The student must have received graduate credit for the course at a CACREP accredited institution
- The student must have earned a grade of B- or above
- A student requesting transfer of credit should submit the request, an official copy of the transcript and a copy of the course syllabus to the Director of the CMHC program. All transfers of credit must be approved by the Director of the CMHC program and the Associate Dean for Academic Affairs

PROGRAM OF STUDY LEADING TO A M.S. DEGREE IN CLINICAL MENTAL HEALTH COUNSELING

Overview

Our program is offered on a part-time basis and in the evenings. It takes just under three years to complete. In the first two years of the CMHC program, students are required to be enrolled in six credits in the fall, spring, and summer semesters, and three credits in the winter intersession. In the third year, students take nine credits each in the fall and spring semester, which includes enrollment in an internship course. Additionally, during the spring session in their third-year, students will work on their thesis presentations and portfolios. It is recommended that students approach their third year of study with intent, as the class and internship requirements are extensive. Our program is cohort-based to help maximize individual growth and support.

New Student Orientation

Newly accepted graduate students are required to attend a mandatory orientation to the CMHC program which occurs before the beginning of the first term of enrollment. The students are invited to this orientation the summer prior to their first semester in the program. The student handbook will be provided and reviewed with the students during orientation. The orientation session includes but is not limited to: introductions to faculty and staff, a review of the handbook, a review of students' ethical and professional obligations and personal growth expectations as counselors-in-training, and a discussion of their eligibility for licensure and certification.

The student handbook includes vital information and resources relevant to the CMHC program, including (but not limited to): (1) the mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) academic appeal policy, (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment, and (7) policy for student retention, remediation, and dismissal from the program.

Advisement

Mentorship is an important part of our CMHC program. Each student will be assigned a faculty member who is matched based on student and programmatic needs. All faculty members are dedicated to getting to know and nurture each student on their journey to becoming a clinical mental health counselor.

Your advisor will act as your primary source of contact and communication within the department. The department encourages effective professional relationships between students and their advisors and encourages students to show initiative in getting to know their individual advisors. Students will be informed when the advisement period is occurring and advisement requirements therein.

Study Plan and Student Evaluation

Together with your advisor you will develop an initial, cohesive, and on-going study plan. During the program you will continue to review progress towards your professional goals and degree, revising your study plan when needed and receiving information regarding program procedures.

Students should seek advisement from their assigned advisor only. The department does NOT assume responsibility for issues that may result from advisement from unsanctioned sources. Only the student's advisor can authorize registration and lift an academic advising hold. Students should not ask others to remove this hold. If a student registers for classes without the advisor's permission, those courses may be dropped.

It is the responsibility of students to stay in close contact with their individual academic advisor, keeping the advisor apprised of any changes in student record information (i.e., address, phone number) and updating alterations made to study plans. The latter issue is especially important given that not all courses are taught each semester. Altering study plans without assistance from the academic advisor may inadvertently result in scheduling difficulties, which, in turn, may affect the individual student's proposed graduation date.

Advisement will occur between students and their advisors twice per academic year. Additionally, each year student disposition will be reviewed between each student and their advisor (see Advisement Forms 1 & 2) will be completed at the end of each academic year by the student and their advisor. These forms allow the department to support a student's progress and address growth beyond letter grades. Please familiarize yourself with the evaluation criteria both on the forms and in this handbook overall.

A distinction must be made between advisement and counseling. Advisement focuses on students' professional goals and growth whereas counseling looks beyond professional development to assist people with personal concerns and psychological adjustments. Although faculty members are fully qualified to fulfill both functions, ethics of the profession prohibit them from participating in dual relationships. Given the evaluative role of faculty with regards to students enrolled in the CMHC program, advisors will refrain from providing students with counseling services. Should a student feel the need to seek personal counseling, they may refer to the CMHC Referral Book or the Molloy Student Personal Counseling Services (see page 33 of this manual).

Limitations of Initial Study Plan

Some limitations to the initial study plan might occur. Changes in the degree program sought will make it necessary to alter the initial study plan. Any alterations in the initial study plan due to changes in degree program sought, course conflicts, life events, or other occurrences must be discussed with the student's advisor. The initial study plan can then be updated to include the alterations required or needed. When necessary, an individualized remediation contract (see Advisement Form 3) will be developed between the CMHC department and the student. Any complications resulting from the student straying from the course sequence outlined in their

initial study plan will be the sole responsibility of the student. Students will have a maximum of five years to complete the CMHC program.

Program Evaluation and Feedback

Accountability and evaluation are important concepts in the field of counseling. All the counseling programs undergo periodic and on-going internal and external evaluation processes. Within the CMHC program, students are given the opportunity to provide informal feedback to faculty regarding the curriculum, policies, grading, supervision, and fieldwork. The University gives each student the opportunity to provide formal feedback regarding classes through the online classroom evaluation conducted through the IT department. These online evaluations are completed anonymously, and the aggregate results are given to the individual faculty member after the course grades are posted. It is an important self-evaluation tool for the faculty member and it provides information used by Molloy University and the CMHC department in making promotion, tenure, and merit pay decisions. It must be restated that the results are anonymous and that professors have no way of knowing which students submitted the evaluations. It is an important responsibility for students to approach this task in an honest and mature manner. Additionally, graduate assistants and student representatives from each cohort are invited to department meetings so that they may provide programmatic feedback.

Progression of Courses in the CMHC Program

YEAR ONE

Fall

MHC 5100 Counseling Orientation and Ethics
MHC 5120 Counseling Theories

Winter Intersession

MHC 5140 Clinical Mental Health Counseling Foundations

Spring

MHC 5180 Counseling Skills
MHC 5240 Psychopathology

Summer

MHC 5160 Developmental Theories in Counseling
MHC 5480 Addictions and Substance Abuse Counseling

YEAR TWO

Fall

MHC 5300 Group Counseling
MHC 5250 Psycho-diagnostics and Treatment in Counseling

Winter Intersession

MHC Elective

Spring

MHC 5220 Social and Cultural Aspects of Counseling

MHC Elective

Summer

MHC 5500 Counseling Practicum

MHC Elective

YEAR THREE**Fall**

MHC 5260 Assessment in Counseling

MHC 5320 Career and Vocational Counseling

MHC 5540 Internship I

Spring

MHC 5200 Methods of Research

MHC 5350 Community & Crisis Mental Health Counseling

MHC 5560 Internship II

MHC 5950: Comprehensive Exam*

**MHC 5950 is a zero-credit course that all third-year students must take in the spring semester of their final year. Students must pass a comprehensive exam which will be taken at a scheduled time during the spring semester of their final year.*

Course Descriptions

Catalog descriptions, prerequisite(s), and credit hours for each course can be found on the website below, within the graduate catalog. All courses require graduate standing and permission of the instructor. Students will choose 3 out of the 5 elective courses offered, but all other courses are mandatory. Different electives will be rotated through the program, and not all possible electives are listed. The CMHC program reserves the right to make necessary program alterations in response to changes in professional practice and/or the requirements for professional licensure.

