



MASTER OF ARTS

Clinical Mental Health Counseling



# 2020 - 2021

## STUDENT HANDBOOK

The *Graduate Studies in Counseling Student Handbook* is a companion document to the most current edition of the *Rollins Graduate Studies Catalog* located at:

<http://www.rollins.edu/evening/academics/class-schedules/documents/index.html>.

the *Code of Ethics* of the **American Counseling Association** available at

<http://www.counseling.org/knowledge-center/ethics>

*Graduate Counseling students are responsible for knowing and abiding by the most current edition of the Student Handbook at all times during their enrollment in the program.*

# Table of Contents

## **Introduction**

## **Mission Statements**

### **Program Mission Statement**

## **Description of the Program**

### **Program Objectives**

## **Definitions of Counseling**

The Practice of Professional Counseling

The Practice of Clinical Mental Health Counseling

## **General Expectancies of Graduates**

## **Getting Started in the Program**

Obtaining your R-Card Parking

Decal

E- Mail FoxLink

Student Mail Boxes Student

Listserv Registration

Student Evaluation of Course and Instructor Graduate

Studies in Counseling Program Costs

## **Program of Study**

Certificate in Family and Relationship Counseling

Certificate in College and University Counseling

Academic Policies of the Graduate Studies in Counseling Program

## **Performance Expectations of Students**

Academic Expectations of Graduate Counseling Students Clinical

Expectations of Graduate Counseling Students Professional

Expectations of Graduate Counseling Students Code of Community

Standards and Classroom Civility Attire Guidelines

## **Progression through the Program**

Student Evaluation and Retention Policy Annual

Student Progress Self Report

Evaluation Sequence for Student Retention, Remediation, and Dismissal

## **Clinical Practice Components**

Pre-Practicum Clinical

Practicum Clinical

Internship

Tracking Clinical Documentation The My

Theory of Counseling Paper The Master

Therapist Series

## **Program Information and Policies**

Respect for Diversity

Personal Development of the Counselor

Faculty Consultation and Collaboration Experiential Learning

The Compulsory Client Experience Requirement

Crisis Counseling Services for Graduate Counseling Students

Required Attendance at a Meeting of The Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling (491 Licensure Board)

Mandatory Professional Association Membership Required

Professional Liability Insurance

Changing Program of Study ~ Maintaining Graduate Student Status

Applying for Graduation

Post-Graduation Expectations

### **Services and Resources**

Olin Library

TJ's Tutoring and Writing Center Office of

Accessibility Services Financial Assistance

for Students

### **Professional Credentialing and Development**

Council for Accreditation of Counseling and Related Educational Programs Certificate

Program in Family and Relationship Therapy

Mental Health Counseling Licensure (LMHC) National

Board for Certified Counselors (NBCC) Counseling-

Related Professional Associations

### **Faculty and Staff**

Core Faculty Adjunct

Faculty Support Staff

### **Summary Results of Alumni and Employer Surveys**

**Form: Verification of Attendance at Licensure Board Meeting**

**Letter: Compulsory Client Experience Message to Therapist**

**Form: Verification of Understanding of the Policies of the Graduate Studies in Counseling program**

## Contact Information

Graduate Studies in  
Counseling Program 1000 Holt  
Avenue - 2726  
Winter Park, FL 32789

Department offices located in the  
Cornell Social Sciences Building,  
Room 253.

### **General information and program paperwork:**

Stephanie Davis, GSC Administrative  
Assistant

[srdavis@rollins.edu](mailto:srdavis@rollins.edu)

407.691.1708

407.646.1546 (fax)

Hamilton Holt  
School 1000 Holt  
Ave – 2725 Winter  
Park, FL 32789

Student Services office located in  
Carnegie Hall, 2<sup>nd</sup> floor.

### **Student records, registration, academic advising:**

Amber Taylor, Associate Director, Student  
Services

[ataylor1@rollins.edu](mailto:ataylor1@rollins.edu)

407.646.1568

407.646.1551 (fax)

# Introduction

*Dear Graduate Student:*

Welcome to the Graduate Studies in Counseling program! By now you have met some of the faculty and students who are a part of this lively community of scholar-practitioners and you will no doubt become acquainted with many others in the weeks ahead. We hope you will feel free to ask any professor or student for information or assistance; in the meantime, this Student Handbook has been prepared for the purpose of addressing some important topics and themes not covered in the [Rollins Graduate Studies Catalog](#). The most current edition of the *Graduate Studies Catalog* is an important companion to this handbook and you should refer to both in determining expectations and policies.

You are required to read the entire Handbook and companion documents referenced herein during your first week of enrollment even though some of the information applies to procedures that will not occur until your second or third year. Reading the Student Handbook now will provide an overview that may be useful in understanding various sequences, policies and procedures that will impact your program. You will also find that your faculty advisor and professors are available to discuss anything you're curious about that has not been covered in this handbook.

We congratulate you upon being admitted to our program. We are committed to helping you make this a positive educational and personal growth experience and wish you well as you prepare for what we hope will be a successful and satisfying career as a professional counselor.

*The Graduate Studies in Counseling Faculty*

## Rollins College Mission Statement

Rollins College educates students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers. We are committed to the liberal arts ethos and guided by its values and ideals. Our guiding principles are excellence, innovation, and community.

Rollins is a comprehensive liberal arts college. Rollins is nationally recognized for its distinctive undergraduate Arts & Sciences program. The Crummer Graduate School of Business offers a nationally ranked MBA program. The Hamilton Holt School serves the community through exceptional undergraduate and graduate evening degree and outreach programs. We provide opportunities to explore diverse intellectual, spiritual, and aesthetic traditions. We are dedicated to scholarship, academic achievement, creative accomplishment, cultural enrichment, social responsibility, and environmental stewardship. We value excellence in teaching and rigorous, transformative education in a healthy, responsive, and inclusive environment.

## Program Mission Statement

The Graduate Studies in Counseling program prepares clinical mental health counselors as agents of social change and for productive careers in which they engage with clients in cultivating and increasing freedom in their lives. The core guiding principles of our graduate program are academic excellence, transformative education, social justice and advocacy, diversity, ethical practice, and responsible leadership. We strive to build an inclusive community of learners and global citizens. The program fosters personal and intellectual growth through collaborative relationships among students, faculty, staff, and community stakeholders.

## Description of the Program

The Master of Arts in Clinical Mental Health Counseling program provides the education and training experiences for students to acquire the knowledge and clinical skills necessary to become competent clinical mental health counselors. The curriculum for this degree complies with the standards for licensure requirements under Florida's Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling (491 Board).

In addition, the program is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in Clinical Mental Health Counseling. More importantly, the curriculum is designed to prepare students to be effective entry-level counselors in a variety of settings (school, agency, hospital, religious, business and industry, community mental health, college/university).

## Program Objectives

Based on the Mission Statement for Rollins College, the Graduate Studies in Counseling program, and the standards of the counseling profession—as expressed by the faculty, the American Counseling Association (ACA) and related professional organizations, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the licensure requirements of the State of Florida—students graduating from the Rollins' Clinical Mental Health Counseling program *will demonstrate the following knowledge, skills, and behaviors upon graduation from the program:*

### 1. Professional Counseling Orientation and Ethical Practice

Counseling students will demonstrate knowledge of the practice of counseling as a profession; adopt the identity, values, and conduct of a clinical mental health counselor; demonstrate knowledge of the legal issues that impact the profession and practice of counseling; and, demonstrate the ability to practice skillfully within the ethical guidelines established by the ACA.

### 2. Social and Cultural Diversity

Counseling students will demonstrate knowledge of the effects of systemic, social, and cultural factors on human behavior, both on those who hold dominant and non-dominant culture identities and social locations; demonstrate understanding of how the dynamics of power, privilege, and oppression impact clients' lived experiences, the counseling relationship, client case conceptualization, and treatment planning; and, demonstrate attitudes, beliefs, knowledge, skills, and actions as guided by the Multicultural and Social Justice Counseling Competencies (2015) and Advocacy Competencies (2003) endorsed by the ACA.

### 3. Human Growth and Development

Counseling students will demonstrate knowledge of human development across the lifespan and the effects of normal and abnormal development on client functioning; and, skillfully apply knowledge of human and family developmental stages and experiences in constructing developmentally appropriate client assessments, counseling goals, and treatment approaches in their work with clients.

### 4. Career Development

Counseling students will demonstrate knowledge and application of career development theory in working with individuals of all ages and across all stages of life; demonstrate understanding of contextual influences, such as economic conditions and cultural factors on career decisions and job performance in therapeutic work with clients; and, demonstrate competence in understanding the intersections between mental health, life satisfaction, the world of work, and client roles and identities.

### 5. Counseling and Helping Relationships

Counseling students will demonstrate the ability to skillfully create therapeutic working alliances with clients; demonstrate effective therapeutic helping skills that promote positive client change and counseling outcomes; and, demonstrate the ability to adapt the helping relationship to the unique needs of a diverse range of clients.

### 6. Group Counseling and Group Work

Counseling students will demonstrate knowledge of the purpose and function of different types of groups and of group process dynamics; apply group counseling theories and group leadership styles

that promote positive therapeutic relationships; and, demonstrate the ability to skillfully create therapeutic change through effective group counseling.

**7. Assessment and Testing**

Counseling students will demonstrate the ability to identify valid, reliable, developmentally, and culturally appropriate assessment tools; demonstrate the ability to skillfully facilitate client assessment procedures; and, effectively utilize assessment findings and evaluation results to inform treatment planning and counseling interventions for the benefit of client progress.

**8. Research and Program Evaluation**

Counseling students will demonstrate knowledge of research methods and how research findings inform evidence-based practice; demonstrate ability to skillfully select, analyze, evaluate, and apply professional research to professional counseling practice decisions and theory-based interventions; and, apply program evaluation approaches to their practice settings to better serve clients.

**9. Human Sexuality Counseling**

Counseling students will demonstrate knowledge of a lifespan developmental approach to understanding human sexuality, the medical and psycho-social aspects of sexual function, and sexuality counseling theories and techniques; and, will skillfully conduct evaluation of clients' physical, psychological, and social sexual development.

**10. Counseling in Community Settings**

Counseling students will demonstrate knowledge of the roles and functions of counselors as they practice in diverse communities and the effects of societal and ecological forces on client functioning; demonstrate ability to skillfully provide assessment and intervention for individuals and families during times of crisis and trauma; and, demonstrate competency in advocating for client groups by working in partnership with community members.

**11. Clinical Mental Health Counseling Foundations**

Counseling students will demonstrate knowledge of the foundational principles, theories, and models of care utilized in the ethical and effective practice of the clinical mental health counseling profession; demonstrate ability to skillfully select and administer psychological assessments specific to the practice of clinical mental health counseling and client concerns; demonstrate the ability to skillfully conceptualize client cases, design, and operationalize treatment plans for client progress, and ethically document client care.

**12. Clinical Mental Health Counseling Contextual Dimensions**

Counseling students will demonstrate knowledge of and skill in the roles and settings associated with the continuum of care of clinical mental health counseling services; demonstrate skill in diagnosing mental health problems; demonstrate the ability to implement clinically effective treatment approaches for substance use disorders, particularly as they affect individuals with mental illness; demonstrate the ability to implement clinically effective treatment approaches for crises and trauma conditions, particularly as they affect individuals with mental illness; and, demonstrate knowledge of the effects of neurobiological indicators and psychopharmacological interventions on human functioning.

**13. Clinical Mental Health Counseling Practice**

Counseling students will demonstrate knowledge of and skills in the practice of clinical mental health counseling, including holistic and contextual assessment of client functioning; demonstrate the ability to apply practice strategies for prevention and intervention of mental health concerns; demonstrate skill in



working with clients from a range of diverse backgrounds, experiences, and identities; and, demonstrate the ability to effectively consult with other professionals and advocate for the best care of clients.

#### 14. Social Justice and Advocacy

Counseling students will demonstrate understanding of the counselor's role in social advocacy; demonstrate knowledge of and skills in the application of social justice principles in the practice of counseling, including fairness and equity in accessing resources, exercising civil rights, and procuring mental health treatment, particularly in the cases of individuals and groups of people who experience marginalization; and, demonstrate the ability to engage in individual and/or collective actions to correct injustices or improve social conditions that support and benefit the welfare of individuals, groups, and general society.

#### 15. Professional Counselor Conduct and Dispositions

Counseling students will demonstrate knowledge of and the ability to consistently enact the attitudes, characteristics, behaviors, dispositions, and conduct defined by the Graduate Studies in Counseling program and the counseling profession as exemplars of counseling professionals.

## Definitions of Counseling

### The Practice of Professional Counseling

Professional counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

*American Counseling Association 06/2014*

### The Practice of Clinical Mental Health Counseling

The use of scientific and applied behavioral science theories, methods, and techniques for the purpose of describing, preventing, and treating undesired behavior and enhancing mental health and human development and is based on the person-in-situation perspectives derived from research and theory in personality, family, group, and organizational dynamics and development, career planning, cultural diversity, human growth and development, human sexuality, normal and abnormal behavior, psychopathology, psychotherapy, and rehabilitation.

The practice of mental health counseling includes methods of a psychological nature used to evaluate, assess, diagnose, and treat emotional and mental dysfunctions or disorders (whether cognitive, affective, or behavioral), behavioral disorders, interpersonal relationships, sexual dysfunction, alcoholism, and substance abuse. The practice of mental health counseling includes, but is not limited to, psychotherapy, hypnotherapy,



and sex therapy. The practice of mental health counseling also includes counseling, behavior modification, consultation, client-centered advocacy, crisis intervention, and the provision of needed information and education to clients, when using methods of a psychological nature to evaluate, assess, diagnose, treat, and prevent emotional and mental disorders and dysfunctions (whether cognitive, affective, or behavioral), behavioral disorders, sexual dysfunction, alcoholism, or substance abuse. The practice of mental health counseling may also include clinical research into more effective psychotherapeutic modalities for the treatment and prevention of such conditions.

