

2-19-2016

Minutes, Arts & Sciences Executive Committee Meeting, Friday, February 19, 2016

Arts & Sciences Executive Committee

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ROLLINS
EXECUTIVE COMMITTEE MEETING
February 19, 2016
Agenda
Approved

Present

Anca Voicu, Ashley Kistler, Dexter Boniface, Cortlandt Dunn, Emily Russell

Call to Order

Meeting called to order by Dexter Boniface at 1:32.

New Business

Masters in Counseling Certificate

Masters in Counseling Certificate (Endorsement) Program in college and university counseling and memo from Derrick Paladino ([attached](#))

Proposal passed through AAC unanimously with one abstention.

Motion to endorse and give formal faculty approval to the graduate studies in counseling certificate in college and university counseling.

Approved unanimously.

Discussion over whether the full faculty needs to vote on the proposal or if EC approval is acceptable. Voicu reflected one concern from AAC about needing to bring such changes to the full faculty in part as a way to educate the campus about changes to programs. Dunn said that this proposal is a rebranding, or a concentration, not a new program. Kistler, this is a rearrangement of existing courses, it's only called a "certificate" because of their discipline. The group discussed whether this was a substantive change and if there were budget implications. The group agreed that the decision was a judgment call and will announce the decision at the faculty meeting.

Academic Calendar

Academic Calendar for 2016-17 ([attached](#))

Approved unanimously.

Adjournment

Meeting adjourned by Dexter Boniface at 1:51.

To the Rollins College Academic Affairs Committee:

RE: Proposal for a Certificate in College and University Counseling in the Department of Graduate Studies in Counseling.

Our department respectfully submits this proposal to add a Certificate in College and University Counseling to our curriculum. Our program currently offers a Masters of Arts in Clinical Mental Health Counseling as well as an optional Certificate Program in Family and Relationship Counseling.

The proposed Certificate in College and University Counseling has been unanimously voted through and endorsed by the core faculty of the Department of Graduate Studies in Counseling in order to go to this AAC proposal stage. The goal of the Certificate in College and University Counseling is to benefit those students interested in furthering their competency in the area of College and University Counseling. This will prepare students for internship, post masters experiences, and a career in a field that has been increasing the need for additional education and clinical competency as the level of mental health issues have been steadily increasing. A secondary benefit for the department is additional generated income by increasing in enrollment in curricular electives and the potential to draw additional students to our program. Rollins College would be the only institution to offer a certificate or concentration in College and University Counseling out of all the CACREP (Council for the Accreditation of Counseling and Related Programs) accredited schools in Florida. CACREP is the highest level of accreditation for counseling programs. Finally, students have been increasingly entering our program with an interest in working in this field.

Program Objectives: 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. This 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.

Certificate Curriculum and Structure: The *Certificate Program in College and University Counseling* (CCUC) requires students to complete 23 semester hours of credit. These include 4 credit hours in College and University core courses, 9 credit hours of Master of Arts in Counseling core courses in areas connected to working with the college population, and 10 credit hours of practicum and internship at a CCUC approved college or university counseling setting (600 internship hours). Attached you will find the ***Certificate Program in College and University Counseling Guidebook***. This includes specific curriculum and structure details. All courses for this certificate are already a part of our program.

Background research for the creation of this certificate: the general structure of this certificate program models our Certificate Program in Family and Relationship Counseling that has been a part of our program for over 10 years. Design of this certificate's curriculum has been influenced by 5 main areas:

- 1) My professional experience in the clinical and academic fields of College and University Counseling.
- 2) National Survey of Counseling Centers 2014 – Robert P. Gallagher
- 3) CACREP Standards for the specialty area of College Counseling and Student Affairs (Council for the Accreditation of Counseling and Related Programs)
- 4) American College Counseling Association Orientation to College Counseling CEU Program
- 5) Pilot Survey of local College and University Counseling Centers

My professional experience in the clinical and academic fields of College and University Counseling: Since January of 2000 I have been involved either on the clinical or academic side of college and university counseling. My training has focused on college counseling and college crisis assessment and intervention. I have served as a crisis clinician for the division of housing at both the University of Florida and the University of Arkansas giving me a great sense of the field and its connection to student affairs and student development. I have directed a clinic at the University of North Texas at Dallas that served both students and the community, in addition to offering clinical work at Rollins College CAPS. Academically, I have served as the coordinator of the Student Development in Higher Education track in counseling at

the University of North Carolina at Greensboro, prior to teaching courses on college counseling at Rollins College. My scholarship also focuses in this area. Finally, I have served as an executive board member for the American College Counseling Association, a division of the American Counseling Association.

