



CLINICAL MENTAL HEALTH COUNSELING STUDENT HANDBOOK

Effective January 2024

Does not supersede Graduate Catalog Content

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Program Director's Message:

Welcome to the State University of New York at Fredonia's Clinical Mental Health Counseling Program!

We are excited to have you as part of the program and look forward to supporting your journey to becoming a licensed mental health counselor.

We have developed your student handbook to supplement the graduate catalog with program specific information. Please note that this handbook is *supplementary* to the graduate catalog, which contains all of the policies and procedures for all of SUNY Fredonia. The purpose of this handbook is to offer program-specific details to help you navigate your course work and program needs a bit easier. You will find vital information regarding staff, course sequencing, program specific guidelines, policies, procedures, necessary forms, and professional organization membership information.

The Clinical Mental Health Counseling program is a rigorous two-and-a-half year program designed to provide instruction in the theory, science, and practice of clinical mental health counseling. The program is certified by the New York State Office of Professions and meets the educational requirement for licensure (Note: You must also pass an exam and complete post graduate clinical hours to become licensed). The program has been designed to provide the highest quality of faculty and curriculum.

Welcome to the clinical mental health counseling profession!

Keith Klostermann, PhD, LMHC, NCC, LMFT, CFT, AS
Program Director
Clinical Mental Health Counseling

The Clinical Mental Health Counseling program is housed within the College of Education, Health Sciences, and Human Services. The following section lists the mission statements of all entities, along with the Clinical Mental Health Counseling's program objectives:

Mission of SUNY Fredonia's Graduate School

The Graduate Studies office supports the overall mission of the university by recruiting, admitting, enrolling, and retaining graduate students, and by providing policy and process expertise to faculty and student stakeholders for the purpose of supporting graduate student well-being and success.

Clinical Mental Health Counseling Mission Statement

The mission of the Master of Science in Clinical Mental Health Counseling degree program at SUNY Fredonia is to provide students with a thorough grounding in advanced principles of mental health counseling at a graduate level; provide students with an understanding of the tools of counseling that are suitable for building careers in private and public mental health agencies; provide students with advanced research-based knowledge in the area of group and individual counseling, counseling techniques and testing and diagnosis; provide students with a full understanding of the professional and ethical issues relevant to mental health counseling and consultation; provide students with detailed knowledge of multicultural and career issues in counseling; and most importantly to provide students a clear professional identity as a future counselor.

Clinical Mental Health Counseling Program Objectives

The program objectives for the Master of Science in the Clinical Mental Health Counseling degree are:

1. Professional Orientation and Ethical Practice

Value all aspects of professional functioning, including history, roles, organizational structures, ethical standards, legalities, advocacy, and credentialing.

2. Social and Cultural Diversity

Interpret and apply core theory and research of the nature and needs of individuals at all developmental levels and in multicultural contexts.

3. Human Growth and Development

Interpret and apply core theory and research of the nature and needs of individuals at all developmental levels and in multicultural contexts.

4. Career Development

Apply core theory and research of career development, the psychology of work, and related factors in career planning and decision-making.

5. Helping Relationships

Deliver ethical and effective counseling and consultation services consistent with professional research and practice across a range of settings in a multicultural society.

6. Group Work

Apply methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

7. Assessment

Analyze principles of testing and measurement, and incorporate social, ethical, and cultural factors in both individual and group methods of assessment and evaluation.

8. Research and Program Evaluation

Apply research methods, statistical analysis, needs assessment, and program evaluation to inform ethical and culturally relevant evidence-based practice and to advance the counseling profession.

9. Clinical Mental Health Counseling Specialty Areas

Students understand the theories and models of clinical mental health counseling and are able to effectively use client case conceptualizations to assess, diagnose, and identify and apply appropriate treatment modalities to a wide range of client situations.

10. Professional Dispositions

Students demonstrate the interpersonal capacity to relate to others in the appropriate and professional manner as expected of professional counselors.

