



## **AY23-24 Counseling Program Student Handbook**

(per CACREP 2024 Standard M)

## Table of Contents

[Counseling Program Mission Statement and Objectives](#)

[Degree requirements.](#)

### **On-Ground**

[School Counseling](#)

[Clinical Mental Health Counseling](#)

### **Online**

[School Counseling](#)

[Clinical Mental Health Counseling](#)

[Summer Residency](#)

[Expectations of students.](#)

[Technology Resources](#)

[Student Assessment Procedures, KPI's and Professional Dispositions](#)

[Academic Appeal Policy](#)

[Student Retention and Remediation](#)

[Diversity, Equity and Inclusion; Accessibility](#)

[Disability Services and Student Accommodations](#)

[Student Counseling Services](#)

[Professional Counseling Organizations](#)

[Counseling Certification and Licensure](#)

[Written endorsement policy explaining the conditions for recommending students for credentialing and employment.](#)

[Core Full-Time Counseling Faculty for All Counseling Programs](#)

[Academic Calendar](#) – Find the most current Academic Calendars here.

## Counseling Program Mission Statement and Objectives

### College of Education Mission Statement

- 1) The College of Education strives to be a scholarly learning community of students, staff and faculty characterized by collegiality and collaboration.
- 2) The College of Education strives to lead by collaboratively serving others from a grounding in the ethics and values of the Jesuit tradition.
- 3) The College of Education strives to provide a curriculum relevant to the needs of the profession and the greater society and supported by best practice and research.
- 4) The College of Education strives to welcome and represent the diversity of our society through its teaching, programs, students, and personnel.
- 5) The College of Education strives to produce graduates who are compassionate and effective professionals in their respective areas of preparation.

### Counseling Program Mission Statement

Our mission is to prepare diverse, ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice and provide quality service in diverse communities.

### Counseling Programs Overview

Welcome to the graduate Counseling program at Seattle University. We have a rich history of preparing counselors to be change agents and advocates for social justice for nearly four decades. We are a national leader in social justice counselor preparation. The Counseling program offers four-degree tracks offered in an online and on-ground format:

1. The on-ground **M.A.Ed. School Counseling program** is designed for students who seek employment as certified or licensed professional school counselors in K-12 public and private school settings.
2. The on-ground **M.A.Ed. in Clinical Mental Health Counseling program** is designed for students who plan to seek employment as licensed clinical mental health counselors in mental health settings.
3. The online **M.A.Ed. in Clinical Mental Health Counseling program** is designed for students to complete the program anywhere in the United States and who plan to seek employment as licensed clinical mental health counselors in mental health settings.
4. The online **M.A.Ed. in School Counseling program** is designed for students who seek employment as certified or licensed professional school counselors in K-12 public and private school settings.

Each master's-level degree program prepares students with a unique focus, but all programs share a common core curriculum and social justice mission. Each program track is designed to prepare

students for professional counselor licensure and for Washington state's substance use disorder professional (SUDP) certification.

The Counseling Student Handbook supports your successful entry, continuance, and completion of your master's degree in counseling. The Handbook has been designed to provide easy access to information and resources that are essential to your success as a graduate student. This Handbook is based on the Seattle University Graduate Catalog, the official source of all policies and procedures. Any discrepancies between this Handbook and the Graduate Catalog are unintentional and will be resolved using the content of the Graduate Catalog as the official and correct statement of policy and procedure. The Graduate Catalog may be accessed at: <http://catalog.seattleu.edu/>. Students should be familiar with Graduate Catalog information pertaining to the year they enroll. It contains specific policies which apply to their program of studies.

### **Accreditation**

The on-ground programs in school counseling and clinical mental health counseling (CMHC) programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) [www.cacrep.org](http://www.cacrep.org). Both programs hold the distinction of being the first CACREP-accredited program in Seattle, WA. The online programs in school counseling and CMHC programs are seeking CACREP-accreditation.

## Degree requirements for all Counseling Programs

Prefix	Course Number	MAEd. School Counseling – On Ground Delivery	Credits
COUN	5000	Research for the Counseling Profession	3
COUN	5070	Counseling Across the Life Span	4
COUN	5080	Professional and Ethical Issues in Counseling	4
COUN	5090	Introduction to School Counseling	3
COUN	5100	Fundamental Counseling Skills	4
COUN	5110	Theories of Counseling and Psychotherapy	3
COUN	5120	Career Counseling	3
COUN	5130	Multicultural and Social Justice Counseling	4
COUN	5140	Consultation, Leadership and Advocacy	3
COUN	5170	Group Counseling	4
COUN	5190	Addictions Counseling	4
COUN	5270	Tests & Measurements	3
COUN	5300	Counseling for Social Justice	3
COUN	5400	Diagnosis & Assessment	4
SPED	5400	Introduction to Special Education and Learning Disorders	3
COUN	5500	Case Management	4
COUN	5510	Counseling Lab	4
COUN	5540	School Counseling Practicum	4
COUN	5550	SCOUN Internship I	4
COUN	5560	SCOUN Internship II	4
COUN	5570	SCOUN Internship III	4
COUN	5600	Family Systems	4
COUN	5610	Counseling with Children and Adolescents	4
COUN	5700	Crisis Counseling	3
COUN	5800	Psychopharmacology	3
		<b>Total Credits</b>	<b>90</b>
		<b>The following Courses have course fees associated with the class.</b>	
COUN	5110	<b>\$215 Course fee</b>	
COUN	5610	<b>\$26 Course fee</b>	
COUN	5270	<b>\$53 Course fee</b>	

Prefix	Course Number	MAEd. Clinical Mental Health Counseling – On Ground Delivery	Credits
COUN	5000	Research for the Counseling Profession	3
COUN	5070	Counseling Across the Lifespan	4
COUN	5080	Professional and Ethical Issues in Counseling	4
COUN	5100	Fundamental Counseling Skills	4
COUN	5110	Theories of Counseling and Psychotherapy	3
COUN	5120	Career Counseling	3
COUN	5130	Multicultural and Social Justice Counseling	4
COUN	5170	Group Counseling Theories, Practice	4
COUN	5190	Addictions Counseling	4
COUN	5270	Counseling Tests and Measurement	3
COUN	5300	Counseling for Social Justice	3
COUN	5400	Diagnosis & Assessment	4
COUN	5500	Counseling and Case Management	4
COUN	5510	Counseling Lab	4
COUN	5580	Introduction to Clinical Mental Health Counseling	3
COUN	5590	Consultation and Supervision	3
COUN	5600	Family Systems	4
COUN	5610	Counseling with Children and Adolescents	4
COUN	5700	Crisis Counseling	3
COUN	5640	CMHC Practicum	4
COUN	5650	CMHC Internship and Graduate Project I	4
COUN	5660	CMHC Internship and Graduate Project II	4
COUN	5670	CMHC Internship and Graduate Project III	4
COUN	5800	Psychopharmacology	3
COUN	5850	Human Sexuality	3
COUN	<b>TOTAL</b>	<b>PROGRAM CREDITS</b>	<b>90</b>
		<b>The following courses have course fees associated with them</b>	
COUN	5110	<b>\$215 Course fee</b>	
COUN	5610	<b>\$26 Course fee</b>	
COUN	5270	<b>\$53 Course fee</b>	

