

**COUNSELING FACULTY
STUDENT PSYCHOLOGICAL SERVICES
DEFINITIONS AND STANDARDS
FOR REAPPOINTMENT, TENURE AND PPROMOTION (RTP)**

SEPTEMBER 12, 2018

DEFINITIONS OF (1) COUNSELING and TRAINING, (2) SCHOLARSHIP/RESEARCH, PROFESSIONAL and CREATIVE ACTIVITY, AND (3) UNIVERSITY and COMMUNITY SERVICE.

INTRODUCTION

Student Health & Psychological Services offers quality services to meet the primary health care needs of students at CSU Dominguez Hills. A caring and professional staff provides services intended to maximize physical and mental health. In addition, a variety of preventive and educational programs are offered to enhance the campus community's understanding and implementation of health practices.

Nested within Student Health & Psychological Services, the mission of Student Psychological Services (SPS) derives from the core educational mission of the university. Mental health services exist to support student learning, personal development, psycho-social well-being, and overall academic and career success. By helping students respond to bio-psycho-social concerns that threaten academic achievement and personal well-being, SPS contributes generally to a safe and productive campus learning environment, increased retention, higher graduation rates, and specifically to the development of individuals well-prepared to make positive contributions to the larger community.

SPS formulates its services based upon a range of established psychotherapeutic frameworks and developmental/wellness models. We affirm each of the diversities that comprise our campus community. Our faculty adheres to the scientist-practitioner model, widely endorsed throughout our profession, which interprets and integrates research outcomes into clinical practice. Counselor Faculty are expected to make significant and ongoing contributions to the university, community, and the profession. In this regard, whenever possible, SPS offers a doctoral-level psychology internship program for the development of future psychologists.

Counseling Faculty candidates undergoing RTP review shall be evaluated on the quality of their achievements and the impact of their contributions over the period of each review according to the following three essential standards, the first of which is their primary duty: (1) Counseling and Training; (2) Scholarship/Research, Professional and Creative Activities; and (3) University and Community Service. As in Academic Affairs, review by the Departmental RTP Committee plays a central role in the overall SPS RTP process.

STANDARD 1: COUNSELING and TRAINING

Counseling activities include individual, group, and couples counseling; clinical assessment; crisis intervention; and mental health consultation. Clinicians provide psychological treatment to

students for a variety of mental health issues. Treatment includes an examination of personal challenges with regard to identity and cultural development as well as to cognitive, emotional, interpersonal, academic, and occupational functioning. Students are helped to become more productive in these areas. Counseling Faculty provide assessment, consultation, and treatment (as appropriate) of students who present with psychological or behavioral problems as well as with deeper psychopathology. In order to best serve SPS clients, it is essential that Counseling Faculty provide a flexible, collaborative, respectful approach in the delivery of clinical services.

Counseling Faculty are expected to demonstrate their effectiveness as clinicians. Methods of evaluation include, but are not limited to:

- Self-assessment of professional/clinical development, as expressed in the candidate's RTP narrative.
- Attainment of California psychology license within designated timeframe, per Executive Order No. 1053.
- Maintenance current and valid CA Psychologist license, including completion of required continuing education for licensure and supervision.
- Client ratings of counseling effectiveness, as per the "Psychological Counseling Services Evaluation" PDF Summary, received from Student Psychological Services.
- Findings of Peer Review of Charts, received from Student Psychological Services.
- Following licensure, provision of clinical supervision and training to interns or others as needed by unit.
- Evaluations from clinical supervisors, if any.
- Letters from professional colleagues, if any.

All Counseling Faculty candidates are bound by Executive Order No. 1053, Policy on Student Mental Health, Section VI.A.4., which states: "All mental health clinicians... hired after July 1, 2011 in the classification of SSP-AR must be either currently licensed in California or if unlicensed must be licensed within 24 months of their first employment. If licensed within another state they shall obtain licensure in California within one year. Those who are unlicensed or possess a license within another state may provide care during the interim period of obtaining a license."