- a) Mental health counseling may be rendered to individuals, including individuals affected by the termination of marriage, and to couples, families, groups, organizations, and communities.
- b) The use of specific methods, techniques, or modalities within the practice of mental health counseling is restricted to mental health counselors appropriately trained in the use of such methods, techniques, or modalities.
- c) The terms "diagnose" and "treat," as used in this chapter, when considered in isolation or in conjunction with any provision of the rules of the board, shall not be construed to permit the performance of any act which mental health counselors are not educated and trained to perform, including, but not limited to, admitting persons to hospitals for treatment of the foregoing conditions, treating persons in hospitals without medical supervision, prescribing medicinal drugs as defined in chapter 465, authorizing clinical laboratory procedures pursuant to chapter 483, or radiological procedures, or use of electroconvulsive therapy. In addition, this definition shall not be construed to permit any person licensed, provisionally licensed, registered, or certified pursuant to this chapter to describe or label any test, report, or procedure as "psychological," except to relate specifically to the definition of practice authorized in this subsection.
- d) The definition of "mental health counseling" contained in this subsection includes all services offered directly to the general public or through organizations, whether public or private, and applies whether payment is requested or received for services rendered.

*From the Florida Statutes, Title XXXII, Chapter 491.003(9): Clinical Counseling, and Psychotherapy Services*

## General Expectancies of Graduates

The program faculty regularly reviews the counseling curriculum to ensure that courses and requirements reflect accreditation standards, licensure requirements, student and community input, and the realities of the mental health community in which services will be provided. These factors form the basis for the design of the curriculum and the requirements of the graduate counseling program. Thus, it is the goal of the Graduate Studies in Counseling program that learners will graduate with:

- Identity as a professional clinical mental health counselor and recognition of the importance of engagement in professional development.
- Skill in applying ethical decision making models to counseling practice.
- Knowledge of the ways various client contexts and identities, such as ethnicity, race, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, and socioeconomic status, intersect with mental health and distress.
- Culturally sensitive helping skills to engage in clinical mental health counseling and advocacy activities that promote the respect, growth and development of people in a diverse society.
- Knowledge of counselors' roles in social justice, advocacy, as well as the nature of and processes in biases, oppression, discrimination and other culturally supported behaviors that are detrimental to human growth and development.
- Advocacy skills to act as change agents to correct injustices and/or improve conditions for clients at multiple systems levels.
- A theoretical and experiential understanding of group counseling purposes, development, dynamics, theories, and methods, as well as the skills to facilitate group processes.
- Knowledge of research and program evaluation and the ability to apply basic quantitative and qualitative research skills.
- Knowledge of career development theories and methods and the ability to apply career counseling skills to facilitate client exploration and problem solving.
- Knowledge of family therapy theories and their application in the assessment and treatment of individuals, couples, and families from diverse communities.
- Knowledge of human growth and development, and the ability to apply personality, learning, and lifespan developmental theories to facilitate change and growth in individuals and family systems.
- Awareness of personal strengths, limitations, and resiliency that can be utilized when employing helping strategies with diverse populations of individuals, couples, families, and groups.

## Started in the Program

### Obtaining your R-Card

R-Cards, the official student picture identification cards issued by the College, are required to check out materials from the Olin Library and to utilize various student services. Picture identification cards may be obtained from the Campus Security Office once you have registered for classes. More information can be obtained at: <http://www.rollins.edu/security/r-card/>.

### Parking Decal

Students are automatically charged a \$70 parking permit fee upon registration. All students should complete a Vehicle Registration Form in FoxLink before picking up their permit from Campus Safety. All information and requirements for vehicle registration, purchasing a parking decal and citations can be found at <http://www.rollins.edu/safety/parking/>

Unpaid tickets will hinder your ability to register for classes. Students who fail to obtain a parking decal may not appeal to the program faculty or staff to have tickets waived.

### E- Mail

The College automatically assigns every Rollins student an email address. The College considers Rollins email the official channel of communication. You are responsible for acting on any information sent to this account in a timely manner. **Please make sure your email is working during the first week of your enrollment and check your email account frequently** for updates and information from the College, the Hamilton Holt School, the Graduate program, and your professors. Please use your Rollins email to communicate with faculty to avoid having your assignments or questions inadvertently redirected to SPAM and overlooked.

If you have any difficulty with your email account or Fox Link (below) contact Rollins Information Technology at [www.rollins.edu/it](http://www.rollins.edu/it), call 407-628-6363, or visit the IT Help Desk located in the Olin Library.

### FoxLink

FoxLink is a one-stop collection of resources for Rollins faculty, staff, and students. It allows Rollins affiliates to monitor many of the administrative aspects of their accounts via the World Wide Web. FoxLink accounts are automatically created for members of the Rollins College community upon matriculation. A few of the resources and capabilities available through FoxLink are: Checking and printing class schedules; viewing and printing term grades and academic transcripts; monitoring financial aid and student payment accounts; and access to course resources such as message board.

## Student Mail Boxes

Student mailboxes are located in room 250 in the Graduate Studies in Counseling office suite located on the second floor of the Cornell Social Sciences Building. Each mailbox is assigned to two students at the beginning of the fall semester, and a list of alphabetical assignments will be attached to the side of the mailboxes. Since you are sharing this box with another student, be sure to check the name on each piece of mail in your box. **Check your mailbox frequently for important communications for the Graduate program.**

## Student List-serve

Graduate Counseling students have initiated a student/alumni/faculty list-serve to exchange ideas and seek resources and referrals from each other. Although this is an unofficial form of communication, it has served students and alumni quite well as a source of discussion, referral, and resource exchange. Students' email addresses are automatically added each year. If you would like to have your name removed from the list-serve or would like to change your email address, please refer your request to Dr. DeLorenzi.

## Registration

In advance of each term, a proposed Graduate Schedule of Courses is posted on the Hamilton Holt website providing information about course offerings, registration, deadlines, fees, and procedures. Students are also sent an email detailing registration deadlines and procedures. It is in the student's best interest to thoroughly read all literature posted on all links connected with the Graduate Schedule of Courses. Students are responsible for registering online as directed in the published schedule for the specific term.

The graduate program is designed to follow a three or four-year program track. A full-time academic load is nine (9) semester hours in the fall, spring, and summer terms and part time is six (6) semester hours per term. Students should consult the Program of Study outlined in the *Graduate Studies Catalog* to determine courses for which they should register during a particular term.

**Please Note:** While every effort is made to offer 4:00 p.m. and 6:45 p.m. sections of each course, this is not always possible. There will be some terms in which only a 4:00 p.m. or 6:45 p.m. course will be offered.

## Student Evaluation of Courses and Instructors

Rollins College values effective classroom instruction. Faculty improve course instruction by receiving specific feedback from students about teaching methods and activities via course evaluations. The College requests that students complete Course and Instructor Evaluations for each class in which they are enrolled at the end of each semester. *Faculty DO NOT SEE THE EVALUATIONS until after their final grades have been turned in to the Holt School. Students' identities are not connected in any way to the evaluations they submit.*

Please be honest and specific in your evaluative responses, including comments about what was most helpful in your learning process and what the instructor could change to increase your overall learning. The Department Chair reads evaluations to ascertain whether instruction meets Program standards. The evaluation will not affect your course grade in any way and students may submit their narrative and ratings via online format at the end of each semester. However, if you have any concerns during the semester that can be corrected, please provide feedback to the professor directly so that she or he can have the opportunity to make adjustments before the end of the term.

## Graduate Studies in Counseling Program Costs

Incoming graduate students should be prepared for the educational costs of completing this graduate program so they can plan accordingly. Most students enter the program aware of the categories of expenses: tuition, books, and parking. In the mental health counseling program, additional fees will be incurred to complete education and training. Below are general guidelines of program expenses. Please keep in mind that costs fluctuate, tuition increases annually by a small percent, and fees such as professional association dues are subject to change.

**Expenses to Budget:**

<p><b>Tuition:</b> Tuition at Rollins College increases a few percentage points each year. The estimates below are based on tuition for the 2020-2021 academic year, which is \$675. per 1 semester hour credit. Most courses average 3 credits.</p>	
<p>17 core curriculum courses @ 3 credit hours per course = 51 credit hours</p>	\$34,425.
<p>1 credit for PSY 660: Pre-Practicum in Mental Health Counseling + 1 credit for PSY 661: Pre-practicum in Social Justice and Advocacy = 2 credit hours</p>	\$1,350.
<p>Final Fall semester PSY 680: Practicum &amp; Internship I = 5 total credit hours</p>	\$3,375.
<p>Final Fall semester PSY 695: Internship II &amp; Master Therapist Series (Register for 5 credits but pay for 3 credits) = 3 total credits</p>	\$2,025.
<p><b>ACA Membership</b> (Includes required Student Professional Liability Insurance) is required the entire time the student is enrolled: Annual Dues approximately \$105. per year</p>	\$315.
<p><b>10 Counseling Sessions</b> during the first year of the program. Student discount rates vary from \$50 to \$100 per session, depending upon counselor or practice selected.</p>	\$750.
<p><b>Books &amp; Other Supplies:</b> Students can manage textbook and supply costs depending upon Used/New/Rentals books, purchase source, etc. (Approximate)</p>	\$3,000.
<p><b>Course materials fees</b> (Required for two courses: CPY 565 and CPY 535). (Approximate)</p>	\$120.
<p><b>Campus parking permits</b> (\$70 per year)</p>	\$210.
<p><b>Graduation Fee</b></p>	\$75.

**Additional Expenses to Consider:**

<b>Cost of travel</b> to and from field sites (pre-practicum, practicum, internship, plus one mandatory attendance at a Florida Licensure Board Meeting that are held in rotating cities throughout Florida three to four times per year)	
<b>Background checks</b> , fingerprinting, and/or health records for Practicum and Internship Sites – Costs vary depending upon agency requirements – approx. \$20 - \$100	
<b>Certificate Track</b> – Additional classes plus textbook expenses.	
<b>Elective courses</b> (all electives are optional and regular tuition rates apply)	

## Program of Study

The required curriculum meets the educational requirements for licensure as a mental health counselor in the state of Florida. The Program of Study is located in the *Rollins Graduate Studies Catalog* located at <http://www.rollins.edu/evening/academics/class-schedules/documents/index.html>.

Please refer to the most recent Catalog for updates in policy and procedures.

Please note that this is a “lock-step” program and changes in program of study or rearrangement of course schedule is not permitted without advisement and approval from the Department Chair of the Graduate Studies in Counseling program.

## Certificate Program in Family and Relationship Therapy

The Certificate Program in Family and Relationship Therapy is an optional program designed to provide specialized training and supervision for clinical mental health counseling students who are interested in gaining further knowledge and skills in working with families and couples from a systemic perspective. The program requirements also prepare certificate holders with the coursework and pre-degree internship experience required for licensure in marriage and family therapy as defined by the Florida Department of Health Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling (491 Board).

Detailed information for the Certificate Program is located in the Rollins Graduate Studies Catalog located at <http://r-net.rollins.edu/holt/catalogs/> and the Certificate Program Guidebook. Please refer to the most recent Catalog and Guidebook for updates in policy and procedures.

To apply for enrollment in the Certificate Program in Family and Relationship Therapy, students may obtain the Guidebook available on the Graduate Studies in Counseling website, [www.rollins.edu/counseling](http://www.rollins.edu/counseling), and follow the instructions contained therein. Only currently enrolled, degree-seeking students of the Rollins College Counseling program are eligible to apply. Students must meet with the program’s Academic Adviser to adjust their proposed program of study for approval by the Department Chair.

## Certificate Program in College and University Counseling

The Certificate Program in College and University Counseling (CCUC) is designed to provide specialized training and supervision for clinical mental health counseling students and graduates who are interested in gaining further knowledge and skills working with the college population from a holistic perspective that includes an understanding of the college environment, roles and responsibilities attached to working at a college or university counseling center, student development theory and models, and specialized student affairs areas. The Certificate Program is not intended to provide all the training necessary to function as an independent professional, but rather to supplement a degree in clinical mental health counseling as a specialized area of study.

Detailed information for the Certificate Program is located in the Rollins Graduate Studies Catalog located at <http://www.rollins.edu/evening/academics/class-schedules/documents/index.html> and the Certificate Program Guidebook. Please refer to the most recent Catalog and Guidebook for updates in policy and procedures.

To apply for enrollment in the Certificate Program in College and University Counseling, students may obtain the Guidebook available on Graduate Studies in Counseling website, [www.rollins.edu/counseling](http://www.rollins.edu/counseling), and follow the instructions contained therein. Only currently enrolled, degree-seeking students of the Rollins College Counseling program are eligible to apply. Students must meet with the program's Academic Adviser to adjust their proposed program of study for approval by the Department Chair.

## Academic Policies of the Graduate Studies in Counseling Program

In addition to the academic policies of Rollins College as described in the *Graduate Studies Catalog*, the program has academic policies specific to the students enrolled in the Graduate Studies in Counseling program. Visit the *Rollins Graduate Studies Catalog*, located at <http://www.rollins.edu/evening/academics/class-schedules/documents/index.html>, for information on:

- The grading system used in all courses and for examinations
- Information on matriculation policies
- Information on the most current policies that govern counseling students
- Information about the **Academic Appeals** procedures.

Please refer to the most recent Catalog for updates in policy and procedures.