CMHC Philosophy Related to Cultural Diversity & Inclusive Learning

SUNY Fredonia is an institution dedicated to teaching, mentoring, and community service. As such, the Clinical Mental Health Counseling (CMHC) program, in striving for diversity and inclusivity, continuously strives to foster a welcoming environment to all students, faculty, staff, and partners in the community. Ongoing crucial conversations and reflection demonstrates that considerable work remains, thus CMHC is committed to systemic change, social justice, and anti-racism within our University environment and greater community. CMHC maintains this commitment to diversity and inclusivity through rigorous teaching and learning, to include the continual transformation of our community and environment in ways that empower active involvement, increase human dignity, reflect on implicit bias, remove prejudice and discrimination, and improve the quality of life for all stakeholders.

Members of the CMHC community represent diverse geographical areas, ethnicities, religions, socioeconomic backgrounds, sexuality, gender, ability, ages, race, color, marital status, military/veteran status, national origin, values, intellectual interests, cultures, environments, and areas of expertise. It is through these diverse lenses that we open our hearts, minds, and our classrooms to invite all to participate in our community where we learn from each other. Our individual stories, styles, areas of interest, and areas of expertise are highlighted through our teaching, learning, and scholarship as we train future mental health counselors, who, in turn, bring their unique selves to our classrooms so we can continue to learn and improve with each other.

Meet your CMHC Faculty

**Dr. Keith Klostermann,
LMHC**

**Dr. Sabrina Musson,
LMHC**

Course Sequencing

All CMHC courses are offered in a recommended order, ensuring completion of your program in 2.5 years. Courses are offered in specific semesters only, as outlined below in the block schedule.

| <i>Course Number & Title</i> | <i>Credits</i> |
|---|----------------|
| Term: Spring 24 | |
| CMHC 520 Orientation to the Counseling Profession | 3 |
| CMHC 521 Psychopathology: Diagnosis and Treatment in Counseling | 3 |
| Term credit total: | 6 |
| | |
| Term: Summer 24 | |
| CMHC 530 Trauma Informed Care and Crisis Intervention | 3 |
| CMHC 540 Counseling Theories and Interventions | 3 |
| Term credit total: | 6 |
| | |
| Term: Fall 24 | |
| CMHC 550 Legal and Ethical Issues in Counseling | 3 |
| CMHC 540 Counseling Techniques | 3 |
| Term credit total: | 6 |
| | |
| Term: Jterm 25 | |
| **CMHC 660a Counseling Practicum (1 of 2) | 3 |
| CMHC 650 Helping Relationships | 3 |
| Term credit total: | 6 |
| | |
| Term: Spring 25 | |
| CMHC 600 Social and Cultural Issues in Counseling | 3 |
| CMHC 680 Research Methods | 3 |
| **CMHC 660b Counseling Practicum (2 of 2) | 3 |
| Term credit total: | 9 |
| | |
| Term: Summer 25 | |
| CMHC 580 Counseling Children and Adolescents | 3 |
| **CMHC 670a Internship (1 of 2) | 3 |
| Term credit total: | 6 |
| | |
| Term: Fall 25 | |
| CMHC 620 Group Counseling Procedures | 3 |
| CMHC 610 Career Development and Life Work Planning | 3 |
| **CMHC 670a Internship (1 of 2) | 3 |
| Term credit total | 9 |

| | |
|---|-----------|
| Term: Jterm 26 | |
| CMHC 630 Couples and Family Counseling | 3 |
| CMHC 570 Human Growth and Development | 3 |
| Term credit total | 6 |
| | |
| Term: Spring 26 | |
| CMHC 560 Treatment of Substance Abuse in Counseling | 3 |
| CMHC 590 Psychological Measurement | 3 |
| | 6 |
| | |
| Term: Summer 26 | 3 |
| CMHC 690 Supervision in Clinical Mental Health Counseling | 3 |
| Term credit total | 6 |
| | |
| Total | 63 |

GENERAL INFORMATION

CMHC Crisis Statement

As a student, you may experience a range of issues that can cause barriers to learning or reduce your ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences.

The SUNY Fredonia Counseling Center offers counseling services, free of charge, to all registered, matriculated SUNY Fredonia students. The Counseling Center is located in LoGrasso Hall. Students may call (716) 673-3424; <https://www.fredonia.edu/student-life/counseling>

Registering for Classes

The Office of the Registrar enrolls all CMHC students in their courses, which is based on the recommended course order. Should you need to deviate from the recommended course order, you will work directly with your program advisor to make those changes.