<https://molloy.smartcatalogiq.com/en/>

Practicum and Internship

Practicum and Internship are two very important experiences in your graduate training. Practicum provides your first experience with direct client contact. Internship is a time to begin

to refine your counseling skills and develop your counselor identity. Placements for internship are competitive and we begin to prepare you in your first semester to contend for excellent placement sites. Our program takes pride in helping students expand their comfort zones during internship by offering sites that include a wide variety of populations, locations and roles.

- A practicum of 100 clock-hours as part of a one-semester course is required. Additionally, 600-clock hours (part of a two-semester course) supervised internship in mental health counseling in a Molloy University approved mental health setting is required. A separate practicum and internship handbook will be provided at the conclusion of your first year.
- Additionally, several events related to becoming a professional counselor will be mandatory for all students entering their clinical experiences.

CMHC Mental Health Conference

Periodically, the CMHC program organizes a clinical and research informed conference for mental health providers from varying professions and across the greater New York metropolitan area. Conferences cover timely mental health topics; students are required to attend and will have the opportunity to network with and learn from experts in the mental health field, as well as volunteer during the event.

Child Abuse Mandated Reporting Course

Effective January 1, 1989, the New York Education Law requires certain individuals, when applying initially for licensure or a limited permit, to provide documentation of having completed two hours of coursework or training regarding the identification and reporting of child abuse and maltreatment. This is a one-time requirement and once taken does not need to be completed again. As of January 1, 2005, this requirement applies to Mental Health Counselors. As of that date, individuals in these professions, when applying initially for licensure or a limited permit must provide documentation of having completed the coursework or training through a department-approved course.

Programs registered by the New York State Education Department that lead to licensure in these professions now are required to include training in the identification and reporting of child abuse and maltreatment. Students graduating from such programs on or after the effective dates are not required to take additional training and are not required to receive a Certificate form or submit documentation.

Documentation in the form of an authorized Certification of Completion must be submitted to the New York State Education Department at the time of reregistration or initial application for licensure, certification, or a limited permit (see Appendix A). Within ten days of coursework completion, the approved provider from whom you obtain the training is required to issue you two copies of the Certification form.

The CMHC program does not include training, but Molloy University does offer multiple trainings for students at a nominal fee. Information can be found at the link below:

<https://www.enrole.com/molloy/jsp/index.jsp?categoryId=ROOT>

Additional places to take the training can be found at:
<https://www.op.nysed.gov/about/training-continuing-education>

Program Exit Requirements

- Completion of program course requirements
- Thesis presentation and Anthology portfolio
- Exam: In addition to the above course work, clinical mental health counseling students must pass the Counselor Preparation Comprehensive Exam (CPCE) that is administered by the Center for Credentialing & Education, an affiliate of the National Board for Certified Counselors

The CPCE exam is a multiple-choice exam that demonstrates your knowledge with respect to content areas common to all counseling programs. The exam will be scheduled during the spring semester prior to graduation. At this point you should have completed most of the course requirements and completing the exam at this time would allow you a second opportunity to sit for the exam prior to graduation in the event that you do not pass it the first time.

Information regarding the exam can be obtained on the Center for Credentialing & Education website: <https://www.cce-global.org/assessmentsandexams/cpce>

There is no official review course for this exam but since the material is based on the program's classes, you are advised to retain your class notes and textbooks to review prior to the exam.

Molloy University Student Attendance Policy

It is the accepted practice at Molloy University that faculty take attendance in all courses.

- Students should notify faculty if an absence is necessary as the result of a serious situation.
- Failure to attend class for two (2) consecutive weeks at any point in the semester, without notification of extenuating circumstances, will result in an administrative withdrawal from the course.
- Administrative withdrawal results in removal from the course with a grade of "WA" or "WF" determined by the point in the term and the academic performance.
- Students should consult the University's Graduate Course Catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

Please refer to each specific syllabus for additional details, as well as the academic policies and procedures within the graduate catalog, accessible through the following website:
<https://molloy.smartcatalogiq.com/en/>

ACADEMIC EXPECTATIONS

Grading Policies

The following grading system is used in all Molloy University graduate programs.
Grade Quality Index:

<u>Letter Grade</u>	<u>Percentage</u>	<u>GPA</u>
A	93.0 – 100	Superior: 4.0
A-	90.0 – 92.9	Excellent: 3.7
B+	87.0 – 89.9	Very Good: 3.3
B	83.0 – 86.9	Good: 3.0
B-	80.0 – 82.9	Lowest Acceptable Grade: 2.7
C+	77.0 – 79.9	Not Accepted for Credit: 2.3
C	73.0 – 76.9	Not Accepted for Credit: 2.0
F	< 73	Failure: 0.0
I: Incomplete rolls over to F if not changed within 30 days.		
W: Withdrawn – passing		
WA: Withdrawn – absent from last class meeting or final		
WF: Withdrawn – failing		
WIP: Work in Progress		
P” Pass (competency in meeting course requirements. This is not a letter grade).		

AU: Audit (requires permission of Director of the PhD Program and Instructor). No credits earned and no quality points earned.
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GPA and Grade Requirements

Graduate students must satisfy the following:

- GPA and grade requirements; successful completion of course work; with a minimum of a 3.0 GPA
- Minimum accepted grade is a B-. Students who receive more than two grades of a “C+” or less may be asked to leave the program
- Completion of CPCE

Incomplete Grades

Students who do not complete course requirements on time because of illness, or other extenuating circumstances, may be given a grade of Incomplete (I) by the instructor. A grade of “I” will be granted only in case of hardship (circumstances, which, in the judgment of the instructor, warrant special consideration). Policies regarding incompletes are congruent with University policies and found in the Graduate Course Catalog. All work to rectify incomplete grades must be in compliance with University policies. Students are advised whenever possible to complete requirements within the time allotted for the course. Incomplete grades do not count toward graduation.

Academic Appeal Process

If a student raises a question concerning a grade that has not been resolved with the instructor and subsequently not resolved with the Department Chairperson, the student should review the grade appeals process outlined within the academic policies and procedures within the graduate catalog, accessible through the following website: <https://molloy.smartcatalogiq.com/en/>

Leave of Absence

All CMHC students are required to maintain the part-time registration from admission until graduation unless an authorized leave of absence has been granted. If the student is unable to engage in graduate study for a given semester for health or personal reasons, a Leave of Absence form must be completed, and approval must be obtained from the advisor and the Director of the CMHC program.