## Performance Expectations of Students

According to accreditation standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), program faculty conduct a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, clinical skill performance, professional dispositions, and personal growth. The Rollins faculty appreciate the developmental process for counselors-in-training and are sensitive to individual differences in the change process. Thus, students' academic knowledge, counseling skills, professional conduct and intra- and interpersonal abilities are continually evaluated to determine if the student is developing as a competent counselor. If remedial work is necessary for a student to fulfill expectations, or if a student should be withdrawn from the program due to inability to perform appropriately as a professional counselor, the faculty has constructed procedures for this process. The following categories detail the expected performance of Rollins Graduate Students in Counseling:



## Academic Expectations of Graduate Counseling Students

Graduate students in counseling are expected to:

1. Engage in the learning experiences designed within the curriculum as learning and training experiences necessary to become competent, effective, and ethical mental health counselors. This includes in-class participation in all experiential activities, completion of all assigned out-of-class activities, reading, and assignments.
2. Abide by the ethical and professional guidelines of the American Counseling Association.
3. Abide by the academic policies of Rollins College, the Hamilton Holt School, and the Graduate Studies in Counseling program as published in the Rollins Graduate Studies Catalog and this Student Handbook.
4. Abide by the Academic Honor Code of Rollins College, which can be located on the Rollins website <http://rollins.edu/academichonorcode/> and should be read in its entirety.
5. Attend all classes on time and be present physically, academically, personally, and interpersonally.
6. Participate in all learning experiences designed by faculty and implemented in the program curriculum.
7. Turn in assignments according to designated deadlines.
8. Use the formatting style guidelines of the American Psychological Association Publication Manual for all papers.
9. Submit written work that reflects excellent grammar, spelling, and writing ability consistent with expected graduate level work.

## Clinical Expectations of Graduate Counseling Students

Graduate students in counseling are expected to:

1. Conduct counseling practices in compliance with the ethical and professional codes for counselors as published by the American Counseling Association.
2. Demonstrate professional and interpersonal behavior at all clinical sites and in all clinical courses.
3. Attend all supervision sessions as scheduled.
4. Produce and bring taped counseling sessions to supervision as requested.
5. Participate in individual and group supervision interactions, especially by taking responsibility for the initiation of supervision and consultation in areas in which the supervisee would like or needs to expand skills and/or understanding.
6. Consider and respond thoughtfully to feedback from peers, faculty, and supervisors.
7. Maintain awareness of personally held values, attitudes, beliefs, and behaviors and avoid imposing those that are inconsistent with the definition of counseling on their clients.
8. Demonstrate an understanding of and respect for the differences in cultural characteristics of the various ethnic groups represented among their clients and effectively relate to individuals of a different racial/cultural/ethnic background.

9. Effectively counsel clients holding the full range of affectional/sexual orientations, genders, and gender identities.
10. Seek professional consultation with regard to recognized areas of personal growth as it relates to the practice of counseling.
11. Initiate independent learning of specific issues or concerns that arise in working with clients (ex: if working with a client with a specific anxiety disorder, student will research information about the etiology and treatments of the disorder that are consistent with best standards of practice).
12. Maintain up-to-date clinical documentation ethically and accurately as determined by field sites and clinical supervisors.
13. Demonstrate effective techniques and interventions related to a broad range of mental health issues.
14. Advocates for clients and mental health counseling from a social justice perspective.

## Professional Expectations of Graduate Counseling Students

In addition to academic knowledge and clinical skills, responsible and effective counseling students possess a sense of professionalism and behave accordingly. **Professional dispositions** are defined as the values, commitments, and professional ethics that influence conduct toward peers, clients, colleagues, faculty and staff, and other internal and external communities related to the counseling profession. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, respect for the diversity of others, self-reflection, personal responsibility, compassion, advocacy, and social justice. If sincerely held, dispositions should lead to actions and patterns of professional conduct. These verbal and non-verbal behaviors affect student learning, motivation, and the development of others as well as the student's own professional growth. Professional dispositions are assessed based on observable behaviors in educational and clinical settings. Appropriate behavior is part of the academic array and students are responsible for demonstrating professional, interpersonal, and intrapersonal conduct that represents their potential effectiveness as a mental health counselor.

Graduate students in counseling are expected to demonstrate the following:

### Professional Behaviors

Understand and maintain the ethical guidelines for counselors as published by the American Counseling Association.

1. Respect the privacy and confidentiality needs of others.
2. Engage actively in learning, training, and/or experiential processes and opportunities for personal and professional development.
3. Prioritize interests of clients over self-interests when providing professional services.
4. Remain open to ideas, learning, and change.
5. Fulfill obligations promptly, consistently, reliably, and according to expectations stated by professor or supervisor.
6. Cooperate with remediation plans and endeavor to adjust or improve behavior.
7. Engage in productive supervision and consultation with colleagues and peers.
8. Maintain sensitivity to role differences and power dynamics that may exist in relationships and settings, and manage them appropriately.
9. Follow the procedures and policies of the Graduate Studies in Counseling program and Rollins College.

10. Seek professional consultation with regard to recognized personal areas of growth.
11. Engage effectively as a team member supporting the efforts of the institution, agency, or workgroup.
12. Expand professional knowledge related to clinical work and client cases independent of course requirements.
13. Maintain a professional appearance (including hygiene and attire) appropriate for the setting.
14. Support the learning process of others.
15. Use technology appropriately and ethically in all situations while respecting others who are present or impacted.
16. Advocate for advancement of and excellence in the profession.

### **Interpersonal Behaviors**

1. Respect the autonomy and beliefs of others and refrain from imposing one's personal beliefs on others.
2. Exhibit sensitivity to the individual and cultural identities of others and display cultural competence by acting respectfully and skillfully in interactions with others.
3. Communicate with clients and colleagues respectfully and professionally using appropriate verbal and non-verbal language.
4. Exhibit awareness of and respect for appropriate interpersonal boundaries.
5. Establish and maintain effective and functional relationships personally, professionally, and therapeutically.
6. Demonstrate genuineness, empathy, and interest in the welfare of others.
7. Act with awareness of how personal actions impact others.
8. Display sensitivity to the feelings, thoughts, and needs of others.
9. Behave with professionalism appropriate to the situation or setting.
10. Support individual rights and dignity of others.
11. Respond to discomfort and difficult circumstances with thoughtful consideration for self and others.
12. Maintain awareness of power and privilege dynamics on various levels.
13. Resolve interpersonal conflicts with colleagues in a timely and professional manner.
14. Interact with appropriate assertiveness and emotional control.
15. Provide helpful, non-defensive feedback to others.
16. Work cooperatively and collaboratively with others across multiple settings.

### **Intrapersonal Behaviors**

1. Exhibit awareness of personal beliefs, values, needs, strengths, and limitations, and understand their potential influence on personal and professional performance.
2. Accept responsibility for actions and problems.
3. Manage personal mental health, emotional problems, stress, and/or interpersonal issues effectively.
4. Demonstrate personal and professional integrity in stated thoughts and actions.
5. Maintain openness to and respect for differences in ideology.
6. Communicate information truthfully and accurately.
7. Participate in self-reflection and self-exploration.
8. Exhibit maturity and professionalism in reactions and behaviors.
9. Refrain from allowing use of behavior- or mind-altering substances to impede professional functioning.
10. Solicit, consider, and respond thoughtfully to constructive feedback from others.
11. Manage emotional reactions adeptly and exhibit emotional self-control.
12. Take responsibility for appropriately fulfilling personal and emotional needs.
13. Examine personal reactions.
14. Use organized reasoning and good judgment to assess and respond to situations.

15. Value self as a person of worth and dignity.
16. Manage personal wellness physically, spiritually, psychologically, and socially.
17. Exhibit behaviors and express thoughts and feelings that are genuine and congruent with intrapersonal experience.
18. Behave consistently and reliably.
19. Manage ambiguity and uncertainty appropriately.
20. Demonstrate flexible, adaptable, and solution-oriented thinking.
21. Express thoughts and feelings effectively both verbally and in writing.
22. Participate in personal growth and self-development activities.

## Code of Community Standards and Classroom Civility

As a member of the Rollins student body, all students are expected to participate in striving for a fair and just community by promoting responsibility, accountability, and ethical decision-making. The Rollins Office of Community Standards & Responsibility oversees these values campus-wide by enforcing the **Code of Community Standards**. This code can be accessed at <http://www.rollins.edu/community-standards-responsibility/> and graduate students in counseling are obligated to follow these standards.

In addition to the expectations stated above, classroom civility is expected in all classroom interactions and learning settings that occur within the Graduate Studies in Counseling program. Civility in the classroom or field site settings reflects students' ability to maintain professional behavior expected of a counseling professional. Graduate students are expected to observe a level of professional courtesy in the classroom reflective of practicing mental health professionals. Student incivility interferes with student learning and the teaching environment. Therefore, all students are expected to assist in providing a positive learning environment for other students as well as themselves. Inappropriate use of technology in the classroom will not be tolerated. Disruptive behaviors such as arriving late, leaving early, arriving under the influence of substances, side-discussions during class time, talking over or interrupting other students, and actions that inhibit or disparage the contributions of others are not acceptable. Aggressive/volatile behaviors that lead to a negative working environment will be addressed with the individual and, if changes do not occur, faculty are permitted to and will be supported in asking students to leave the class and/or withdraw from the course. The student's final course grade will reflect the unarranged absence penalty described in the course attendance policy. The faculty will address inappropriate, unprofessional, and uncivil behaviors in the weekly faculty meeting and during student review periods.

## Professional Attire Guidelines

While completing the Master's Degree, Graduate Counseling Students are ambassadors and representatives of the Rollins professional counseling program. Further, in our ethical guidelines, counselors are directed to represent the profession in ways that will inspire the public's confidence in the counseling profession. Thus, while completing the Rollins Master's Program in Clinical Mental Health Counseling, students are expected to dress neatly, appropriately, and professionally whenever on site for fieldwork, pre-practicum, practicum, CCC clients, and internship duties (experiences) and during professional interviews for these experiences. Please note that dress guidelines may be established by individual sites. It is the student's responsibility to ask their site what constitutes as professional attire. Additionally, professors might have an attire requirement for specific class activities such as: presentations, role plays, during guest speaker appearances, client interactions, etc. When choosing attire, please think of yourself as a professional counselor and dress accordingly.

## Progression through the Program

Students are expected to observe the following guidelines to successfully progress through the program:

- Maintain awareness of and make proactive effort to fulfill the expectations delineated above.
- Become familiar with the Department and College policies and procedures for graduate students by reading the *Graduate Studies in Counseling Student Handbook* and *Rollins Graduate Studies Catalog*.
- Stay on track with the program of study as published in the *Graduate Studies Catalog*.
- Make contact with his or her faculty advisor and academic advisor by taking the time to meet with her or him personally early in the program or whenever a concern arises.
- Respond to requests for action within the required time frame as transmitted by the faculty in class, via student mailboxes, course Black Board messages, or through correspondence via the Rollins email account. If timely response is not possible, timely communication about the conditions causing delays are the responsibility of the student.
- Check the Rollins Graduate Studies in Counseling program websites frequently for the academic calendar, special dates, course and registration schedules, holidays, etc., NOTE: The GSC program calendar is not consistent with the other academic calendars of the College.
- Become familiar with each syllabus at the beginning of the term in order to plan appropriately to arrange resources and meet all due dates.
- Communicate with professors, especially if encountering obstacles or having problems – the earlier the better!
- Participate fully in the annual Student Progress Self-Report process.
- Remain open to personal examination and growth. Because this program is competency and performance-based, course requirements frequently invite students to deal with personal and professional issues, both situational and developmental in nature. Some courses will allow students the opportunity of taking psychological assessment instruments in order to learn how to interpret them. Others include small group activities that may foster self-disclosure. These experiences are considered an integral part of the counseling student's holistic growth process as a counselor; therefore, students are strongly encouraged to take part in these experiences as training components of the program. If there are concerns regarding these experiences, students should seek consultation with the course professors at the earliest possible opportunity, or with their assigned faculty advisor, or consider personal counseling to resolve any distress arising from their experiences.

## Student Evaluation and Retention Policy

Student evaluation is an ongoing process in the Graduate Studies in Counseling program. The performance of every student is evaluated formally each year as described above and informally in the classroom and in program-related interactions, such as in social settings. If concerns arise about student performance, the ethical codes and accreditation standards of the profession require that faculty and supervisors serve as gatekeepers for the counseling profession. This means that program faculty must conduct a systematic developmental assessment of each student's progress in relation to program standards, including consideration of the student's academic performance, clinical abilities, professional development, and personal development.

In compliance with the accreditation standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the American Counseling Association (ACA) Code of Ethics, program faculty conduct a systematic developmental assessment of each student's progress throughout the program. The focus of the comprehensive assessment is on the student's academic status, including performance in coursework, clinical skill performance, professional conduct, and inter- and interpersonal development. These qualities and behaviors are also evaluated continuously throughout the program to determine appropriate student fit with the profession of mental health counseling.

Every counselor education training program has an ethical obligation to fulfill gate-keeping responsibilities in order to both honor their commitment to the students they admit and to protect future clients from impaired practitioners. For this reason, evaluation of each student is an ongoing process in the Graduate Studies in Counseling program. Students will be assessed at intervals described above and during several courses throughout the program.

A detailed description of the **Student Evaluation Sequence** and **Probation and Dismissal** procedures are located in the *Rollins Graduate Studies Catalog* located at <http://www.rollins.edu/evening/academics/class-schedules/documents/index.html>. Please refer to the most recent Catalog for updates in policy and procedures

## Annual Student Progress Self-Report

All students must complete a *Student Progress Self-Report* annually and submit their report to the Department by the assigned deadline prior to beginning each academic year. The forms and instructions for completion will be emailed to students each summer. Students who fail to submit their annual reports will be unable to begin classes for the upcoming fall term, which may result in reduced grades due to absence from the course.