Client ratings of counseling will be reviewed as a part of the evaluation of the clinical effectiveness of the Counseling Faculty member. Those ratings should reflect a favorable client perception of the Counseling Faculty member's expertise, sensitivity to individual needs, attention to diversity, interpersonal skills, effort, and availability.

Counseling Faculty shall adhere to the current Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association. Counseling Faculty shall demonstrate knowledge of, consult with, and adhere to current California law regulating health service providers. Counseling Faculty shall maintain client records in a timely manner according to these principles and mandates, current professional practice, and SPS policies.

Supervision and training are distinct professional activities with specific legal responsibilities. When training programs are offered by SPS, licensed candidates serve as clinical supervisors of doctoral interns and are responsible for their formal evaluations, which are subsequently reported

to their respective academic programs. In addition to these responsibilities, Counseling Faculty provide formal training modules and training seminars in their specific areas of expertise.

STANDARD 2: SCHOLARSHIP/RESEARCH, PROFESSIONAL, and CREATIVE ACTIVITIES

Each of the following three sections will be evaluated on a continuum based upon increasing degrees of complexity of thought or organization, originality, responsibility and/or successful implementation. The RTP committee reserves the right to award credit based upon their qualitative evaluation of these dimensions.

Scholarship/Research

Candidates are expected to keep abreast of research and/or practice in the field of counseling and clinical psychology. Evidence of one's own development as a psychologist, as well as engagement as a scientist/practitioner, is highly valued.

Examples of Scholarship/Research, grouped according to increasing complexity:

Level 1

- Self-created reading list (including books and/or journal articles) accomplished, according to a specific clinical topic: model of therapy, assessment, cultural issues, etc.
- Attendance at multiple conferences (or multi-day conferences) pertaining to a topic, with intent to develop expertise in an area relevant to clients' needs.
- In-services to clinical staff, integrating material from conferences attended with own expertise acquired via study re: specific topics.

Level 2

- Presentations at professional conferences, such as CPA or APA.
- Complete training and certification in an area of specialization.

Level 3

- Research conducted and published in professional journals.
- Books published, whether for self-help or for professional audience.

Professional Activities

Professional activities serve as a bridge between the Counselor Faculty and the profession, and encourage currency in the field.

Examples of Professional Activity, grouped according to increasing complexity:

Level 1

- Active involvement in professional associations and organizations.
- Enhancement of unit functioning, e.g., inviting series of guest speakers to Case Consultation.

Level 2

- Writing and submission of grant proposals.
- Development or significant revisions of administrative policies of unit.

Level 3

- Development, or key participation in the development, of an internship training program with appropriate accreditation.
- Obtaining, organizing and administering grant on mental health issue/s.

Creative Activities

Psycho-educational outreach is innovative programming that contributes to clients' or to students' bio-psycho-social development and to the overall well-being of the campus community. Counseling Faculty design and implement in-house programs and/or assist or lead in the development, implementation and evaluation of campus intervention or wellness programs. Candidates are encouraged to assess organizational concerns and develop relevant programs to benefit students and the university community. These activities are enriched when based upon demonstrated expertise in community psychology. A professional, flexible, and collaborative approach is essential for the delivery of effective outreach interventions.

Counseling Faculty shall be engaged in the areas of outreach as well as in the assessment of campus needs, in program development, and in consultation regarding such programming. Consumer ratings, peer feedback, and program materials are used for the purpose of evaluation.

Examples of Creative Activities, grouped according to increasing complexity:**Level 1**

- Collaborate with other departments on campus committee to plan a major outreach event.
- Conduct literature review of existing innovative programs, community psychology issues to learn recent advances in field of outreach.

Level 2

- Create innovative structure for a new psychotherapy group, support group, or workshop.
- Conduct a high-quality needs assessment of students' bio-psycho-social concerns.