Repeating Courses

The lowest acceptable grade in the CMHC program is a B-. Students must also achieve a 3.0 cumulative GPA to qualify for graduation. CMHC courses are limited to only being repeated once. The option to repeat a course may not be used more than two times (two courses, one each). After these two times, the student will meet with the faculty for an academic remediation plan (see Advisement Form 3).

The most recent letter grade earned is the grade that will be counted towards the cumulative GPA, earned credits, and the degree requirements. Prior grades are forgiven but remain on the student's transcript and are part of the term GPA for the term the grade was recorded.

Honor Pledge and Academic Honesty

The University maintains and affirms a strong policy of academic honesty. Every member of the academic community has a duty to neither cheat nor condone cheating, fabrication, plagiarism, or facilitation of academic dishonesty. Any member of the Molloy community may report a violation of Academic Integrity to the Associate Dean for Academic Support Services in K119, Kellenberg Hall. Academic infractions are subject to disciplinary action.

Plagiarism: Students will be required to complete a plagiarism course during their first semester of course work. It is essential that students understand that copying from material written by others, cutting, and pasting from websites, or direct paraphrases all constitute plagiarism and are violations of the University's policies regarding Academic Honesty. If a student ever has a question or a concern about whether the inclusion of some material constitutes plagiarism, they should consult with the classroom instructor before the assignment is turned in for grading. Generally, when quoting or using the text written by others (or their ideas and findings) from printed or online sources, always cite the source to avoid plagiarism. Incidents of plagiarism are responded to following the procedure set forth in the Molloy University Student Handbook. Repeated acts of plagiarism may result in expulsion from the University.

Accommodations

Molloy University provides a supportive environment for students with documented disabilities and is committed to complying with all applicable provisions of:

- The Americans with Disabilities Act (ADA)
- ADA Amendments Act of 2008 (ADAAA)
- Section 504 of the Rehabilitation Act of 1973

If you are a prospective or current student and would like to support in determining your eligibility or accessing accommodations, please contact the Center for Access and Disabilities. To schedule an appointment, please send an email to access@molloy.edu or refer to the Center for Access and Disabilities website:

<https://www.molloy.edu/academics/resources/resources-for-students/access/>

Academic Support

Molloy has a wealth of academic support services including:

- Academic skills development
- Writing skills improvement

- Tutoring services
- Access to accommodations and additional support services

Students should refer to the following website for detailed support:
<https://www.molloy.edu/academics/resources/student-services>

Faculty Endorsement Policy (Letters of Recommendation)

Students are advised to seek recommendation letters from faculty members who have taught them for multiple courses or are in the best position to comment on their competence, clinical training and potential for future employment or advanced study. Faculty may only recommend a student for a given area of employment if the student has successfully completed all designated curriculum requirements for the area for which the student is applying. This includes the completion of the required field experiences in each area of specialization. In addition to direct experience with the graduate student, faculty members will consider input from practicum supervisors when making recommendations. Regarding letters of support for continued advanced study, faculty members will take into consideration the student's demonstrated abilities and potential to successfully engage in research and scholarly writing. This endorsement policy has been developed to ensure students are trained according to program guidelines and have appropriate clinical experiences and competence before we endorse them for future employment or advanced education. **Please see Appendix C Letter of Recommendation Request Form.**

Social Media Guidelines

Counseling graduate students are presented with unique challenges, some of which are related to social media issues. As the CMHC department continues to refine our social media guidelines, we offer these guidelines as a reference point for our students. We encourage all of our students to bring up any concerns or issues as they may arise with the faculty, one another, and/or site supervisors when relevant. We will discuss issues of online security and privacy, both regarding you and your clients as well as social media in relationship to counselor dispositions during Orientation, CMHC sponsored workshops, and during your course of study.

We ask students to please keep in mind:

- **Remember that you represent the Molloy CMHC Department.** All of your posts, comments and actions on social networks have the ability to affect the reputation of the University as well as other individuals affiliated with the CMHC program.
- **Be thoughtful and discerning when engaging on social networking services.** Write for your audiences but know your posts can reach anyone and may be misinterpreted or may show up outside of their original context.

- **Congruence.** Students are encouraged to present themselves on-line and in person, in such a manner that they would be comfortable observing their own counselors behaving away from clinical duties.

IMPORTANT INFORMATION FOR STUDENTS

Canvas

Students in the CMHC program at Molloy are required to use Canvas as a part of each of their graduate courses. Each professor will use Canvas in their own unique way, so it is imperative that students begin to get familiar with the program. Technology Learning Services is working on the creation of materials for Students and Faculty. Many of these materials will be located within Canvas via special orientation and training courses and we encourage CMHC students to use whatever opportunities are available to help aid in the process of learning this system. One excellent option is this online tutorial: <https://vimeo.com/74677642>

For more information about Canvas or to inquire about Canvas trainings, please contact The Office of Technology and Institutional Effectiveness Phone: 516-323-4800
Website: <https://www.molloy.edu/about/administration/office-for-technology-and-institutional-effectiveness/>
CANVAS 24-hour support can be reached at: 844-408-6455

Anthology Student ePortfolio

A student portfolio is one of the requirements for graduation from the Master of Science degree in Clinical Mental Health Counseling. Each ePortfolio will be comprised of the various Key Assignments completed throughout the program. Students must complete and submit all Key Assignments to complete the ePortfolio and be eligible for graduation.

Tevera

Tevera is an online system used by many counseling programs to aid students throughout their academic careers. Tevera is exceptionally useful throughout Practicum and Internship, serving as a central location to track direct and indirect hours, access important documents and information, seamless communication between students and supervisors, and access to necessary evaluation procedures. Students are required to pay a one-time fee of \$195 for their lifetime Tevera subscription. With lifetime access to Tevera, students can continue to utilize the service following graduation, where it can be used to track post-graduate clinical hours.

For additional information about Tevera, please visit the website below, speak with your Practicum/Internship instructor, or contact the program Clinical Coordinator.

<https://tevera.com/who-we-serve/#students>

Library and Research Tools

The James E. Tobin Library supports the goals of students and faculty by providing an environment conducive to academic learning. Moreover, one of the Library's top priorities is to ensure that the physical and electronic holdings not only meet but exceed the requirements of current and newly proposed degree initiatives. To this end, the Library has supported a wide

variety of undergraduate programs for over fifty-five years, Master's programs for more than a decade and most recently, Doctoral programs.