Student Progress Self-Reports are reviewed by the student's faculty advisor for evaluation, and presented to the core faculty during a student progress evaluation meeting held during the Fall term. Following the faculty review session, students are encouraged to seek feedback from their advisors. When the review process indicates that a student may need special attention or consideration, the advisor and/or the Department Chair will meet with the student to explore appropriate options and alternatives. Faculty conduct an informal performance review of all new students' progress after their first term in the program based on the report of professors and advisors.

Faculty provide feedback to students if concerns emerge in any area of performance. If faculty become aware of the inability of some students to achieve counseling competencies that might impede performance, it becomes their responsibility to inform students of the concerns, assist students in securing remedial assistance when needed, ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them, and provide students with due process according to institutional policies and procedures. If, consistent with established institutional due process policy, accreditation standards, the American Counseling Association's (ACA) code of ethics, the program's published expectations of students, and other relevant standards of practice, evaluations indicate that a student is not appropriate for the program or the profession, faculty members help facilitate the student's transition out of the program and, if possible, change to a more appropriate area of study.

The rubric below is used as part of the comprehensive evaluation system established in the Rollins College Graduate Studies in Counseling program. Specific expectations for all students are published in the *Rollins College Graduate Studies Catalog* and the *Graduate Studies in Counseling Student Handbook* and are the foundation for assessing students' overall performance throughout the program. Students are evaluated after their first semester of enrollment and annually thereafter each fall. Student evaluation is also initiated on an as-needed basis when considering problematic student performance.

**Student Performance Evaluation Rubric**

	<b>Unsatisfactory (0pts)</b>	<b>Marginal (1pt)</b>	<b>Competent (2pts)</b>	<b>Exemplary (3pts)</b>
<b>Academic Performance (33%)</b>	Student does not demonstrate satisfactory performance or progress across multiple academic areas.	Student demonstrates marginal academic knowledge and performance across multiple academic areas.	Student demonstrates competent knowledge and performs well across multiple academic areas.	Student demonstrates exemplary academic knowledge, and performs extremely well across multiple academic areas.
<b>Clinical Skills Performance (33%)</b>	Student does not demonstrate satisfactory performance or progress in clinical skill development.	Student demonstrates marginal therapeutic awareness and/or skill performance in clinical skill development.	Student demonstrates competent and progressively appropriate clinical skills development.	Student demonstrates exemplary therapeutic abilities and clinical skill development.
<b>Professional Conduct and Dispositions (33%)</b>	Student engages in unprofessional conduct and does not demonstrate appropriate dispositions or behavioral change when provided the opportunity.	Student demonstrates marginal professional conduct and intra- or interpersonal dispositions expected of a counselor trainee	Student demonstrates professional conduct and intra- and interpersonal dispositions that are developmentally appropriate for a counselor trainee.	Student demonstrates exemplary professional conduct and intra- and interpersonal dispositions.

**Academic Performance:** Student engages in academic performance that is consistent with expectations published in the *Rollins College Graduate Studies Catalog* and the *Graduate Studies in Counseling Student Handbook*, including: Academically: Student maintains 3.0 GPA; engages in the learning process and educational opportunities and supports the learning process of others; completes non-course related program requirements in timely manner in compliance with requirements of the Graduate Counseling program and College policies and procedures; participates in remediation processes, if recommended.

**Clinical Skills Performance:** Student demonstrates levels of counseling skills, knowledge, and awareness developmentally appropriate for the given point in the training program; establishes effective counseling relationships and progresses in ability to work with clients; assesses and conceptualizes cases accurately; implements and evaluates counseling interventions; responds appropriately to and integrates feedback and engages effectively in supervision; maintains appropriate boundaries and establishes professional interactions with colleagues and supervisors; integrates multicultural awareness, knowledge and skills into professional interactions; integrates theory and research into clinical practice; and, maintains professional ethics.



**Professional Conduct and Dispositions:** Student engages in conduct that is consistent with expectations of professional counselors as published in the *Rollins College Graduate Studies Catalog* and the *Graduate Studies in Counseling Student Handbook*, including: Understands and maintains ethical guidelines of the profession; abides by the academic honesty policy of the College; respects the privacy and confidentiality needs of others; engages in learning and experiential opportunities for personal and professional development; prioritizes interests of clients over self when providing professional services; remains open to ideas, learning, and change; fulfills obligations promptly, consistently, reliably, and according to expectations stated by professor or supervisor; cooperates with remediation plans and endeavors to adjust or improve behavior; maintains sensitivity to role differences and power dynamics that may exist in relationships and settings, and manage them appropriately; seeks professional consultation with regard to recognized personal areas of growth; and maintains a professional appearance appropriate for the setting; and, supports the learning process of others. Student also engages in intra- and interpersonal growth and behaviors that are consistent with expectations of professional counselors including: Exhibits awareness of personal beliefs, values, needs, strengths, and limitations; respects the autonomy and beliefs of others and refrains from imposing one's personal beliefs on others; demonstrates genuineness, empathy, and interest in the welfare of others; establishes and maintains effective and functional relationships personally, professionally, and therapeutically; exhibits sensitivity to the individual and cultural identities of others and displays cultural competence; communicates respectfully and professionally; exhibits appropriate interpersonal boundaries; resolves interpersonal conflicts with colleagues and others in a timely and professional manner; interacts with appropriate assertiveness and emotional control; accepts responsibility for actions and problems; manages personal mental health, emotional problems, stress, and/or interpersonal issues effectively; demonstrates personal and professional integrity in stated thoughts and actions; participates in self-reflection and self-exploration; exhibits emotional self-control; manages personal wellness; and, participates in personal growth and self-development activities.

## Evaluation Sequence for Student Retention, Remediation, and Dismissal

The Rollins Graduate Studies in Counseling program's procedure for addressing student behavior is addressed on a case-by-case basis and generally proceeds as follows:

1. Problematic student behavior is identified.
2. Faculty member provides informal feedback to student:
  - a. Student is educated about published expectations, policies, and procedures related to observed concerns.
  - b. Student is provided an opportunity to address concerns and explain behavior.
  - c. Student is supported in the developmental process of gaining better understanding of expected behavior and provided guidance in acting acceptably.
  - d. Faculty member follows up with student about progress at appropriate times.
  - e. Student progress is tracked. If problematic behavior continues:
3. Faculty member consults with colleagues to:
  - a. Determine if behavior is situational or time specific, or has been observed in other situations and settings.
  - b. Determine impact level of harm or deficiency.
  - c. Obtain guidance on how to address situation.
4. Faculty member provides formal feedback to student:
  - a. Regarding specific behavior, concerns, and expected behavior.
  - b. Student is provided opportunity to address concerns and explain behavior.
  - c. Check-in times are agreed upon with student to follow up on progress toward improvement.

- d. Student progress is tracked. If problematic behavior persists, a faculty committee composed of all faculty interacting with the student or core faculty of the program is formed to oversee process.
5. Faculty committee consults to:
  - a. Articulate specific concerns about problematic behavior.
  - b. Define problem in behavioral terms (avoiding diagnostic language).
  - c. Evaluate potential safety issues affecting clients, colleagues, or student.
  - d. Refer to published program policies for procedures in addressing concerns.
  - e. Identify expected behaviors and link to program policies, ethical guidelines, and published expectations of students.
  - f. Identify remedial actions that fit concerns.
  - g. Construct a written remediation or student performance plan that defines expected behaviors, methods of evaluation, and deadlines for expected change.
6. Faculty committee presents remediation plan to student:
  - a. Faculty committee meets with student and review concerns.
  - b. Faculty educates student about policies and expected behaviors.
  - c. Student is provided opportunity to address concerns and explain behavior.
  - d. Remediation/performance plan is presented to student for review and discussion.
  - e. All parties in attendance sign remediation plan.
  - f. Letter summarizing meeting discussion is constructed and delivered to student.
  - g. Student progress is tracked and established timelines are observed.
7. Faculty committee meets with student to evaluate progress in resolving problem:
  - a. Student provides evidence of compliance with remediation plan and progress toward expected behavioral change.
  - b. Faculty provides evidence of student progress toward expected behavioral change.
  - c. Compliance with remediation plan is reviewed.
  - d. Student's fit with the profession is discussed, if necessary.
8. Faculty determine outcome of remediation process.
9. Student may initiate the published appeals process with the College.

Additional details about the **Student Evaluation Sequence** and **Probation and Dismissal** procedures are in the *Rollins Graduate Studies Catalog* located at <http://r-net.rollins.edu/holt/catalogs/>. Please refer to the most recent Catalog for updates in policy and procedures

## Clinical Practice Components

For licensure as a mental health counselor in Florida, students must acquire a total of 1000 hours of experience in a mental health setting during their graduate training. These hours are the combined total from pre-practicum, practicum, and internship. The initial pre-practicum field experience, obtained during the first two years of the program, introduces graduate counseling students to clinical mental health delivery systems, practice settings, and professional social justice advocacy roles through service learning in community organizations and agencies. Practicum is the first experience of direct contact counseling individual clients. Internship requirements include 600 hours, 240 of which must be direct contact with clients. Practicum and internship commence after all other coursework is completed and compose the final year of the program.

Hours	Program Component	Expected Completion	
		(Full Time)	(Part Time Students)
100	Mental Health Pre-Practicum or Social Justice Pre-Practicum	Month of July-1 <sup>st</sup> Year	February 15 <sup>th</sup> of 2 <sup>nd</sup> Year
100	Social Justice/Advocacy Pre-Practicum	Month of July-2 <sup>nd</sup> Year	August 15 <sup>th</sup> of 3 <sup>rd</sup> Year
200	Clinical Practicum (40 counseling hours)	Tenth week of final Fall Semester	
600	Clinical Internship (240 counseling hours)	End of final Spring Semester - Graduation	

During practicum and internship in the final year, students will be required to obtain most hours during regular business hours (Monday through Friday during the day). Students are advised to start planning to adjust their schedules for the final internship year early in the program. Some clinical work can be performed during evening hours and on Saturdays, but the majority of clinical hours will need to be completed during the day to accommodate agency-based activities that are a critical part of the learning experience.

**Personal Background Investigations:** Many clinical field sites are now requiring that potential practicum and internship students complete fingerprinting, general background checks, and/or criminal background checks prior to beginning their clinical placement. Juvenile and adult arrest records are no longer categorized as “closed files” in the State of Florida. Students are advised to be forthcoming about their personal history and allow plenty of processing time so delays will not interfere with beginning clinical work at the scheduled time.

## Information About the Pre-Practicum Experience

The purpose of the two pre-practicum components is to introduce graduate counseling students to clinical mental health delivery systems, practice settings, and professional social justice advocacy roles through service learning in community organizations and agencies. Students will engage in non-counseling activities in order to gain knowledge of available community services for future clientele referral. In addition, this experience offers the opportunity for students to network with members of the mental health profession and local community social justice organizations.

The pre-practicum component takes place under the guidance of the program Clinical Practice and Assessment Coordinator (CPAC). As a professional, students will consult with the CPAC to determine how and when they fulfill this requirement within the timeframe described in the Pre-Practicum Handbook. Students are responsible for maximizing these learning experiences in a manner that is congruent with their vision as a mental health counselor and an agent of social change. Students are responsible for documenting their pre-practica and writing reflection papers about how key experiences are relevant to your development as a counselor. Students will also participate in peer consultation groups to debrief their experiences and share observations with student colleagues.

The Graduate Counseling Clinical Practice and Assessment Coordinator will guide and assist you in this process. She will check documentation and evaluate progress. Consult with the Clinical Practice Coordinator to identify appropriate pre-practicum sites, outline your planned activities, and complete your pre-practicum placement agreements. Please remember that as an extension of the Rollins' Graduate Studies in Counseling program, you are expected to display professionalism and ethical conduct at all times when engaged in program-related activities, both on campus and off-campus.

## The Clinical Practicum Experience

Clinical practicum is undertaken by Rollins' counselors-in-training during the term of their final year of the program. All practicum students are required to be involved in an on-campus experience in the program's Cornell Counseling Clinic and to participate in a clinical experience in an off-campus agency that has been approved by program faculty.

An orientation to practicum is held for students planning to take practicum during the term prior to placement. At the orientation session, faculty explains placement requirements and solicits students' client/site interests. Faculty then arrange practicum placement in consultation with students. The Graduate Counseling Clinical Practice and Assessment Coordinator (CPAC) initiates the placement process for each student. Students are not to initiate contact with practicum sites in advance of the orientation meeting.

Clinical practicum consists of a number of important activities. First, you will serve as a counselor for the program- operated on-campus clinic, the Cornell Counseling Clinic, located adjacent to our departmental offices. You will be asked to provide regular counseling services to at least one client for the duration of the semester. The Clinic Coordinator will provide an orientation to the Clinic during the first week of class so that you can become familiar with the processes, forms, and crisis procedures expected of all clinic counselors.

Additionally, you will spend a minimum of fifteen hours per week at an off-campus placement site where you will have opportunities for individual, group, and related counseling experiences. You will become better acquainted with how agency staff work together to provide services to clients, and have opportunities to co-

counsel with other counselors as they work with clients. You will be expected to accrue a minimum of 40 counseling hours during the practicum period, of which a minimum of 20 hours must be counseling individual clients.

Peer consultation will occur as you observe one another in counseling sessions at Cornell Counseling Clinic (CCC) and complete various assignments throughout the semester. These assignments involve listening to tapes of the counseling sessions of your peers. For this reason, you will videotape all CCC sessions and video or audiotape all off-campus counseling sessions. You are encouraged to continue outside reading, workshop attendance and other professional development activities that will expand your expertise with particular client populations and issues.

Clinical supervision will be provided both by a Rollins faculty member and a licensed mental health professional at your off-campus site. We require that you receive one hour per week of supervision in the off-campus site and you will receive one hour per week of individual supervision from your clinical faculty professor at Rollins. Finally, you will attend group supervision (your practicum class meeting) weekly for 2.5 hours for the duration of the semester. Your site may have a group supervision or team meeting requirement as well.