Prefix	Course Number	MAEd. School Counseling – Online Delivery	Credits
COUNO	5000	Research for the Counseling Profession	3
COUNO	5070	Counseling Across the Life Span	4
COUNO	5080	Professional and Ethical Issues in Counseling	4
COUNO	5090	Introduction to School Counseling	3
COUNO	5100	Fundamental Counseling Skills ( <b>Residency</b> )	4
COUNO	5110	Theories of Counseling and Psychotherapy	3
COUNO	5120	Career Counseling	3
COUNO	5130	Multicultural and Social Justice Counseling	4
COUNO	5140	Consultation, Leadership and Advocacy	3
COUNO	5170	Group Counseling ( <b>Residency</b> )	4
COUNO	5190	Addictions Counseling	4
COUNO	5270	Tests & Measurements	3
COUNO	5300	Counseling for Social Justice	3
COUNO	5400	Diagnosis & Assessment	4
SPED	5400	Introduction to Special Education and Learning Disorders	3
COUNO	5500	Case Management	4
COUNO	5510	Counseling Lab	4
COUNO	5540	School Counseling Practicum	4
COUNO	5550	SCOUN Internship I	4
COUNO	5560	SCOUN Internship II	4
COUNO	5570	SCOUN Internship III	4
COUNO	5600	Family Systems	4
COUNO	5610	Counseling with Children and Adolescents	4
COUNO	5700	Crisis Counseling	3
COUNO	5800	Psychopharmacology	3
		<b>Total Credits</b>	<b>90</b>
		<b>The following Courses have course fees associated with the class.</b>	
COUNO	5110	<b>\$215 Course fee</b>	
COUNO	5100	<b>\$250 Course fee</b>	
COUNO	5170	<b>\$250 Course fee</b>	

Prefix	Course Number	MAEd. Clinical Mental Health Counseling – Online Delivery	Credits
COUNO	5000	Research for the Counseling Profession	3
COUNO	5070	Counseling Across the Lifespan	4
COUNO	5080	Professional and Ethical Issues in Counseling	4
COUNO	5100	Fundamental Counseling Skills ( <b>Residency</b> )	4
COUNO	5110	Theories of Counseling and Psychotherapy	3
COUNO	5120	Career Counseling	3
COUNO	5130	Multicultural and Social Justice Counseling	4
COUNO	5170	Group Counseling Theories, Practice ( <b>Residency</b> )	4
COUNO	5190	Addictions Counseling	4
COUNO	5270	Counseling Tests and Measurement	3
COUNO	5300	Counseling for Social Justice	3
COUNO	5400	Diagnosis & Assessment	4
COUNO	5500	Counseling and Case Management	4
COUNO	5510	Counseling Lab	4
COUNO	5580	Introduction to Clinical Mental Health Counseling	3
COUNO	5590	Consultation and Supervision	3
COUNO	5600	Family Systems	4
COUNO	5610	Counseling with Children and Adolescents	4
COUNO	5700	Crisis Counseling	3
COUNO	5640	CMHC Practicum	4
COUNO	5650	CMHC Internship and Graduate Project I	4
COUNO	5660	CMHC Internship and Graduate Project II	4
COUNO	5670	CMHC Internship and Graduate Project III	4
COUNO	5800	Psychopharmacology	3
COUNO	5850	Human Sexuality	3
COUNO	TOTAL	<b>PROGRAM CREDITS</b>	<b>90</b>
		<b>The following Courses have course fees associated with the class.</b>	
COUNO	5110	<b>\$215 Course fee</b>	
COUNO	5100	<b>\$250 Course fee</b>	
COUNO	5170	<b>\$250 Course fee</b>	



## Online Counseling Program Residency Requirements

There are two mandatory in-person summer residencies for online students: Summer Residency I and Summer Residency II. Attendance and participation in both summer residencies are required for graduation.

Failure to attend all of Summer Residency may mean a delay in the student's program of study and therefore graduation.

### Course fees for Summer Residency

For the courses taught at summer residency students will incur a course fee for

Summer Residency I	COUNO-5100	Course Fee \$250
Summer Residency II	COUNO-5170	Course Fee \$250

Summer Residency I occurs between week 6 and 7 during Summer Quarter. Students are eligible for Summer Residency I by successfully completing candidacy requirements.

Successful candidacy requires:

- Term and cumulative GPA of 3.0 or better.
- Completion of all first-year coursework with a grade of B or better.
- Successful completion of all first-year summative assignments with scores of 3 or higher; and
- Successful completion of all professional dispositions with scores of 3 or higher

Summer Residency II occurs between week 6 and 7 during Summer Quarter. Eligibility for Summer Residency II requires a:

- Term and cumulative GPA of 3.0 or better.
- Completion of all second-year coursework with a grade of B or better.
- Successful completion of all 2nd year summative assignments with scores of 3 or higher; and
- Successful completion of all professional dispositions with scores of 3 or higher

## Student Expectations

Advising. All students are assigned to a faculty advisor. Faculty advisors assist students with advising as it relates to the program and program expectations.

APA Style. For all formal scholarly papers, independent studies, and graduate projects, students are expected to write papers using the 7<sup>th</sup> edition of the Publication Manual of the American Psychological Association unless otherwise instructed by the professor.

Attendance. Attendance is required for all classes. In clinical courses, attendance is critical because students depend on each other for observation, feedback, and consultation. In non-clinical courses, classroom activities and instruction necessarily contribute to the learning objectives of the respective courses. Students who miss two lecture classes in a course will be required to repeat the course. Students who miss more than one group supervision class in a term during practicum and internship will be required to repeat the course. Repeating a course may delay a student's program of study.

Campus Card. Students obtain a Seattle University campus card by visiting the Campus Card Office in the Pavilion 010 Building or they can do obtain a campus ID card [online](#). A campus card is required to use the library and to access Seattle University facilities while on campus. Students must be enrolled before they can obtain a Seattle University campus card.

Comprehensive Exam. All students are required to successfully pass the Counselor Preparation Comprehensive Examination (CPCE). This examination is taken near the end of a student's course of study during internship. Students may take the comprehensive exam only once per quarter.

The multiple-choice CPCE is modeled after the National Counselor Exam (NCE). The NCE is one of two options for examination to obtain independent licensure as a Mental Health Counselor (LMHC) in Washington. It covers material in eight subject areas: Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics. This exam is scored based on national norms. Students have 4 hours to complete the exam. More information is available at <http://www.cce-global.org/Org/CPCE>.

After completing the CPCE, Seattle University Counseling Program faculty send all exams to the Center for Credentialing and Education (CCE) for individual scoring. Results will consist of a score for each section, as well as a total score. The results of each exam will then be reported to the program faculty. There is no predetermined passing or failing grade for the exam. The Counseling Program faculty will determine the appropriate passing score for each version of the exam based on comparison to national norms. Only students' total score will be considered to determine a passing or failing grade. The program will notify students of a passing or failing score via email or phone. Students will have a total of three attempts to pass the comprehensive exam. In the event of failing the examination in each of the three attempts allowed, the student may petition the program director of the program in which they are enrolled for an alternative exam.

We encourage students to save handouts, notes, and textbooks from each course for reviewing prior to the comprehensive exams. Study groups have been helpful to many students. Study guides are available in the University library or most major booksellers. Study guides for the NCE (the National Counselor Examination) can be used to prepare for the CPCE.

The results of comprehensive exams cannot be appealed. The comprehensive exam is not a course whose grades can be a matter for a grievance. It is excluded from review under the Seattle

University: Fair Process Policy.

Email. All students are issued a Seattle University email account. Students must activate this account and are expected to communicate university business using their Seattle University email.

Grades. A grade of B or better is required to pass a course. Students who earn less than a B will be required to repeat the course. Repeating a course may delay a student's program of study.

New Student Orientation. All new students must participate in New Student Orientation (NSO) pertaining to their program track at Seattle University. NSO will help students learn about:

- The program's social justice mission
- Program expectations
- Student Resources
- Licensure
- Faculty
- Professional organizations
- Academic appeal policy
- Counseling Assessment System
- Ethical/professional obligations as it relates to the ACA Code of Ethics and ASCA Ethical Standards for School Counselors

Registration. Students will receive an email regarding their registration date from the Office of the Registrars. After the first quarter, registration times can be found on MySeattleU and in the SU Academic Calendar <https://www.seattleu.edu/redhawk-axis/academic-calendar/>. It is each student's responsibility to register for classes during priority registration. The Seattle University Schedule of Classes is posted online at [MySeattleU](#) prior to pre-registration each quarter. Course schedules posted on MySeattleU are not accurate until the first day of registration.

