DYOUVILLE UNIVERSITY

CLINICAL MENTAL HEALTH COUNSELING

STUDENT HANDBOOK

Hybrid & Online



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Welcome

Welcome to the Clinical Mental Health Counseling Program! We're thrilled to have the opportunity to work with you and foster your growth and development as you join the profession. This handbook is designed to address your academic and professional needs as you progress through the program. There is a lot of information and many links that will take you to additional information; however, if you are not finding what you need, please make sure to reach out to your faculty mentor to discuss.

Section 1:

The Mission and Objectives of the Clinical Mental Health Counseling Program

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

Core Objectives: The Clinical Mental Health Counseling Program has 10 core program objectives:

1. Professional Orientation and Ethical Practice: To demonstrate and apply a comprehensive understanding of professional and ethical practices in counseling to include the history, roles, ethical standards, advocacy, and credentialing.
2. Social and Cultural Identities and Experiences: To demonstrate and apply an enhanced awareness and understanding of multicultural counseling techniques in an inclusive and respectful environment.
3. Lifespan Development: To demonstrate and apply a thorough understanding of human growth and development across the lifespan and within the context of multicultural environments.
4. Career Development: To demonstrate and apply core competencies of career counseling theories, tools, and intervention strategies to include multicultural considerations.
5. Counseling Practice and Relationships: To demonstrate and apply counseling practices within various cultural contexts and clinical populations.
6. Group Counseling and Group Work: To facilitate group counseling using diverse tools and strategies with various cultural and clinical populations.

7. Assessment and Diagnostic Processes: To demonstrate and utilize tools and techniques that help inform treatment planning in various clinical settings.
8. Research and Program Evaluation: To demonstrate and evaluate peer-reviewed research for effectiveness as therapeutic interventions and to inform evidence-based clinical treatment planning.
9. Clinical Mental Health Counseling: To demonstrate advanced clinical expertise in mental health counseling through academic learning and practical application.
10. Professional Disposition: To demonstrate appropriate professional ethical behaviors, cultural competence, confidentiality standards, trust, respect, and effective therapeutic relationships with clients.

Section 2:

Degree Requirements

All students are enrolled in the two-year graduate program as outlined in the program description in the D'Youville University's Graduate Catalog. The recommended order of courses for both the online and hybrid delivery modalities follows.

Provisional Admissions to the CMHC Program. Students who are admitted on a provisional basis to the program will take the same three courses in their first semester as outlined below. They must earn a 3.0 or better to move forward in the program.

For questions regarding the academic calendar, dates of the weekend courses, add/drop dates, and any other questions regarding courses can be addressed through D'Youville's Office of the Registrar. Here are some helpful links (registrar, academic calendar, MHC weekend calendar, textbooks).

Course Number	Course Name	Credit Hours	Pre-Requisites	Length of Course	Semester Course is Offered
500	Foundations of Counseling and Consultation	3	None	8 weeks	Fall
505	Counseling Theories and Practice	3	None	8 weeks	Fall
510	Psychopathology	3	None	16 weeks	Fall
540	Professional Ethics in Counseling	3	None	4 weeks	Fall Intercession
541	NYS Mandated Reporting Training	0	Co-Requisites with 540	Two hours online	Fall Intercession

Course Number	Course Name	Credit Hours	Pre-Requisites	Length of Course	Semester Course is Offered
515	Assessment and Appraisal	3	None	8 weeks	Spring
520	Substance Abuse Counseling	3	None	8 weeks	Spring
525	Research and Program Evaluation	3	None	16 weeks	Spring
530	Human Growth and Development	3	None	16 weeks	Summer
600	Advanced Counseling Skills	3	None	8 weeks	Summer
555	Group Counseling	3	None	8 weeks	Summer
545	Cultural and Social Diversity in Counseling	3	None	8 weeks	Fall
550	Crisis, Trauma, and Loss Counseling	3	None	8 weeks	Fall
610	Practicum	3	None	16 weeks	Fall
575	Career Counseling	3	None	4 weeks	Fall Intercession
570	Integrative Behavioral Healthcare Practice and Counseling	3	None	8 weeks	Spring
560	Supervision Theory and Practice	3	None	8 weeks	Spring
620	Internship I	3	610	16 weeks	Spring
565	Couples and Family Counseling	3	None	8 weeks	Summer
535	Child and Adolescent Counseling	3	None	8 weeks	Summer
630	Internship II	3	620	16 weeks	Summer
640	Capstone: Advocacy Project	0	All MHC courses, except co-requisite with 565, 535, 630	16 weeks	Summer