## Guidelines for Clinical Internship

Internship continues at the same clinical field site as practicum. The primary differences are that students will no longer receive weekly individual supervision from a faculty member, and the number of client contact hours per week will increase significantly. Interns are expected to obtain a satisfactory breadth and variety of counseling experiences to include working with individuals, groups, and couples/families. Examples of assignments that would ordinarily be judged as too narrow would be activities limited solely to crisis management, short-term detoxification counseling, intakes, or assessments. Review of audio or videotapes from interns' counseling sessions will be part of the supervision process and interns will be expected to make case presentations to their peers.

Internship sites will provide a minimum of one hour of individual supervision per week from an individual who holds a master's or doctoral degree and is licensed in mental health, psychology, psychiatry, social work, or marriage and family therapy. Interns will participate in a 2.5 hour group supervision class held weekly on campus and will also continue their service as counselors in the Cornell Counseling Clinic.

## Tracking Clinical Documentation During Clinical Field Experiences

Students are responsible for accurately and ethically maintaining clinical records and fulfilling documentation requirements determined necessary by field sites and clinical supervisors. Documentation of clinical activities in practicum and internship must be up-to-date, properly maintained at all times, and should follow the guidelines that govern the profession as well as the policies of the clinical site. It is critical that students make sure they investigate and understand the site's documentation standards at the beginning of practicum.

## The *Theory of Counseling* Paper

The *My Theory of Counseling* Paper remains a hallmark of the Rollins College Department of Graduate Studies in Counseling. Students write this paper during their final year of the program. The final edition of the paper reflects the individual's integration of both theory and practice. An outline of the required components for this paper is provided during practicum.

## The *Master Therapist Series*

The Master Therapist Series is conducted during the final year of the program when students are completing internship. Three eminent scholar-practitioners are invited to conduct full-day workshops, traditionally scheduled on Fridays or Saturdays during the months of September, October or November and January or February, with an occasional exception in scheduling. The workshops are designed to integrate theoretical and practical perspectives of the curriculum into clinical application. The Master Therapist Series is offered as a capstone experience and must be attended by all students in their final year. It is offered as a course on a cost-free, no-credit basis. Assessment of learning is conducted after each Master Therapist presentation and is evaluated by the internship instructors. The Master Therapist Series is offered in lieu of a comprehensive examination; therefore, attendance is mandatory and successful completion is a graduation requirement.

## Program Information and Policies

### Respect for Diversity and Commitment to Inclusion

The Graduate Studies in Counseling program welcomes and values students from a wide range of cultural backgrounds, identities, and social locations. We believe that a program comprised of students, staff, and faculty bringing diverse experiences and perspectives enriches the quality, breadth, and depth of the counselor education process and prepares students for counseling in the twenty-first century.

Students are expected to interact with others with sensitivity and understanding, to listen effectively to the words and ideas of others, to communicate orally with precision and appropriateness, to be able to examine personal issues that impact their counseling relationships, and to conduct themselves professionally in compliance with the ethical standards of the American Counseling Association.

Our graduate program strives to provide a learning environment that cultivates an understanding and appreciation of the multicultural world in which we live, an awareness of the effects of oppression, and the importance of social justice advocacy actions that we, as counselors, can take. We do not expect all graduates of our program to think the same way, but we do expect that they will be accepting of differences and strive to understand how other people's perspectives, behaviors, and world views are different from their own. Both faculty and students are expected to work to increase personal awareness regarding the full range of human experience and to eliminate oppressive practices and abuses of power within all areas of the program, the counseling profession, and in the world at large. For general guidelines, students are asked to read the article *Multicultural Counseling Competencies*, *The ALGBTIC Competencies*, and *the Advocacy Competencies* on [www.counseling.org](http://www.counseling.org)

## Personal Development of the Counselor

The Graduate Studies in Counseling program is committed to providing a program that includes a personal growth component with experiences that will extend students' competencies as persons and as professionals engaged in helping relationships. The program operates with the philosophy that effectiveness as a professional counselor depends on personal development and the ability to communicate effectively as well as commitment and academic preparation. The faculty believes that it is essential for students to examine their own values, motivations, personal characteristics, and relationships with others. Ultimately, students are required to develop an individually relevant philosophy and approach to the helping process based on an expanded awareness of their beliefs, values, and understanding of contemporary theory and methods.

## Faculty Consultation and Collaboration

Faculty are obligated by the ethical codes and standards of the profession to evaluate trainee appropriateness for entering the counseling profession (as described previously). As gatekeepers for the profession and acting in the best interest of the development of the student-as-counselor, faculty and supervisors frequently seek consultation with each other to obtain additional input on the progress of a student, or to determine how best to pursue a problematic situation. Faculty may disclose student or supervisee confidences with other faculty members or supervisors as part of the ongoing evaluation process of student performance. Student confidences are typically discussed only as needed, when the information has to do with student performance, or when mandated or permitted by law. In educational or training settings, such as the Graduate Studies in Counseling program where there are multiple supervisors, disclosures are made only when necessary to other professional colleagues, administrators, or employers who share responsibility for training and gatekeeping of counselors-in-training.

## Experiential Learning

The expectations of the counseling curriculum are that students will explore and recognize the effect that their personal beliefs, values, issues, emotions, and behaviors has on their ability to function as a counseling professional. Thus, students are required to participate actively in growth experiences throughout the program and in various courses. Students will be assigned activities that are consistent with the program objectives of facilitating self-awareness and introspection in their role as a counselor-in-training. The primary purpose of experiential assignments is to heighten students' cultural self-awareness, understand the nature of their personal biases, prejudices, examine their individual values, motivations, and processes of intentional and unintentional oppression and discrimination, and become familiar with other culturally supported behaviors that may influence their practice of counseling. Students are expected to demonstrate the ability to examine personal reactions, values, and worldview throughout the course of the program as they relate to professional functioning. Prominent examples of experiential learning activities may include (but are not limited to) participation in a small group experience in CPY 520 and CPY 540; development of a family-of-origin genogram in CPY 550; and various course requirements involving journal keeping, self-reflection papers, in-class role-play, practice demonstrations, sharing in class discussions, revealing personal reactions in individual and small group supervision, and other activities that call for interpersonal exploration. The compulsory client experience is also an important part of the learning process in the counseling program.



## The Compulsory Client Experience Requirement

A unique feature of the Master of Arts in Counseling Program is the requirement *that all new students (Full-time and Part-time track)*, participate as a client in **ten individual counseling sessions during the first academic year of study with a licensed mental health professional**. Group counseling, couples counseling, and/or family counseling do not qualify as this is intended to be an individual development experience.

The requirement is based on two assumptions. The first is that the counselor-to-be is first a better student and later a better practitioner after acquiring knowledge of the counseling process as a client. The second is that a significant amount of time should be devoted to the thoughtful and thorough examination of personal factors having relevance to one's practice of professional counseling. In meeting this requirement each student decides which professionally qualified licensed mental health counselor, psychologist, social worker, marriage and family therapist, or psychiatrist shall provide this service and the focus of counseling.

In addition to the primary objectives, several additional benefits accrue from this activity. With respect to knowledge of the client experience, for example, students first address such consumer tasks as choosing a provider, seeking out and making contact with a prospective provider, forming a client-counselor agreement (including length and number of sessions, fee, appointment times, cancellation policy, etc.), evaluating initial experience with the provider, and deciding to either continue or terminate. Some students discover that they are unable to complete ten sessions with a counselor or therapist due to incompatibility or other problems. When this occurs, it is necessary to seek out a different provider as early in the process as possible. At the moment counseling begins, the student starts to appreciate the difficulty many individuals face in disclosing personal information to a stranger. At the same time, there is a certain satisfaction in attending to oneself in an intentional way with the assistance of a skilled counselor, and most students report feeling affirmed by the experience. Students often report having had only slight awareness during their sessions of their provider's specific orientation or reliance upon particular kinds of interventions. In looking back, however, they value the opportunity of having observed "up close and personal" the work of an experienced practitioner. In turn, they are better able to form a personal perspective on various theories and methods of counseling and psychotherapy.

The most important aspect of this requirement is facilitation of personal awareness. In their relationships with clients, professional counselors are called upon to maintain awareness of their personal characteristics, values, priorities, and motivations. Each of these domains can be a source of counter-transference responses, thus it is essential that students engage in self-awareness activities throughout their graduate study and beyond. During the compulsory client experience students achieve an understanding of identity and relationship areas that will require further attention with respect to working with various clientele and presenting issues and difficulties. Hopefully, the student's experience as a client will be helpful in forming a tentative agenda for continuing personal and professional development.

**Counselor Qualifications:** Students may choose whomever they wish as a counselor or therapist, so long as the provider is licensed in Florida as a mental health counselor, psychologist, marriage and family therapist, clinical social worker, or a psychiatrist who provides individual therapeutic services. Counselors who are Registered Interns are not fully licensed and therefore do not fulfill the requirement. Licensed counselors with whom the student has had a previous or ongoing therapeutic relationship are acceptable as long as they fulfill all other qualification requirements. Individual counseling can be conducted in either a private practice or public agency setting. Counseling must take place once the student begins the program (previous counseling is not accepted).

*At the first session of counseling, students must give their counselor a copy of the Compulsory Client Experience letter* (please print a copy the letter at the end of this Handbook to take to your therapist). The letter, addressed to the therapist, explains the expectations for this experience as well as the documentation requirements.

A directory of providers is maintained in the Graduate Counseling mailroom. It includes information from providers who have asked to be listed, so it is important for the student to be a good consumer in selecting a counselor. The directory includes information relative to address and telephone number, professional specialty, qualifications, customary fee, and student discount (if applicable). Inclusion in this directory does not reflect endorsement by the Graduate Counseling Faculty. Students are expected to use their consumer skills to identify the best client-counselor experience for themselves.

**Completion Deadline:** Most students prefer to wait until several weeks of the fall semester have passed before initiating their compulsory client sessions. However, experience demonstrates that *starting the sequence should not be delayed beyond the first week of the spring semester*. Most students report that the optimal timing has been to start the sequence during the early part of the fall semester. Others have found that their sessions were more productive when waiting to begin counseling until after they have completed the fall semester. This decision is often influenced by such factors as employment, personal or family schedules, and time required for learning about prospective providers. Students who are uncertain are encouraged to discuss this matter with advanced students and their faculty advisor.

**Required Documentation of Counseling:** At completion of the ten session requirement, providers are asked to furnish a statement on professional letterhead listing the itemized dates of each of the individual ten sessions and documenting that the student has engaged in individual counseling/therapy services. *Documentation letters are due two weeks after the last counseling session and prior to August 15<sup>st</sup> of the second academic year (your fourth semester)*. Students may not register for spring term of their second year until verification of the 10 sessions has been received by the counseling program Department Chair via administrative assistant, Stephanie Davis.

## Crisis Counseling Services for Graduate Counseling Students

Students in the Graduate Studies in Counseling program may obtain confidential counseling services free of charge for 1-3 sessions when experiencing a crisis situation that interferes with their learning and/or clinical practice functioning. Services are provided by off-campus members of the counseling community. A referral process is arranged so faculty in the Graduate Studies in Counseling program do not know which students partake in this resource. This service is for emergency purposes as a source of assistance in the event of situational crisis. These sessions do not take the place of the Compulsory Client Experience and may not be used to meet the required number (10) of sessions. Rather, they are intended, though not limited to, students in the second year of the program and beyond.

**Referral Procedures:** The staff at Rollins College Counseling and Psychological Services (CAPS) will provide referral to a counselor or therapist in the community. Contact Nadine Clarke at (407) 628-6340, identify yourself as a student in Graduate Studies in Counseling, and request a referral for crisis counseling. Nadine may ask a few questions in order to refer you to a counselor who will best suit your needs; however, any information you give them is completely confidential and will not be shared with any faculty. Once the counseling sessions are completed, request that the counselor send the bill to Nadine Clarke at the CAPS address. She will then remove your name and any identifying information from the bill and authorize the bill for payment from the graduate program budget.

## Required Attendance at a Meeting of *The Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling (491 Licensure Board)*

Students are required to attend a **minimum of three hours** of a general business meeting of the Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling prior to graduation from the program. The 491 Licensure Board typically meets four times per year at different locations across Florida. Meeting locations, times and agendas can be accessed at <http://floridasmentalhealthprofessions.gov/meeting-information/>.

Students must submit a *Verification of Attendance* form that is co-signed by a member of the licensure board. The form is available at the end of this Handbook and on the flash drive provided during New Student Orientation. Please print out the form and take to the meeting to obtain signatures.

## Mandatory Professional Association Membership

Graduate Studies in Counseling students are **required to maintain student membership** in the American Counseling Association (ACA) for the duration of their enrollment in the graduate program. They are also required to be familiar with and to abide by the ethical codes of ACA throughout their course and field work. Membership information and application for ACA can be found at [www.counseling.org](http://www.counseling.org).

ACA also has 20 divisions that provide leadership, resources, and information unique to specialized areas and/or principles of counseling. Student membership in divisions is discounted, providing the opportunity to receive newsletters, journals and contact with individuals who may share the same interests in a specialized aspect of counseling practice. Students are encouraged to consider joining a division or two to learn more about an area of concentration.

The American Mental Health Counselors Association (AMHCA- [www.amhca.org](http://www.amhca.org)) is another organization that may be of specific interest to students. AMHCA more specifically targets the practice of mental health counseling, for which the Rollins degree prepares students. This professional association, a divisional affiliate of ACA, provides excellent practice resources for clinical mental health counselors.

## Required Professional Liability Insurance

Litigation involving practitioners in the counseling profession has increased in recent years and every clinical professional is a potential target. Adherence to professional ethical standards and risk management strategies for personal and professional conduct may help avoid litigation and unfavorable rulings. Nevertheless, since there is no "foolproof" way to avoid litigation most practicing professionals realize that insurance is a necessity.

