



Department of Counseling & Health Psychology

Master of Arts in Counseling Psychology

Student Handbook 2023-2024

Introduction

This handbook is a supplement to the [Bastyr University Academic Policy Manual](#) and the [Bastyr University Catalog](#). This handbook serves as a guideline to the rights and responsibilities involved in the relationship between students and the Master of Arts in Counseling Psychology (MACP) Program. Policies are developed within guidelines set by the University, and our accreditors with input from faculty, students and other advisors. Students are encouraged to participate in the formulation of policy by providing input directly to the Chair. It is the student's responsibility to contact MACP Program staff regarding any questions or concerns about these policies.

Students will receive a copy of a supplementary document, the MACP Clinical Handbook, by the start of their fall quarter.

Students are advised to keep a reference copy of the Catalog for the year in which they entered the program. Please note that the contents of the catalog change from year to year. Please also note that the Department reserves the right to make changes to the handbook based on emergent needs or due to unexpected circumstances. In such cases, all efforts will be made to keep these changes to a minimum and will be announced to students as soon as they can be addressed.

Program Overview

The MACP program is housed within the School of Natural Health Arts & Sciences, specifically the Department of Counseling and Health Psychology. This Master's program is unique in that it is a stand-alone Master's with an emphasis in Health Psychology. The Department of Counseling and Health Psychology has developed a rigorous, proven curriculum using current theory and practice, and an extensive network of clinical sites around the Seattle and San Diego area.

To ensure you know who we are and what our program entails, we strive to be transparent so that we can invite your fullest participation in this program. The Bastyr University MACP Student Handbook was created to inform students of our policies and procedures that pertain to the Counseling and Health Psychology Department at Bastyr University, and the profession of counseling. Also, it serves as a guide for counseling students throughout their course of study. We will ask all students to sign the form on the last page of this document that verifies that you have read the handbook.

Mission Statements

Bastyr University

We educate future leaders in the natural health arts and sciences. Respecting the healing power of nature and recognizing that body, mind and spirit are intrinsically inseparable, we model an integrated approach to education, research and clinical service.

Department of Counseling & Health Psychology

The department supports the mission of Bastyr University by providing leadership to enhance the psychological health and well-being of the human community through education, research and community mental health care.

Master of Arts in Counseling Psychology (MACP) Program

The MACP Program seeks to educate students as professionals in counseling psychology who are competent in integrated models of health and wellness. By promoting the highest standards of ethical practice, we will enhance the health and well-being of the human community, including ourselves.

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The Master of Arts in Counseling Psychology Program is devoted to the training and education of our graduates. We support our graduates in the following Program Goals and Objectives.

Program Goals

GOAL ONE

Whole Person Health & Wellness:

Students will be knowledgeable about human growth and development and able to support the optimal development of others through the lifespan. With a focus on intentional self-care practices, students will support the wellness and whole person health of those they serve.

GOAL TWO

Ethical & Professional Practice:

Students will understand their roles and responsibilities as professionals in mental health counseling, grounded in the practice of ethical decision making.

GOAL THREE

Culturally-Responsive Practice:

Students will cultivate the awareness, knowledge, and skills necessary to inform culturally-responsive practices in serving the psychological health and well-being of the human community, including those different than themselves, across a wide range of social identities and systems.

GOAL FOUR

Scientifically-Informed Treatment & Assessment:

Students will be skilled in the practice of mental health counseling with both individuals and groups, including the development of the therapeutic relationship, assessment, and clinical interventions; students will critically assess scientific research to inform these clinical skills through the scientific method.

Program Objectives

Program learning objectives for the 93-credit (equivalent to 62 semester credit) MACP program have been informed by best practices in the field. The educational objectives of the Master of Arts in Counseling Psychology are focused on the education and training of our graduates. Consistent with the operationalized curriculum standards of the Masters in Psychology and Counseling Accreditation Council (2017), by completion of the degree program each student will:

1. Demonstrate knowledge and application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups and organizations.
2. Exhibit behavior and comportment that reflect awareness of professional identity and the values and attitudes of counseling and psychology.
3. Demonstrate knowledge of individual and group theories of counseling consistent with program orientation and goals supporting whole person health.
4. Apply evidence-based intervention and prevention strategies designed to promote the health of individuals, groups and organizations.
5. Demonstrate the awareness, knowledge, and skills consistent with cultural humility and a commitment to providing culturally-responsive care for all communities.
6. Demonstrate knowledge and ethical applications of the diagnostic and treatment planning processes and their effects on treatment across cultural communities.

7. Identify and apply ethical and culturally-responsive strategies for selecting, administering, and interpreting assessment and test results.
8. Develop an understanding of research methods and techniques of data collection and program evaluation.
9. Demonstrate knowledge of career counseling and career development throughout the lifespan.
10. Develop an understanding of biological, systemic, and environmental factors that affect human development, functioning, and behavior, and applies theories of individual and family development across the lifespan.
11. Demonstrate knowledge of the social, political, economic and cultural factors that promote the health of individuals, groups, and organizations, and the skills in advocacy and practice to address extant barriers.
12. Develop reflective practice and self-assessment through clinical supervision, conducted with self-awareness and appropriate self-care.

CHP Statement of Diversity, Equity, & Inclusion

The Department of Counseling & Health Psychology at Bastyr University values being a community of diverse learners committed to culturally responsive practice and cultural humility. We believe learning is optimized in an atmosphere of safety, support, compassion, and respect for all persons. We strive to create this atmosphere by welcoming community members from the full spectrum of human identities and experience, including a diversity of race, age, class, ethnicity, gender identity, physical abilities, political beliefs, immigration background and status, religion and spirituality, sexual orientation, and size. We acknowledge the role that historical and ongoing systemic oppression as well as power and privilege play in our multiple, intersecting identities as we work toward promoting social justice. We encourage and challenge department members to think beyond their current understanding of themselves and the world. We strive to infuse diversity, equity, and inclusion into every aspect of our students' education and training, including classroom instruction, clinical experiences, and scholarship.