Quality of Student Writing. Correct grammar and spelling are expected, along with a clear and organized presentation of ideas is expected of graduate students when submitting written work for class. The [Writing Center](#) (206-296-6239 or [writingcenter@seattleu.edu](mailto:writingcenter@seattleu.edu)) is a resource that can aid students in their writing. We encourage students to reach out to the Writing Center prior to submitting written work. The Writing Center provides in-person, online synchronous, and online asynchronous consultations.

## On-ground Counseling Programs Technology Resources and Competence

All students are expected to be proficient with technology. This includes proficiency with Microsoft Office (e.g., Word, PowerPoint, and Excel), email, CANVAS (SU's learning management system), Zoom, and the internet. Contact the Office of Information Services (OIT) Help Desk at (206) 296-5571, e-mail [servicedesk@seattleu.edu](mailto:servicedesk@seattleu.edu) or visit <http://www.seattleu.edu/its/> for assistance with SU technology. Students are assigned a Seattle University email account. Students must activate this account and use it to communicate university business.

## Online Counseling Programs Technology Resources and Competence

All students are expected to be proficient with technology. This includes proficiency with Microsoft Office (e.g., Word, PowerPoint, and Excel), email, CANVAS (SU's learning management system), Zoom, and the internet. Contact the Office of Information Services (OIT) Help Desk at (206) 296-5571, e-mail [servicedesk@seattleu.edu](mailto:servicedesk@seattleu.edu) or visit <http://www.seattleu.edu/its/> for assistance with SU technology. Students are assigned a Seattle University email account. Students must activate this account and use it to communicate university business.

Students must have a laptop/desktop that meets minimum technical requirements. The following provides minimal technical requirements for the program.

Component Type	PC (Windows OS)	Apple (Mac OS)
<b>Operating System</b>	Currently supported operating system from Microsoft.	<b>Currently supported operating system from Apple.</b>
<b>Memory (RAM)</b>	8GB or higher	<b>8GB or higher</b>
<b>Hard Drive</b>	<b>100GB or higher</b>	<b>100GB or higher</b>
Component Type	PC (Windows OS)	Apple (Mac OS)
<b>Antivirus Software</b>	Required for campus students. Strongly recommended for online students.	<b>Required for campus students. Strongly recommended for online students.</b>
<b>SU Purchase Programs</b>	<a href="#">Visit Dell</a>	<a href="#">Visit Apple</a>
<b>Internet/Bandwidth</b>	<b>5 Mbps Download, 1 Mbps Upload and less than 100 ms Latency</b>	<b>5 Mbps Download, 1 Mbps Upload and less than 100 ms Latency</b>

It is important to have a desktop/laptop that has a built-in webcam. A strong internet connection is also required.

- Laptop or desktop? Whichever you choose depends on your personal preference and work style, though laptops tend to offer more flexibility.
- Chromebooks (Chrome OS) and iPads (iOS) do not meet the minimum requirements for coursework at Seattle University. These devices offer limited functionality and do not work with some course technologies. They are not acceptable as the only device you use for coursework. While these devices are convenient and may be used for some course functions,

they cannot be your primary device.

Microsoft 365 is available for free to all Seattle University students. The [Office Suite](#) is free while you are a student at Seattle University. Review system requirements for Microsoft 365 plans for business, education, and government boards in their state to ensure accuracy.

## Student Assessment Procedures, KPI's and Professional Dispositions

### Digital Delivery Learning Expectations for All Programs

#### On-ground Programs

##### School Counseling Program

Seattle University utilizes Canvas as the learning management system. While most courses are in-person, when a lecture or course is online there are digital learning expectations that students must adhere to on Canvas. These include the following:

- Students must sign onto Canvas 4 out of 7 days of the week.
- Student discussion postings are professional and respectful of others.
- Student discussion posting are in-depth, meaningful, and contribute to the learning environment.

##### CMHC Program

Seattle University utilizes Canvas as the learning management system. While most courses are in-person, when a lecture or course is online there are digital learning expectations that students must adhere to on Canvas. These include the following:

- Students must sign onto Canvas 4 out of 7 days of the week.
- Student discussion postings are professional and respectful of others.
- Student discussion posting are in-depth, meaningful, and contribute to the learning environment.

#### Online Programs

##### CMHC Program

Seattle University utilizes Canvas as the learning management system for all courses in the program. There are digital learning expectations that students must adhere to on Canvas. These include the following:

- Students must sign onto Canvas 4 out of 7 days of the week.
- Student discussion postings are professional and respectful of others.
- Student discussion posting are in-depth, meaningful, and contribute to the learning environment.
- All student assignments must be submitted on Canvas.
- All student communication on course with faculty must occur through Canvas, the student's Seattle University email, Seattle University's faculty's video conferencing accounts (Zoom or Teams), or through the Seattle University's faculty's work phone numbers.

##### School Counseling Program

- Students must sign onto Canvas 4 out of 7 days of the week.
- Student discussion postings are professional and respectful of others.
- Student discussion posting are in-depth, meaningful, and contribute to the learning environment.
- All student assignments must be submitted on Canvas.
- All student communication on course with faculty must occur through Canvas, the student's Seattle University email, Seattle University's faculty's video conferencing accounts (Zoom or Teams), or through the Seattle University's faculty's work phone numbers.

The **Counseling Assessment System (CAS)** is used to evaluate all counseling students regardless of program track. Student progress in the program is determined by their ability to successfully meet Academic Standards (i.e., knowledge and skills) and successfully demonstrate Professional Dispositions (i.e., conduct) expected of beginning counselors.

The counseling program uses the Counseling Assessment System (CAS) to evaluate student's ability to meet knowledge, skills, and professional dispositions at various transition points in the program.

### Academic Standards

Summative assignments are used to measure student knowledge and skills. A total of 17 summative assignments must successfully be completed to progress through the program. Summative assignments are used to determine student's knowledge and skills around the CACREP curricular and specialty areas. Summative assignments are sequenced to allow students to acquire knowledge, practice skills, and finally apply them in the field during practicum and internship. The Counselor Preparation Comprehensive Exam (CPCE) serves as the culminating exam to determine student acquisition of CACREP knowledge and skills. Since the CPCE is a pass/no pass option, passing score on the CPCE leads to automatic scores of "4".

CACREP Curricular and Specialty Areas	Course	Summative Assignment
Professional Counseling Orientation & Ethical Practice	C5080	Ethical Decision-Making
Social and Cultural Diversity	C5130	Cultural Interview & Immersion
Human Growth and Development	C5070	Final Paper
Career Development	C5120	Career Assessment Interview
Counseling and Helping Relationships	C5100	Clinical Assessment I
	C5510	Clinical Assessment II
Group Counseling and Group Work	C5170	Group Proposal
Assessment and Testing	C5270	Test Interpretation
Research and Program Evaluation	E5000	Research Design
Foundations of CMHC	C5580	CMHC Observ. & Interview
Contextual Dimensions of CMHC	C5650- 5670	Advocacy Project
Practice of CMHC	C5640,5650	Clinical Assessment III & IV
Foundations of School Counseling	C5090	SC Observation & Interview
Contextual Dimensions of School Counseling	C5550- 5570	Advocacy Project
Practice of School Counseling	C5540, 5550	Clinical Assessment III & IV
CACREP Areas	Exam	CPCE

## Professional Dispositions

Professional dispositions are used to determine a student's fit for the profession. **CACREP defines dispositions as “commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2015).** Students are evaluated along 12 professional dispositions to determine whether a student's attitudes and behaviors are ethical, professional, and if they promote multiculturalism and social justice:

1. Self-Expression: Expresses self effectively and appropriately
2. Listening: Listens to others
3. Cooperativeness: Cooperates with others
4. Feedback: Able to receive and integrate feedback
5. Respect: Demonstrates respect for others in a non-judgmental way.
6. Self-awareness: Awareness of own impact on others
7. Conflict: Appropriately handles conflict with others
8. Personal responsibility: Takes personal responsibility).
9. Professional: attitudes and behaviors are professional and aligns with ACA Code of Ethics
10. Motivation: Takes initiative to complete tasks
11. Multiculturalism: Accepting of social and cultural diversity
12. Social Justice: Attitudes and behaviors promote a just world.

