

RETENTION, TENURE AND PROMOTION CRITERIA FOR COUNSELOR FACULTY

Counseling and Psychological Services (CAPS)

Sonoma State University

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SSPAR Faculty members are assigned to non-teaching roles as professional practitioners (counselors). The assignment differs from other faculty in that the responsibilities are largely to provide professional counseling services as the primary assignment.

CRITERIA AND STANDARDS FOR COUNSELOR FACULTY

Counselor faculty members provide counseling and psychological services to students. These services foster the learning experience inside and outside the classroom. Both the professional environment and the work of counselors differ in some important ways from those of the instructional faculty:

- Counselor faculty members are required to spend an average of 40 hours per week on campus providing mental health services to students.
- They are required to provide (on a rotational basis) 24 hour/7 day per week emergency mental health coverage for the campus.
- Counselor faculty members train and supervise the clinical work of doctoral-level practicum students, pre-doctoral interns, and post-doctoral residents preparing for obtaining a professional psychology license.
- Counselor faculty members are required to obtain a State of California clinical license which for psychologists requires 1500 supervised pre-doctoral clinical hours, 1500 supervised post-doctoral clinical hours and passing two stringent professional exams – one on general clinical mental health knowledge and one on professional ethics and California laws pertaining to providing psychological services.
- They are required to maintain their license, which means completing 36 units of professional continuing education in every two-year licensing cycle.

A. Effectiveness as a Counselor

In applying SSU RTP policies to counselor faculty, “Teaching Effectiveness” refers to counseling expertise and effectiveness. Criteria for evaluating counselors for RTP purposes must primarily emphasize the responsibilities for which counselor faculty are trained and hired:

1. Expertise and effectiveness in providing clinical services.
2. Ability to assist Counseling and Psychological Services in meeting all of its goals for providing services to students individually and in small groups or workshops.
3. Expertise and effectiveness in training and supervising psychology trainees, and
4. Maintenance of current standards of clinical services by engaging in continuing professional development for appropriate licensure.

Expertise and Effectiveness in Providing Clinical Services

A successful counselor faculty member shall employ a variety of counseling modes and assessment methods and demonstrate mastery and continuing professional currency. The counselor shall be able to effectively counsel individual clients in the full range of psychological issues that may include but not be limited to: anxiety, depression, anger management, domestic violence, sexual abuse, eating disorders, substance abuse, interpersonal conflict, relationship difficulties, self-esteem issues, sleep disorders, family problems, stress, sexual problems, learning disabilities, crisis intervention, and suicidal threats.

The counselor faculty member shall be competent in group counseling techniques that may address the personal issues listed above and shall be proficient at developing and facilitating workshops and presentations as appropriate and required. In addition, they shall be competent in the clinical use and understanding of psychological assessment and research.

Counselor faculty candidates shall be knowledgeable and competent in assessing psychological issues for the purpose of either providing clinical services to students at CAPS or for assisting students in referrals to an appropriate level of care.

Counselor faculty members shall demonstrate evidence that he or she can work independently and make sound judgments in assisting student with their problems. This shall also include knowledge of the legal and ethical aspects of counseling. In addition,

the candidate shall be analytical, creative, and constructive in making and taking suggestions for improving CAPS services.

Counselor faculty is willingly accessible and available for crisis intervention and mental health consultation.

Counselor faculty maintains (in a timely manner) a thorough record of counseling activities for each client and/or consultation.

Evaluation of Expertise and Effectiveness in Providing Clinical Services

A judgment of counselor faculty's professional effectiveness requires evaluation by one's faculty peers and/or CAPS director of the provision of counseling and psychological services to the campus community. It also requires evaluation by student clients seen by the counselor and from trainees supervised by the counselor.

Evidence of expertise and effectiveness in providing clinical services will include, for the period under review:

- a. Peer evaluations by peers (or CAPS director) knowledgeable of actual professional (counseling) performance through such formal evaluative methods as case presentations, observations of outreach presentations, co-leading groups, chart review of case materials.
- b. Evidence of professional competence through CAPS Student Satisfaction Surveys
- c. Written evaluations of supervisory performance from psychology trainees (practicum, pre-doctoral interns, and post-doctoral residents) whom the counselor faculty member directly supervised.
- d. A narrative summary of counseling related activities including a discussion of theoretical orientation, techniques and methods utilized; a discussion of any areas of particular expertise with certain diagnoses or with certain populations.
- e. Copy of license renewal and certificates of completion from continuing education coursework required to maintain licensure.