Cultivating a Learning Community

The development of a supportive learning environment reflecting the expressed values of the counseling profession is fundamental to this program, and to each course within it. The classroom is the mutual responsibility of the instructor and the students. As a learner-centered classroom, we all have wisdom and experience to share. Students and faculty are expected to share their knowledge, comments, critiques, feedback and alternate opinions. The creation of this respectful environment will be fostered by listening to views other than our own with an open mind, being able to understand and appreciate others' points of view and the ability to articulate our own points of view using direct communication. Being conscious of not monopolizing dialogue and/or interrupting will help create this environment as well.

We are a learning community; we have the luxury and privilege of learning together and we have a responsibility to engage in dialogue in a way that supports learning for all of us, and exemplifies the best of our chosen profession. We do best when we see ourselves as interdependent (mutually supporting)

learners, faculty included. Here are some guidelines to consider as we move through this learning journey together:

- Our own viewpoint is important - share it. It will enrich others.
- Others' viewpoints are important - listen to them. Do not judge them.
- Assume we might miss things others see and see things others might miss.
- Commit to asking questions when we don't understand something.
- Seek to raise our own views in such a way that others are encouraged to raise theirs.
- Inquire into others' views while inviting others to inquire into ours.
- Strive to regard our own views as a perspective onto the world, not the world itself.
- Extend the same listening respect to others that we would wish in return.
- Surface feelings in such a way that we make it easier for others to surface theirs.
- Test our own assumptions about how and why we do as we do or believe or say the things we do.
- Challenge what was said or done, rather than make assumptions about the individual who said it.
- Beware of either/or thinking.
- Be willing to take risks in moving outside our own comfort zones.
- Affirm others.

Further, the following guidelines can deepen the richness of our dialogue and our professional values as counseling professionals:

- Listen actively and well. We all have room to grow in becoming better listeners in non-judgmental, non-violent ways.
- We all come here with various life experiences, knowledge, and worldviews that may be different from others, and which may occasionally conflict with others.
- While we may question or take issue with another peer's ideology, we will not demean, devalue, or attempt to humiliate another person based on their experiences, value system, or construction of meaning.
- We acknowledge that systematic oppression exists based on privilege and specific multiple identities such as race, ethnicity, gender, class, religion, sexual identity, disability, and other psychosocial variables. Assigning blame to persons in socially marginal positions and contexts is counter-productive to our work and learning. We can learn much about the dominant culture by looking at how it constructs the lives of those on its social, political and economic margins.
- We have a professional obligation to actively challenge myths and stereotypes about our own groups and other groups so we can break down walls that prohibit cooperation and growth. This is how we contribute to the eradication of systemic oppression.

Communications

In order to promote better understanding and avoid miscommunication and misinterpretation of written and spoken material, the MACP Program expects all students, faculty and staff to employ the tenets of active listening and common written/email etiquette when communicating.

As counseling professionals and professionals in training, respectful, clear and effective communication is a cornerstone of our field, and an important component of any learning community.

Active Listening Skills

Active listening is a communication technique that stimulates open and frank exploration of ideas and feelings and enables educators and students to establish trust and rapport with each other. In active listening, the listener accepts what is being said without making any value judgments, clarifies the ideas or feelings being expressed and reflects these back to whomever is speaking. Active listening guidelines should be employed while communicating in class or online in the MACP Program.

Communication Skills & Written Communications

The courses you take at Bastyr are preparing you to be professionals in the counseling arts. It is helpful to keep this in mind when you are corresponding in writing or electronically with peers, faculty, staff, clinical supervisors, clients, and the outside world.

Communicating online or in writing for an academic course, as well as for professional clinical practice, may be different than the way you communicate in your personal life. Here are some tips that may help you correspond more effectively.

- If you wouldn't say it in a classroom or face-to-face, you probably shouldn't write it. Follow the same standards of behavior as you would in a physical classroom.
- Assume the best from other people. Because you cannot read non-verbal physical cues from an e-mail or discussion post, it is often difficult to figure out the emotion behind the words. In order to avoid potential conflict, assume the best intentions from your peers, instructors and staff.
- Be respectful in your emails and postings. Thoughtful and constructive discussion, reflection and group learning is expected, but attacks, judgmental statements or rude behavior isn't part of the learning process.
- College-level communication skills are expected in all messages, papers, and online postings. Use correct grammar, punctuation, spelling, format and tone. You are participating in a course and/or writing a case note, not sending a text message. Please use appropriate grammar.
- Avoid excessive or inappropriate punctuation (?????? Or!!!!!!)
- Avoid using emoticons, ALL CAPS, and other 'slang' type communication styles.
- The Publication Manual of the American Psychological Association contains information for almost every written communication standard we will use. If you do not own this manual, it is available from our library.

Professionalism

The Department of Counseling & Health Psychology supports the mission of Bastyr University to educate future leaders in the natural health arts and sciences. As a department, we believe that an essential part of being a leader includes the ongoing development of effective communication skills, critical thinking skills, and the ability to conduct oneself in a responsible manner. In order to foster a healthy learning environment that supports the development of these leadership characteristics, the department expects:

- a) Development of Communication Skills: Leaders are those who promote understanding and avoid misinterpretation of written and spoken material. Respectful, clear, and effective communication is an important component of the learning environment in the department. This includes active listening, thoughtful and constructive dialogue, and common email etiquette when communicating. Here are some examples:

- Use proper spelling, grammar, and punctuation in all emails, papers and online postings. Refrain from using abbreviations and emoticons. This is important for ensuring your message is properly understood as well as to represent yourself as a developing leader.
 - Think before you speak or write. Discussion, reflection, and even disagreement is expected; but personal attacks and judgmental statements are not part of the learning process.
 - You are what you email. Emails sent in a business or professional capacity shape people's opinion about you, so they should not include overly personal material.
 - Address your emails properly. Your professors have spent many years earning their doctorate degrees and thus can be addressed as Dr. _____.
- b) Development of Critical Thinking Skills: Critical thinking is a mode of thinking-about any subject, content, or problem-in which the thinker improves the quality of her thinking by taking charge of her thinking and imposing intellectual standards upon them. All persons think, but without critical thinking, most of our thoughts are biased, distorted, or partial. A leader is a person who self-monitors their thinking and forms opinions only after considerable examination of alternatives. Here are some examples:
- Consider an idea or concept without accepting it nor rejecting it.
 - Pay attention to the thoughts, assumptions, and judgments that run through your mind when studying a topic. Consider where these come from and what impact they have.
 - Ask vital questions.
 - Gather and assess information from multiple sources to reach conclusions.
 - Question your conclusions against relevant criteria and standards.
 - Knowing how to solve a problem is not as important as learning how to solve a problem.
- c) Development of Responsible Conduct: A cornerstone of our field and an important component of any learning community is the ability interact with others in a responsible way that shows respect for others. Here are some examples:
- Show up on time for scheduled meetings and appointments. When a professor sets a time to meet with you, they are setting aside time in their busy schedules just for you. Honor and respect that.
 - Our faculty make every effort to be supportive of our students, but please understand that outside of scheduled office hours, we may not be able to meet with you 'on demand.' Asking to set a meeting time is more appropriate in the professional world and allows us to devote our full attention to you.
 - Similarly, you should not expect an immediate response to an email. Our faculty intend to model whole-person health and for that, we need a healthy work-life balance which means we are unlikely to respond to emails after business hours.
 - Be open to feedback from your professors about the leadership qualities described on this document and/or your class and clinic work. Feedback is given because we believe you have the potential to do better, so use feedback as an opportunity for growth.
 - Ask your professors for feedback on any of the leadership qualities here. Strong leaders acknowledge when they aren't sure how best to do something.
 - Professional behavior in the counseling psychology field is important, both on and off campus. This includes our attire, language, and involvement in social media. As representatives of Bastyr University, how we conduct ourselves reflects on the program and the field.

Confidentiality

Issues of confidentiality regarding classroom discussion, clinical practice, and client care can pose challenges. In order to maintain a safe and healthy learning environment, Bastyr University expects all students to maintain the highest standards of respect for confidentiality. Students may share and discuss clinical case information *only under the following conditions*:

- To debrief with practicum or clinic supervisor.
- To debrief with the DCT regarding concerns about practicum decisions or practice standards.
- To debrief with Bastyr University faculty within the context of case discussions in the Department. No identifying characteristics such as full name, place of residence, profession, etc., of the client(s) may be used.
- To debrief with classmates during case discussions in class or on clinic shift only.

Under no circumstances will the student engage in conversations outside of the MACP classroom regarding a client, their treatment or care.

Under no circumstances will students engage in conversations outside of the MACP classroom regarding information shared by other classmates or instructors.

Clinical case examples may be discussed in class only if they serve an appropriate didactic or illustrative purpose, all identifying information is omitted, disguised or altered, and if the case information is relevant.

MACP instructors and faculty also adhere to these rules of confidentiality, and are in compliance with the Codes of Ethics for the counseling profession in accordance with the American Counseling Association, and in accordance with the Code of Ethics for Psychologists of the American Psychological Association.

Faculty Responsibilities and Accountability

- To develop and maintain course structure and content.
- To develop instructional materials related to course objectives, and overall program objectives.
- To facilitate and participate actively in all aspects of student learning, particularly the practice applications and counseling exercises in the classroom and clinic.
- To provide timely facilitation and feedback related to student learning activities, specifically classroom participation, clinical shift work, and all assignments.
- To be available to students for questions and consultation.

Academic Rigor and Requirements

Students can expect 11 hours of instructional engagement for every 1 quarter credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or online in the Canvas platform for each course.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 quarter credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, working with others to complete a group project, participation in tutorials, labs, simulations

and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

Developing Competence as a Counseling Professional

Counseling psychology students should be aware that since the program is clinically oriented, faculty will create assignments that ask students to reflect upon aspects of their emotional, cognitive, somatic and spiritual reactions to clinical material, address aspects of their history or current life relationships, or to discuss personal reactions to a class. We believe such assignments are an essential component of professional development as a counselor and practitioner. Such self-observations are central in helping students gain a deeper appreciation of counseling theory and phenomena, and to develop empathy towards others.

At times students will find that such assignments have the potential to create considerable personal discomfort. For this reason, we encourage students to monitor their reaction to such assignments and seek additional assistance when warranted.

We encourage ongoing interpersonal reflection of how students respond to the world around them. It is expected that students will develop social and therapeutic support networking that allows for personal growth.

General Policies, Requirements, & Procedure

Appropriate Conduct

Students, faculty and staff are expected to conduct themselves in the classroom, online, and in all clinical placements in a manner that demonstrates respect for the learning environment, other students, staff, and faculty. Students are required to adhere to the university honor code, policies & procedures, as well as departmental policies and guidelines for communication.

Course Assessments by Students

At the end of each quarter, students are required to fill out assessment forms about instructors and courses, as well as practicum and clinical supervisors. These evaluations are anonymous. They are compiled and reviewed by the chair every quarter.

Students in Practicum are required to complete Practicum Site evaluations. These evaluations are not anonymous.

Informal Conflict Resolution

As part of a professional program of study, students are expected to be responsible for their interactions with others, including problem/conflict resolution. If a situation arises in which a student thinks they have been treated unfairly or with disrespect, the first step is to communicate directly with the person(s) involved. For example, if the problem is with an advisor or instructor or staff member, it is appropriate for the student to communicate needs and concerns directly to that person so there is opportunity for productive resolution, apology, or other improvement in the situation. The student may confer with their advisor or the Director of Clinical Training or Program Director first to clarify what to communicate. If the concern is with the advisor or DCT or Program Director, the student may confer with the Chair. These meetings are intended to prepare for communication with the person with whom the student has the problem-not to substitute for that communication.