## Evaluation of Academic Standards and Professional Dispositions

Formative and summative evaluations of academic standards and professional dispositions are conducted throughout a student's time in the program. Summative evaluations occur along four transition points: admission, candidacy, completion, and follow up. Formative evaluations can be initiated at any time by faculty or site supervisor. Academic standards and professional dispositions are rated on the following scale:

- 0= Inadequate
- 1 = Beginning
- 2 = Developing
- 3 = Proficient
- 4 = Mastery

A minimum score of “3” is required to progress through the program. If a student does not meet the minimum expectations for summative assignments and professional dispositions the faculty member will create a corrective action plan. Failure to follow and complete the agreed upon corrective action plan in the agreed upon time frame may result in probation or dismissal.



## Summative Evaluation

1. Transition Point I - Admission: Is the applicant ready for graduate level study?  
When students accept admission into the counseling program, they are informed of the CAS framework during New Student Orientation (NSO). An email is sent welcoming students to the program and directing students to read the CAS framework attached to the email prior to NSO. At NSO students are re-introduced to the CAS framework and asked to sign them, indicating they are both aware and willing to adhere to this assessment system.
2. Transition Point II - Candidacy: Is the candidate fit to continue in the program?  
A student has earned candidacy status when their term and cumulative grade point average are 3.0 or above and they have passed all professional dispositions.  
Students receive notification from the program that they have either met or did not meet candidacy.  
Students meet with their assigned faculty advisor prior to the Fall term of their 2<sup>nd</sup> year in the program to discuss progress in the program. During the candidacy meeting the faculty advisor and student review student's progress with academic standards and professional dispositions. At this evaluation point a student may either continue in the program, be placed on a developmental plan, or be removed from the program. Note: students in the online CMHC program must pass all candidacy requirements in order to participate in Summer Residency I.
3. Transition Point III – Field Experience: Is the candidate ready for the field experience? Faculty advisor reviews candidate progress on academic standards and professional dispositions to determine readiness for the field experience. This occurs prior to students beginning practicum. Students must pass all academic standards and professional disposition requirements to participate in the field experience. Note: students in the online CMHC program must pass all academic standards and professional disposition requirements to participate in Summer Residency II.
4. Transition Point IV – Completion: Is the candidate ready for the profession?  
Faculty advisor reviews candidate progress on academic standards and professional dispositions to determine readiness for the field experience. This occurs in the spring/summer term during the last internship course.
5. Transition Point V - Follow-up: Did the program prepare professional counselors with knowledge, skills, and dispositions for the field?  
Upon graduation both employer and graduate surveys are distributed. These surveys explore student acquisition of CACREP core and specialty area knowledge, skills and professional dispositions.

### Formative Evaluation

At any point faculty may initiate concern regarding a student's progress around academic standards and professional dispositions. When concern is related to an academic standard or professional disposition, the Notification of Academic Stand

## Academic Appeal Policy

### STUDENT COMPLAINT PROCESS - COLLEGE OF EDUCATION

I. **Introduction** a. **Purpose.** The following process governs the College of Education's response to student academic complaints against other students, faculty, staff, and administrators.

b. **Scope.** This complaint process does not apply to grievances or appeals that are otherwise addressed by other university policies, including the following: Academic Grading Grievance Policy, Academic Integrity Policy, Academic Probation, Dismissal, and Appeal Policy and Procedures for Graduate Students, Professional Conduct Appeal Procedures, or the Student Code of Conduct. This complaint process does not apply to grievances related to discrimination, harassment, or sexual misconduct, which are governed by processes administered through the Office of Institutional Equity.

c. **Administration.** The Associate Dean for Academic and Student Services serves as the primary administrator and contact for the College of Education and supports students, faculty, staff, and administrators in following and implementing the process.

II. **Process.** The complaint process is comprised of informal and formal processes. The process is initiated by the student who may receive support and information by the associate dean or their faculty advisor. A complaint may be resolved at any stage of the process.

III. **Informal Processes** a. **Informal Meeting with Student, Staff, Faculty, or Administrator.** A student begins the complaint process by initiating a meeting with the individual to discuss their concerns, articulate how they would like the issue resolved, and then work towards a resolution.

b. **Complaints Against Other Students: Informal Resolution with Instructor or Program Director.** If the student's complaint cannot be resolved directly with the other student, then the student may request informal resolution with the instructor or program director, whichever party is most appropriate. If the complaint is situated in instructional activities, the instructor of record should attempt to resolve the issue as the issue likely falls under general classroom management. If the complaint is not situated in instructional activities, the student may seek informal resolution through the program director. If the complaint cannot be resolved at this level, then the student may request formal resolution with the department chair.

c. **Complaints Against Faculty: Informal Resolution with Program Director.** If the student's complaint about a faculty member cannot be resolved through an informal meeting with the faculty member, then the student may request informal resolution with the program director. If the student's complaint cannot be resolved at this level, then the student may request formal resolution with the department chair. If the faculty member also happens to be the program director, the student may submit a written request for formal resolution with the department chair.

d. **Complaints Against Staff Members or Administrators:** If the student's complaint cannot be resolved directly with the staff member or administrator, then the student may submit a formal complaint to the staff or administrator's direct supervisor.

IV. **Formal Process** a. **Submitting A Formal Complaint.** All formal complaints must be written and include the student's name, the date, the student's program affiliation, the student's faculty advisor name, a brief explanation of the complaint, possible solutions to the issue, and a summary of all measures taken, and decisions issued to resolve the issue to date. Formal

complaints against other students must be emailed to the complaining student's department chair. Formal complaints against faculty members must be emailed to the faculty member's department chair. Formal complaints against staff members or administrators must be emailed to the staff member's or administrator's supervisor.

b. **Resolution Process.** Once the complaint has been submitted, the department chair or supervisor (whichever is appropriate) assumes the function of resolving the complaint. The student will be provided with information regarding next steps in the process and may be asked for additional information, if necessary. After reviewing the complaint with the parties involved, the department chair or supervisor will provide, in a timely and reasonable manner, a response to the student.

c. **Dean's Appeal.** Once they have exhausted all other processes, students who are dissatisfied with the results of the formal process may submit a formal complaint to the dean, including all elements of the formal complaint listed above. Decisions of the dean are final and cannot be appealed. After reviewing the materials, the dean will provide, in a timely and reasonable manner, a response to the student.

## Student Retention, Remediation, and Dismissal for all Counseling Programs

All counseling students, regardless of program track, must adhere to Seattle University's policy's around:

- [Codes of Student Conduct](#)
- [Academic Probation and Dismissal](#)

### Academic Probation

The following constitute grounds for academic probation:

- a. the student's cumulative grade point average falls below the level required for graduation.
- b. the student earned a grade lower than a B for any required academic course, internship, practicum, or clinical placement.
- c. the student is admitted to the school or college immediately following dismissal from another Seattle University school or college.
- d. the student received a failing grade for any graduate course in the prior quarter.
- e. the student's quarter GPA falls below 3.0 (or the minimum GPA required by the graduate program), even if the student's cumulative GPA is above the GPA required for graduation.
- f. the student's record shows course repetitions, incompletes, and/or withdrawals exceeding those allowed by the policy of the course.
- g. the student has an excessive number of unexcused absences allowed in a course; or
- h. the student is not making satisfactory progress in a program that requires academic standards and professional dispositions.

A student may not register for Practicum or Internship while on academic probation.