Through my experiences and continuing relationships with college counseling centers that host our interns, I have discovered a need for elevated education in the area of college and university counseling to better prepare students for a career in this field. The college and university population has experienced significant changes in the level of heightened issues students are now attending institutions with. Accessibility and accommodation for these students is present in the way that it has not been in the past. With this increase, a need for more comprehensive education in college student development, crisis counseling, outreach preventive and debriefing programs, behavioral intervention teams, and a wide array of serious clinical issues is warranted. College counseling has significantly surpassed the “home sick student” of the past. This certificate program brings students up to a competency level for work in the college environment.

National Survey of Counseling Centers 2014 – Robert P. Gallagher:

The yearly Gallagher study also supports the large increase in significant issues on campus further demonstrating the need for specialized education. In addition, the reported trends were used to create specific course learnings and content. This study has been conducted yearly since 1981 and has “included data provided by the administrative heads of four-year College and university counseling centers in the United States and Canada. The purpose of the survey has been to stay abreast of current trends in college counseling and to provide counseling center directors with ready access to the administrative, ethical, and clinical issues faced by their colleagues in the field.”

Link to Study → http://www.collegecounseling.org/wp-content/uploads/NCCCS2014_v2.pdf

CACREP Standards for the specialty area of College Counseling and Student Affairs (Council for the Accreditation of Counseling and Related Programs):

The certificate program curriculum and course content has been modeled after CACREP standards for COLLEGE COUNSELING AND STUDENT AFFAIRS (See Appendix A). CACREP is the highest level of accreditation for counseling programs.

American College Counseling Association (ACCA) Orientation to College Counseling CEU Program

Further curricular foundation for the creation of this certificate program has been influenced by ACCA’s Orientation to College Counseling CEU program. This program offers a basic structure of information that is important for new college counselors. Our certificate program goes far beyond this CEU program, but acknowledges that the areas covered are at the core of preparation for this type of work. They are as follows: (1) Campus setting, (2) Clinical foundations, (3) Outreach programming, and (4) Student development. I have personally taken these courses to assist in the creation of this certificate program.

Pilot Survey of local College and University Counseling Centers

In addition to my relationship and continuing dialogue with UCF, Rollins and Stetson counseling center staff (schools that host our interns at their college counseling centers and have hired some of our graduates), I have conducted a small pilot study (See Appendix B) that assess what these sites are looking for from students beginning their internship at a one of their college counseling centers. College counseling center Staff reported on their minimal and aspirational expectations in the areas of Awareness, Knowledge and Skill. This information was used to assist the creation of the Certificate Program in College and University Counseling. In addition, results were presented at a round table at the Association of Counselor Educators and Supervisors national conference to gain additional feedback on appropriate competency for students working as interns and staff at college counseling centers. The program attendees were individuals working in college counseling and student affairs.

CACREP Standards - SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

E. COLLEGE COUNSELING AND STUDENT AFFAIRS

Students who are preparing to specialize as college counselors and student affairs professionals will demonstrate the knowledge and skills necessary to promote the academic, career, personal, and social development of individuals in higher education settings. Counselor education programs with a specialty area in college counseling and student affairs must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of college counseling and student affairs
- b. student development theories relevant to student learning and personal, career, and identity development
- c. organizational, management, and leadership theories relevant in higher education settings
- d. principles of student development and the effect on life, education, and career choices
- e. assessments specific to higher education settings