The James. E. Tobin (JET) Library is an essential tool to the success of CMHC students. We strongly encourage all students to familiarize themselves with the JET Library and the myriad of research tools it offers either in person or via their website (<https://www.molloy.edu/library/about-the-library>). Additionally, students will engage in a JET Library information session as part of their MHC 5100 coursework.

Financial Obligations

The student is responsible for their financial obligations to the University. There can be significant financial and academic consequences for those who do not maintain these obligations. Examples of such obligations include paying bills on time, avoiding late registration fees, meeting academic requirements for student loans, not taking classes out of program, and maintaining course credit loads for one's graduate assistantship. It is the student's responsibility to be aware of any obligations that impact their finances or enrollment. The advisor or the Counseling program is NOT responsible for notifying students of their financial obligations or restrictions, as these obligations vary for each student's individual circumstance.

Graduate study at Molloy University has a number of associated costs that cover academic and professional activity fees. Below is a breakdown of expected costs for your attendance in the CMHC program. Students may view tuition, the schedule of fees, and other financial information at <https://www.molloy.edu/admissions-aid/bursar/>. Students may also be responsible of specific programmatic fees, including but not limited to Anthology and Tevera subscription fees, and costs associated with the CPCE and professional memberships. Please contact the Bursar office and/or your faculty advisor for additional information.

Graduate Assistantships

The Graduate Assistant Program provides opportunities for qualified graduate students to participate as research assistants or as graduate assistants. To apply for a graduate assistantship/graduate research assistantship, candidates should complete the Application for Graduate Assistantship available in the Human Resources Office or on the website: <https://www.molloy.edu/about/administration/human-resources/>.

Applications must include two personal references and approval by the department in which the student is enrolled. Applications and appropriate documentation are to be returned to the Human Resources Office. Each applicant who is selected as a graduate assistantship recipient must be enrolled in the University for a minimum of 6 credits upon commencement of the position. Graduate assistants/research assistants work 10 hours per week during a semester and receive a 3-credit voucher and a \$500 stipend.

Completed applications will be forwarded to the Department of Clinical Mental Health Counseling, and applicants will be interviewed by the department.

Student Loans

Graduate students may also choose to take out federal, state, or private loans to pay for tuition and expenses of graduate school. A Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA application must be filed annually to apply for financial aid. You can complete your FAFSA online at: <https://studentaid.gov/>.

For more information look online at <https://www.molloy.edu/admissions-aid/financial-aid/>. You can also call or visit the financial aid office:

Financial Aid Office Location:

Wilbur Arts Center, Room W-236

Phone: 516.323.4200

Fax: 516.323.4213

Email: financialaid@molloy.edu

Website: <https://www.molloy.edu/admissions-aid/financial-aid/>

Malpractice Insurance

All students are expected to have the appropriate individual malpractice insurance prior to commencing their fieldwork (i.e., Practicum or Internship). Malpractice insurance is available as a component of your student membership to the American Counseling Association through the Health Providers Service Organization. Students are encouraged to become familiar with coverage of liability insurance because annual rates and terms are subject to change. To learn more about liability/malpractice insurance or to get a quote, go to the website for Health Providers Service Organization by following this link: <http://www.hpsso.com/>

Student Solution Center

This Center is a “one-stop-shop” serving all students in providing the answers to questions related to registration, billing, and financial aid. Centrally located in the Wilbur Arts Building lobby, the Student Solution Center (SSC) should be the first stop when a student is confused about any process at Molloy or faces an issue and requires assistance in finding a resolution. Cross-trained in Registrar, Financial Aid and Bursar services, the SSC team is committed to giving students accurate information and support in all aspects of their University experience. Having a full understanding of the “internal process” of the University, the SSC team is equipped to coordinate all activities of student service departments in one place with one comprehensive solution to the presenting problem. In addition to daily services offered, the Center hosts workshops open to all students. These workshops are intended to inform students of the tools available, which allow them to take a proactive role in the direction of their University careers.

Contact Information:

Student Solution Center

Wilbur Arts Lobby

516.323.4400

studentsolutioncenter@molloy.edu

Personal Counseling for Students

It is recommended that students who are in the CMHC program are engaged in their own personal counseling, and it is strongly recommended by the time practicum and internship experiences begin. It is difficult to be a good counselor without having been “in the other chair.” Additionally, students can examine, in depth, the natural growth that manifests from being in a counseling program and issues of transference and counter-transference during practicum and internship. Students may refer to the CMHC Referral Book which is kept in the CMHC Suite for specific names and contact information.

Our campus also has a counseling center. The mission of Molloy University’s Student Counseling Center (SCC) is to help students enhance their academic and personal well-being. The SCC is a confidential and free counseling service available to all Molloy University students - both undergraduate and graduate - who require assistance with student or life issues. The SCC offers a variety of short-term counseling and psychoeducational services. They also offer consultation and training to faculty and staff to assist them in addressing students’ psychological needs. The SCC hosts many informative topics, discussions and workshops, so be sure to check their workshop calendar each semester.

Additional information about the SCC, including how to schedule an appointment can be found at the SCC website: <https://www.molloy.edu/student-life/student-affairs/personal-counseling>

Career Services

The comprehensive services of the Career Services Center are designed to help students successfully manage important decisions that integrate academic studies with their career aspirations. The Center maintains a full range of services including:

- Career counseling
- Vocational interest testing
- Professional development workshops
- Résumé, interviewing and job hunt workshops
- Job opportunities (full-time and part-time)
- Employment reference resources
- Scholarship resources
- Career job fairs
- Career related journals, newspapers, and magazines

Contact the Career Development Center:

Phone: 516.323.3469

Fax: 516.323.4989

Email: jobsandinternships@molloy.edu

Website: <https://www.molloy.edu/student-life/student-affairs/career-center/>

Academic Service Learning

Academic Service Learning is an experiential activity that helps students become aware of the functions and needs of their communities, and communities across the world. It is an educational experience that provides the link between the classroom and civic engagement. Specifically, for CMHC students it fosters the multicultural competence that is imperative to exemplary counseling practice.

Different opportunities may become available to CMHC students at different times during their course of study. The Department Chair will announce various opportunities and the requirements for applications. When students are representing the CMHC department and the University they are to adhere to this handbook, the ACA Code of Ethics, and any additional instructions/procedures by the organizations being served.