### Academic Dismissal

The Counseling Programs may recommend dismissing a student for academic reasons under any of the following conditions:

- a. if a student receives a grade of "B-" or lower for more than one required academic course in a graduate program.
- b. if a student is unable to meet program academic standards for continuation in a graduate program or is denied program candidacy.
- c. if a student does not successfully pass (achieving the minimum acceptable grade within the maximum number of allowed attempts as defined by a graduate program) a required course, internship, clinical exam, thesis, dissertation, or comprehensive exam.
- d. If a student fails to achieve a required minimum grade in a program-required course within the permitted number of attempts, as stipulated by the graduate program.
- e. if a student on probation does not complete any of the three program- required (not elective) courses (or the minimum number of courses required in the notice of probation) during the

quarter(s) when those courses are taken. Appropriate exceptions will be made for internships, graduate projects, practicums, independent studies, theses, and dissertations. Students must also maintain the minimum grade in each course as described in that graduate program's policies. [Note: It is not required that all probation-required courses be taken during the same quarter. For example, the probation-required courses could be taken during three different quarters unless there is a quarter course load requirement of the graduate program or of the probation.] Withdrawals and incompletes are not allowed for the probation-required courses during the probation period; or

- f. if a student does not successfully pass with a B or above any required course after two attempts; the comprehensive exam (i.e., CPCE); or fails to successfully complete all requirements for practicum and internship.

- **Professional Conduct**

In instances where a student engages in behavior that violates the applicable Professional Conduct Policy and/or poses a risk of harm to clients, patients, other students, and/or themselves, the student may be removed immediately and temporarily from the practice setting by the responsible faculty member, program director, department chair or university official. The faculty member or program director/department chair should immediately notify their dean or dean's designee of this action. The decision to remove the student immediately and temporarily from the practice setting is not reviewable or appealable. It is final. The student may also be removed from the site by an appropriate supervisor or administrator of the site according to the policies and procedures of the site. Such actions by site staff are not appealable under this policy.

### Academic Grade Grievance

The [academic grade grievance policy](#) for graduate students defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade. The student's advisor is available to explain the grade grievance policy.

Consult the department chair if the advisor and instructor are the same person.

### Appeals

Appeal procedures for probation and dismissal are outlined in the [Academic Probation, Dismissal, and Appeal Policy and Procedures for Graduate Students](#). Limited appeals for professional conduct are outlined in the [Professional Conduct Appeals Procedures](#).

### Grades

#### Regular Letter Grades

<b>A</b>	<b>4.0</b>	<b>Superior Performance</b>
<b>A-</b>	3.7	
<b>B+</b>	3.3	
<b>B</b>	3.0	<b>Good Performance</b>
<b>B-</b>	2.7	
<b>C+</b>	2.3	
<b>C</b>	2.0	<b>Minimal Performance in graduate course</b>
<b>C-</b>	1.7	<b>Courses graded C- (1.7) or below will not count toward graduate degree</b>
<b>D+</b>	1.0	<b>Poor Performance</b>
<b>D-</b>	0.7	
<b>F</b>	<b>0.0</b>	<b>Failing</b>

**Credit/fail courses:**

The following clinical courses are graded CR/F (Credit/Fail) instead of using the above system: COUN 5510 Counseling Lab, and all practicum and internship courses.

**“I” (incomplete) grades**

“I” grades are reserved for extraordinary and unexpected personal or family situations. This is distinguished from an “N” grade (see below). A grade of “I” must be arranged with the instructor prior to the completion of the quarter. The work required to remove the “I” grade must be completed within six weeks of the beginning of the next academic quarter; for the Spring quarter the student must complete the requirements within six weeks of the beginning of the Fall quarter. The instructor will list the grade earned to date if the incomplete is not cleared by this time.

**“N” (work in process) grades**

“N” grades are reserved for independent studies, practicum and internship courses should they not be completed by the end of a quarter. A grade of “N” is valid through four consecutive quarters; if the course work is not completed in four quarters, the credits are lost. When completed within the four-quarter limit, there is no fee for the “N” removal.

Upon the student’s submission of the completed work, his or her instructor evaluates it and submits the “N” removal form.

## **Diversity, equity, inclusion, and accessibility policies.**

### **On-Ground Programs**

#### **School Counseling Program**

The school counseling program is dedicated to empowering leaders for a just and humane world. We value dignity, inclusion, and promote empowerment-based practices.

#### **CMHC Program**

The clinical mental health counseling program is dedicated to empowering leaders for a just and humane world. We value dignity, inclusion, and promote empowerment-based practices.

### **Online Programs**

#### **CMHC Online Program**

The online clinical mental health counseling program is dedicated to empowering leaders for a just and humane world. We value dignity, inclusion, and promote empowerment-based practices.

#### **School Counseling Online Program**

The online clinical mental health counseling program is dedicated to empowering leaders for a just and humane world. We value dignity, inclusion, and promote empowerment-based practices.

#### **[Seattle University Office of Diversity and Inclusion](#)**

## Disability Services and Student Accommodations

### On-Ground Programs

#### School Counseling Program

Students who have a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with performance as a student in a class are encouraged to discuss individual needs and arrange support services and/or accommodations through [Disabilities Services](#), Loyola 100 (206-296-5740). No accommodation will be provided without a letter from Disabilities Services.

#### CMHC Program

Students who have a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with performance as a student in a class are encouraged to discuss individual needs and arrange support services and/or accommodations through [Disabilities Services](#), Loyola 100 (206-296-5740). No accommodation will be provided without a letter from Disabilities Services.

### Online Programs

#### CMHC Online Program

Students who have a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with performance as a student in a class are encouraged to discuss individual needs and arrange support services and/or accommodations through [Disabilities Services](#), Loyola 100 (206-296-5740). No accommodation will be provided without a letter from Disabilities Services.

#### School Counseling Online Program

Students who have a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with performance as a student in a class are encouraged to discuss individual needs and arrange support services and/or accommodations through [Disabilities Services](#), Loyola 100 (206-296-5740). No accommodation will be provided without a letter from Disabilities Services.

### [Applying for Disability Services](#)



## Personal Counseling Services for all Programs

### On-Ground Programs

#### School Counseling Program

Students have access to counseling services through [Counseling and Psychological Services \(CAPS\)](#) on campus. CAPS also provides telehealth counseling to SU students who reside within the state of WA.

Additionally, students also have access to counseling and psychological services through [TimelyCare](#). TimelyCare <https://www.timely.md/schools/#> provides additional telehealth services for SU students. The specific benefit for online students who may also be out-of-state is that TimelyCare has a nationwide panel of licensed providers, thus they can connect students with a healthcare provider who is licensed to practice in the same state where the student resides. TimelyCare provides the following services to SU students:

1. 24/7 telehealth medical appointments (on-demand appointments and scheduled appointments).
2. No limit on the # of medical appointments.
3. 24/7 on-demand, urgent mental health support line – known as “Talk Now.
4. Scheduled Counseling Appointments – limited to 12 sessions per year. Occurs over a HIPAA compliant video platform.
5. Health Coaching Appointments - unlimited virtual health coaching visits to address things such as: sleep habits, nutrition (licensed dieticians), substance use questions/concerns, stress management, time management, exercise, and goal setting.
6. A limited number of psychiatry appointments

#### CMHC Program

Students have access to counseling services through Counseling and Psychological Services (CAPS) on campus. CAPS also provides telehealth counseling to SU students who reside within the state of WA. Additionally, students also have access to counseling and psychological services through TimelyCare. TimelyCare <https://www.timely.md/schools/#> provides additional telehealth services for SU students. The specific benefit for online students who may also be out-of-state is that TimelyCare has a nationwide panel of licensed providers, thus they can connect students with a healthcare provider who is licensed to practice in the same state where the student resides. TimelyCare provides the following services to SU students:

1. 24/7 telehealth medical appointments (on-demand appointments and scheduled appointments).
2. No limit on the # of medical appointments.
3. 24/7 on-demand, urgent mental health support line – known as “Talk Now.
4. Scheduled Counseling Appointments – limited to 12 sessions per year. Occurs over a HIPAA compliant video platform.
5. Health Coaching Appointments - unlimited virtual health coaching visits to address things such as: sleep habits, nutrition (licensed dieticians), substance use questions/concerns, stress management, time management, exercise, and goal setting.
6. A limited number of psychiatry appointments

## Online Programs

### School & Clinical Mental Health Counseling Programs

Students who reside close to campus have access to counseling services through Counseling and Psychological Services (CAPS) on campus. [CAPS](#) also provides telehealth counseling to SU students who reside within the state of WA.