If, from the student's point of view, resolution does not occur after such a meeting, it is appropriate to bring the situation to the attention of the Chair. If the problem concerns the Chair, it is appropriate to bring the situation to the attention of the Academic Dean.

Drug Policy

In addition to the Bastyr University policy on drugs & alcohol, students are prohibited from using illicit drugs or alcohol while participating in Practicum. If a student is using medications that may impair performance and/or judgment, they must inform the department Chair as well as their instructor and/or supervisor. If it becomes clear that the medications are interfering with a student's ability to function as a counseling student, they must meet with the DCT or Program Director or Chair as soon as possible.

Graduation Requirements

A detailed outline of the departmental graduation requirements can be found in the [Bastyr University Catalog](#).

Personal Psychotherapy

As students you will be required to complete a minimum of 10 hours of personal psychotherapy during the duration of the MACP Program, prior to your entry into the Bastyr Center for Natural Health or Bastyr University Clinic as counselor trainees. We strongly encourage on-going counseling for our clients and ourselves as a cornerstone to health and wellness. Your counseling must be with a licensed mental health counselor, licensed professional clinical counselor, licensed marriage & family therapist, or licensed psychologist.

It is considered unethical to enter into counseling relationships with anyone who has been or is likely to be a clinical supervisor or instructor. Therefore, students will not be able to receive counseling from any instructor or faculty member they already have a professional relationship with, or are likely to in the future. A number of different schools and offsite settings offer a range of counseling services, some at low-cost or with sliding-scale fees.

Students may ask instructors and faculty for appropriate counseling referrals.

Transferring Credits

Students may transfer in up to 18 credits from another graduate program. Students are required to submit a written transfer request and provide a copy of the syllabus of the desired transfer course in advance of taking it, so the faculty can determine if the course sufficiently aligns with the course it intends to replace. No guarantees are given that courses will be transferred in. You are encouraged to submit transfer requests in the first quarter of your program. *See [Bastyr University Catalog](#) for full transfer policy.

Students with Disabilities

Students, who have or develop disabilities during their counseling training, be they physical, intellectual or otherwise are welcome in the MACP program. It is critical that students with disabilities discuss the impact their limitations might have on both their ability to successfully complete the program and their ability to practice counseling after graduation, as well as any reasonable accommodations the Department or University may be able to provide in order to facilitate student success.

Using Canvas

This program uses the Canvas learning management system to host its classroom discussions of assigned material, share community information, course syllabi, and more. The program is primarily delivered in person. Some courses will include hybrid (e.g., online asynchronous) requirements within their total credit hours to support educational objectives. The MACP program is primarily an in person program with some hybrid work that promotes strong communication between faculty and students.

Professional Ethical Standards

Any training relationship in which students take counselor roles is considered a client/counselor relationship and, therefore, subject to all ethical and legal regulations governing such relationships. Students are required to obtain a copy and become familiar with the Ethical Standards of the American Counseling Association (ACA), and any other associations the student would like to work under, such as the California ethical code, during their first semester of enrollment in the counseling program. Violation of these professional ethics can result in litigation, suspension, or expulsion from the counseling program.

Examinations & Evaluations

Honoring Diversity of Perspective in the MACP Program

The Master of Arts in Counseling Psychology recognizes that our community is diverse in philosophical, spiritual, and cultural perspectives and believes in being respectful of each other's viewpoints. The purpose of all MACP evaluations is to assess the student's ability to master program objectives and core competencies. The evaluation of a student's performance in coursework will never be affected by the student's spiritual, philosophical or cultural values and beliefs, unless they are relevant to the student's mastery of program objectives.

Honor Policy for Test –Taking

Admission to the MACP Program assumes students agree to the following guidelines.

Procedures and Guidelines for Examinations

- Exams must be completed by the day and in the time specified. Exceptions must have prior approval from the instructor. It is the responsibility of the student to notify the instructor of any conflict in writing at the onset of the quarter so that if approved an alternate testing schedule can be set.
- Students who have taken an exam must not discuss the content with anyone except those who have also taken the exam. This includes individuals who might enroll in the course in future years.
- No notes, books, references or assistance will be used to answer questions, except as specifically indicated by the instructor.
- After completion of examinations, copies printed from the course portal or given by the instructor may be used for personal study only. The Comprehensive Written Exams are kept in students' confidential files and may not be copied. These exams may be reviewed by the student in an office of the Department.
- Any MACP exams that have been printed by the student must be destroyed when the student or graduate completes licensing exams or withdraws from the University. These exams are restricted

and may not be shared with anyone, including instructors or students in other counseling programs.

Attendance

Students are expected to have a 100 % attendance for all class meetings and clinic shifts. When a portion of a class is missed, the student is responsible for contacting their instructor to ascertain whether it is possible to make up the learning activities missed (in order to demonstrate competence in the learning objectives for that class). It is expected that, in nearly all such cases, the student will notify the instructor and Director of Clinical Training or Program Director in advance of a class absence. Students should be aware that missing any portion of class may negatively impact your grade, at the discretion of your instructor. Additionally, missing more than 10% of a class may result in your removal from the class.

1 credit=11 hours; 10 %= 1.1 hour

2 credits=22 hours; 10 % = 2.2 hours

3 credits= 33 hours; 10 % = 3.3 hours

4 credits=44 hours; 10 % = 4.4 hours

We understand there are situations over which we have little control, such as personal or family illness, accident, or death in the family. If such an absence occurs, the student will furnish a doctor's note, or other supporting paperwork. Provided that the regular policy for absence articulated above is followed and the student completed any/all missed work, the absence may then be determined "excused" by the instructor. Absences not documented with a physician's or hospital note or other appropriate documentation will be considered unexcused.

Having more than two (2) courses not completed due to unexcused absence in one academic year will result in a disciplinary meeting between the student, the Program Director or Director of Clinical Training, and the Department Chair in order to determine the student's fitness for the MACP program.