Student Identification Card and Parking Passes

All members of the Molloy community are required to wear their ID card on them while at any Molloy location. Identification cards and parking permits can be obtained at the Department of Public Safety Office located in the lower level of Maria Regina Hall. They can be obtained Monday to Thursday 9 a.m. - 11 a.m. and 2 p.m. - 4 p.m. To be issued an ID card, students must present a form of photo identification and a class schedule. For a parking permit students must present a photo ID and a current vehicle registration. There is no initial fee for ID cards. Parking permits are free. Lost or damaged ID cards can be replaced for \$20. Additional information can be obtained at the following website: <https://www.molloy.edu/student-life/student-affairs/public-safety/>

Emergency Notification System

With the Rave Emergency Notification System, you will receive messages and instruction regarding campus-wide emergencies and school closings. If you haven't already, we kindly request that you sign up to be notified electronically should an emergency arise on campus. You will only be notified via a text message should a major emergency arise. The system will not be used for minor situations such as weather advisories, campus event notifications or cancellations of any kind.

To register for the emergency notification system, please visit <https://www.molloy.edu/student-life/student-affairs/public-safety/>.

Public Safety

The Molloy University Department of Public Safety honors the Dominican tradition, emphasizing study, spirituality, service and community. We are bound to our duty of protecting lives and the sanctity of property.

The department of public safety operates in a respectful partnership with the University community, is made up of students, faculty, and staff, and ensures continued improvement in

security-related functionality as Molloy University remains one of the safest learning institutions in America.

In the case of a non-campus emergency call the Office of Student Affairs at 516.323.3458. They will contact the student you need to reach. For campus-related emergencies, dial Public Safety at 516.323.3500 or 3500 from any campus phone. Additional information can be found on the public safety website: <https://www.molloy.edu/student-life/student-affairs/public-safety/>

Weather Policy

Decisions on school closing due to inclement weather are announced no later than 7 a.m. on the days in question. The University will notify the community of notable weather alerts as well as the following radio and television stations:

- New York City - WINS 1010 AM, WCBS 880 AM, WNBC News channel 4
- Nassau County - WBAB 102.3 FM, WHLI 1100 AM, Channel 12 LI Cablevision
www.news12.com
- Suffolk County - WALK 1370 AM/97.5 FM, WRCN 103.9 FM, WBLI 106.1 FM, 97.5 FM

Additional information can be found on the public safety website:
<https://www.molloy.edu/student-life/student-affairs/public-safety/>

Transportation

The Molloy University Rockville Centre campus is located at 1000 Hempstead Ave, Rockville Centre, NY 11570. The campus is accessible via numerous means of transportation. The CMHC department is located approximately 2 miles off the Rockville Centre campus at 30 Hempstead Avenue, Suite 248, Rockville Centre, New York 11571. The 30 Hempstead Avenue location is easily accessible by car and affords ample parking. The location is also accessible via shuttle, the LIRR (Rockville Centre station), Bus (N16), car service, and other forms of transportation. Please use the following resources in determining the best means of commute to the Rockville Centre campus or the CMHC department:

<https://www.molloy.edu/admissions-aid/visit-molloy/maps-directions>
<https://www.molloy.edu/student-life/student-affairs/public-safety/transportation>

EXPECTATIONS OF STUDENTS

This section discusses the expectations of the students in the Molloy University CMHC program.

Ethics

The Molloy CMHC program prides itself on abiding by the American Counseling Association (ACA) Code of Ethics as well as the American Mental Health Counselors Association (AMHCA) Code of Ethics. The entire ACA Code of Ethics and AMHCA Code of Ethics can be found at the websites provided below.

The ACA Code of Ethics serves six main purposes:

1. The Code sets forth the ethical obligations of ACA members and provides guidance intended to inform the ethical practice of professional counselors.
2. The Code identifies ethical considerations relevant to professional counselors and counselors-in-training.
3. The Code enables the association to clarify for current and prospective members, and for those served by members, the nature of the ethical responsibilities held in common by its members.
4. The Code serves as an ethical guide designed to assist members in constructing a course of action that best serves those utilizing counseling services and establishes expectations of conduct with a primary emphasis on the role of the professional counselor.
5. The Code helps to support the mission of ACA: The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.
6. The standards contained in the Code serve as the basis for processing inquiries and ethics complaints concerning ACA members.

The ACA Code of Ethics can be accessed here: <https://www.counseling.org/knowledge-center/ethics>

The AMHCA Code of Ethics is a document intended as a guide to:

1. Assist members to make sound ethical decisions.
2. Define ethical behaviors and best practices for Association members.
3. Support the mission of the Association: The mission of AMHCA is to enhance the profession of clinical mental health counseling through advocacy, education and collaboration.

4. Educate members, students and the public at large regarding the ethical standards of mental health counselors.

The AMHCA Code of Ethics can be accessed here:
<https://www.amhca.org/events/publications/ethics>

Diversity

Molloy University CMHC students respect cultural, individual, and role differences, including those due to (but not limited to) age, gender, race, ethnicity, national origin, religion, sexual orientation, ability status, language, and socioeconomic status. Additionally, the Clinical Mental Health Counseling program is committed to recruiting and retaining a diverse student body. Specific strategies toward recruitment and retention in our department include:

- Program staff and faculty actively seek opportunities to meet with prospective students who represent diverse cultural groups
- Program staff and faculty ensure students from underrepresented groups are aware of useful resources, such as scholarships, graduate assistantships, grants, and mentorship opportunities
- Program staff and faculty intentionally support students from underrepresented groups toward receiving scholarships, grants, assistantships, and other sources of financial support
- Program staff and faculty make students aware of specific awards, conferences, etc. related to diverse students
- Program staff and faculty will use their personal and professional networks to aid in the recruitment of students from underrepresented groups
- Program faculty participate in continuing education and development on diversity issues to increase awareness of potential areas of need and foster new recruitment strategies for diverse populations
- Clinical Mental Health Counseling program actively seeks to collaborate with other departments and institutions to assist in the recruitment of students from diverse backgrounds
- Clinical Mental Health Counseling program is commitment to ongoing innovation of strategies toward recruitment

Disposition/Behavior Expectations

Professional and respectful behavior is expected throughout all facets of this program. Students will be evaluated on disposition and behavior throughout the program including (but not limited to) the areas depicted with Student Advisement Form 2.

In addition, students are expected to participate in all classroom training activities, including requirements where self-disclosure or self-growth may occur. An example of this is during the MHC 5300 – Group Counseling course, when students are required to participate in an experiential group to facilitate learning about group dynamics by becoming group members.

Other experiential exercises or reflective journals utilized in coursework may be evaluated on academic standards and not necessarily dependent on student's level of self-disclosure. Faculty and students are cautioned that although these learning experiences may at times be therapeutic, they do not constitute counseling or therapy.