Additionally, students have access to counseling and psychological services through [TimelyCare](#). TimelyCare <https://www.timely.md/schools/#> provides additional telehealth services for SU students. The specific benefit for online students who may also be out-of-state is that TimelyCare has a nationwide panel of licensed providers, thus they can connect students with a healthcare provider who is licensed to practice in the same state where the student resides. TimelyCare provides the following services to SU students:

1. 24/7 telehealth medical appointments (on-demand appointments and scheduled appointments).
2. No limit on the # of medical appointments.
3. 24/7 on-demand, urgent mental health support line – known as “Talk Now.
4. Scheduled Counseling Appointments – limited to 12 sessions per year. Occurs over a HIPAA compliant video platform.
5. Health Coaching Appointments - unlimited virtual health coaching visits to address things such as: sleep habits, nutrition (licensed dieticians), substance use questions/concerns, stress management, time management, exercise, and goal setting.
6. A limited number of psychiatry appointments

## Professional Counseling Organizations

### On-Ground Programs

#### School Counseling Program

All students are encouraged to join a professional counseling organization, nationally, state-wide, and locally as part of your formation as a professional school counselor. The benefits to joining a professional organization include:

- Staying current trends and policy issues in the field
- Subscription to journals, newsletters, and magazines
- Networking opportunities with graduate students, faculty, and professionals
- Opportunities to develop leadership skills and shape the counseling profession.
- Liability insurance benefits

The following are counseling organizations to join.

- American Counseling Association, [www.counseling.org](http://www.counseling.org)
- American School Counselor Association: [www.schoolcounselor.org](http://www.schoolcounselor.org)
- Association for Multicultural Counseling and Development: <https://www.multiculturalcounselingdevelopment.org/>
- Counselors for Social Justice: <https://www.counseling-csj.org/>
- Washington School Counselors Association: <https://www.wa-schoolcounselor.org>

#### CMHC Program

All students are encouraged to join a professional counseling organization, nationally, state-wide, and locally as part of your formation as a clinical mental health counselor. The benefits to joining a professional organization include:

- Staying current trends and policy issues in the field
- Subscription to journals, newsletters, and magazines
- Networking opportunities with graduate students, faculty, and professionals
- Opportunities to develop leadership skills and shape the counseling profession.
- Liability insurance benefits

The following are counseling organizations to join.

- American Counseling Association, [www.counseling.org](http://www.counseling.org)
- American School Counselor Association: [www.schoolcounselor.org](http://www.schoolcounselor.org)
- American Mental Health Counselors Association: [www.amhca.org](http://www.amhca.org)
- Association for Multicultural Counseling and Development: <https://www.multiculturalcounselingdevelopment.org/>
- Counselors for Social Justice: <https://www.counseling-csj.org/>
- Washington Mental Health Counselors Association: <https://wmhca.org>

## Online Programs

### CMHC Online Program

All students are encouraged to join a professional counseling organization, nationally, state-wide, and locally as part of your formation as a clinical mental health counselor. The benefits to joining a professional organization include:

- Staying current trends and policy issues in the field
- Subscription to journals, newsletters, and magazines
- Networking opportunities with graduate students, faculty, and professionals
- Opportunities to develop leadership skills and shape the counseling profession.
- Liability insurance benefits

The following are counseling organizations to join.

- American Counseling Association, [www.counseling.org](http://www.counseling.org)
- American Mental Health Counselors Association: [www.amhca.org](http://www.amhca.org)
- Association for Multicultural Counseling and Development: <https://www.multiculturalcounselingdevelopment.org/>
- Counselors for Social Justice: <https://www.counseling-csj.org/>
- [Your state counseling organization: https://www.counseling.org/about-us/divisions-regions-and-branches/branches](https://www.counseling.org/about-us/divisions-regions-and-branches/branches)
- A mental health counselor organization in your state

### School Counseling Online Program

All students are encouraged to join a professional counseling organization, nationally, state-wide, and locally as part of your formation as a professional school counselor. The benefits to joining a professional organization include:

- Staying current trends and policy issues in the field
- Subscription to journals, newsletters, and magazines
- Networking opportunities with graduate students, faculty, and professionals
- Opportunities to develop leadership skills and shape the counseling profession.
- Liability insurance benefits

The following are counseling organizations to join.

- American Counseling Association, [www.counseling.org](http://www.counseling.org)
- American School Counselor Association: [www.schoolcounselor.org](http://www.schoolcounselor.org)
- Association for Multicultural Counseling and Development: <https://www.multiculturalcounselingdevelopment.org/>
- Counselors for Social Justice: <https://www.counseling-csj.org/>
- Washington School Counselors Association: <https://www.wa-schoolcounselor.org>

## **Counseling Certification and Licensure Requirements.**

### **On-Ground Programs**

#### **School Counseling Program**

Upon successful completion of the school counseling internship and all program requirements students are recommended by program faculty for the master's degree in school counseling and certification as a school counselor in a K-12 public and private school setting as a professional school counselor. It is each student's responsibility to ensure that the school counseling degree program meets your state certification requirements. While the school counseling program has created programs of study for each state, we encourage each student to reach out to education boards in their state to ensure accuracy.

#### **CMHC Program**

Upon successful completion of the clinical mental health counseling internship and all program requirements students are recommended by program faculty for the master's degree in clinical mental health counseling and eligible for post-master's work for mental health counselor licensure. It is each student's responsibility to ensure that the counseling degree program meets your state certification requirements. While the school counseling program has created programs of study for each state, we encourage each student to reach out to licensing boards in their state to ensure accuracy.

### **Online Programs**

#### **CMHC Online Program**

Upon successful completion of the clinical mental health counseling internship and all program requirements students are recommended by program faculty for the master's degree in clinical mental health counseling and eligible for post-master's work for mental health counselor licensure. It is each student's responsibility to ensure that the counseling degree program meets your state certification requirements. While the online CMHC counseling program has created programs of study for each state, we encourage each student to reach out to licensing boards in their state to ensure accuracy.

#### **School Counseling Online Program**

Upon successful completion of the school counseling internship and all program requirements students are recommended by program faculty for the master's degree in school counseling and certification as a school counselor in a K-12 public and private school setting as a professional school counselor. It is each student's responsibility to ensure that the school counseling degree program meets your state certification requirements. While the school counseling program has created programs of study for each state, we encourage each student to reach out to education.

## Written endorsement policy explaining the conditions for recommending students for credentialing and employment.

### Graduation and Commencement

Graduation comes after the completion of all coursework and other degree requirements and can occur at the end of any quarter. To qualify for graduation, the student must apply for graduation, complete all coursework and examinations, including the comprehensive examinations, and remove any “holds” on his or her records (book fines, unpaid late registration fees, etc.).

Commencement is the annual formal ceremony during which degrees and diplomas are presented in June. Students who graduate at the end of any other quarter may attend commencement the June following their graduation. Degrees are mailed to students, usually within eight weeks of completion.

A student can participate in commencement with six or fewer outstanding credits. Students do not have to have completed comprehensive examinations to go through commencement. However, they do need to pass comprehensive exams for the degree.

Summer, Fall, and Winter graduates will have their degrees posted (meaning that the “master’s degree Requirements Completed” is printed on the student’s transcript) at the end of the quarter of graduation. Students may request a letter stating that the student has completed the degree requirements. This letter is available from the Office of the Registrar by calling (206) 296-5850 and asking for the graduation evaluator.