Because clinical work is conducted throughout the program, students are **required to maintain and provide proof of student professional liability insurance** to course professors when requested. Liability insurance information is available through the professional association websites listed above and is offered as a free benefit with student membership in the American Counseling Association. Students may select the minimal protection offered but must have coverage at all times while enrolled in the program.

## Changing Program of Study – Maintaining Graduate Student Status

Students are accepted into the Graduate Studies in Counseling program on a full-time (three-year program of study) or part-time (four-year program of study) basis. If personal obligations or schedules change and a student desires to move from one track to another, the student must first discuss this change with the program's academic advisor who will assist in preparing a new Program of Study. The revised Program of Study will then be submitted to the Department Chair for approval.

PLEASE NOTE: The course sequences are carefully planned with a developmental rationale. Do not register for courses out of sequence unless you have advance permission from the Department Chair. It is also important for all students to understand that deviating from the published Program of Study sequences may result in a delay of one year or more in fulfilling the requirements for graduation.

It is the policy of the Graduate Studies in Counseling program that all students be continuously enrolled from their first class to graduation for at least two courses per term. If you have personal circumstances that require unenrolled status for a semester or longer, you must file a letter of petition to the faculty requesting approval. If your leave is not pre-approved, upon return you will have to re-apply for admission. If you miss more than one year you will lose your graduate status and you will have to reapply to program using the regular application process. Students returning from an approved leave of absence may be required to update their catalog year and will be subject to current student policies. If a student on an approved leave of absence does not return to the program within one year (three semesters), the student must apply for readmission.

Students must complete their degree within six (6) years of being accepted into the master's program. When coursework becomes 6 years old, the credit hours become invalid and must be repeated. Students should make every effort to complete their degrees within time limits established. In the event of extreme circumstances that prevent a student from completing their degree in six years, the student has the option to petition for an extension by submitting documentation to the Graduate Studies in Counseling program for special consideration.

The Rollins *Graduate Studies Catalog* contains additional information regarding maintaining graduate student status.

## Applying for Graduation

The Hamilton Holt School commencement is held once each year in spring, usually mid-May and typically the day before Mother's Day. All degrees are awarded pursuant to the policies of the Board of Trustees of Rollins College. Note that late filing of the "Petition to Graduate" may result in a delay of the diploma's publication and arrival and, consequently, its unavailability at the commencement exercises.

Graduation Requirements for the Graduate Studies in Counseling program may be found in the *Rollins Graduate Studies Catalog* located at <http://www.rollins.edu/evening/academics/class-schedules/documents/index.html>. Please refer to the most recent Catalog for updates in policy and procedures

## Post-Graduation Expectations

**Graduate Record Keeping:** Students are responsible for maintaining documentation and their personal records of client contact and other clinical work, names and addresses of their site supervisors, and documented hours of accumulated experience. Rollins College is not responsible for maintaining the individual records of students beyond graduation other than verifying the information on the official transcript. Faculty may request that students present proof of internship hours if asked to write a letter to outside agencies substantiating the student's experience. The responsibility for maintaining personal records of professional service is expected of all counseling professionals and is critical for licensure and certification for many years beyond graduation. Clinicians should keep their training records forever! The Program has received calls from alumni 25 years post degree that needed documentation of supervised clinical contact for licensure in a different state or to be eligible for newly established guidelines yet have no confirmatory documentation. Faculty cannot document your experience without records.

**Post-Degree Endorsement Policy:** This policy pertains to recommendations to the State Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling (491 Board) for graduates applying for licensure as mental health counselors and/or marriage and family therapists. It also affects application for licensure in other jurisdictions. After graduation, upon request from the licensure board and with written authorization from the graduate, faculty will verify or "endorse" that the graduate has successfully completed training and fulfilled the required hours of their clinical placements. The endorsement is sent via a letter to the licensing entity, signed by the Department Chair. Additionally, finalized transcripts include a statement reflecting the completion of a CACREP accredited Mental Health Counseling program and, if applicable, completion of the Certificate Program in Family and Relationship Therapy. Official transcripts may be ordered directly through the Rollins website.

Faculty will sign clinical hours' verification forms required for certification applications, such as for National Certified Counselor status, only for those graduates they have supervised as interns and only when the graduate can provide signed documentation of completed hours. Faculty will endorse graduates only for positions of employment for which they are prepared and have the necessary skill level. Graduates must request letters of endorsement or recommendation in writing, allowing adequate time for faculty to respond.

**Alumni Contact:** Graduates are encouraged to stay in contact with the program via the Office of Alumni Relations website and the program's website. When alumni relocate, it is critical that they update their information directly on the Rollins website. This will ensure notification of counseling alumni events, continuing education offerings, and other special events for our alums.

## Services and Resources

### Olin Library

Olin Library resources and hours of operation are accessible directly via the web page, <http://www.rollins.edu/library/>. The Library has a reference librarian who is designated as the liaison for Graduate Counseling Students. The following Olin Library services and resources are available at no charge to students.

**Term Paper Assistance Program.** Students can arrange for an appointment with a librarian for assistance in library research. The librarian will explain how research of your selected topic might best be approached and will then show you some possible sources and explain how to use them.

**Interlibrary Loan (ILL).** Interlibrary loan connects students to libraries throughout the country to obtain resources that are not available from the Olin Library. The form with guidelines is available from the library web page under “quick links.”

**Application for Guest Library Privileges:** UCF –Rollins Reciprocal Agreement

The Olin Library agreement with the UCF Library allows Rollins students to check out materials from UCF. The form can be obtained from Olin Library circulation desk. The courtesy borrower’s card must be requested each semester at UCF. In addition, UCF’s Online Catalog, LUIS, provides access to the online catalog at the University of Central Florida Library, as well as at other state-supported Florida colleges and universities and can be accessed via computers on campus or through the Rollins library website: <http://www.rollins.edu/library/>

*A Few of the Many Available Databases:*

**PsycARTICLES.** PsycArticles is a full text database of authoritative journals in psychology from the American Psychological Association (APA) and affiliated publishers. PsycArticles is considered “a definitive source of searchable full-text, peer-reviewed scholarly and scientific articles in psychology. This database contains more than 30,000 full text articles; coverage is from 1985 to the present.

**PsycINFO.** PsycINFO contains citations and summaries of journal articles, book chapters, books, and technical reports, as well as citations to dissertations, all in the field of psychology and psychological aspects of related disciplines, such as medicine, psychiatry, nursing, sociology, education, pharmacology, physiology, linguistics, anthropology, business, and law.

**Mental Measurements Yearbook.** Mental Measurements Yearbook, produced by the Buros Institute, contains full text information about and reviews of English-language standardized tests covering educational skills, personality, vocational aptitude, psychology, and related areas as included in the printed Mental Measurements Yearbooks.

**Social Sciences Full Text.** Coverage includes a wide range of interdisciplinary fields covered in a broad array of social sciences journals. Full text coverage begins in January 1995. Subjects covered include Addiction Studies, Anthropology, Area Studies, Community Health & Medical Care, Corrections, Criminal Justice, Criminology, Economics, Environmental Studies, Ethics, Family Studies, and Gender Studies.

Rollins College, Olin Library, <http://www.rollins.edu/library/> Reference Service: 407-646-2507; Circulation Desk: 407-646-2521

## TJ's Tutoring and Writing Center

**TJ's Tutoring and Writing Center.** Located in the Lakeview area of Olin Library, this service is free for all students. Staffed by trained peer consultants from across the curriculum, The Writing Center welcomes writers at any stage of the writing process, from brainstorming to revising to final editing. Writers of all abilities benefit from putting their work before an audience. Through one-on-one conversations and occasional group sessions, consultants serve Arts & Sciences, Hamilton Holt School, and Crummer School of Business students, sharing strategies, questioning rhetorical choices and summarizing their discussions for both clients and faculty members. At times, Graduate Counseling faculty may refer students who they believe would benefit from these services. <http://www.rollins.edu/library/twc/index.html>

## Office of Accessibility Services

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The mission of Accessibility Services is to ensure that students with disabilities have equal access to participate in and benefit from all curricular and co-curricular opportunities at Rollins College. This is accomplished through collaboration with faculty and staff to remove barriers, creating accessible learning environments.

To utilize accommodations, students must refer themselves to the Director of Accessibility Services and submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Protection under these civil rights statutes is determined on a case-by-case basis and is based upon documentation of a disability that currently substantially limits one or more major life activity, as defined under the ADA Amendments Act of 2008.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Accessibility Services Office as early as possible. You are encouraged to schedule a Welcome Meeting by filling out the "First Time Users" form on the website: <http://www.rollins.edu/accessibility-services/> and/or reach out by phone or email: 407-975-6463 or [Access@Rollins.edu](mailto:Access@Rollins.edu).

## Title IX Protection

**Sex and Gender Discrimination Title IX Policy:** Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with Title IX Office ([TitleIX@rollins.edu](mailto:TitleIX@rollins.edu) or 407-691-1773). Staff will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340 and ask to speak with Nadine Clarke, LMHC. Wellness Center staff not required to report any information you share with the Office of Title IX.

## Financial Assistance for Students

Information about the **Financial Aid** can be found on throughout the *Rollins Graduate Studies Catalog* located at <http://www.rollins.edu/evening/academics/class-schedules/documents/index.html>. Please refer to the most recent Catalog for updates in policy and procedures

In addition to the Financial Aid information described in detail in the Rollins *Graduate Studies Catalog*, the Graduate Studies in Counseling program also offers two additional programs that assist students financially:

### **Graduate Assistantships**

Graduate Studies in Counseling offers several assistantships each year. The number of available positions varies according to a combination of budgetary factors and program needs. Examples of recent positions include assistantships in the Graduate Counseling Department, Cornell Counseling Clinic, the Office of Career and Life Planning, the Holt School/Office of Accessibility Services, and the Center for Inclusion and Campus Involvement. These assistantships require 15 hours of work per week for 28 weeks during fall and spring semesters. Compensation consists of remission of fees to a maximum of four courses for the academic year during the fall and spring semesters. During each spring semester, an announcement is made describing the assistantships that will be available for the coming year and inviting applications. Assistantship positions may call for certain knowledge and competency. All other factors being equal, preference in the selection process is given to students who have not previously received an assistantship and to those with the strongest academic record.

### **Scholarships**

The Graduate program offers several scholarships to assist students with tuition. The offerings vary from year to year and depend on funds available. Typically, scholarships are offered to incoming students whose background experience will contribute to the diversity of the student body and are of financial need; however, all students are encouraged to apply. Scholarships usually are offered in the amount that compensates students for one to two courses. Additional information is available through the program.

### **Ian Klair Book Award**

A group of alumni have established a fund to offer funding for books for graduate in counseling students. This memorial award was named in honor of Ian Klair, a student in the Rollins College Mental Health Counseling program who died on May 26, 1998 due to injuries sustained in an automobile accident. Ian believed strongly in the value of higher education and thoroughly enjoyed participating in the Rollins Graduate Counseling Program. Out of the desire to honor the memory of Ian and advance the ideals he so strongly believed in, this annual award was established. Applications are solicited through announcements to the student body each Fall.

### **Financial Aid Limitations**

Students who depend on financial aid during their enrollment are advised that they will lose their eligibility for financial assistance during semesters when their course load drops below 4.5 course credits. This will occur if a student deviates from the three or four year programs of study, or enrolls in the five-year plan. Additional details can be obtained through the Financial Aid Office at 407-646-2395.



## Professional Credentialing & Development

### Council for Accreditation of Counseling and Related Educational Programs

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), the accrediting body of the American Counseling Association (ACA), was incorporated in 1981. This independent council was created by ACA and its divisions to implement standards of excellence for the counseling profession's graduate-level preparation programs. Accreditation holds the program to the highest standards in the nation as determined by the profession of counselor education. It establishes a solid foundation for training and encourages continued fine tuning and adherence to policies and procedures that reflect the evolving trends and current standards of the profession of counseling. CACREP accreditation confirms excellence and competence to the professional community that the Rollins College Graduate Program in Counseling fulfills the highest standards possible in preparing mental health counselors.

In 2017, the Graduate Studies in Counseling program was reaccredited as a clinical mental health counseling program for eight years. The Graduate program strictly complies with the CACREP standards. Additional information about accreditation and a copy of the most recent Standards can be obtained from [www.cacrep.org](http://www.cacrep.org).

### Mental Health Counseling Licensure (LMHC)

#### Licensure

The 63-semester hour curriculum includes all courses, practicum, and internships required by the State of Florida for licensure as a mental health counselor under Florida's **Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling (491 Board) requirements**, and prepares students to take the state licensure exam.

#### Pre-degree Requirements

Florida requires 1000 hours of clinical (field) experience acquired during Practicum and Internship. Of this 1000 hours, 280 hours must be direct, face-to-face counseling services. Clinical experience must be conducted in a mental health facility (not a single private practice) under the supervision of a licensed, mental health professional. As a CACREP accredited program, coursework and clinical placement are designed to fulfill all requirements for licensure in Florida and is automatically accepted with a letter of endorsement from the program addressed to the Licensure Board.

#### Post-degree Steps to Licensure

Upon graduation, all students will be qualified to pursue licensure in the State of Florida as well as most other States. Mental health counselors must be licensed at the State level to practice their profession. Graduates must submit their transcript, a letter of endorsement from the Department Chair, and an application to the **Division of Medical Quality Assurance, Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling** to become a "Registered Mental Health Counseling Intern." The application and all information about licensure can be obtained from <http://floridamentalhealthprofessions.gov/>. This website contains all the up-to-date information about post-degree licensure requirements including links to applications, supervision information, Florida laws and rules, and other vital information. Currently, licensure entails two

years of supervised practice as a registered intern, passing a licensure exam, and taking approximately 15 hours of continuing education requirements.