For those students enrolled in the New York State TAP student loan program, your course schedule will be accelerated to meet the loan requirements and look different from what is posted above. You must work directly with your faculty mentor for all course registration for your program.

Clinical Placement Experiences: Students must complete three consecutive semesters of clinical experience in an approved placement (requirements for appropriate placement sites are detailed in the Clinical Placement Manual. Placement courses are:

MHC 610 Practicum: This is a 16-week course connected to your placement and requires students to participate in ongoing, synchronous group supervision as part of the course requirement. You are expected to spend 6-8 hours in the field each week in addition to your course requirements.

MHC 620 Internship I: This is a 16-week course connected to your placement and requires students to participate in ongoing, synchronous group supervision as part of the course requirement. You are expected to spend 18-20 hours in the field each week in addition to your course requirements.

MHC 630 Internship II: This is a 16-week course connected to your placement and requires students to participate in ongoing, synchronous group supervision as part of the course requirement. You are expected to spend 18-20 hours in the field each week in addition to your course requirements.

Attendance Note: Students must participate in all synchronous group supervision sessions to meet the NYS and accreditation requirements for placement supervision. Missing any portion, barring extenuating circumstances, may result in having to retake the course and placement experience.

Professional Liability Insurance: Students must carry professional student liability insurance for their placement experiences. Generally, this can be obtained free of charge (or at a very low rate) through the student's professional counseling organization membership.

Section 3:

Expectations of Students

All students are assigned a faculty mentor during their orientation at the beginning of the program. Students are expected to engage with their mentor on an ongoing basis for any academic concerns, program of study outline and registration questions, struggles with course work or instructors, leave of absence needs, withdrawal from courses or any other concerns the student may have that impacts their participation and ongoing engagement in the professional program. Should a student need/wish to change mentors, the request starts with a discussion between the student and mentor and is then discussed among the faculty to ensure the shift is appropriate and supportive to everyone.

For a complete description of student expectations, codes of conduct, student rights, responsibilities and accountability, please refer to Sections 3 and 5 of the D'Youville Student Handbook 2023-24.

CMHC students must abide by the Student Professionalism Agreement they will sign at the beginning of their program. In addition, students are expected to be interpersonally effective, to be able to engage with peers, faculty, colleagues, clients, and professionals in a healthy and responsible manner, and to give and receive feedback. Students are not only expected to achieve academically at the graduate level, but also to manage themselves throughout the program as ethical counselors-in-training. Issues of ethical misconduct, behavioral misconduct, impairment, and problems with professional competence will be dealt with swiftly and fairly.

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

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

Artificial Intelligence (AI) Usage in the Classroom: While AI is a new and emerging tool for us all to use to further our learning, it is important that any usage of AI to complete an assignment must be shared with your faculty instructor. It may be the case where you use it to better understand a concept or further the development of an idea. This is fine. However, whenever you use it, you are required to share how you used it when submitting an assignment. Inappropriate usage that results in the submission of an assignment not reflecting your own original thoughts and concepts will be considered a falsification of the work and you may receive a zero for the assignment and possibly fail the course.

Section 4:

Technology Resources and Competence Needed to Complete the Program

To ensure that you are fully prepared for your online courses, following is a list of expectations and requirements: Students in a hybrid and/or online program should be comfortable with and possess the following skill sets:

1. Self-discipline
2. Problem solving skills
3. Critical thinking skills
4. Enjoy communication in the written word

The Technical Requirements page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas, there is a DYU Canvas Training Course you may self-enroll in or a Canvas Student Support page you may access for help. If you experience

any problems with your DYU account, please email helpdesk@dyc.edu or call the DYU Computer Helpdesk at 716-829-8282.