NOTE: Unlike syllabi, written case materials are legally and ethically confidential. Therefore, they cannot be included as work samples in dossiers. If appropriate, some materials may be submitted with names and identifying information omitted.

Evidence of professional competency may include: video/audiotape work samples evaluated by CAPS colleagues and/or director; copies of supplemental counseling materials developed;

statements of objectives of programs developed, students' success (retention, graduation, job performance, and licensure), and signed letters from colleagues. Counselor faculty members under review should include an analysis of any of these materials in the dossier and a statement explaining their relevance.

The department committee reviewing the candidate shall evaluate all available evidence using a holistic approach in evaluating professional effectiveness, professional competence, knowledge, the appropriateness of counseling methods, or other factors.

B. Scholarship, Research, Creative Achievement, and Professional Development

A judgment of professional achievement requires evaluation by one's faculty peers, both on and off-campus. For counselor faculty such achievements often include those forms of scholarship referred to as the scholarship of integration or the scholarship of application. As a professional clinical practitioner, a successful counselor faculty member has a well-defined and focused professional agenda, is committed to continued growth and accomplishment, and has produced counseling-related accomplishments that have been judged of high quality by other members of the counseling profession. Documentation of such scholarship activities that are appropriate indicators of professional growth for the counselor faculty may take many forms.

Evaluation of Professional Achievement

Evidence of professional achievement will include, for the period under review: a summary of evidence of continuing professional development and updating of knowledge and skills as required to maintain licensure as a psychologist in California, and any other formal or informal workshops or seminars attended for purposes of continuing professional development.

Evidence of professional achievement may include: presenting papers or posters at professional or scholarly meetings; participation in workshops, seminars, panels, etc. at professional conferences; development of new programs, policies, or procedures such as developing criteria for trainee selection or training, department activities or web site development; creative activities which do not lead to formal publication such as workshop protocols or training seminar presentations or informational brochures or intake or survey protocols; publishing of books or articles or book chapters in professional or scholarly journals or databases; providing training in a scholarly environment, on or off campus; participation in the professional development of colleagues; observation and evaluation of other counseling programs and appropriate educational institutions; membership in professional organization or

on professional committees; critiques of manuscripts, articles, and other works for journals and publishers; awards for professional achievement; presentation of professional lectures or speeches; serving as an expert witness; and other activities deemed appropriate indicators of continuing professional development and updating of knowledge and skills.

When possible, these activities shall be reviewed by peers and written evaluations included in the dossier.

C. Service to The Division of Student Affairs and University Community

In keeping with the mission of CAPS, Division of Student Affairs, and the University, the counselor faculty member shall be evaluated on service to the Division and University needs.

The counselor faculty member shall respond to campus emergencies and provide critical incident debriefing. In addition, they shall provide mental health services to the campus community in response to local natural disasters and national and international incidents i.e.: Earthquake, hurricane, tsunami, terrorist attack.

Counselor faculty shall respond to special issues relating to campus climate as they emerge

As needed, counselor faculty members shall consult with faculty, staff, administrators, and others in the campus community on general student mental health problems and various psychosocial issues related to students.

The counselor faculty member may participate in Student Affairs committees

D. Public and Community Service

Counselor faculty may serve the Department and the University using their professional expertise to provide service at the city, state, or national levels. Such services shall involve participation at a level which makes a contribution to community activities or projects, and which enhances relations between the University and the community. Emphasis should be placed on those community activities in which the professional expertise of the faculty counselor member is directly applied.

The counselor faculty may participate in service to the community, such as honorary or active positions in community organizations; lectures, seminars or workshops delivered to community groups, special services rendered to community groups or organizations; or participation in special community activities.

Participation in professional association or other professional activities shall be considered as contributing to the community. Participation includes membership and offices held in professional societies; committee activities; participation on editorial boards; services as a consultant.

Evaluation of University and Community Service

Evidence of service will include, for the period under review: a narrative summary of the following: Service on any committees; service to the University or community such as lectures delivered to University audiences or service in connection with other University functions and activities; any emergency or special issues functions served; documentation of participation in any University or community organizations.

Evidence of service may include, for the period under review: committee documents; letters from students and/or colleagues; project reports.