Matriculation

A matriculated student is one following a prescribed program of study. A non-degree or nonmatriculated student is one taking classes but not applying for a degree or certificate. A student must matriculate after completing 12 credit hours. Graduate students who carry fewer than 9 credit hours during any given semester are classified as part-time students. Full-time graduate students carry at least 9 credit hours per semester. Graduate students may be eligible for financial aid no matter part time or full time.

Academic Advisement

All students are assigned an academic advisor their first semester in program. The advisor, a core faculty member of the CMHC program, reaches out to all students at the start of their first semester with an email of introduction.

Academic Calendar

SUNY Fredonia's Academic Calendars can be found at the following link:

<https://www.fredonia.edu/about/offices/academic-affairs/academic-calendar>

Academic calendar tells you:

- the start and end dates for each semester (three semesters in one academic year)
- the start and end dates for each session (two in each semester)
- the add and drop dates for each session
- the withdrawal dates for each session

The CMHC calendar for each cohort is located at:

<https://www.fredonia.edu/degreemap/clinical-mental-health-counseling-ms>

Library

The library services at SUNY Fredonia are fantastic! To reach the SUNY Fredonia Library system, you can use the following link: <https://fredonia.libguides.com/library>

Campus Emergency Closure

In the event of a campus emergency closure, students are required to log on to their FredLearn course link to continue with course requirements and to communicate with instructors. Any access or usage problems should be reported to the course instructor. Students are encouraged to sign up for immediate alerts by text, phone, or email:

<https://www.fredonia.edu/about/offices/marketing-and-communications/emergencies-closings>

Information Technology (IT)

Comprehensive information regarding ITS services and support for students, faculty, and staff is available here: <https://www.fredonia.edu/about/offices/information-technology-services/service-center>

Contact information for issues and questions:

email: ITS Service Center

phone: 716-673-3407

In person: W203 Thompson Hall

- Zoom: Many of your courses will use Zoom, a HIPAA compliant video conferencing service, especially when you enter the clinical training phase of the program. Students are responsible for setting up their own free account and familiarizing themselves with the service before class. Go to: <https://zoom.us>.

Textbooks

Please be advised not to order textbooks more than one month in advance of your course starting date. The textbooks for each class are outlined on the course syllabus.

Attendance Policy

In your development as a counselor, it is essential that you understand the importance of commitment to classmates, instructors, supervisors, and most importantly clients. Participation is a critical and mandatory part of your education and clinical training.

In the event of a serious illness or family emergency that will result in your inability to participate, students must immediately contact their professor (and advisor) to notify them of their situation. If it is a planned absence (as outline in student agreement forms) or an unplanned (medical emergency), you must complete an *Absence Form* and submit to your professor with supporting documentation of the absence. **No exceptions. It is expected each student will not only attend consistently but will take an active part in the experiential aspects of the course.**

Participation will affect the final grade for the course. Students who do not participate as required may be at risk of (a) receiving a lower grade (having one unexcused/non-approved absence); or (b) failing the course (having two or more unexcused/non-approved absences). Students who fail to participate as required and/or fail to contact their instructor in a timely manner, or who do not have an excused absence will be given an F for the course. In the event of an excused absence, additional course work may be assigned at the professor's discretion and completed to meet the requirements to successfully complete courses.

Policy Related to Bringing Children to Class

CMHC students are not permitted to bring visitors with them to class, most specifically children. In addition to liability concerns to SUNY Fredonia, having children in class affects classroom climate and the shared learning experience. Additionally, having children in class impedes the instructor's lesson plans, threatens the confidentiality of clients and your fellow classmates, and presents problems discussing controversial topics.

CMHC students should have backup plans in place to handle any childcare needs, so that they can come to class unimpeded. Emergencies do occur, and it is expected that CMHC students handle those situations in a professional manner.

Grading

The Clinical Mental Health Counseling Program stipulates that evidence of such progress includes: 1) Students must achieve a grade of a B or better (i.e., GPA 3.0) in all coursework. Failure to obtain these required grades will result in a need to retake the course; 2) Following a failure of any CMHC course, or a grade of "U" or Unsatisfactory in a clinical placement course, the student may re-take the course one additional time, for a total of two attempts. Failure to successfully complete the course within these two attempts will result in dismissal from the program; and 3) Students must maintain a 3.0 cumulative GPA each term.