Professional Competency

Students are admitted into the CMHC program through a process that attempts to identify appropriate candidates for the specialization of their choice. Once a candidate is accepted and becomes a student in the program, the student is evaluated each semester regarding the appropriateness of behaviors and student disposition (see Advisement Forms 1 & 2).

There may be times when a student's behavior is not consistent with the relevant Ethical Standards of the American Counseling Association (ACA) or the American Mental Health Counselors Association (AMHCA). Occasionally, students may also behave in a manner that is inconsistent with the professional behavior of a counseling student, or a counselor-in-training. These situations are called Problems of Professional Competency (PPC). PPCs are viewed quite seriously by the program faculty, and warrant faculty involvement and intervention. Counseling faculty members are called upon to be "gatekeepers" of the counseling profession. This means that faculty members have a responsibility not only to our counseling students and their well-being, but to the students/clients they serve currently (as counselors-in-training), as well as to the students/clients they will serve in the future (as professional counselors). PPCs are categorized in to three primary areas (Brown-Rice & Furr, 2013):

- (a) inadequate academic or clinical skill levels
- (b) personality and/or psychological unsuitability
- (c) inappropriate moral character

While there are far too many examples of PPCs to list, some examples may include:

- Inappropriate self-disclosure with students/clients
- Insubordination or unprofessionalism with faculty or site-supervisors
- Unwillingness to examine oneself or past in order to understand how it is interfering with their counseling or academic performance
- Dishonesty, either directly (i.e., lying), indirectly (i.e., omission, partial disclosure, etc.), fraud (i.e., presenting false credentials), or fabrication (i.e., altering internship hours)

In non-academic related situations, if there is an indication that a student is behaving contrary to the relevant Ethical Standards of the American Counseling Association or the American Mental

Health Counselors Association, or in a manner that is inconsistent with professional behavior of a counseling student or practicing counselor, the following process will be followed:

1. A faculty member will inform the student about the concern and suggest ways for the student to correct the behavior. The faculty member will review the relevant Ethical Standards of ACA or AMHCA with the student.
2. The faculty member will document all the meetings with or pertaining to the student and update the student about continuing concerns and the process that could lead to dismissal.
3. The CMHC Program Director will consult with the CMHC faculty in order to assess the seriousness and consistency of the problem.
4. If the student is at a fieldwork site, the site supervisor will be contacted by the Field Placement Coordinator for an assessment of the student's behavior at that site.
5. If the behavior does not improve, the CMHC faculty will discuss the student's behavior including the site supervisor's assessment and make decisions about the need to determine additional corrective measures, such as a remediation plan, for the student or remove the student from the program (see Advisement Form 4).
6. If the student is to be continued in the program by some prescribed corrective action or remediation plan, the Program Director will assign two faculty members to present this information to the student. Those two faculty members monitor the behavior of the student through ongoing meetings with the student. The remediation plan will be documented and will include acceptable thresholds and timelines for student improvement (see Advisement Form 4).
7. If the student is to be recommended for dismissal from the program, the Program Director presents the documentation to the department Chair and the Dean of the School of Education & Human Services.
8. As indicated in the Student Handbook, the Dean, Chair/Program Director will determine a course of action consistent with University guidelines.
9. The student has the right to appeal to the Faculty Committee or the Dean. In either event the decision of the Faculty Committee or Dean is final.

Evaluation and Gatekeeping

Gatekeeping is the initial and ongoing academic, skill, and dispositional assessment of students' competency for professional practice, including remediation (see Advisement Form 4) and termination as appropriate.

As required by the American Counseling Association Code of Ethics, the Molloy CMHC department engages in ongoing thoughtful discussion, evaluation, remediation and gatekeeping practices. As stated in section F.6.b. of the ACA Code of Ethics: "Through initial and ongoing evaluation, supervisors and educators 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.”

Review of Student Performance

The progress of all students is consistently reviewed each semester (Advisement Forms 1 & 2). Both academic performance and professional behavior and development are considered. An understanding of professional behavior may be derived from the counseling literature in such articles as:

- Brown-Rice, K. A., & Furr, S. (2013). Preservice counselors’ knowledge of classmates’ problems of professional competency. *Journal of Counseling & Development, 91*, 224-233.
- Foster, V. A., & McAdams, C. R. (2009). A framework for creating a climate of transparency for professional performance assessment: Fostering student investment in gatekeeping. *Counselor Education & Supervision, 48*, 271-284.
- McAdams, C. R., Foster, V. A., & Ward, T. J. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education & Supervision, 46*, 212-229.

Non-Discrimination and Harassment Policies

Molloy University and the CMHC program are committed to a learning, working, and living environment where all members of the community feel safe and respected. Acts of discrimination and harassment are in violation of the University’s and Program’s policies, values, and mission. We strongly encourage all students to review all the non-discrimination and harassment policies and procedures the University abides by, including (but not limited to) definitions and forms of harassment, the student’s bill of rights, procedures for reporting incidents of harassment, resolution procedures, and contact information for the appropriate persons to provide support if discrimination or harassment occurs.

<https://www.molloy.edu/about/administration/office-of-compliance/university-wide-policies/human-resources-policies/non-discrimination-and-anti-harassment-policy#>

PROFESSIONAL ASSOCIATIONS, CERTIFICATIONS, AND LICENSURE

Student Organizations

Getting involved in the profession of counseling includes participating in clubs, meetings, and committees at the student level. Molloy University's Student Affairs unit supports and oversees the Molloy Student Association (M.S.A.), whose membership includes the entire student body, including graduate students. The executive power of the association rests with the Molloy Student Government whose members are elected from the general student body, and whose jurisdiction extends to all the other student organizations on campus.

Many students who join the M.S.A. are undergraduate level students. However, graduate students are eligible to serve on and be members too. Yet, whether choosing to be a part of the M.S.A. or an alternative organization, it is strongly encouraged that students become involved in activities sponsored by the Department of Clinical Mental Health Counseling. This provides students with meaningful opportunities for service and leadership development.

Chi Sigma Iota, Counseling, Academic & Professional Honor Society International

Chi Sigma Iota Academic & Professional Honor Society International (CSI) is an international honor society for professional counselors, counselor educators, and counseling students. Its mission is to promote counseling scholarship, research, professionalism, leadership, advocacy, and excellence.

Eligibility for membership in CSI is by chapter invitation to students and graduates of counselor education programs where chapters have existed. Requirements for admittance to CSI include:

- Completion of at least one semester of graduate coursework in a counselor education degree program
- Earned grade point average of 3.5 or better on a 4.0 grading system
- Recommendation for and invitation to membership by University's CSI chapter
- Primary identity of applicants shall be as professional counselors
- Induction into the Society through a formal oath taking ceremony arranged by the University's chapter
- Completion of online New Member Registration

The CMHC program's chapter of CSI is Mu Chi Nu. Specific questions about CSI can be directed to the Chapter Faculty Advisor. Additionally, please visit the following websites for more information.