Students must have a computer that has access to high-speed Internet, headphones, and the ability to download and view videos and other files. Students will also need a webcam and microphone. Please use the following checklist to determine your computer readiness. You should own or have access to:

- Regular, reliable Internet access using a current, standards-compliant web browser such as the latest versions of Google Chrome, Firefox, Edge, Javascript, and Flash.
- A D'Youville e-mail account
- Windows 10 or higher (or MAC OS X or higher)
- Virus-checking software
- Access to Adobe, Excel (.xls) and PDF (.pdf) or Word (.doc, .docx, .rtf). No other file types will be accepted.
- Canvas Learning Management System

Students are expected to have the following minimum technical abilities:

- Using a D'Youville email account and uploading attachments
- Copying and pasting
- Downloading and installing software
- Word processing skills

Section 5:

Individual Student Assessment Procedures Including Key Performance Indicators and Professional Dispositions

Assessment of Students (for both hybrid and online courses):

a.	Participation & Discussion Boards	20%
b.	Learning Assignments	30%
c.	Competency Assignments	40%
d.	Licensure Prep Competency Assessment	10%

Participation & Discussion Board – Online students will be required to participate in weekly discussions via Yellowdig, including responses to other student posts. Class participation is fully expected by students in ground-based courses. Assessments will be conducted using assigned rubrics.

Learning Assignments – Students will engage in ongoing learning assignments through a mixture of lecture and discussion, reflective papers, journal entries, role plays, video reviews, readings, and group discussions. Assessments will be completed using assigned rubrics.

Competency Assignments – Students will demonstrate their course learning through competency assignments, such as research papers, diagnostic assignments, structured dyads,

case reviews, and student presentations. Assessments will be completed using assigned rubrics.

Licensure Prep Competency Assessment – Students will demonstrate course material competency.

Students will be assigned grades based on the grade definition identified in the institution's catalog. Students must maintain a 3.0 GPA and earn a minimum grade of "B" or better in every course. If a student does not earn a "B" in a course, then they are placed on academic probation in accordance with Tier 3 of the Three-Tiered Intervention for Supporting Student Success as outlined in the CMHC Student Handbook, Section 7. Additionally, the student will be allowed to repeat the course once to improve their grade. If they still do not earn a "B" or better, then they will be dismissed from the program. Likewise, the same policy applies to Practicum and Internship courses, only students must earn an "S" (i.e., Satisfactory) to pass those courses.

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

Grade Definition – D'Youville Catalog			
A = 93-100	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62
B+ = 87-89	C+ = 77-79	D+ = 67-69	F = Below 60

Key Performance Indicators: For all institutions of higher learning, assessing student and program outcomes is a critical component to ensure the program is meeting institutional and professional standards. For your program, there are numerous assignments that have been embedded throughout your courses that assess how you are doing and progressing through your program and assess how we as a program are doing. These assessments are called Key Performance Indicators and are directly linked to accreditation standards. If you have any questions, you may reach out directly to your faculty mentor.

Professional Disposition: As you progress through your professional program, you will be assessed on how your professionalism develops. This process is completed through a Professional Disposition Assessment. The assessment is part of the program's KPIs and is met through intentional assessments throughout your program, with particular focus during your placement courses (practicum and internship). You will assess your own development in collaboration with your placement site supervisor and your placement faculty supervisor.

Section 6:

Academic Appeal Policy Including Potential Outcomes

For a complete description of the academic appeal policy, including potential outcomes, please refer to the Academic Appeals Procedures for the School of Health Professions.