Failure to maintain a minimum 3.0 cumulative GPA will result in a student being placed on academic probation. Any student on academic probation must achieve a 3.0 cumulative GPA in the term in which he/she is on probation, as well as during two successive terms following the

term in which the deficiency occurred. Failure to meet either of these requirements will result in dismissal from the CMHC program at SUNY Fredonia.

Late Policy

Late submissions will be accepted up to a week late at the discretion of the instructor *after* receiving notice from the student as to the rationale for late work. If you have not discussed late assignments with the instructor, you will receive zero points towards that assignment. Any late submissions will then be graded at one-half of the original points for the assignment. Students should seek instructor advice in advance for any foreseeable circumstances that would necessitate such an accommodation.

Course Incompletes

A grade of Incomplete (I) is given only in special circumstances and only granted with a specific assignment due. The student must furnish documentation to the instructor that coursework cannot be completed due to illness or other circumstance beyond the student's control. The student must have attended the course and have done satisfactory work up until the time of the request for the incomplete. The student must complete the incomplete within one semester of the request.

Academic Appeal Process

If a student wishes to appeal an academic standards decision, he or she may appeal through the College of Education, Health Sciences, and Human Services. The initial appeal must be in writing within 14 calendar days of notification or by the end of the first week of the next semester (whichever comes first) and state, in specific terms, the student's case for appeal.

Writing Standards and Requirements

Grading of student papers will reflect Standard English usage. The APA bibliographic style is mandatory for all formal assignments in Clinical Mental Health Counseling. For more on APA, see <http://owl.english.purdue.edu/owl/resource/560/01/>.

Note: Proper APA style will account for 20% of all points when grading APA-required written assignments.

Effective E-communication

Once admitted to the CMHC Program, SUNY Fredonia communication policies state we must use our Fredonia-based email addresses for all program communications. Thus, it is important to ensure yours is working properly so you get all the University and program messages. Email respond time protocol is 24 business hours.

Additionally, in an ongoing effort to promote the courtesy and professionalism that will be required and fully expected from you in your future occupations, **please make sure to start and include a salutation in ALL your emails the same way you would a written note, i.e., "Hello Dr. Smith," "Dear Dr. Smith," etc. Also, please close your emails the same way, with at least your name so the professor knows exactly who is emailing.** This is very important when

you will be communicating with supervisors, colleagues, collaborators, and clients at all times as a counselor.

1. **Use a clear subject line.** The subject “Rhetorical Analysis Essay” would work a bit better than “heeeeelp!” (and much better than the unforgivable blank subject line).
2. **Use a salutation and signature.** Instead of jumping right into your message or saying “hey,” begin with a greeting like “Hello” or “Good afternoon,” and then address your professor by appropriate title and last name. Similarly, instead of concluding with “Sent from my iPhone” or nothing at all, include a signature, such as “Best” or “Sincerely,” followed by your name.
3. **Use standard punctuation, capitalization, spelling and grammar.** Instead of writing “idk what 2 rite about in my paper can you help??” try something more like, “I am writing to ask about the topics you suggested in class yesterday.”
4. **Do your part in solving what you need to solve.** If you email to ask something you could look up yourself, you risk presenting yourself as less resourceful than you ought to be. But if you mention that you’ve already checked the syllabus, asked classmates and looked through old emails from the professor, then you present yourself as responsible and taking initiative.
5. **Be aware of concerns about entitlement.** Rightly or wrongly, many professors feel that students “these days” have too strong a sense of entitlement. If you appear to demand help, shrug off absences or assume late work will be accepted without penalty because you have a good reason, your professors may see you as irresponsible or presumptuous.

Practicum and Internship Experiences

Your clinical placement training schedule is comprised of the following courses:

Practicum – 1 full semester, requires 6 – 8 hours/week at internship site. Group supervision is required and embedded in your course.

Internship I – 1 full semester, requires 18-20 hours/week at internship site. Group supervision is required and embedded in your course.

Internship II – 1 full semester, requires 18 - 20 hours/week at internship site. Group supervision is required and embedded in your course.

Students, with the assistance of the Director of Clinical Training, are responsible for securing their own placements. Clinical placement manuals will be provided for both the students and site supervisors.