Changes in the Florida law and licensure regulations occur regularly and the College cannot assure that graduates who do not seek registered licensure soon after graduation or become licensed within the timeframe regulated by the licensure board will fulfill all the requirements for licensure in the State of Florida. For this reason, the Graduate program strongly urges graduates to pursue the licensure process immediately upon completion of the Master's program. Graduates are professionally obligated to obtain the latest information about the licensure process directly from the licensure board website throughout their career as a mental health counselor. Students who are considering moving outside Florida should research the licensure or certification requirements for those states in which they are interested. A resource that has links to every state's licensure board can be found at [www.nbcc.org](http://www.nbcc.org).

## National Board for Certified Counselors (NBCC)

Certification is a professional credential awarded by a certifying agency to persons who have applied for the certification and who have met the eligibility criteria for the certification. Most professional certifying agencies are national (or international) in origin and scope, and are distinguished from state-level certifying agencies or licensure boards.

The National Board for Certified Counselors, Inc. (NBCC) is a professional certifying agency for counselors. The NBCC, an independent, not-for profit organization, was incorporated in 1982. This organization monitors a national certification system, to identify for professionals and the public those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. This process grants recognition to counselors who have met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination (NCE). As of 2016, NBCC had certified more than 60,000 counselors in more than 40 countries. Thirty-three states have adopted the NCE as part of their statutory credentialing processes. The NBCC promotes counseling through certification. National certification serves the following purposes:

1. Promotes professional accountability and visibility.
2. Identifies to the public and professional peers those counselors who have met specific professional standards.
3. Advances cooperation among groups and agencies actively involved in professional credentialing activities.
4. Encourages the continuing professional growth and development of National Certified Counselors.
5. Ensures a national standard developed by counselors, not legislators.

Because Rollins' graduate program is CACREP-accredited, students have the benefit of being eligible to take the NCE upon graduation, enabling graduates to immediately receive the credential as a National Certified Counselors (NCC). Information about taking the exam and about this certification can be found at [www.nbcc.org](http://www.nbcc.org).

## Professional Counseling Organizations

As mentioned previously, it is important that counseling students and professionals belong to professional organizations after they earn their degrees to stay current in the profession and keep abreast of new trends and issues. The faculty believes that professional organization membership and engagement in opportunities for professional involvement are integral aspects of professional responsibility. While there are many benefits to be derived from membership in a professional organization, some of the primary ones are noted below. As a member of a professional organization, you will have the opportunity to:

- Receive the publications of the organization (e.g., professional journals and newsletters), as well as those of the divisions to which you belong.
- Be eligible for reduced registration rates for professional meetings (e.g., conventions and workshops) sponsored by the organization.
- Have access to member services (e.g., library resource use and legal defense funds and services) provided by or through the organization.
- Have a means for direct involvement with activities and issues directly and/or indirectly pertinent to your future profession (e.g., legislation and professional credentialing, including certification, licensure, and program accreditation).
- Fulfill leadership roles that advocate for the profession of counseling and enhance professional development for members of the profession.
- Access networking opportunities with other professionals having interests similar to yours.
- Obtain other benefits typically relevant to your specific professional activities and interests.

In addition, the cost of student membership in professional organizations is considerably less than those for "regular" or professional membership. Student membership is an opportunity to investigate various specialty divisions to determine a "home" for their particular areas of interest.

**Graduate Studies in Counseling Students are required to maintain student membership in the American Counseling Association throughout their enrollment in the program.** Membership information and application for ACA can be found at [www.counseling.org](http://www.counseling.org). ACA also has 19 divisions that provide leadership, resources, and information unique to specialized areas and/or principles of counseling. Student membership in divisions is discounted, providing the opportunity to receive newsletters, journals and contact with individuals who may share your interest in a specialized aspect of counseling practice. You are encouraged to consider joining a division or two to learn more about an area of concentration.

Other specialty professional organizations are available for students to join including the American Association for Marriage and Family Therapy, International Association of Eating Disorder Professionals, Association for Women in Psychology, and/or the Association for Play Therapy, as examples. Specialty professional associations can provide students with more in depth information and professional affiliation within a personal area of interest or a desired field of expertise. Students are encouraged to join organizations that pertinent to their professional interests.

Most national and state-level professional organizations have membership subsections, known as "divisions," for members who have common, more specific professional interests within the general organization. For example, the American Counseling Association has the following membership divisions:

Association for Adult Development and Aging (AADA) Association for Assessment and Research in Counseling (AARC) Association for Child and Adolescent Counseling (ACAC) Association for Creativity in Counseling (ACC)  
 American College Counseling Association (ACCA) Association for Counselor Education and Supervision (ACES) Association for Humanistic Counseling (AHC)  
 Association for Gay, Lesbian and Bisexual and Transgender Issues in Counseling (AGLB TIC)  
 Association for Multicultural Counseling and Development (AMCD)  
 American Mental Health Counselors Association (AMHCA)  
 American Rehabilitation Counseling Association (ARCA) American School Counselor Association (ASCA)  
 Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC) Association for Specialists in Group Work (ASGW)  
 Counselors for Social Justice (CSJ)  
 International Association of Addiction and Offender Counselors (IAAOC) International Association of Marriage and Family Counselors (IAMFC) Military and Government Counseling Association (MGCA)  
 National Career Development Association (NCDA) National Employment Counseling Association (NECA)

Listed below are some of the local, state, and national professional organizations the faculty suggests students consider in expanding their professional awareness and involvement. Please feel free to talk with any faculty member about professional organizations. Note that, typically, you will be required to obtain the signature of a faculty member on the application materials in order for you to become a student member of a professional organization. All faculty members are happy to provide signatures for this purpose. The faculty strongly encourage students to join relevant professional organizations when you have the financial resources to do so.

### **Local Professional Associations**

#### **Mental Health Counselors of Central Florida\* (MHCCF)**

Meets the third Friday of each month at 9 a.m. to 10:30 a.m. at All Saints Church, 338 E Lyman Ave, Winter Park, FL. There are opportunities for networking and learning from professional educational programs each month.

[www.mhccf.wildapricot.org](http://www.mhccf.wildapricot.org)

#### **Central Florida Association for Marriage and Family Therapists (CFAMFT)**

Meets the first Thursday of each month at 9 a.m. to 10:30 a.m. with occasional evenings announced on the website calendar at First United Methodist Church of Winter Park, 125 N. Interlachen Avenue, Winter Park. The programs include networking and one-hour topic programs. Membership and attendance is required for students enrolled in the Certificate Program in Family and Relationship Therapy.

[www.cfamft.org](http://www.cfamft.org)

### **State-Level Professional Associations**

#### **Florida Counseling Association (FCA)**

The Florida Counseling Association is a branch of the American Counseling Association. Their student membership dues are \$30 and the Association holds an annual state conference, often in the central Florida area. [www.flacounseling.org](http://www.flacounseling.org)

#### **Florida Mental Health Counselors Association (FMHCA)**

Among the purposes of the Florida Mental Health Counselors Association are to promote the profession of mental health counseling; provide a system for the exchange of professional information among mental health counselors through newsletters, journals or other scientific, educational and /or professional materials; and provide professional development programs for mental health counselors to update and enhance clinical competencies.

<https://fmhca.wildapricot.org/>

#### **Florida Association for Marriage and Family Therapy (FAMFT)**

FAMFT is a strong state chapter of the national association listed below. This organization hold an annual state conference and regional professional development workshops.

[www.famft.org](http://www.famft.org)

### **National-Level Professional Associations**

#### **American Counseling Association\* (ACA)**

All students are encouraged to join at the student rate. Membership brings several important publications, reduced rates at national conferences, and other important professional benefits. ACA has many divisions (see list above). Each division can be joined in addition to ACA, and each has its own journal.

[www.counseling.org](http://www.counseling.org)

#### **American Mental Health Counseling Association (AMHCA)**

AMHCA specifically addresses the issues pertinent to the profession of mental health counseling through licensing, advocacy, education and professional development. AMHCA is the only organization working exclusively for the mental health counseling profession.

[www.amhca.org](http://www.amhca.org)

#### **American Association of Marriage and Family Therapists (AAMFT)**

AAMFT's purpose is to promote and advance the common professional interests of Marriage and Family Therapists and the practice of a systemic orientation to therapy. Members believe that relationships are foundational to the health and well-being of individuals, all forms of the family, and communities.

[www.aamft.org](http://www.aamft.org)

## Faculty and Staff

### Core Faculty

#### **Kyle D. Baldwin**

Clinical Practice and Assessment Coordinator; Clinical Professor of Counseling. B.A., University of South Florida; M.A., Rollins College; Ed.D., Argosy University – Sarasota; Licensed Mental Health Counselor, National Certified Counselor, Master Addictions Counselor, Clinical Sexologist, Certified Clinical Mental Health Counselor.

Dr. Kyle D. Baldwin earned her master's degree in mental health counseling at Rollins College and doctorate in counseling psychology at Argosy University – Sarasota. Dr. Baldwin's clinical experience includes working in private practice, community mental health agencies, and school settings. Her clinical interests include mood and anxiety disorders, addictions, and career counseling. Additional areas of interest include Counselor Wellness and Counselor Education and Supervision. Dr. Baldwin teaches group counseling, research and statistics, assessment and treatment planning, career counseling, and clinical practicum/internship.

#### **Kathryn L. Norsworthy**

Professor of Counseling. B.S., Georgia Southwestern College; Ph.D., University of Minnesota; Post-doctoral respecialization, University of Georgia; Licensed Psychologist, National Certified Counselor.

Professor Kathryn Norsworthy received her doctoral training in child and family psychology followed by an APA-approved post-doctoral respecialization in counseling psychology. Dr. Norsworthy's clinical specialties include post-traumatic stress disorder/trauma and integration of mind/body/spirit in counseling. Additional areas of expertise are social justice and cross-cultural applications in international counseling and peace building, feminist theory and practice, mindfulness in counseling/psychotherapy and counselor training, and gay/lesbian/bi/transgender (LGBTQ+) affirmative counseling. Dr. Norsworthy has spent considerable time engaging in action research, collaborative training, activism, and peace work in Southeast and South Asia. She teaches clinical practicum/internship, family and relationship counseling, clinical hypnosis, multicultural and social justice counseling, mindfulness in counseling and psychotherapy, and offers international workshops in peace, conflict-transformation, and social justice studies. For more information: [www.kathrynnorsworthy.com](http://www.kathrynnorsworthy.com).

#### **Derrick A. Paladino**

Professor of Counseling. B.S., M.Ed., Ed.S., University of Florida; Ph.D., University of Arkansas; Licensed Mental Health Counselor, National Certified Counselor.

Professor Derrick Paladino earned his master's and specialist degrees in mental health counseling at the University of Florida prior to completing his doctorate in counselor education at the University of Arkansas in 2004. Throughout his training, Dr. Paladino gained experience in crisis and emergency services, college counseling, and in community/agency settings. His clinical specialties are crisis assessment and intervention, college student development, group counseling, identity development, and clinical supervision. His research interests fall in the areas of multiracial identity and acculturation, college student adjustment, counselor education and supervision, and crisis assessment and intervention. Dr. Paladino teaches clinical practicum/internship, the group counseling course series, crisis counseling, psychopathology and treatment, process and skills, theories of personality and coordinates and teaches in the College and University Counseling Certificate program.

**Samuel Sanabria**

Professor of Counseling. B.S., M.Ed., Ph.D., University of Florida; Licensed Mental Health Counselor, National Certified Counselor, Certified Sex Therapist.

Professor Samuel Sanabria completed his doctorate in counselor education and supervision at the University of Florida in 2002 with an emphasis in diversity and sexuality issues. He has extensive experience in private and community setting counseling couples, families, adults and adolescents regarding addictions, and sexual and gender identity concerns. His research interests include the integration of neuroscience in the practice of counseling, the development of prejudicial attitudes and beliefs, human sexuality and diversity and social justice issues in counseling. Professor Sanabria teaches clinical practicum/ internship, multicultural counseling, legal and ethical issues in counseling, theories of personality, psychopathology and addictions.

**Leigh de Armas DeLorenzi**

Assistant Professor of Counseling. B.S., University of Miami; MA, Rollins College; PhD, University of Central Florida, Licensed Mental Health Counselor.

Dr. DeLorenzi has a clinical specialty in the treatment of trauma, and has spent her career counseling children, adults, families, couples, and groups. She serves as a consulting psychotherapist at The Center for Physician Wellbeing where she focuses on program development and burnout prevention for physicians and mental health professionals. Her current research seeks to examine the impact of wellbeing initiatives within the medical and mental health training environments. Dr. DeLorenzi's scholarship also focuses on standards of professional conduct and gatekeeping practices across the mental health professions.

**Caitlyn McKinzie Bennett**

Assistant Professor of Counseling. B.S., M.A., & Ph.D., University of Central Florida  
Licensed Mental Health Counselor, Licensed Professional Counselor, National Certified Counselor.

Dr. Bennett's clinical specialty focuses on anxiety, stress, family of origin issues, sexuality, and LGBTGEQIAP+ experiences for adolescents, young adults, and couples. She also integrates a holistic approach to counseling to help clients increase awareness and coping related to the intersection of physical and mental health. Dr. Bennett's research agenda has focused on neuroinformed counseling approaches (i.e., neurofeedback training) to mitigate experiences of anxiety, stress, and depression. Her scholarship also focuses on utilizing evidenced-based counseling practices (i.e., acceptance and commitment therapy).