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of college counselors and student affairs professionals
- b. roles of college counselors and student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma
- c. roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions
- d. characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders
- e. models of violence prevention in higher education settings
- f. signs and symptoms of substance abuse in individuals in higher education settings
- g. current trends in higher education and the diversity of higher education environments
- h. organizational culture, budgeting and finance, and personnel practices in higher education
- i. environmental, political, and cultural factors that affect the practice of counseling in higher education settings

- j. the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education
- k. influence of learning styles and other personal characteristics on learning
- l. policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings
- m. unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
- n. higher education resources to improve student learning, personal growth, professional identity development, and mental health
- o. professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings
- p. legal and ethical considerations specific to higher education environments

3. PRACTICE

- a. collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings
- b. strategies to assist individuals in higher education settings with personal/social development
- c. interventions related to a broad range of mental health issues for individuals in higher education settings
- d. strategies for addiction prevention and intervention for individuals in higher education settings
- e. use of multiple data sources to inform programs and services in higher education settings

APPENDIX B

Exploring the contemporary college student: Strategies for teaching and preparing graduate students for clinical internship and work in college and university counseling settings

Association for Counselor Education and Supervision – October 2015

Derrick A. Paladino, Ph.D., LMHC, NCC – Rollins College – dpaladino@rollins.edu

Laura M. Gonzalez, Ph.D, NCC – University of North Carolina at Greensboro – lmgonza2@uncg.edu

College and university counseling centers' expectations regarding Interns (N=3)

Awareness (e.g., personal, population, site)

| Minimal Hopes | Aspirational Hopes |
|--|---|
| <ul style="list-style-type: none"> ■ Motivation to provide services to the college student population ■ Awareness of issues/concerns that college students face ■ Autonomy/maturity & basic awareness of their own personality Type/Strengths and challenges/limitations ■ Good judgment (ethics/decision making skills) ■ Aware of the need for Self-care, “hot buttons,” and addressing them appropriately in supervision ■ Multicultural awareness of individuals who comprise varying social identities and a willingness to work with them ■ Ability to anticipate how they may be perceived by this age group and population ■ Flexible and open to feedback – Patience with self and others ■ Willingness to take on additional tasks that may appear unrelated to face to face counseling (e.g., Learning operations of front desk) ■ Healthy personal boundaries and high level of interpersonal skills | <ul style="list-style-type: none"> ■ Enthusiasm for working in a college counseling setting. With both developmental and clinical issues ■ Awareness of trends in college counseling centers nationally ■ Awareness of how social identities of therapist and client can impact the therapeutic process ■ Practices good self-care ■ Maturity and life experience that has led them to strong/solid self-awareness of their own “hot buttons” and have worked through some of them already ■ Not only to anticipate how they may be perceived by this age group and population but have some ideas how they will utilize that as a strength in the counseling relationship ■ A fuller awareness of their own personality Type/Strengths and have confidence in utilizing their own unique strengths in the counseling relationship |

| Knowledge (e.g., population, responsibilities, roles, student development, campus, courses) | |
|---|--|
| Minimal Hopes | Aspirational Hopes |
| <ul style="list-style-type: none"> ■ Familiarity with the role and services of college counseling centers ■ Basic knowledge of CC as its own field – not just counseling people who are in college ■ Knowledge of student affairs as a field ■ Have knowledge of the site before applying ■ DSM-5 diagnosis and know how to utilize basic computer programs ■ Familiarity with identity and student development models and human development across the life span ■ Familiarity with theoretical orientations, modes of counseling, and techniques ■ Able to commit appropriate time for training before beginning hours accumulation ■ Basic knowledge of learning outcomes and language related to learning outcomes ■ Understanding of the current struggles and developmental concerns of college students – not only developmental tasks of age group, but also generational differences (ie: GenX, Millinium, Boomlets/GenZ, etc) | <ul style="list-style-type: none"> ■ Practical exposure/experience interacting with college counseling professionals (peer educators, RA training, attended psychoeducational workshop) ■ Integration of identity development models within clinical work ■ Familiarity with campus resources and/or community resources ■ Ability to speak to and apply theoretical orientations ■ Knowledge of Hx and traditions of that college or university ■ Computer savvy and have some experience with ECR systems ■ Embrace the university culture and engage in appropriate events/activities outside of the “job” ■ Knowledge that college students present with myriad of issues within and outside of challenges that may appear consistent with college student development |
| Skills (e.g., clinical, outreach, individual, group, couples) | |
| Minimal Hopes | Aspirational Hopes |
| <ul style="list-style-type: none"> ■ Co-Lead Psycho-ed group or other process-group experience ■ Comfort with basic bio-psycho-social information gathering, basic assessments, case conceptualization, treatment plan, and case management | <ul style="list-style-type: none"> ■ Co-lead process group and Developed/led psycho-ed group ■ Experience, and comfort with, giving presentations and trainings ■ Experience carrying minimal caseload (1-5) clients for individual, couples, etc. |