Level 3

- Chair or co-chairing a major program or conference.
- Create, organize and implement:
 - Programs that target at-risk or special student populations.
 - Programs that support or contribute to university retention.
 - Programs that educate students on important mental health issues.

STANDARD 3: UNIVERSITY and COMMUNITY SERVICE

Counseling Faculty participate in significant or leadership roles at the departmental or university level in a variety of ways. They may: (1) serve on departmental or university committees; (2) provide professional expertise to student organizations, whether as advisors or mentors; (3) participate in faculty governance; or (4) provide consultation or service to the outside community. Those who successfully serve in leadership roles distinguish themselves at a higher level of service.

Examples of evidence of service:

- Serve on a search committee or task force.
- Serve as an advisor to Associated Students or to a student organization or club.
- Serve as an Academic Senator or serve on a specific Academic Senate committee.
- Hold office in a community organization.
- Consult for or present workshops to community groups within one's field of expertise.

STANDARDS FOR REAPPOINTMENT

INTRODUCTION

The standards below present expectations for reappointment during a faculty member's pre-tenure and/or pre-promotion period. Each of these three standards is evaluated independently.

COUNSELING and TRAINING

For each review, the candidate's RTP file must demonstrate:

- Progress toward enhancing counseling skills.
- Satisfactory or better ratings on their Psychological Counseling Services Evaluation (PCSE) forms, including narrative portions.
- An overall satisfactory or better evaluation on the clinical presentation to the RTP Committee.
- An overall rating of satisfactory or better on RTP Committee reviews of client files and their timely completion.
- For unlicensed candidates, satisfactory progress towards licensure as required by CSU Chancellor's Executive Order.
- For licensed candidates, evidence of Continuing Education Units required for licensure renewal.

The departmental RTP Committee may decide to recommend against re-appointment of a candidate who proves deficient in any of the above considerations that comprise their primary duty. The department RTP Committee determines whether items are satisfactory, basing such determination upon the expertise and experience of the licensed and tenured members of the committee. In general, candidates should expect that the RTP Committee seeks to endorse those candidates whose documented achievements exceed these minimum expectations listed above.

SCHOLARSHIP/RESEARCH, PROFESSIONAL and CREATIVE ACTIVITY

Expectations for RTP review:

The candidate shall demonstrate satisfactory or better performance in each of the three dimensions of this standard each year. It is acceptable that during the first year of review there may be a majority of Level 1 activities, and that with each subsequent year Level 1 activities will still be valued. However, it is also expected that with each subsequent year, activities with Level 2 or higher complexity will be increasingly documented as well. By years 5 and 6, at least one Level 3 activity in at least one dimension should be evident.

We understand that certain activities can take more than one year; in such cases the candidate can point to the same work multiple times.

UNIVERSITY and COMMUNITY SERVICE

- Each faculty member should document at least three instances of departmental, university, and/or community service during each review period. Preferably, these three or more instances will derive from at least two different areas: the departmental, the university, and the community level.

STANDARDS FOR TENURE and PROMOTION

COUNSELING and TRAINING

To earn timely tenure, the candidate should have earned an overall evaluation of “satisfactory” or higher from the department RTP committee in at least five of the six probationary years. Clearly, files submitted during the sixth year must demonstrate that duties are performed in a competent manner and that professional leadership is evident.

SCHOLARSHIP/RESEARCH, PROFESSIONAL and CREATIVE ACTIVITY

To earn timely tenure, the candidate should have a consistent record of satisfactory achievement for tenure and promotions during every probationary year.

UNIVERSITY and COMMUNITY SERVICE

To earn timely tenure, the faculty member should have a consistent record of at least three instances of service across department, campus, and community for every probationary year.

Janet Nielsen, Ph.D.
Department Chair or Equivalent

9/17/2018
Date

Janie Mackay, Ph.D.
Dean or Equivalent

9-17-18
Date

[Signature]
Vice President, Student Affairs

9/20/18
Date

Michael E. Spang
Provost/ Vice President, Academic Affairs

9/20/18
Date