The setting shall be a location at which legally authorized individuals provide services that constitute the practice of mental health counseling, as defined in section 8402(1) of the Education Law. For purposes of this section, an acceptable setting shall be:

- A professional corporation, or

- A registered limited liability partnership, or professional service limited liability company authorized to provide services that are within the scope of practice of mental health counseling, or
- A sole proprietorship owned by a licensee who provides services that are within the scope of his or her profession and services that are within the scope of practice of mental health counseling, or
- A professional partnership owned by licensees who provide services that are within the scope of practice of mental health counseling a program or service operated, regulated, funded, or approved by the department of mental hygiene, the office of children and family services, the department of corrections and community supervision, the office of temporary and disability assistance, the state office for the aging and the department of health or a local governmental unit as that term is defined in section 41.03 of the Mental Hygiene Law or a social services district as defined in section 61 of the Social Services Law, or
- An entity holding a waiver issued by the Department pursuant to section 6503-a or 6503b of the Education Law to provide services that are within the scope of practice of mental health counseling, or
- A program or facility authorized under federal law to provide services that are within the scope of practice of mental health counseling; or an entity authorized under New York law or the laws of the jurisdiction in which the entity is located to provide services that are within the scope of practice of mental health counseling.

Please note: Given the applied nature of the CMHC program, recording counseling sessions is a vital components of SUNY Fredonia's training model, and thus students are expected to submit recorded counseling sessions to their campus supervisors for review and critique. However, when it is not possible to audio/video record a counseling session due to concerns associated with HIPAA violations at the practicum and internship sites, the site supervisor agrees to directly observe a counseling session, which will be utilized for supervision, consultation, and evaluation purposes.

Following the completion of student clinical placement experiences, the Clinical Training Coordinator confirms practicum and internship contracts, time sheets, evaluations, surveys, and professional training certificates that have been collected during the course have been properly filed in the student's placement. These documents are used to complete state licensure forms as requested by students who are apply for licensure. The CMHC program archives all student files post-program completion.

Letters of recommendation for employment or for further graduate study are completed informally at the student's request.

Professionalism and Behavioral Expectations

Fredonia University's Clinical Mental Health Program utilizes a competency-based training approach that can be demonstrated through the successful attainment of knowledge and clinical skills, and personal behavior and professional conduct expected of a mental health counselor. As such, the Clinical Mental Health Counseling Program expects students to maintain their integrity and professionalism as both students and prospective counselors.

Students are required to abide by the Student Professionalism Agreement, which they sign at the beginning of the program. In addition, students are expected to be interpersonally effective, to be able to engage with peers, faculty, colleagues, clients, and professionals in a healthy and responsible manner, and to give and receive feedback.

Students are not only expected to achieve academically at the graduate level, but also to manage themselves throughout the program as ethical counselors-in-training. Issues of ethical misconduct, behavioral misconduct, impairment, and problems with professional competence will be dealt with swiftly and fairly.

Because students are counselors in-training, the standards of behavior in the classroom and clinical sites are especially high. To support a respectful, meaningful, non-disruptive, and appropriate learning environment, students are expected to:

- arrive on time and be prepared to participate fully in class discussions;
- conduct themselves in a polite, mature, and professional manner during all interactions with peer, students, and faculty;
- maintain a respectful silence when a faculty member or fellow student is talking, and be respectful of others' opinions;
- refrain from acting in a disruptive, disrespectful, intimidating, or rude manner; and
- refrain from working on assignments, engaging in non-class related activities, surfing the web, answering texts or phone calls during class.

Students who struggle to develop an acceptable standard of personal and professional functioning and who engage in egregious behaviors will require intervention from faculty, supervisors, and potentially Fredonia University's Office of Public Safety. Egregious behaviors are behaviors that are considered highly offensive and/or aggressive (including criminal acts, such as assault or theft) and that threaten or jeopardize the health and safety of faculty, students, or staff that occur on or off the campus. Other forms of egregious behaviors may include:

- physical, verbal, or written harassment, threats, insults, or altercations; property destruction
- discrimination
- boundary violations (psychological, emotional, or physical)
- disruptive behavior with other students or faculty
- coming to class or to a clinical placement under the influence of a substance or alcohol.

Gatekeeping for Professional Conduct & Student Success

Informed by ACA Code of Ethics, Homrich, DeLorenzi, Bloom, & Godbee (2013), and faculty professional counseling and instruction experiences, the CMHC program has developed a tiered system to track professionalism and student success. The 3-part tiered intervention system tracks how CMHC supports students through their professional development as mental health counseling students.