Absence of Instructor

If an instructor experiences an unforeseen event that causes absence, such as illness, family emergency, death or serious illness in family, etc., every attempt will be made to secure an immediate replacement for that day's class. In the event that an appropriate replacement is not available, or in the event that a class requires specialized knowledge that is not widely held by available instructors, students and instructor will attempt to make up the missed class time.

Punctuality

Punctuality is an important component of being a counselor, and thus is critically important in both didactic and clinical settings. If a student is late to class or clinic, they may miss instruction in a key learning objective or other critical information. While lateness is sometimes unavoidable, it is the expectation that students and faculty observe all scheduled class times and deadlines. A pattern of consistent tardiness (more than three instances) without prior arrangements with instructor or clinic supervisor may be cause for probation. Likewise, if an instructor is tardy, students have a right and an obligation to share that information with the Director of Clinical Training or Program Director or Chair.

Late Submission of Assignments

The MACP program expects that students will observe and follow due dates for all assignments. If extenuating circumstances prevent a student from completing work on time, the instructor should be notified as soon as possible, and before the due date. *Acceptance of late assignments is at the discretion of the instructor.* As a rule, if the instructor chooses to accept a late assignment, unless the instructor has been notified and has granted the student an extension:

- Assignments up to one week late are subject to a 20% deduction in their value
- Assignments up to two weeks late are subject to a 30 % deduction in their value
- Assignments more than two weeks late may not be accepted at all and could result in course failure.

Academic Policy

Bastyr University policy and procedures are outlined in detail in the Bastyr University Academic Policy & Procedure Manual, and the Bastyr University Catalog.

The MACP Program uses the following guidelines to adhere to University policy with regard to student academic status.

Grade Appeals

The grade appeal process provides a confidential, fair and timely means for a student to appeal a grade. The intent is to promote a spirit of conciliation and mutual respect between students and faculty members.

Ultimate responsibility for integrity of grading belongs to the University as an institution. Faculty members routinely act as agents for the University in evaluating student academic performance and in assigning final grades.

The burden of proof lies with a student who is appealing a grade. However, every student has a right to know the criteria for performance evaluation applied in a course and the system of grading used by the instructor. This information must be included in the syllabus provided to students early in the quarter. The instructor has an obligation to award grades on the basis of rational, objective evaluation of each student's performance.

Questions of judgment concerning course content, instructional methods and appropriateness of performance standards are not subject to review by this process. Questions about the application of general University policies are also beyond the scope of this process but may be addressed to the appropriate administrative department. This process does not apply to academic dismissals from the University (see separate academic policy/procedure).

A student who remediates a PC grade to an AC status may still appeal the original grade. Students must initiate grade appeals with the faculty member providing the course and follow the process as stated below.

Once the student has started the process and met the timelines, no grade will be changed until the appeal process is complete. If the student fails to initiate the appeal process within the proscribed time limits or fails to follow this sequence of instructions, the right to proceed with the appeal process is forfeited for that specific grade appeal.

Process

Students must initiate grade appeals with the program or department providing the course. The prefix designation of the course number signifies the department/program offering the course.

Step 1

When a student wants to contest a grade given by an instructor, the student must arrange an initial appointment with the instructor to permit the instructor to explain the evaluation that led to the grade and to allow the student to explain the nature of the appeal. The formal conference must take place no later than 5 p.m. on Friday of the first week of the following quarter (including summer quarter). All discussions and decisions rendered during the formal meeting will be documented by the faculty member.

Step 2

If the issue is not resolved between the student and faculty member within five working days, the next step is for the student to submit a written request to the department chair or lead faculty member of the program. If the faculty member is the chair of the department, the person handling the appeal will be selected on a case-by-case basis by the provost. The request must clearly state the student's reason(s) for appealing the grade received, clearly state the reason(s) for appealing the decision of the faculty member and include any other supporting documentation. After reviewing the documentation that chronicles the discussion and decisions reached in the initial meeting between the student and faculty member, the department chair or lead faculty member will meet with the student and faculty member to consider both perspectives and analyze the issue. The department chair or lead faculty member will render a decision regarding the appeal of grade and inform the student and faculty member in writing within five working days after the meeting. In the event that the appeal of grade comes forward the week prior to a holiday or quarter break in which classes are not in session, the issue should be resolved by the fifth day after classes resume. All discussions and decisions rendered will be documented by the department chair or lead faculty member.

Step 3

If the appeal of grade is unable to be resolved by the department chair or lead faculty member within five working days or if either the student or faculty member disagrees with the course of action proposed by the department chair or lead faculty member, an appeal may be made in writing to the dean of the appropriate school, if applicable, or to the provost within 10 working days. If no appeal is made within that time, the action proposed by the department chair or lead faculty member shall become final. The student must submit a written request to the dean of the school offering documentation that clearly states the issue and reason(s) for the appeal of grade. In turn, the faculty member must submit to the dean their reasons for disputing the department chair or lead faculty member decision. After also reading the documentation from the meetings between the student and faculty member and between the student and department chair or lead faculty member, the dean will meet with the student, faculty member and department chair or lead faculty member to hear each person's perspective and analyze the issue. The dean will render a decision and inform the student, faculty member and department chair or lead faculty member in writing within five working days after the meeting. In the event that this issue comes forward the week prior to a holiday or quarter break in which classes are not in session, the issue will be resolved by the fifth day after classes resume. The decision of the dean is binding and not subject to further appeal. All discussions and decisions rendered will be documented by the dean.

If the program does not have a lead department chair or lead faculty member, or if the department chair is the instructor, the student should go directly to the dean of the program.

If the instructor is the dean of the program, the student should go directly to the provost. The provost will meet with the student and the dean, document the discussion and render a decision within five working days. The decision of the provost is binding and not subject to further appeal.