## Adjunct Faculty

The Rollins College Graduate Studies in Counseling program is proud to have excellent adjunct professors teaching within the curriculum. Each adjunct holds a doctoral level degree, has clinical experience in the field of counseling and may bring with them specializations that enhance the program content that they teach. Adjuncts professors include:

***Michelle Clonch-Rivera***

Adjunct Instructor of Counseling; Ph.D., Pacifica Graduate Institute

***Judy Galloway***

Adjunct Instructor of Counseling; Ed.D., University of Sarasota

***Stefanie D. Meyer-Goodwin***

Adjunct Instructor of Counseling; M.A. Rollins College

***Anthony Schefstad***

Adjunct Instructor of Counseling; Ph.D., University of Maryland

***Tiffany Schiffner***

Adjunct Instructor of Counseling; Ph.D., University of Illinois

***Jeremiah Stokes***

Adjunct Instructor of Counseling; Ed.D., Walden University

***Valorie Thomas***

Adjunct Instructor of Counseling; Ph.D., University of Florida

## Support Staff

Associate Director of Student Services **Amber Taylor** is located in Carnegie Hall, room 213. She coordinates academic advising, course registration, and student services. Amber is available by appointment for consultation regarding course selection and changes in the program of study.

**Stephanie Davis** is the Graduate Studies in Counseling program, Administrative Assistant and is located in the Cornell Social Sciences Building, Room 253. Her work hours are posted in her office.

Faculty advisors are assigned to new students before the fall semester begins. Students can obtain their advisor assignment by asking program Administrative Assistant. Advisors are available for consultation regarding program-related personal issues and the full range of professional development considerations.



## Alumni and Employer Surveys

### Alumni Survey Summary

In Spring 2017, a survey was sent to students who have graduated from the clinical mental health counseling program since 2007. There were 16 respondents, with 41.8 percent working in a private practice, mental health setting and the rest in mental health agencies, a hospital psychiatric unit, school or educational settings, or college/university settings. The majority of respondents earned \$20,000 - \$29,900 in their first positions following graduation (not adjusted for inflation). Of those who pursued a counseling job after graduation, 100% obtained employment in the field, with an average job search time of 3 – 4 months. At the time of the survey, 37.50% are now earning between \$40,000 - \$49,000 annually and 25% are earning more than \$60,000. Fifty-six percent of respondents work full-time and 44 percent work part-time or contract work. Respondents reported an extensive list of continuing education activities and certification in specialty areas reflecting their own interests and practice direction.

### Employer Survey Summary

In Spring 2017, a survey was sent to students who have graduated from the clinical mental health counseling program since 2007. There were 16 respondents, with 41.8 percent working in a private practice, mental health setting and the rest in mental health agencies, a hospital psychiatric unit, school or educational settings, or college/university settings. The majority of respondents earned \$20,000 - \$29,900 in their first positions following graduation (not adjusted for inflation). Of those who pursued a counseling job after graduation, 100% obtained employment in the field, with an average job search time of 3 – 4 months. At the time of the survey, 37.50% are now earning between \$40,000 - \$49,000 annually and 25% are earning more than \$60,000. Fifty-six percent of respondents work full-time and 44 percent work part-time or contract work. Respondents reported an extensive list of continuing education activities and certification in specialty areas reflecting their own interests and practice direction.

### Program Objectives Survey

In Spring 2017, a survey was sent to alum, employers of our graduates, site supervisors, and community partners to seek their input regarding our Graduate Program's mission and program objectives. There were 65 responses with 47.69 percent of respondents having a 3 – 5 year partnership with our program and 23.8 percent having 6 – 10 years. Over 15 percent of respondents have partnered with our program from 11 to over 20 years. Positive feedback included:

*"Wonderful program. Rollins students stand out to employers."*

*"This program was the best decision I made out of the many academic options and settings I had to choose from."*

*"This is an outstanding program that prepares graduates for success as clinical mental health counselors. The program is rigorous and challenges students to pursue applied academic and counseling excellence in and outside of the classroom."*

*"The students demonstrate a very good foundation and are knowledgeable to be able to begin the actual practice of therapy."*

*"Overall your students appear well prepared to meet the challenges of counseling in this rapidly changing landscape. Outstanding staff and curriculum."*

*"In my experience as a site/field supervisor, Rollins consistently produces well prepared and well rounded graduate counselors. These students are generally better prepared and more professional than from other universities in the area that I have supervised in various agencies."*

*"I think the program is amazing. It has enriched my life and career in more ways than one. I look forward to seeing the amazing things future students do in the future!"*

“I have worked with a number of students and graduates of the Rollins Counseling program and am always so impressed with their professionalism, their depth of knowledge of in their fields, and their eagerness to serve diverse individuals/communities.”

“As a former student, overall I think the Rollins program prepared me very well for what I would experience after graduation.”



**Attendance at a General Business Meeting of the Board  
of Clinical Social Work, Marriage & Family Therapy, and  
Mental Health Counseling**

**Verification of Attendance**

On my honor, I have attended, in person, a **minimum of three hours** of a live board meeting of the Florida Department of Health, Division of Medical Quality Assurance, *Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling* on \_\_\_\_\_ (date).

Location: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Student Printed Name: \_\_\_\_\_

Board Member or Board Official Signature: \_\_\_\_\_

Meeting dates and locations can be obtained from <http://floridasmentalhealthprofessions.gov/meeting-information/>.

*This signed form must be handed directly to either the Department Chair of the Graduate Studies in Counseling program or to Stephanie Davis, GSC Administrative Assistant prior to your final month in the program.*



## Graduate Studies in Counseling

1000 Holt Avenue-2726

Winter Park, FL 32789

T. 407-691-1708 F. 407-646-1546

[srdavis@rollins.edu](mailto:srdavis@rollins.edu)

To: **Florida Licensed Therapist**  
 From: **Rollins College Graduate Studies in Counseling Faculty**  
 Re: **The Compulsory Client Experience requirement letter**

Graduate students enrolled in the Clinical Mental Health Counseling program at Rollins College are required to participate in ten sessions of personal counseling during their first year of training. This compulsory client experience requirement is based on two assumptions: The first is that the counselor-in-training is a better student and, later, a better practitioner after acquiring knowledge of the counseling process as a client. The second is that a therapist-trainee should devote a significant amount of time to the thoughtful and thorough examination of personal factors that may have relevance to one's future effectiveness as a professional counselor.

To assist you in understanding the Rollins requirements for the compulsory counseling sessions, the faculty thought it would be helpful to summarize them in this letter. The student that has approached you is currently enrolled in the master's degree program in clinical mental health counseling and is obligated to fulfill the following criteria:

- Active engagement in personal counseling over ten (10) sessions.
- A Florida licensed mental health practitioner (mental health counselor, marriage and family therapist, social worker, psychologist) of the student's own choosing and with whom the student has not had a previous relationship other than that of a personal therapist.
- Individual counseling (not group, couple, or family) in the context of a traditional therapeutic relationship. This relationship should not be about the therapist's practice, instruction about theoretical orientation, etc. Nor should the therapist serve as a mentor, a teacher, or a supervisor.
- The personal issues or concerns of the student should be the focus therapy. The intention of this requirement is to increase the student's self-awareness about personal identity, characteristics, values, priorities, and motivations, especially as these factors may relate to one's future role as a counselor.
- The ten sessions should occur over a consecutive sequence of time (no more than one session per week, at least one session every two weeks) for an optimal counseling experience.
- All sessions must be completed and documented by August 15<sup>th</sup>.
- Documentation shall consist of providing the student with a statement on professional letterhead affirming the completion of the counseling series, listing the session dates, and therapist signature. This letter is due within two weeks after the completion of the counseling sessions.

*As required under Florida Statute, these sessions are completely confidential and at no time should any information about the counseling content be provided to faculty or anyone affiliated with Rollins College.*

Thank you for maintaining the integrity of this important learning experience!

*The Graduate Studies in Counseling Faculty*



## Verification of Understanding of Expectations of Graduate Studies in Counseling Students

The Graduate Studies in Counseling program at Rollins College is charged with the task of preparing individuals to become clinical mental health counselors in a variety of settings and to assume positions of leadership in the profession. In order to fulfill these responsibilities faculty continuously evaluate students based on their academic abilities, clinical skills, interpersonal behavior, and professional conduct. Successful completion of the graduate program as well as faculty endorsement for licensure and other professional pursuits depend on these factors.

In order to ensure proper training and client care, a counselor-in-training must be able to demonstrate professional character, the ability to communicate well and convey warmth, genuineness, and respect, and empathy in interactions with others, including clients, classmates, staff, and faculty. Counseling students are expected to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility for their actions, express emotions appropriately, resolve conflicts, and demonstrate professional judgment in decision-making.

It is the aim of the Graduate Studies in Counseling program at Rollins College to foster ethical and professional behavior in our students in preparation for a career as clinical mental health counselors, and to provide an environment conducive to positive learning and teaching. Students are expected to be familiar and comply with the *Rollins Code of Community Standards*, the *Rollins Academic Honor Code*, the policies published in the most recent editions of the *Rollins Graduate Studies Catalog* and the *Graduate Studies in Counseling Student Handbook*, and with the *Code of Ethics* and practice recommendations of the American Counseling Association. Student progress in the program may be interrupted for failure to comply with professional ethical standards, or when intrapersonal, interpersonal or professional behavior interferes with education and training requirements for self or others. Therefore, it is crucial to become familiar with the policies and procedures of Rollins College and the Graduate Studies in Counseling in order to create an environment that is conducive to student learning and growth.

Failure to perform in a reliable, competent, and ethical manner, or exhibiting conduct that results in being terminated by a field site for practicums or internship will necessitate a review by the faculty and possible remediation, suspension or dismissal of the student from the Graduate Studies in Counseling program.

### **Code of Community Standards**

**Rollins College is an educational environment dedicated to fostering intellectual achievement, personal development, and social responsibility. For students to learn to live and work successfully with others, they must have respect for and be responsible to other members of the community, including other students, members of the faculty and staff, and residents of Winter Park. By establishing a code of standards, Rollins**

**strives for a fair and just community by promoting student responsibility, accountability, and ethical decision making to facilitate individual awareness and assist students in actively engaging as responsible members of their various communities. Understanding the Rollins Code of Community Standards is integral to the expectations of the Graduate Studies in Counseling program.**

### **Academic Honor Code**

Integrity and honor are central to the Rollins College mission to educate students for responsible citizenship and ethical leadership. Rollins College requires adherence an academic code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community. Each student matriculating into Rollins College must become familiar with the Academic Honor System. The College requires that students be able and willing to accept the rights and responsibilities of honorable conduct, both as a matter of personal integrity and as a commitment to the values to which the College community commits itself. It is the responsibility of instructors to set clear guidelines for authorized and unauthorized aid in their courses. It is the responsibility of students to honor those guidelines and to obtain additional clarification if and when questions arise about possible violations of the Honor Code.

Any student found to be engaging in any type of academically dishonest behavior will be sanctioned by the Graduate Studies in Counseling program and by the College according to the published Academic Honor Code.

### **The Honor Pledge**

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. The Rollins College *Academic Honor Code* is philosophically consistent with the *Code of Ethics of the American Counseling Association* as well as other widely accepted expectations of the profession.

The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign this pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on this pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College:

Therefore, as a student of Rollins College, graduate students are expected to pledge their commitment to these virtues by abstaining from any lying, cheating, or plagiarism in their academic endeavors and by behaving responsibly, respectfully and honorably in their social life and in relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, etc., the following handwritten, signed statement:

***On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.***

All material submitted electronically or in paper form should contain this typed pledge followed by the student's name. Submission implies affirmation of the pledge.

### **Civility in the Classroom and All Learning Settings**

Civility is expected in all interactions and learning settings connected to the Graduate Studies in Counseling program. Civility in the classroom, during off-campus assignments, small group work, and in field site settings reflects a student's ability to maintain the professional behavior expected of a practicing counseling professional. Student incivility interferes with student learning and the teaching environment. Therefore, all students are expected to assist in providing a positive learning environment for other students as well as themselves. Disruptive behaviors such as arriving late, leaving early, arriving under the influence of substances, side-discussions during class time, talking over or interrupting other students, and actions that inhibit or

disparage the contributions of others are not acceptable. Inappropriate use of technology in the classroom will not be tolerated. Aggressive/volatile behaviors that lead to a negative working environment will be addressed with the individual and, if pro-social changes do not occur, faculty are permitted to and will be supported in asking students to leave the class and/or withdraw from the course. The student's *final course grade will reflect the unarranged absence penalty described in the course attendance policy*. The faculty will address inappropriate, unprofessional, and uncivil behaviors directly with the student, in the weekly faculty meeting and during student review periods.

**Acknowledgement of Graduate Studies in Counseling and Course Policies and Procedures**

Students are asked to affirm the following statement with their signature:

- **I have received a copy of the following documents:**
  - *Rollins College Graduate Studies in Counseling Student Handbook*
  - *Rollins Graduate Studies Catalog*
  - *American Counseling Association Code of Ethics*
  - *Rollins Code of Community Standards*
  - *Rollins Academic Honor Code*
- **I verify that I have read each of the documents named above, including the referenced documents, and understand and agree to abide by the expectations, policies, and procedures of the Graduate Studies in Counseling program, Rollins College, and the ethical standards of the profession.**
- **I agree to participate in the ongoing self-evaluation process as described therein.**
- **I understand that I am responsible for following my planned program of study in sequence and if I do not, there will likely be a delay in completing the program.**
- **I confirm that I have taken responsibility for asking the faculty any questions I may have in order to fully clarify my understanding of these expectations.**

I further understand that my failure to fulfill the expectations of any course, of the graduate program, and/or of Rollins College may necessitate a review by the faculty and may result in the implementation of a remediation plan, suspension, or dismissal from the Graduate Studies in Counseling program.

\_\_\_\_\_  
Student Name (print)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

*Please print this document, sign this statement, and submit it to your professor no later than the second class meeting of Foundations of Mental Health Counseling (CPY 510).*