All students receive Tier 1 interventions. This includes generalized support the program offers to all students, for example, orientation, introduction to advisement and faculty supports, program expectations, and professionalism/behavior conduct expectations. It's assumed all students remain in a Tier 1 level of intervention unless concerns are noted (either by student or faculty members) and the student's faculty advisor notes an increase in support is warranted.

Tier 2 level of intervention is for students who require a higher level of support to address issues such as repeated late assignments, missed class, behavior/professionalism issue not meeting CMHC expectations, poor communication patterns, etc. At this level of intervention, the student would work individually with his/her advisor to address and correct the needs to ensure student continues to progress and meet program expectations.

Tier 3 level of support is for those students for whom Tier 2 support wasn't enough and they required a higher level of need to address issues such as professional conduct, behavioral concerns, lack of course participation, inability to meet academic requirements, or concerns within clinical placement. All concerns within this tier require a behavioral intervention (behavior contract with faculty/advisor) to address concerns. If concerns aren't adequately resolved, student dismissal from the program may result.

The various supports provided through the program and faculty are identified and tracked, in order determine what has helped or impacted the outcomes for all students throughout the tiers. Individual student successes are tracked to help inform faculty of the good work students are accomplishing throughout their program, and is used to support stakeholder requests for student recognition purposes. The tracking provides a collective insight to the role of the program/faculty in supporting the students and the students' roles in achieving a level of professionalism necessary to be successful in the field.

Formal Warning and Behavioral Probation

Issues with students who are unable to demonstrate appropriate behavioral decorum will be brought to the attention of the Program Director, Advisor, and Program Faculty. A first offense normally results in a formal warning, but may also result in the student being placed on Probation. Terms of the Probation will vary depending on the specific issue at hand.

Consequences of a second offense will be outlined in the formal warning, and in the Behavioral Probation contract (if one is issued). The University takes the sanctity of the learning environment and the safety and comfort of its students very seriously. Students who are unable to conduct themselves in an appropriate manner (as defined by this Handbook, by Student Professionalism Agreement, and by the American Counseling Association Ethical Codes and

Standards of Practice www.counseling.org/resources/aca-code-of-ethics.pdf will be dealt with and, if necessary, dismissed from the Program.

Program Dismissal

Students may be dismissed from the Program for academic reasons and/or behavioral concerns (for example, three semesters of a GPA below a 3.0; plagiarism; verbal, non-verbal, or behavioral or written communication problems, or behaviors listed below). Students may be dismissed for overt violations of the current ACA Ethical Codes and Standards of Practice (as per signed Professionalism Agreement). Students may be dismissed for “personal unsuitability for the profession,” such as:

- consistent inability to assess/identify problem situations in a mental health or educational settings and inability to negotiate/compromise in difficult or conflicting situations;
- consistent inability to recognize personal boundary/power issues which inhibit or prevent the student from learning appropriate professional behavior/counseling skills;
- consistent inability to work as a team member in a group setting;
- consistent inability or refusal to participate in learning activities designed to promote and improve the student’s self-understanding, self-analysis skills and interpersonal skills;
- consistent inability to receive constructive feedback about one's progress, skills, abilities, effectiveness and professional behavior;
- consistent inability to respect or tolerate differences in perspectives, opinion, thought process, belief systems, value systems or ideologies;
- consistent inability to understand the negative impact that one's behavior has on others.

Note: “consistent” is equivalent to two observable behaviors by faculty or students.

Professional behavior is expected at all times and in all settings and activities related to Fredonia University and to the field of Counseling. These settings include the classroom, other on-campus meetings, and in off-campus settings (i.e., out of classroom projects, on/off-campus professional activities or gatherings, internship settings, and other school-related events).

Please note that information with respect to academic decorum, class conduct, academic dishonesty, and grievance policies and procedures are outlined in the Fredonia Graduate Student Handbook.

Professional Liability Insurance

As part of your *entire* program, you are required to carry professional liability insurance, which you must submit by the first semester of your program. You can obtain insurance from a variety of professional organizations. As part of your orientation to the counseling profession, you can select which ever professional organization feels right to you, but you must pick one to join. More about the organizations will be discussed in your initial course introducing you to the profession. Through your membership in the organization, you are able to purchase professional

liability insurance. Here are three choices, all of which offer insurance coverage (in some cases the insurance is free with membership).