Section 7:

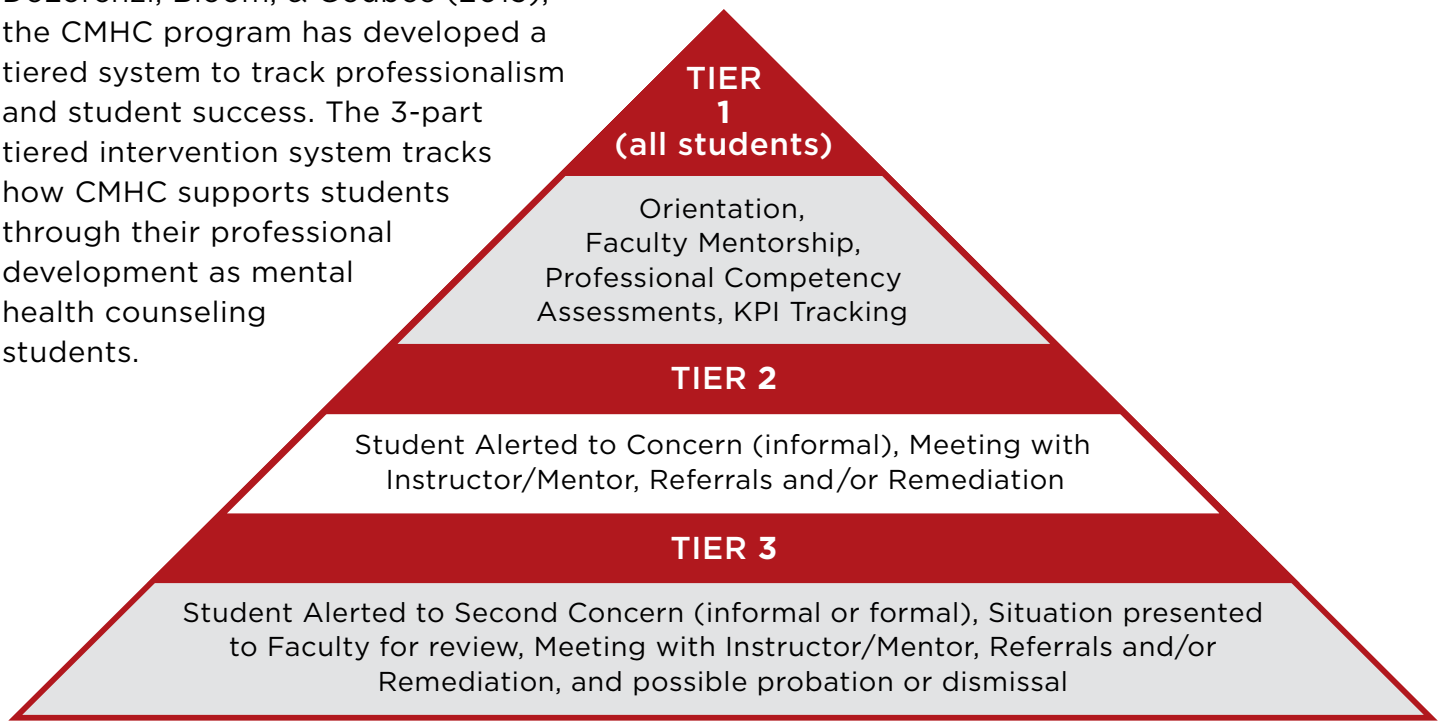
Policies for Student Retention, Remediation, and Dismissal from the Program

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

Three-Tiered Intervention for Supporting Student Success

The University takes the sanctity of the learning environment and the safety and comfort of its students and instructors very seriously. Students who are unable to conduct themselves in an appropriate manner (as defined by this Handbook, by Student Professionalism Agreement, and by the American Counseling Association Ethical Codes and Standards of Practice) will be subject to a supportive remediation plan.

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



Tier 1 level of intervention is for all students. This includes generalized support the program offers to all students, for example, orientation, introduction to mentorship and faculty supports, program and faculty evaluation and feedback opportunities, program expectations, and professionalism/behavior conduct expectations. It's assumed all students remain in a Tier 1 level of intervention unless concerns are noted (either by student or faculty members).