Student Review and Remediation Policy

Students enrolled in the MACP program are expected to develop competencies in the mastery of discipline-relevant academic material, research implementation or appreciation, and the interpersonal skills required of clinical practice. Early identification of areas in which a student is failing to develop properly maximizes the chance that appropriate intervention can be made. MACP students are routinely reviewed by program faculty to ensure that they are progressing academically, professionally, and clinically as expected through the program.

Quarterly Review

At the end of each quarter, faculty convene to discuss each MACP student. Faculty members will complete a Notice of Concern (NOC) form for each student that elicits concern. The NOC form documents concerns faculty have and steps the student can take to remediate these concerns. The NOC form covers the following areas: Interpersonal and Professional Competence, Self-Awareness/Self-Reflection/Self-Evaluation, Openness to Feedback, Academic Competence, Research Competence, Resolution of Issues or Problems.

Once faculty complete the NOC form, it is forwarded to the Department Chair. The Department Chair then meets with the student to discuss the areas of concern and steps the student should take to remediate. Further meetings are arranged between the Chair and student to track student progress on the remediation plan.

Annual Review

Each year the MACP faculty convene to discuss student progress in achieving the following competencies. The faculty review student transcripts, MACP Skills Evaluations, progress in securing a practicum placement, progress achieved on existing NOC forms, and student comportment in classroom and clinic settings. If any student issues emerge from this review, students may be asked to engage in remediation. Remediation may include additional skills practice, additional support from the Chair or DCT, or other remediation activities outlined on a NOC form. Students are emailed this form.

Clinical Review

Beginning in the Spring Quarter of the students' first year and continuing throughout their training, students will be evaluated quarterly on their clinical and professional skill development using the MACP Student Skills Evaluation form. This form assesses student development in the following domains: Foundational Counseling Skills, Assessment and Treatment Planning Skills, Professionalism and Ethical Behavior. Any student who is evaluated as harmful on any criteria on the MACP Student Skills Evaluation form will meet individually with the DCT and a NOC form may be completed to establish a remediation plan for the student.

Academic Status

Bastyr University policy and procedures are outlined detailed in the [Bastyr University Academic Policy & Procedure Manual](#), and the [Bastyr University Catalog](#). Please see the Catalog for a full description of each policy regarding Warning, Probation, Suspension, and Dismissal. Each status is discussed briefly below:

Warning

A written warning is issued when an instructor, practicum supervisor, or staff person identifies a significant problem with academic performance, clinical performance, or inappropriate behavior. A warning does not affect student status.

Probation

Probation is when student's enrollment is made conditional, contingent on meeting specified requirements within an established timeframe. When a student is put on probation, only relevant faculty members (as determined by the Chair) are notified and otherwise the probation is confidential.

Suspension

Academic suspension is used when the dean or dean's designee, based on input from the school/department Student Progress Committee, believes the student will benefit from a period of time away from their program(s) and that the student has sufficient opportunity to be successful upon their return from suspension. The terms of suspension are unique to each student and will be established by the dean or dean's designee.

Dismissal

When a student is dismissed, student status is terminated. A decision to dismiss a student when there is evidence that the student does not currently have the capability to complete the program successfully or practice competently as a counselor.

Grievance Processes

While the Department places great value on informal conflict resolution, you may also choose to initiate a grievance. Students are encouraged to complete this form: [Student Grievance Report](#). You are not required to provide your name, but you must do so if you would like to receive a response/updates on the grievance.

If you do provide your name, you will receive a response, usually within a working day, to acknowledge receipt of the form. You may be asked some follow-up questions to clarify the issue or concern, and to best determine which of the following processes will be used. In each case, we will strive to conclude the process within 60 days of receiving the grievance. The processes available are:

- Informal process - If you simply want the University to be aware of a situation, and there is no policy violation involved, then your concern will be kept on file in the event that any future issues arise. Your issue or concern will not go further unless it involves a policy violation, or unless further issues arise and you submit additional information.
- Grade Appeal Process – For appeal of a final grade for a course or a clinic shift. The timelines for filing a grade appeal and the full process are available in the [University Catalog](#) under [Academic Policy and Procedures Manual](#). Please be aware that you have a limited amount of time to file an appeal once you receive your final grade.

- Equity Resolution Process – Any issue which falls within the Bastyr University Civil Rights Policies will be pursued using the Equity Resolution Process. This process starts with an investigation and is followed by either a conflict resolution process or a formal hearing.
- Issue Resolution Process – a grievance which does not fit into one of the above categories, or that involves a University employee, will be heard through this process. After an initial investigation, an issue involving a University employee may be turned over to Human Resources to follow one of the procedures in either the Faculty or Staff Handbook.

Questions should be directed to the Vice President for Student Affairs, sweider@bastyr.edu

This document will be reviewed with all students in the Department of Counseling & Health Psychology during orientation and as needed on a case-by-case basis. Please note that the behaviors listed in this document is not necessarily a comprehensive list of all actions that constitute healthy communication, critical thinking, and responsible conduct. Additional behaviors may apply. At times, you may be reminded of the goal of developing leadership skills and asked to re-do something in order to enhance your learning of these traits. Again, this is because the department values the development of these skills as part of our support for the mission of Bastyr University.