Procedure and deadlines for graduation are as follows:

1. Go to <https://www.seattleu.edu/registrar/graduation/> to fill out the Graduation Application. Once you have submitted your Application for Graduation, you will receive confirmation from the Office of the Registrar.
2. Deadlines for completion of the above steps are:
 

▪ Winter Quarter Graduation	October 1
▪ Spring Quarter Graduation	November 1
▪ Summer Quarter Graduation	February 1
▪ Fall Quarter Graduation	February 1

Refer to the Seattle University Graduate School Bulletin for additional information on graduation and other academic policies.

## Core Full-Time Counseling Faculty for All Counseling Programs

### **Courtney Boddie, PhD Assistant Clinical Professor**

[cboddie@seattleu.edu](mailto:cboddie@seattleu.edu)

Dr. Courtney Boddie is an Assistant Clinical Professor in the Online Clinical Mental Health Counseling Program. His mission as a counselor educator and supervisor is to train clinical mental health counselors to bridge health equity gaps by offering their communities trauma-informed psychotherapeutic services. Dr. Boddie chose to join the faculty of the OCMHC program because of its close alignment with his social justice orientation as a scholar-practitioner. “I love that I can provide high-quality training to students near and far, making it easier for clients to access the care of culturally-attuned mental health providers!”

Dr. Boddie aims to help students in the OMCHC Program in the areas of case conceptualization, assessment and treatment of cultural trauma (e.g., race-based traumatic stress), and professional identity development. As a clinically-active professor, he provides counseling, psychological evaluation, clinical supervision, and consultation services through his Illinois-based telehealth practice.

### **Juquatta Brewer, Ph.D., L.P.C., C.P.C.S., A.C.S. Assistant Clinical Professor**

[Jbrewer1@seattleu.edu](mailto:Jbrewer1@seattleu.edu)

Dr. Brewer received a B.A. degree in Psychology from Oakland University in Michigan, a M.S. degree in Community Counseling from St. Cloud State University in Minnesota, and a Ph.D. in Counselor Education and Supervision from the University of the Cumberlands in Kentucky. Prior to Seattle University, Dr. Brewer taught online counseling courses at the College of William & Mary and at the University of the Cumberlands. As an instructor, intern supervisor, behavioral health clinician and case manager, Dr. Brewer’s expertise is in sexual wellness, community crisis counseling, group psychotherapy for sexual offenders, child and family psychotherapy, and gender therapy for trans clients.

### **Jennifer Cannon, PhD., Assistant Clinical Professor**

[jcannon@seattleu.edu](mailto:jcannon@seattleu.edu)

Dr. Cannon is an advocate for mental health services, a believer in holistic healing and wellness, a lover of nature, a self-care enthusiast, and a relational being who believes we all strive for connection at the core. As a fully licensed counselor (LCPC), National Certified Counselor (NCC), Approved Clinical Supervisor (ACS), Certified Life & Wellness Coach, and Certified Mindfulness Instructor, Dr. Cannon has experience working with clients who present a range of care needs (e.g., trauma, addiction, depression, anxiety, couples’ and family issues, PTSD, ADHD, communication, disordered eating, sex and intimacy issues, sexual orientation struggles, adjustment disorders, co-occurring issues).

Dr. Cannon believes in the core values of our OCMHC program and knows that location should not limit one’s access to outstanding education.

Dr. Cannon specializes in wellness research and programming.



**Carla B. Cheatham, PhD., M.Ed, LCPC, NCC, GCDF, CSCDA, Assistant Clinical Professor**  
Seattle University Online School Counseling Master's Program.  
[ccheatham1@seattleu.edu](mailto:ccheatham1@seattleu.edu)

Dr. Cheatham received her Ph.D. in Counselor Education and Supervision from Governors State University in July 2023. She has over 25 years of experience in school counseling. She is a licensed clinical professional counselor (LCPC- IL) and a National Certified Counselor (NCC). She has earned the Global Career Development Facilitator (GCDF) credential and the Certified School Career Development Advisor (CSCDA) credential. Ms. Cheatham's areas of experience include Academic, Career, and Social/Emotional School Counseling, Advocacy and Social Justice, Cultural Competency, Multiculturalism, Inclusion and Diversity. She has presented nationally and locally on topics regarding antiracist school counseling, diversity, equity, and inclusion issues for school counseling. She is the past president for the Illinois Association for Multicultural Counseling (IAMC). She is the past secretary for the Illinois Career Development Association (ICDA). She is a committee member for the National Career Development Association's Leadership Academy Committee.

Dr. Cheatham's research focuses on school counseling work with Black students in career development. She received a B.S. in Journalism from Southern Illinois University at Carbondale, a M.Ed. in School Counseling from Georgia State University, and an Ed.M. in Global Studies in Education from the University of Illinois Urbana Champaign.

**Ashley Coombs, PhD., Assistant Clinical Professor**  
[acoombs@seattleu.edu](mailto:acoombs@seattleu.edu)

Dr. Coombs is a full-time Assistant Clinical Professor in the Online Clinical Mental Health program. She is passionate about working within a multicultural and social justice counseling context to address trauma, addiction, and other mental health presenting concerns. As a counselor educator, she enjoys sharing practical counseling wisdom that will help new counselors succeed when entering the field.

Dr. Coombs believes that one of the easiest ways to promote a diverse counseling profession is to increase accessibility of education, which is exactly what this program aims to achieve! Dr. Coombs considers it a privilege to work in higher education and she wants to use that privilege to help foster students' learning that includes unique perspectives and lived experiences.

Dr. Coombs has presented at state, regional, national, and international conferences on topics such as multicultural and social justice counseling competency, social justice-oriented counselor education, intersection of trauma and addiction, best practices for private practice counseling, and issues of wellness while developing a professional identity as a counselor.

Dr. Coombs enjoys meeting students where they are in their research journey, in that she loves hearing new ideas about counseling research and helping students to achieve their research/publication goals. She is especially interested in collaborating on topics such as queer/LGBTQIA+ counseling & advocacy, social justice counseling & advocacy, group work, and addiction counseling.



**Gene Dockery, PhD, LPCC, NCC**

Assistant Clinical Professor, Clinical Mental Health Counseling (CMHC)

PhD, Counselor Education and Supervision, Ohio University

MA, Counseling, East Tennessee State University

BA, Psychology, University of North Carolina Asheville

Dr. Dockery is an Assistant Clinical Professor for Seattle University's Counseling Master's Program, primarily in the Clinical Mental Health Counseling track. They earned their PhD in Counselor Education and Supervision from Ohio University, their MA in Counseling at East Tennessee State University, and their BA in Psychology from the University of North Carolina Asheville.

Dr. Dockery is a Licensed Professional Clinical Counselor (LPCC), which is an independent license in Ohio. They have worked in various clinical settings, including residential alcohol and drug treatment, college counseling centers, community mental health counseling, and private practice. Their clinical specialties are LGBTQIA mental health and neurodivergence.

Dr. Dockery takes pride in their service to the profession and the community. They are the Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE), a division of the American Counseling Association (ACA), Public Policy Committee Chairperson and therefore lead the organization's efforts to oppose anti-LGBTQIA legislation. They held a similar role in the Ohio Counseling Association as the Government Relations Committee Liaison for SAIGE Ohio, where their responsibilities also included providing testimony at the Ohio Statehouse in opposition to anti-LGBTQIA bills. Additionally, they serve on the Association for Specialists in Group Work's Research Committee and the Counselors for Social Justice's (CSJ) Counselor Education and Supervision Taskforce; both of these organizations are ACA divisions.

**Dr. Kathleen Driscoll, PhD., Assistant Clinical Professor**

[kdriscoll@seattleu.edu](mailto:kdriscoll@seattleu.edu)

Dr. Driscoll sees herself as a therapeutic facilitator to someone's healing process, whatever that may be. As a Gestalt therapist, Dr. Driscoll is invested in helping people integrate the edge and vulnerable pieces of themselves to ultimately become more fully human. Dr. Driscoll typically works with adults who have experienced relational and familial trauma, where attachment wounds are inherent and present. She also serves those experiencing identity concerns, self-esteem and self-worth issues, as well as relational struggles.