<https://www.csi-net.org/>

Unfortunately, due to unforeseen circumstances, the CMHC program's CSI chapter is currently inactive. However, the program is committed to reinstating the chapter as soon as possible.

Professional Organizations

All of Molloy University's Clinical Mental Health Counseling (CMHC) students are encouraged to become members of and actively get involved in professional counseling organizations, including regional, state, and national counseling groups. These organizations provide many professional development opportunities, including conferences, journals, newsletters, and affordable professional counseling liability rates. They also advocate for counselors and the counseling profession.

A list is presented below of professional organizations that CMHC students are encouraged to join. Students are encouraged to attend annual conferences for these groups and also to consider proposing poster, roundtable, and seminar presentations for these conferences. In MHC 5100 – Counseling Orientation and Ethics, students are required to attain membership from the American Counseling Association (ACA) and New York Mental Health Counselors Association (NYMHCA).

List of Professional Organizations

- American Counseling Association (ACA) – find more information about membership, activities, events, and resources for student members of ACA and the associated organizations below at the following website: <http://www.counseling.org/>. All students will be required to join ACA.
- New York Mental Health Counselors Association (NYMHCA) – for more membership and other information about NYMHCA go to the following website: <http://www.nymhca.org/>
Student are encouraged to join the Long Island or Metro chapter of NYMHCA
- American Mental Health Counselors Association – for more membership and other information about AMHCA go to the following website: <https://www.amhca.org/home>
- Association for Counselor Education and Supervision (ACES) – for more membership and other information about ACES go to the following website: <http://www.acesonline.net/>
- North Atlantic Region Association for Counselor Education and Supervision (NARACES) – for more membership and other information about NARACES go to the following website: <http://www.naraces.org/>

National Board for Certified Counselors

The National Board for Certified Counselors (NBCC) is the premier certification organization for the counseling profession. Its mission is to advance the profession by establishing and monitoring a national certification system that identifies counselors who have obtained certification and to maintain a register of those counselors. Students will learn more about NBCC and services offered in MHC 5100 – Counseling Orientation and Ethics. Contact Information for NBCC:

NBCC
3 Terrace Way
Greensboro, NC 27403
www.nbcc.org
p. 336.547.0607

Clinical Mental Health Counseling Licensure (NY)

Our 60-credit-program fulfills the educational requirements for licensure as a mental health counselor established by the New York State Education Department, Office of the Professions. Additionally, our New York State approved CMHC program is CACREP accredited. There are three parts to the New York State clinical mental health licensure process: education, experience, and the exam. The CMHC program faculty will prepare you for the licensure process throughout your experiences within the program. Additionally, information regarding the licensure process can be found at the New York State Education Department's website.

For general information about Licensed Mental Health Counselors in New York State, please visit <https://www.op.nysed.gov/mental-health-counselors>.

Licensure in Other States

Each state has unique licensing laws. Fortunately, New York State has some of the most rigorous requirements, and most states have similar requirements. Students who know they will be re-locating should research individual state laws to make sure they meet the new state's requirements. Students can also speak with their advisor for assistance.



CLINICAL MENTAL HEALTH COUNSELING

MASTER OF SCIENCE PROGRAM

APPENDIX A

MOLLOY UNIVERSITY

CLINICAL MENTAL HEALTH COUNSELING M.S. PROGRAM

TRAINING IN THE IDENTIFICATION & REPORTING OF CHILD ABUSE & NEGLECT

Effective January 1, 2005, Education Law requires mental health counselors, when applying initially for licensure or a limited permit, to provide documentation of having completed two hours of coursework or training regarding the identification and reporting of child abuse and maltreatment. This is a one-time requirement. Documentation in the form of an authorized Certification of Completion must be submitted to the State Education Department at the time application for licensure or limited permit. Within ten days of coursework completion, the approved provider from whom you obtain the training is required to issue you two copies of the Certification form.

Student Name: _____

I have taken the training on the identification and reporting of child abuse and neglect course

at _____

on _____

Signature: _____

Please attach a copy of documentation to this form for your student file.



CLINICAL MENTAL HEALTH COUNSELING

MASTER OF SCIENCE PROGRAM

APPENDIX B

CLINICAL MENTAL HEALTH COUNSELING M.S. PROGRAM

STUDENT HANDBOOK AGREEMENT FORM

I _____

(Print CMHC Graduate Student Name) attest to the fact that I have read the entire Molloy University Graduate Clinical Mental Health Counseling Handbook, and that I understand all of the contents contained therein. While CMHC faculty have provided detailed information and examples, when possible, I understand that it is not possible to conceptualize or document every possible situation requiring University/Faculty intervention that may arise during the program. As such, the University and faculty may intervene as new situations arise that are not currently documented. I understand that the manual will be updated to include new information and that I will be responsible for any updates that are released.

My signature below indicates my agreement to comply with the policies designated in this handbook.

Student Name (Print):

Student Name (Signature):

Date: _____

Note: This form must be signed and returned to your advisor within your first semester in the program.

Students will not be able to register for their second semester without providing a signed copy of this for



CLINICAL MENTAL HEALTH COUNSELING

MASTER OF SCIENCE PROGRAM

APPENDIX C

Letter of Recommendation Request Form

To make the process of receiving a letter of recommendation more efficient, please complete this form prior to requesting a letter of recommendation.

*** Letters of recommendation take time. Please allow at least two weeks to complete your request. This may take longer depending on amount of requests received.***

Name: _____

Today's Date: _____

Date you need letter by: _____

Year in program: _____ GPA: _____

Professor you need letter from: _____

What is this letter for? *Be specific*: practicum, internship, job, scholarship, etc.

List any counselor in training related activities you have been involved in since the start of the program (conferences, presentations, volunteer experiences, etc.):

Additional information (address to mail to, will you pick up? Email? Other accomplishments or reminders):



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ADVISEMENT FORM 1

EVALUATION OF ACADEMIC ADVISEMENT

STUDENT'S NAME: _____ DATE: _____

I have met with my academic advisor and discussed my professional dispositions.

Please initial: _____

Professional Dispositions:

Do you have any comments regarding your professional dispositions?