1. New York Mental Health Counseling Association <http://www.nymhca.org/>
2. American Mental Health Counseling Association <https://www.amhca.org/>
3. American Counseling Association <https://www.counseling.org/>

Agreement/Contact Forms (required):

These are required forms to be completed by the start of your program and submitted via email to Keith Klostermann, the Program Director for the Clinical Mental Health Counseling Program:

klosterm@fredonia.edu

1. Student Agreement Form (receive at orientation)
2. Copy of your Professional Membership card with expiration date
3. A copy of your Liability Insurance certificate with expiration date.

Absence Form (Required for ANY absence during your ground courses)

This form is required for any missed seat time for ground courses. It must be completed by the student, signed by the professor, forwarded to your advisor for approval before the absence occurs, barring a medical emergency. Documentation citing your absence must be attached. It is a requirement for the program to document any missed time to CACREP, the program's accreditation organization, during an audit of training files.

Keep all course syllabi for future needs such as licensure verification.

Degree Conferral Policies and Fredonia University Commencement Ceremony

Fredonia University's Office of the Registrar is responsible for reviewing and conferring degrees. Conferral dates are May, August; December; and January.

All students MUST apply for graduation. Failure to do so by the published deadline could result in a delay of diploma and/or degree conferral date. Students are responsibly to follow the registrars conferral procedures: <https://www.fredonia.edu/academics/registrar/apply-for-degree>

Fredonia University holds one commencement ceremony each year in May.

Fredonia University Graduate Policy and Procedures Related to Grievance and Grade Appeals

As a graduate student at Fredonia University, you have the right to due process with respect to academic probation and program dismissal decisions. Below are the policies and procedures of Fredonia University as they relate to academic and non-academic grievances, as well as grade appeals.

Graduate Grade Appeals

A graduate student holds the right to be treated in a nondiscriminatory manner and to file a grade appeal. If the graduate student claims that an earned grade is based on discrimination, the

student must file the discrimination claim first with the office of Diversity, Equity, and Inclusion. Upon resolution of the discrimination claim, the student may file the grade appeal.

A student who feels that their final grade reported to them is incorrect has the right of appeal. This appeal must be initiated within one semester after final grades are posted, using the following procedure:

Students wishing to appeal a final grade in a course must do so in writing within 30 days of the semester's grade report. This written appeal should be directed to the instructor of the course in question.

If, after this discussion, the student is still unsatisfied, the student may take their case to the chairperson of the department. This appeal should be in writing, outlining the reasons why the student feels the initial grade was incorrect and supplying any relevant documentation (e.g. graded material, syllabi, etc.) in support of the grade change.

If the chairperson decides that the student's case merits further investigation, and after the chairperson has discussed the appeal with the instructor involved, the chairperson appoints an ad hoc committee composed of two members of the faculty in the department, other than the faculty member involved, and one student who is a major in the department.

If the chairperson decides that the student's case does not merit further investigation, the student may appeal this decision to the dean, supplying the same supporting materials as presented to the chairperson. If, after discussion with the chairperson, the dean decides that the student has a case that merits investigation, the dean may appoint an ad hoc committee of the same composition to that described above to investigate the student's case.

The committee reviews the case, interviews the student and the instructor separately, and reaches a judgment by majority vote. The judgment is communicated to the chairperson or the dean who, in turn, reports it to the affected parties.

If the committee recommends a change in grade, the instructor may initiate a change, or the committee's recommendation is forwarded to the appropriate dean or Provost and Executive Vice President for Academic Affairs for their consideration. In such cases, the Provost and Executive Vice President for Academic Affairs may modify the grade if the committee so recommends.

At any time during this process prior to when a final decision is made, the student may withdraw their appeal, or the instructor may initiate a grade change consistent with the student's appeal. Either of these actions ends the appeal process.