Bastyr University: Master of Arts in Counseling Psychology

Student Name

Student ID

Program Courses		Credit Hours	Year Completed
YEAR 1 – SUMMER QUARTER			
PS5401	Mind-Body Approaches to Health Psychology	3	
PS5402	Fundamentals of Counseling 1: Relationship and Interview	4.5	
YEAR 1 – FALL QUARTER			
PS5102	Biopsychosocial Approaches and Whole Person Healing	4	
PS5126	Lifespan Development	4.5	
PS5127	Professional Orientation, Ethical and Law Proseminar	4.5	
YEAR 1 – WINTER QUARTER			
PS5106	Statistics	4	
PS5128	Multiculturalism, Diversity and Social Justice	4.5	
PS5403	Fundamentals of Counseling 2: Theory and Practice	4.5	
PS5800	Clinical Preparation	0.5	
YEAR 1 – SPRING QUARTER			
PS5303	Psychopathology	4.5	
PS5304	Trauma Counseling	4.5	
PS5410	Theory and Practice of Group Counseling	4.5	
PS5803	Clinic Experience 1	2	
YEAR 2 – SUMMER QUARTER			
PS6304	Substance/Chemical Addictions	4.5	
PS6312	Counseling Chronic and Terminal Illness	3	
PS6804	Clinic Experience 2	2	
YEAR 2 – FALL QUARTER			
PS6112	Family Systems	4	
PS6205	Theory and Practice of Counseling Assessment	4.5	
PS6804	Practicum and Practicum Seminar 1	3	
YEAR 2 – WINTER QUARTER			
PS6103	Research Methods and Program Evaluation	4.5	
PS6114	Career Counseling	4.5	
PS6806	Practicum and Practicum Seminar 2	3	
YEAR 2 – SPRING QUARTER			
PS6115	Psychology of Human Sexuality	3	
PS6333	Psychopharmacology	4.5	
PS6807	Practicum and Practicum Seminar 3	3	
PS6000	Exit Exam	0	

Signatures

Dates

student name

Insert
date

advisor name

Insert
date

Notification of Concern about Student Performance

Students enrolled in the MACP program are expected to develop competencies in the mastery of discipline-relevant academic material, research implementation or appreciation, and the interpersonal skills required of clinical practice. Early identification of areas in which a student is failing to develop properly maximizes the chance that appropriate intervention can be made.

Identification of a concern does not require that a punitive action must be taken. If a meeting with the student is indicated, you will be informed by the Chair.

Student Name:
Individuals Reporting:

Date:
Role:

Complete this form only for students about whom you have a concern. Six related areas of expected competence are listed below. Beneath each competence heading are examples of how problems in developing this competence might be expressed. Identify the competencies in which you feel a student is not performing adequately and circle the numbers that reflects the degree of your concern. (You are not required to fill out the whole form, only relevant portions).

Please use the following scale to indicate your concern: 1 - "Not sure, but there could be a problem here", 2 - "Mild Concern", 3 - "Moderate Concern", 4 - "Serious Concern".
 Please record the reasons for your ratings in the *Comments* sections.

CHECK ONLY THOSE THAT APPLY:

1. Interpersonal & Professional Competence

- a. Does not establish positive relationships with others
- b. Does not behave ethically and with integrity
- c. Is not clearly committed to learning, clinical training, and supervision
- d. Does not communicate or make presentations in a professional manner
- e. Is not sensitive to cultural differences
- f. Does not demonstrates professional responsibility
- g. Is inappropriately demanding
- h. Fails to maintain appropriate boundaries
- i. Does not tolerate ambiguity or handle the stress of not knowing appropriately
- j. Displays an attitude of entitlement or appears overly confident

<u>Check here if concern</u>	<u>Rate Level of Concern</u>			
	1	2	3	4
a. Does not establish positive relationships with others				
b. Does not behave ethically and with integrity				
c. Is not clearly committed to learning, clinical training, and supervision				
d. Does not communicate or make presentations in a professional manner				
e. Is not sensitive to cultural differences				
f. Does not demonstrates professional responsibility				
g. Is inappropriately demanding				
h. Fails to maintain appropriate boundaries				
i. Does not tolerate ambiguity or handle the stress of not knowing appropriately				
j. Displays an attitude of entitlement or appears overly confident				

Comments:

2. Self Awareness/Self Reflection/Self-Evaluation

- a. Is not aware of, nor behaves according to, role
- b. Is not aware of personal strengths, limitations or needs
- c. Is not aware of impact of personal values on others and self
- d. Is not able or willing to examine own beliefs and stereotypes
- e. Is not aware of how others perceive them

Comments:

<u>Check here if concern</u>	<u>Rate Level of Concern</u>			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

3. Openness to Feedback

- a. Not open to feedback in academic/clinical/research contexts
- b. Not open to feedback in advisement contexts
- c. Not open to feedback from peers

Comments:

<u>Check here if concern</u>	<u>Rate Level of Concern</u>			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

4. Academic Competence (re: matters not reflected in grades)

- a. Does not attend classes as expected
- b. Does not submit assignments on time
- c. Does not appear to make course a priority
- d. Does not use resources appropriately (journals, books, internet)
- e. Does not demonstrate knowledge of professional writing standards (e.g., citations are inappropriate; plagiarizes)
- f. Does not write well/ appropriately for level/ clearly

Comments:

<u>Check here if concern</u>	<u>Rate Level of Concern</u>			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

Check here Rate Level of

5. Research Competence

- a. Is not clearly committed to projects taken on
- b. Does not demonstrate an understanding of the research process
- c. Does not write appropriately/ professionally
- d. Does not adhere to timelines
- e. Is not appropriately independent
- f. Is not responsible and ethical in data collection and management

<u>if concern</u>	<u>Concern</u>			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

Comments:

6. Resolution of issues or problems

- a. Fails to acknowledge personal role in problems and responsibility for action
- b. Does not actively pursue appropriate solutions to problems
- c. Does not follow proper chain of command to resolve conflict

<u>Check here if concern</u>	<u>Rate Level of Concern</u>			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

Comments:

Your Recommended Action
(Please Check One):

None	Mentor Outreach	Meeting with Director	Other, please explain
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Comments:

Action Taken/Remediation Plan:

Date:

Return copy to the Chair of the Department

MACP Annual Student Review

Each year the MACP faculty convene to discuss student progress in achieving the following competencies. The faculty review student transcripts, MACP Skills Evaluations, progress in securing a practicum placement, progress achieved on existing NOC forms, and student comportment in classroom and clinic settings. If any student issues emerge from this review, students may be asked to engage in remediation. Remediation may include additional skills practice, additional support from the Chair or DCT, or other remediation activities outlined on a NOC form. Students are emailed this form.