Tier 2 level of intervention is for students who require a higher level of support to address issues such as repeated late assignments, missed class, behavior/professionalism issue not meeting CMHC expectations, poor communication patterns, etc. At this "informal" level of intervention, or managed within the CMHC department, the student would work individually with their faculty mentor or instructor to address and correct the behavior to ensure they continue to progress and meet program expectations. The student will be notified that a concern arose via the CMHC Student Professionalism Development Notification, and a meeting will be scheduled. Remediations may include, but are not limited to, a formal apology, reflection paper, or a video or article assignment related to the ACA Code of Ethics or one or more of the professional standards presented in Homrich, DeLorenzi, Bloom, & Godbee (2013).

Tier 3 level of support is for those students for whom Tier 2 support was not enough and they required a higher level of need to address issues such as professional conduct, behavioral concerns, lack of course participation, inability to meet academic requirements, or concerns within clinical placement. All concerns within this tier require a meeting with their faculty mentor, and a remediation plan to address concerns. Concerns may be "informal" and managed within the CMHC department, or "formal" and managed by the University. The student will be notified that a concern arose via the CMHC Student Professionalism Development Notification, and a meeting will be scheduled. Remediations may include, but are not limited to, a formal apology, reflection paper, or a video or article assignment related to the ACA Code of Ethics or one or more of the professional standards presented in Homrich, DeLorenzi, Bloom, & Godbee (2013). If concerns aren't adequately resolved, student dismissal from the program may result.

The various supports provided throughout the program, and listed above, are identified and tracked, in order determine what has helped or impacted the outcomes for all students throughout the tiers.

Individual student successes are tracked to help inform faculty of the good work students are accomplishing throughout their program and is used to support stakeholder requests for student recognition purposes. The tracking provides collective insights into both the program and faculty roles, highlighting how students are achieving the professionalism necessary to be successful in the field.

Program Dismissal: Students may be dismissed from the program for two reasons:

1. Unprofessional or unethical behavior or students may be dismissed for "personal unsuitability for the profession," such as:
   - Consistent inability to assess/identify problem situations in a mental health or educational settings and inability to negotiate/compromise in difficult or conflicting situations
   - Consistent inability to recognize personal boundary/power issues which inhibit or prevent the student from learning appropriate professional behavior/counseling skills
   - Consistent inability to work as a team member in a group setting
   - Consistent inability or refusal to participate in learning activities designed to promote and improve the student's self-understanding, self-analysis skills and interpersonal skills
   - Consistent inability to receive constructive feedback about one's progress, skills, abilities, effectiveness and professional behavior
   - Consistent inability to respect or tolerate differences in perspectives, opinion, thought process, belief systems, value systems or ideologies
   - Consistent inability to understand the negative impact that one's behavior has on others
   - Students may also be dismissed for overt violations of the current ACA Ethical Codes and Standards of Practice (as per signed Student Professionalism Agreement).

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

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

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

2. Poor academic performance
   a. Students must maintain a 3.0 GPA.
   b. Students must earn a minimum grade of a "B" or better in every course. If a student does not earn a "B" in a course, then they are placed on academic probation in accordance with Tier 3 of the Three-Tiered Intervention for Supporting Student Success as outlined in the CMHC Student Handbook, Section 7. If they still do not earn a "B" or better, then they are dismissed from the program. (Likewise, the same policy applies to Practicum and Placement courses, only the student must earn an "S" (i.e., Satisfactory). Additionally, the student will be allowed to repeat the course once to improve their grade. If they still do not earn a "B" or better, then they will be dismissed from the program. Likewise, the same policy applies to Practicum and Internship courses, only students must earn an "S" (i.e., Satisfactory) to pass those courses.

Section 8:

Diversity, Equity, Inclusion, and Accessibility Policies

Mission: At D'Youville University's Office of Diversity, Inclusion, Equity, and Belonging (DIEB), our mission is to cultivate an inclusive, equitable, and thriving academic community that embraces the rich diversity of our students, faculty, staff, and alumni. We are committed to fostering a culture of belonging, where everyone feels valued, respected, and empowered to achieve their full potential.

By actively engaging in dialogue, promoting understanding, and celebrating the diverse backgrounds, identities, and perspectives that make up our university, we aim to create an environment where every individual can flourish, innovate, and contribute to the greater good of society. Our commitment to this mission is guided by the following principles:

Respect: We honor and appreciate the inherent worth of each individual, inclusive of their background, identity, or beliefs.