Program Objectives:

Do you believe the Clinical Mental Health Counseling Program at Molloy University is meeting its program objectives? **Please circle: YES or NO**

If no, please discuss:

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CMHC Program Objectives	
1. Professional Orientation and Ethics – Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.	2. Counseling Theory – Gain significant knowledge of major counseling theories in the context of individual and group counseling and apply this knowledge to the counseling process.
3. Helping Relationships – Demonstrate effective individual and group counseling techniques which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.	4. Social and Cultural Diversity – Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and recognize the impact of individual differences on the counseling process.
5. Human Growth and Development – Develop an understanding of the aspects of human growth and developmental levels, as well as an appreciation for the nature of human development and its integration within the counseling process.	6. Career Development – Develop the knowledge and application of career development and vocational counseling theories and its effects on an individual.
7. Group Counseling – Develop both theoretical and experiential understandings of group process, development, dynamics, group counseling theories, methods, skills, and other group approaches.	8. Assessment – Gain knowledge and skills in assessment techniques, including psychometric properties, standardized instruments, interviewing, and applying these concepts to individual and group.
9. Research and Program Evaluation – Develop the ability to read, critique, evaluate, and contribute to professional research literature.	10. Crisis Intervention – Demonstrate sufficient knowledge and skills associated with counseling in crisis settings, addressing trauma in clients, and risk and suicide assessment.
11. Psychodiagnosis and Treatment – Develop a working knowledge of psychodiagnosis, as defined by the DSM, the ethical application, and its effect on treatment and counseling practice.	12. Mental Health Systems – Demonstrate sufficient knowledge and skills associated with working in multi-disciplinary Mental Health care setting and have practical knowledge in the areas of service, prevention, treatment, referral, program management, and interdisciplinary collaboration.
13. Experiential Learning – Develop, through supervised practicum and internship experiences, an integration of the knowledge and skills needed to be successful as practicing counselors.	14. Personal Growth and Understanding – Develop, through self-reflection and insight, an understanding and integration of oneself and the use of self in the counseling process. Develop a personal theoretical approach to counseling and client advocacy with a clear understanding counselor scope of practice.

APPENDIX VE

EVALUATION OF ACADEMIC ADVISEMENT

ADVISOR'S NAME: _____

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SEMESTER: _____

Directions: This appraisal sheet pertains to academic advising. Each statement describes a basic component of advising and/or counseling. Rate your advisor on each item, giving the highest scores for unusually effective performance. Place in the blank space before each statement the number that most nearly expresses your view.

Highest: 3 Average: 2 Lowest: 1 Don't Know: X

- _____ 1. Advises in terms of alternatives available.
- _____ 2. Encourages you to assume responsibility for decisions.
- _____ 3. Reviews the core requirements with you.
- _____ 4. Reviews major requirements with you.
- _____ 5. Reviews electives with you.
- _____ 6. Has personal interest in assisting you through advising.
- _____ 7. Follows up on recommendations or suggestions made.
- _____ 8. Notifies you regarding appointment times for advisement.
- _____ 9. Keeps appointments when made in advance.
- _____ 10. Spends a sufficient amount of time with you to satisfy your advisement needs.
- _____ 11. Keeps up-to-date with regulations and course offerings.
- _____ 12. Maintains accurate files on your progress.
- _____ 13. Seeks to plan programs consistent with your stated objectives.

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ADVISEMENT FORM 2

STUDENT DISPOSITIONS

Student _____ Semester/Year _____

Faculty _____

Evaluation of Standard:

- 1 – Does not meet or minimally meets standard (may require intervention or remediation)
- 2 – Emerging
- 3 – Meets standard/expectation

Academic Commitment – Investment in learning and developing a counselor identity and academic excellence

- The student appropriately attends academic courses _____
- The student actively participates in academic courses _____
- The student demonstrates graduate level writing skills _____
- The student has acceptable overall academic performance _____
- The student attends program-related/endorsed events _____

Interpersonal Effectiveness – Demonstration of appropriate and effective interpersonal interactions

- The student demonstrates effective and appropriate communication skills _____
- The student exhibits effective and appropriate interactions with academic peers and professors _____
- The student exhibits effective and appropriate interactions with colleagues and supervisors _____
- The student adheres to the professional expectations of the settings they occupy _____

**continued on next page*

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Clinical Effectiveness – Development and demonstration of appropriate and effective application of clinical skills

- The student demonstrates capacity to establish and maintain rapport _____
- The student is effective in the application of counseling skills _____
- The student is empathic and nonjudgmental _____
- The student is sensitive to diverse worldviews and experiences involved in clinical training _____
- The student demonstrates effective case conceptualization _____

Professional Responsibility and Integrity – Adheres to ethical principles of the counseling profession

- Autonomy – The student respects individual autonomy and the right to make one’s own decisions _____
- Nonmaleficence – The student avoids doing harm _____
- Beneficence – The student promotes wellness and works for the good of people and society _____
- Justice – The student demonstrates equitable treatment toward others _____
- Fidelity – The student is trustworthy and fulfills their commitments _____
- Veracity – The student is truthful and honest _____

Self-Awareness – Commitment to personal growth and development

- The student is open to feedback from peers and faculty _____
- The student takes responsibility for their actions _____
- The student recognizes their areas for additional growth _____
- The student makes appropriate efforts to address areas for additional growth _____

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NOTES

Academic Commitment – Investment in learning and developing a counselor identity and academic excellence

Interpersonal Effectiveness – Demonstration of appropriate and effective interpersonal interactions

Clinical Effectiveness – Development and demonstration of appropriate and effective application of clinical skills

Professional Responsibility and Integrity – Adheres to ethical principles of the counseling profession

Self-Awareness – Commitment to personal growth and development



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ADVISEMENT FORM 3

REGISTRATION ADVISEMENT

Date: _____

Student name: _____

Faculty advisor name: _____

Registering for: Fall Spring Summer Year:

Credits earned so far towards M.S. Degree:

Student successes this semester:

Student concerns:

Student goals for next semester:

Extra-curricular/Professional involvement:

Faculty concerns, if applicable:



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Comments (i.e., grades, course progression, practicum/internship placements, work life balance, etc.)

Faculty Signature: _____

Date: _____

Student Signature: _____

Date: _____



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ADVISEMENT FORM 4

REMEDIATION PLAN

Please see attached remediation plan (this should be an individually tailored plan to remove deficiencies).

I understand that by signing this form I agree that I have read and understood the contents of the form without necessarily agreeing with what it states. I understand that I can make a written response.

Student's Signature _____ Date _____

Faculty Advisor _____ Date _____

Notes:



MOLLOY UNIVERSITY

Clinical Mental Health Counseling

Master of Science Program

School of Education & Human Services

<https://www.molloy.edu/academics/schools/education-human-services/clinical-mental-health-counseling/>