- Knowledge about Risk Factors (suicidal ideation, homicidal ideation, eating disorders, trauma, substance use, self-injury, etc.)
- Engaging in consultation & Making referrals
- Presentation of workshop to audience (not including class presentation)
- Thorough understanding of ethical codes and legal requirements (HIPPA, FERPA, etc.) and seeking appropriate supervision
- Reflective listening
- Observation of “here and now” reactions and willingness to comment on those in session
- Comfort with all topic areas in the counseling relationship (e.g., sexuality, gender identity, spiritual and existential questions) and demonstrates this through language of acceptance and non-judgment, not merely language of tolerance
- Basic clinical note language, risk assessment, measurable and observable goals
- Evidence of beginning to “own” the professional self-identity
- Work in a fast paced environment w/professionalism & adaptability to diversity.

- Worked in an interdisciplinary team and/or comfort consulting about clients
- Crisis response experience/familiarity while engaging in self-care
- Good instincts and ability to act on them in sessions
- Developed identity from a theoretical perspective and ability to verbalize such and how they utilize that in sessions
- Can perform risk assessment and make determination of when it is appropriate to call supervisor for further assessment
- Demonstrate, on a consistent basis, research/learning done outside of sessions in order to better serve client’s specific concerns
- Flexibility and some level of comfort with ambiguity when meeting with clients, understanding that skills will improve with practice and ability to continue learning process by doing.

Please type any additional information below regarding what would give one internship applicant the edge over another during selection?

- The demand on counseling service and high expectations dictates that we select interns who are eager and prepared to meet with clients on the first day of practicum.
- Outreach may occur after regular work hours, at night or on weekends. Students who are comfortable speaking in front of a group, or willing to develop that area of competence are good candidates. Flexibility is important when attending to crisis, or unexpected
- Demonstrating interest specifically in the position. A candidate who specifically says “I want to intern HERE” will have an advantage over one who is applying everywhere.

- It really makes a big difference if interns prepare for their interviews by reading our materials online (e.g., learning about our various therapy groups) and or speaking to a current intern.
- Innovative ideas that they bring to help enrich our current services and outreach
- Truly wants to be part of the team – Does not want to be “just the intern.”
- Coming dressed professionally, despite the population served for interview.
- Has good questions prepared during interview process that indicate good clinical awareness
- Personality “fit” for team and University which is not something an applicant can “train for” but rather a function of the current team already in place
- Grammatically correct resume and cover letter.
- Willingness and excitement to participate in “other” responsibilities such as outreach.
- Be open about, and willing to discuss, their areas of improvement
- Understand that they may be asked to occasionally take front desk duty (which all counselors do).
- Practicum/intern students will be required to embrace clients and staff diversity, or willing to address and work through any bias’ that might exist.
- Strong ethics, healthy boundaries and an excitement to learn, along with curiosity and willingness to take safe risks is desired.
- The ability to self-regulate emotions in a crisis is vital as our office does not triage and clients come in with all levels of severity of complaints.
- Students who understand the complexity of counseling theories, and are ready and eager to practice are better equipped to fully immerse in the experience

Please type any additional comments and thoughts below:

- Since our interns as a part of a training cohort, it is helpful if they are open to working in a multidisciplinary team and have generally good interpersonal skills. Often times, they may share office work space so flexibility is important. Good time management and attention to detail is also critical given our current policies and procedures. A sense of humor and openness to engage in self-reflection are additional qualities that enable interns to develop a sense of connection with our training staff.
- Our expectations for our practicum/intern students are high. In turn we provide supervision above the CACREP and State requirements.
- Along with our orientation to the center, we provide in-house training on topics relevant to college counseling and work at our center (e.g., DSM-5 review, CAMS, and QPR). Students are encouraged to participate in campus events and collaborate with other professionals/offices on the campus to create a well- rounded understanding of working on a college campus.
- Practicum/Intern students at the Wellness Center are perceived and treated as full time permanent staff for two semesters



A&S / CPS Academic Calendar 2016-2017

FALL TERM 2016

| | |
|-----------------------------------|---|
| New International Students Report | Sunday, August 14 |
| New Students Report | Wednesday, August 17 |
| Returning Students Report | Saturday, August 20 |
| First Day of Class | Monday, August 22 |
| Schedule Changes (Drop/Add) | Monday, August 22, through Friday, August 26 |
| Credit/No Credit Deadline | Friday, September 2 |
| Last Day to Drop a Class | Friday, September 2 |
| Labor Day Holiday (No Classes) | Monday, September 5 |
| Fall Break (No Classes) | Saturday, October 8, through Tuesday, October 11 |
| Last Day to Withdraw from a Class | Friday, October 28 |
| Academic Planning for Spring | Monday, October 31, through Friday, November 4 |
| Spring 2017 Online Registration | Monday, November 7, through Sunday, November 20 |
| Thanksgiving Recess (No Classes) | Wednesday, November 23, through Sunday, November 27 |
| Classes End | Friday, December 2 |
| Reading Days | Saturday, December 3, and Sunday, December 4 |
| Final Exams | Monday, December 5, and Tuesday, December 6 |
| Reading Day | Wednesday, December 7 |
| Final Exams | Thursday, December 8, and Friday, December 9 |
| (Contingency Days) | Monday, December 12, through Friday, December 16) |

Count: 69 In-Class/3 Reading/4 Exams/6 Holidays • Days: 13 Mon/14 Tues/14 Wed/14 Thur/14 Fri

SPRING TERM 2017

| | |
|-----------------------------------|--|
| Winter Intersession | Monday, January 9, through Friday, January 13 |
| New Students Report | Friday, January 13 |
| M.L. King, Jr. Day (Holiday) | Monday, January 16 |
| First Day of Class | Wednesday, January 18 |
| Schedule Changes (Drop/Add) | Wednesday, January 18, through Tuesday, January 24 |
| Credit/No Credit Deadline | Tuesday, January 31 |
| Last Day to Drop a Class | Tuesday, January 31 |
| Spring Break (No Classes) | Saturday, March 11, through Sunday, March 19 |
| Academic Planning for Fall | Monday, March 20, through Friday, March 24 |
| Fall 2018 Online Registration | Monday, March 27, through Sunday, April 9 |
| Last Day to Withdraw from a Class | Tuesday, April 4 |
| Classes End | Tuesday, May 2 |
| Reading Day | Wednesday, May 3 |
| Final Exams | Thursday, May 4, and Friday, May 5 |
| Reading Days | Saturday, May 6, and Sunday, May 7 |
| Final Exams | Monday, May 8, and Tuesday, May 9 |
| Commencement | Sunday, May 14 (Mother's Day) |

Count: 70 In-Class/3 Reading/4 Exams/5 Holidays • Days: 14 Mon/14 Tues/14 Wed/14 Thurs/14 Fri

MAYMESTER 2017

| | |
|-----------------------------------|--|
| Maymester Online Registration | Monday, March 20, through Friday, April 28 |
| First Day of Class | Monday, May 15 |
| Memorial Day Holiday (No Classes) | Monday, May 29 |
| Classes End | Thursday, June 8 |
| Final Exams | Friday, June 9 |