Empathy: We strive to understand and appreciate the experiences of others, fostering connections and building bridges across our community.

Inclusivity: We work to ensure that every member of our community has equal access to opportunities, resources, and support, while valuing their unique contributions.

Equity: We address systemic barriers and biases, ensuring fairness in our policies, practices, and decision-making processes.

Collaboration: We partner with collaborators across our campus and the broader community to create a unified vision for diversity and inclusion.

Together, we are dedicated to fostering a vibrant and inclusive D'Youville University that prepares our students for a diverse and interconnected world, contributing to the growth and development of Buffalo, New York, and beyond.

Vision: At D'Youville University's Office of Diversity, Inclusion, Equity, and Belonging (DIEB), our vision is to be a recognized leader in cultivating an academic community where diversity, equity, and inclusion are deeply woven into the fabric of our institution. We envision a campus that actively embraces and celebrates the myriads of identities, experiences, and perspectives that form the rich tapestry of our community.

In pursuit of this vision, we strive to create a learning environment that fosters open-mindedness, mutual respect, and cultural competence, empowering every member to contribute their unique voice to the collective story of D'Youville University. By nurturing a sense of belonging and interconnectedness, we aim to develop compassionate, culturally aware, and socially responsible individuals, equipped to make a positive impact in an increasingly diverse and global society.

Ultimately, our vision is to transform D'Youville University into a beacon of diversity, inclusion, equity, and belonging, inspiring institutions of higher learning in Buffalo, New York, and beyond to champion these values and create a more just, equitable, and inclusive world.

Section 9:

Information About Disability Services and Reasonable Accommodation Processes

D'Youville University is committed to providing equal access to all students, including those who qualify as people with disabilities. The Office of Accessibility Resources (OAR) coordinates reasonable accommodations that provide equitable access for students with disabilities. The office is on the 3rd floor of the Montante Family Library. Students in need of testing and classroom accommodations should contact Ashley Olsen (olsena@dyc.edu) (716) 829-7688, for an intake appointment. Students must provide documentation from a medical provider that indicates the need for accommodation or modifications.

Examples of Qualifying Disabilities:

- Learning Disabilities
- Mental Health diagnoses
- Medical diagnoses
- Physical Disabilities
- Temporary Disabilities including injuries, concussions, recovery after surgeries, and complications during pregnancy.

Section 10:

Information about Personal Counseling Services Provided by Professionals other than Counselor Education Program Faculty and Students

The challenges of coursework and personal life can be difficult to manage for anyone. The services of the Student Counseling Center, called the D'Youville Wellness Lodge, are available for all students and confidentiality is maintained. Students are encouraged to utilize this resource for assistance in stress management, situational crises, or any emotional difficulties. Students may ask a faculty member for help making a referral or contact a counselor at the clinic by calling 716- 829-7819. https://www.dyu.edu/campus-life/support-services/wellness-lodge.

Given the complex nature of some adverse experiences students may face, counselors at the Wellness Lodge can provide referrals to practitioners and agencies that offer specialized, long-term therapy (i.e. Horizon Health Services, Best Self, Be Embodied, Sanctuary Counseling, ATTCH Niagara, etc.). Students can also utilize TimelyMD, also known as SaintsCare, for general mental health concerns. D'Youville University partners with TimelyMD to ensure all students have access to licensed healthcare professionals through online platforms, allowing students to receive care conveniently and confidentially.

Section 11:

Information about Professional Counseling Organizations, Opportunities for Professional Involvement, and Activities Appropriate for Students

Professional Counseling Organizations

- American Mental Health Counseling Association
- New York Mental Health Counseling Association
- American Counseling Association

Opportunities for Professional Involvement

- Chi Sigma Iota, Counseling Academic and Professional Honor Society: https://www.csi-net.org/

Activities Appropriate for Students

- D'Youville University Campus Clubs: https://www.dyu.edu/campus-life/student-engagement/campus-clubs
- D'Youville Cultural Enrichment Center (PRIDE, Black Student Association, LatinX Student Association): https://www.dyu.edu/campus-life/student-engagement/cultural-enrichment-center
- D'Youville Student Government Association: https://www.dyu.edu/campus-life/student-engagement/student-government-association

Section 12:

Professional Counseling Certification and Licensure Requirements

The Mental Health Counseling Program is considered a licensure-qualifying program by the New York State Department of Education. This means once you have completed your professional program, you will have met the educational requirements and qualify to begin your licensure application process.