<https://fredonia.smartcatalogiq.com/en/2023-2024/catalog/graduate-studies-and-student-services/graduate-academic-policies/graduate-grade-appeals/>

Non-Academic Grievance Procedure

A student wishing to resolve a non-academic-related grievance is required to follow the Non-Academic Grievance Procedure. The procedure is as follows:

- The student should contact the Program Director of the Clinical Mental Health Counseling Program directly and attempt to resolve the grievance.
- If the grievance cannot be resolved between the student and the representative of the Institutional department, the student should contact the department's Chairperson.
- If still not resolved, the student should contact the Student Association:
<https://www.fredonia.edu/student-life/student-association>

Student Complaint Procedures

SUNY Fredonia makes every effort to provide the best possible experience for students and to resolve student concerns and complaints in a timely and effective manner. Students should feel free to raise matters of concern without risk of disadvantage. In the event that something is less than satisfactory, students should initially attempt to resolve concerns and complaints with the appropriate campus department or office.

Specific procedures and guidance are available for the following student complaints:

Discrimination/Harassment — for the prompt and equitable investigation and resolution of allegations of unlawful discrimination on the basis of race, color, national origin, religion, creed, age, sex, sexual orientation, disability, gender identity, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction.

Visit: www.fredonia.edu/about/offices/diversity-equity-inclusion/discrimination-procedure-for-students

Online Student Complaints — Students enrolled in an online program offered by SUNY Fredonia should attempt to resolve any issues or complaints with the College first. This includes going to the instructor, and/or the Chair of the department. The College's complaint procedures, including the Grade Grievance Procedure, as well as procedures for complaints concerning bias and discrimination are available in the links below.

Visit: www.fredonia.edu/academics/online-learning/online-student-complaint-information

Interpersonal Violence — for support and assistance when a reporting individual has experienced a situation when one person uses power and control over another through physical, sexual, or emotional threats or actions, economic control, isolation, or other kinds of coercive behavior. This includes: domestic violence, dating violence, relationship violence, spousal abuse, or battering, stalking.

Visit: www.fredonia.edu/about/offices/diversity-equity-inclusion/title-ix

Visit: www.fredonia.edu/student-life/prevention-advocacy-wellness

Law Enforcement — to file a criminal complaint with University Police and/or with local law enforcement and/or state police.

Contact: SUNY Fredonia University Police 716-673-3333

Contact: Village of Fredonia Police Department 716-679-1531

Contact: Chautauqua County Sheriff's Office 716-753-2131

Contact: NYS State police 24-hour hotline to report sexual assault on a NY college campus: 1-844-845-7269

Misconduct — for complaints of misconduct. This includes: assault and/or harassment and other behavior, not based on a person's protected status, that poses an imminent danger of causing substantial harm to a fellow student.

Visit: www.fredonia.edu/student-life/student-conduct/policies#complaints

Sexual Violence — for support and assistance when an individual has experienced sexual violence, defined as a physical sexual act perpetrated against a person's will or where a person is incapable of giving consent due to the victim/survivor's use of drugs or alcohol or due to intellectual or other disability.

Visit: www.fredonia.edu/student-life/sexual-assault

Visit: www.fredonia.edu/about/offices/diversity-equity-inclusion/title-ix

Other institutional complaints:

Students should feel free to raise matters of concern without risk of disadvantage. The goal is to resolve issues of dissatisfaction as close to the initial point of contact as soon as possible and to conduct thorough and fair investigations of complaints so that, where appropriate, decisions can be based on the presented facts.

Every effort will be made to ensure that a resolution is met that is satisfactory to the student and the university. Students should first speak with the individual, department, or office with which they have the complaint. If they are not satisfied with the response, they may submit the complaint through the official SUNY Fredonia Student Complaint form.

For assistance with other complaints related to the institution that have not been resolved through other means, a student may contact the following:

For complaints about student life and the campus experience:

Dr. Tracy Stenger, Interim Vice President for Student Affairs

Office: 703 Maytum Hall

Phone: 716-673-3271

Email: ESS@fredonia.edu

For complaints related to the academic mission of the campus:

Dr. David Starrett, Executive Vice President and Provost for Academic Affairs
Office: 801 Maytum Hall
Phone: 716-673-3335
Email: Provost@fredonia.edu

For complaints related to the finance and administration mission of the campus:

Mr. Michael Kelly, Vice President for Finance and Administration
Office: 501 Maytum
Phone: 716-673-3109
Email: Finance.Administration@fredonia.edu

For complaints related to the university advancement mission of the campus:

Mrs. Karen K. Rohr, Vice President for University Advancement
Office: Foundation House
Phone: 716-673-3321
Email: Foundation@fredonia.edu