Name of Student:

Date of Review:

<i>Program Learning Objectives</i>	<i>Meeting Expectations</i>	<i>Emerging/Needs Improvement</i>	<i>Unsatisfactory</i>	<i>N/A</i>
Demonstrates knowledge and application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations				
Exhibits behavior and comportment that reflect awareness of professional identity and the values and attitudes of counseling and psychology.				
Demonstrates knowledge of individual and group theories of counseling consistent with program orientation and goals supporting whole person health				
Applies evidence-based intervention and prevention strategies designed to promote the health of individuals, groups, and organizations				
Demonstrates the awareness, knowledge, and skills consistent with cultural humility and a commitment to providing culturally-responsive care for all communities				
Demonstrates knowledge and ethical applications of the diagnostic and treatment planning processes and their effects on treatment across cultural communities				
Identifies and applies ethical and culturally-responsive strategies for selecting, administering, and interpreting assessment and test results				
Develops an understanding of research methods and techniques of data collection and program evaluation				
Demonstrates knowledge of career counseling and career development throughout the lifespan.				
Develops an understanding of biological, systemic, and environmental factors that affect human development, functioning, and behavior,				

and applies theories of individual and family development across the lifespan				
Demonstrates knowledge of the social, political, economic and cultural factors that promote the health of individuals, groups, and organizations, and the skills in advocacy and practice to address extant barriers				
Develops reflective practice and self-assessment through clinical supervision, conducted with self-awareness and appropriate self-care				

Reviewed Transcript:

Reviewed Clinic I Supervisor Evaluation:

Practicum Status:

Reviewed NOCS:

Summary of Progress:

Faculty in Attendance:

MACP Graduation Checklist

Student Name: _____

- Completed (or currently registered for) all didactic coursework**

- BCNH/BUC Clinic**
(All hour requirements met consistent with the MACP Clinical Handbook).
Attach Clinic Summary Sheet

- Counseling Practicum**
(All hour requirements met consistent with the MACP Clinical Handbook).
Attach your Final Summary of Hours (Calculated by adding your 3 Quarterly Logs).

- Exit Exam**

Signatures:

Student _____ Date: _____

Director of Clinical Training _____ Date: _____

Department Chair _____ Date: _____

UNDERSTANDINGS & AGREEMENTS

1. **Transferability of Credits and Credentials Earned at Our Institution:** The transferability of credits you earn at Bastyr University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the MA in Counseling Psychology program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Bastyr University to determine if your credits or degree will transfer.

Initials _____

2. **Personal Counseling/Psychotherapy:** As counseling professionals in training, we are aware of and believe in the benefits of ongoing counseling/psychotherapy. As students, you will be required to complete a minimum of 10 hours of personal counseling/psychotherapy during the MACP Program and prior to your entry into the Bastyr Center for Natural Health (BCNH) or Bastyr University Clinic (BUC) as student clinicians. Your personal counseling must be with a licensed mental health professional (e.g., Psychologist, LPCC, LMHC, LMFT). The Bastyr University teaching clinics may not be used to meet this requirement.

Initials _____

3. **Licensure:** The Master of Arts in Counseling Psychology prepares students for careers as counselors within the field of mental health and leads to eligibility to obtain licensure as a mental health counselor and to practice within that scope of practice. Students planning to practice in other states will need to determine whether the program meets the requirements for licensure in that state, as state scope of practice and licensing requirements vary.

Initials _____

4. **Program Scheduling:** The Master of Arts in Counseling Psychology has a summer quarter start. Classes generally meet on Tuesdays, Wednesdays, and Thursdays from 4-7:50pm. Class times may vary depending on course credits, especially during the compressed summer quarter. Mandatory meetings, usually 2 per quarter, are scheduled on Tuesday, Wednesday or Thursday's before class and student attendance is expected. Clinic shifts in Spring and Summer of the 1st year at BCNH or BUC are scheduled at various times, Monday through Friday (8-noon, 1-5pm or 5-9pm). Student preferences for clinic shift times are not always possible to honor, and students are expected to attend their assigned shift. Practicum begins fall quarter of the 2nd year and the day of the week and time varies by site. The Program Exit Exam is scheduled during Spring Quarter of the 2nd year, with the day and time varying each year. While students may be able to work during the first year of the program, attendance expectations of the program are understood as the first priority in a student's schedule.

Initials _____

5. **Course Delivery:** The Master of Arts in Counseling Psychology is an in-person program, and unless an exception is noted, courses are delivered on campus. Remote (e.g., Zoom) access to courses is not typically provided, and students are expected to attend all class sessions in person unless they have requested an excused absence in advance of the course meeting. Some courses will include hybrid (e.g., online asynchronous) requirements within their total credit hours to support educational objectives.

Initials _____

6. **Catalog:** Prior to signing this enrollment agreement, you must be given access to a catalog (see link below) that you are encouraged to review prior to signing this agreement as it contains important policies.

Catalog: <https://bastyr.smartcatalogiq.com/en/2023-2024/academic-catalog/>

Initials _____

7. **Respectful and Professional Behaviors:** Consistent with the ethical requirements of the profession, as well as program and University standards, we expect students to approach others with kindness, curiosity, and a desire to collaborate toward solutions. This includes in-person, virtual and email interactions with faculty, peer colleagues, and University and practicum staff. In moments of conflict and disagreement, the Department values informal conflict resolution skills, and students are expected to be responsible for their interactions respectfully and professionally.

Initials _____

My signature below certifies that I have read, understood, and agreed to my rights and responsibilities.

Student Name _____

Student Signature _____

Date _____

Student Handbook Responsibility Statement

I understand that I am responsible for, and will be held accountable for, all information presented in the *Bastyr University MACP Program Student Handbook*.

I understand that violating the policies and procedures outlined in the *Bastyr University MACP Program Student Handbook* puts at risk my privilege to remain a member of this training program. I will review these materials carefully, and, if I have questions concerning them, will ask for clarification from my advisor or other faculty in this program.

Student Name _____

Student Signature _____

Date _____