The steps to become licensed are:

1. Complete your master's degree in Mental Health Counseling
2. Complete your licensure application by going to The NYS Office of Professions License Requirements for Mental Health Counselors for detailed information about applying for your professional license, which starts with obtaining your limited permit.
    - When applying for your license, the first step is to complete 3,000 post graduate hours, which is done via a Limited Permit. This will require you to complete several forms, which are detailed on the website (proof of education, approval for your site supervisor for your 3,000 hours).
    - Approval of your submitted paperwork can take 6-8 weeks to complete.
    - Once you complete the 3,000 post graduate hours, you'll submit this information to complete the licensure-application that NYS has on file for you (which you started when you obtained your limited permit).

3. Complete your licensure exam: NCMHCE. You sign up for this exam online through NBCC (National Board of Certified Counselors).
4. Once these three components are completed (education, limited permit hours, licensure exam) and NYS has all the information, you can request your NYS license as an LMHC!

For a complete description of mental health counseling professional licensure requirements for all US-based states, please check with the individual state's Office of Professions for certification and licensure requirements.

Section 13:

Written Endorsement Policy Explaining the Conditions for Recommending Students for Credentialing and Employment

Faculty may choose to write letters of recommendation, or offer endorsement for credentialing, for students who meet the following criteria:

- You have fully completed at least one class with your instructor or know them in some other school-related capacity. Letters will not be written for a current first-time student, as faculty will not have an adequate sense of your academic abilities until you complete the term.
- You should schedule a meeting or attend office hours, giving your instructor the opportunity to get to know you beyond the classroom. To write a strong and effective letter, faculty need to be able to describe you holistically.
- Expect at least two weeks to craft and submit a letter for you.

If faculty do agree to write a letter of recommendation, or endorse credentialing, you must:

- Provide all the pertinent information:
  - Nature of your application (a description of the organization/credential/licensure/academic program to which you're applying)
  - Deadline for the letter to be postmarked/received
  - Method by which to submit the letter (via email, postal mail, hard copy to you with a signature across the envelope seal)
  - Name and contact information (full names, affiliations of the person/group receiving the letter)
  - Any additional forms
- Additional Information needed to write a great recommendation:
  - An unofficial copy of your transcript
  - Resume
  - Copy of the cover letter and/or personal statement that will accompany your application
  - Copy of any writing that you are to submit

If you are applying to more than one program or agency at a time:

- Provide details and an organized list of all sites in one email
- If you want to focus the letter to discuss a particular ability or characteristic (e.g., fellowship states applicants should have strong organizational skills), indicate this, as this will assist in writing a personalized letter suited to your specific needs

Section 14: Effective Online Communication

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

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

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

6. **Onscreen/Virtual Etiquette Guidelines** for synchronous classes:
   - Turn video on unless course instructor has requested you turn if off—this is critical to connecting via video sessions—make sure the lighting allows everyone to see you properly
   - Mute your microphone when you aren't speaking
   - Present professionally – sitting up (not in bed or lounging), full face on the screen, attentive, dressed appropriately for the session/meeting/training
   - Do not multitask during a virtual discussion—remember, when you are looking down or away, it is noticed by your peers and can feel rude and disconnecting to the discussion taking place
   - Do not drive while participating in a video call
   - Confirm your name is on your screen for participants to reference during your discussion
   - Use Zoom-based features to interact, such as the "raise your hand" icon and chat box
   - No smoking/use of electronic cigarettes or alcohol consumption
   - Test your connection before logging on to your meeting
   - Keep additional people and pets off the camera
   - Make sure to participate from a confidential, private space—public venues are inappropriate

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