Dr. Driscoll teaches in the OCMHC program because she resonates with the vision and mission that it holds. Rooted in Jesuit ideals, the OCMHC Program is committed to serving the whole person and that message seamlessly connects to the social justice foundation of our training environment. In order to serve the whole person, we must learn the whole person, therefore living out that inclusive spirit that is integral to our way of teaching and supporting students. Dr. Driscoll is passionate about the community aspect of the program where support, encouragement, and challenge all mesh together into a very creative place to be.

Dr. Driscoll is passionate about students' clinical training and counselor identity development; in particular, she enjoys working with students on their clinical skills, theoretical orientation development, and the blend of the personal and the professional in the role of counselor. Dr. Driscoll thrives in mentorship relationships where she can assist students in becoming the counselor that they want to be. She believes in highlighting and integrating personal strengths in order to cultivate a counselor identity that is strong, relational, and sustainable.

**Dr. LaToya Flowers-Roe**  
**[lflowers-roe@seattleu.edu](mailto:lflowers-roe@seattleu.edu)**

Dr. Flowers-Roe is a Licensed Professional Counselor in Illinois. She is passionate about preserving family relationships. She has expertise working with high conflict couples regarding issues of infidelity, power dynamics, and parenting.

Dr. Flowers-Roe likes to both challenge and encourage OCMHC students, fully supporting them as they stretch themselves into new areas of awareness, knowledge, and identity. She strives to create a nurturing learning environment where students can be both tested and supported, where they can teach and be taught, and where their love of learning can be further ignited as they adopt new identities as professional counselors.

Dr. Flowers-Roe has published in books and peer reviewed journals on topics regarding DEI within academia, couple relationships as a means of healing individual traumas, the value of play in homeschooling, and the impact of adult playfulness on romantic relationship satisfaction.

She has presented at international, national, regional, and local conferences on family relationship dynamics, positive parenting practices, and enhancing multicultural competence within the field of counseling and academia.

Dr. Flowers-Roe is the recipient of the 2022-23 North Central Association for Counselor Education and Supervision Outstanding Diversity award. She is a previous Emerging Leader with the Association for Counselor Education and Supervision and past president of the Governor State University chapter of the Chi Sigma Iota Professional Counseling Honors Society.

Dr. Flowers-Roe enjoys working with online students on research regarding inter-personal variables that enhance romantic relationship satisfaction and stability, the science of love and play, DEI within counseling, and strength-based approaches to couple and family therapy.

**Dr. Jan Gay, PhD., MAEd, BA**, Assistant Clinical Professor  
Seattle University Online School Counseling Master's Program.  
**[jgay@seattleu.edu](mailto:jgay@seattleu.edu)**

Dr. Gay earned her Ph.D. in Counselor Education and Supervision at the University of Florida, a Masters' in Education in School Counseling from the University of South Alabama

Master's degree in Social Work at the University of Alabama, and her BA in Criminal Justice from the University of Alabama. Her research interest includes anti-racist school counseling, multiculturalism, social justice, and advocacy among school counselors. Dr. Gay is passionate about preparing school counselors in training to work as systems change agents with a heart for social justice and equity.

Dr. Gay has three years of experience as a professional school counselor and 11 years as a clinical social worker. She is a certified professional school counselor and a licensed clinical social worker. Jan has experience as a school counselor and a school social worker at the Pre-K-12th grade level. Her clinical experience includes working with children, adolescents, and families. She is a member of the American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES), Southern Association for Counselor Education and Supervision (SACES), Florida Counseling Association (FCA), and the Florida School Counseling Association. Dr. Gay served as the Graduate Student Representative (2021-2022) for the Association of Counselor Education and Supervision (ACES) and served three total years on the board. She is also the recipient of the 2022 ACA Courtland C. Lee Multicultural Excellence Scholarship Award.

**Dr. Jennifer Gess**, (she/her), Ph.D., L.M.H.C., L.C.P.C.  
Associate Clinical Professor and Online CMHC Program Director [gessj@seattleu.edu](mailto:gessj@seattleu.edu)

Jennifer Gess (she/her/hers), PhD, LMHC, LCPC, is the Program Director and Associate Clinical Professor for the Online Clinical Mental Health Counseling program at Seattle University. Her commitment to empowerment and social justice for those who identify as queer, and transgender is central to her pedagogy, clinical engagement, scholarship, and service. She is licensed in Idaho and Washington and has served as a licensed counselor for over ten years specializing with queer and transgender children, couples, and families. Dr. Gess is currently completing certifications in Sex Education and Sex Therapy through the American Association of Sexuality Education, Counseling and Therapy. Additionally, she is currently engaged in research and scholarly work focused on the challenges and resiliency queer and transgender families face.

**Dr. Nikki Golden**, Ph.D., L.M.F.T., M.A.C., C.M.H.S., S.U.D.P.  
Assistant Professor [sgolden@seattleu.edu](mailto:sgolden@seattleu.edu)

Dr. Golden has extensive clinical experience in both the mental health and substance use disorder fields. Nikki was the program director at residential co-occurring programs and the program manager in multiple outpatient co-occurring, mental health, and substance use disorder programs. Nikki is a licensed Marriage and Family Therapist (LMFT), a Substance Use Disorder Professional (SUDP), a Masters of Addiction Counselor (MAC), and a Child Mental Health Specialist (CMHC). Nikki is an AAMFT approved clinical supervisor and is on the board of WA-SAIGE. Her areas of expertise include addictions, clinical supervision, co-occurring disorders, sexuality, suicide, trauma and working with the LGBTGEQIAP+ population. Nikki's theoretical orientation is grounded in systems theory, and she uses DBT and EMDR in her clinical work.

**Mary Graham**, Ph.D., N.C.C., L.M.H.C.A., ESA Certificate Professor of Counseling, School Counseling Program Director [grahamm@seattleu.edu](mailto:grahamm@seattleu.edu)

Dr. Graham completed her doctorate in Counselor Education and Supervision at Oregon State University, a CACREP accredited program in May of 2007. Her dissertation focused on the use of creativity in counselor supervision; specifically, the use of children's literature to impact the working alliance in the supervisory relationship. She received her master's degree from Eastern Washington University (CACREP) and her bachelor's degree from Central Washington University. Dr. Graham is a certified school counselor in the State of Washington. She has worked with elementary, middle and high school students in both Washington State and Oregon. She has extensive experience working in juvenile corrections and with students at-risk. Her research interests include school counseling advocacy, issues of poverty, and social justice.

**Pao-Yin Huang, PhD, MAEd, Bed,**

Assistant Clinical Professor, Clinical Mental Health Counseling (CMHC)

PhD, Counselor Education, University of Florida

MAEd, Counselor Education, Pennsylvania State University

BEEd, Educational Psychology and Counseling, National Tsing Hua University

Pao-Yin Huang is an Assistant Clinical Professor of the Clinical Mental Health Program at Seattle University. She is an international scholar from Taiwan. Growing up in an era where democracy, liberation, diversity, equity, and inclusion are rapidly promoted in Taiwan, she recognizes promoting systemic change requires resilience, patience, and passion. The lived experiences in Taiwan also fostered her calling in bringing social justice and advocacy into her research, teaching, supervision, counseling, and leadership.

Dr. Huang received her Ph.D. in Counselor Education at the University of Florida, her master's degree in Counselor Education with an emphasis on Secondary School Counseling from the Pennsylvania State University, and her bachelor's degree in Educational Psychology and Counseling from National Tsing Hua University in Taiwan. She is currently a Registered Mental Health Counselor Intern in the state of Florida. Her clinical experiences and interests land in working with adolescents, college students, and adults from secondary schools and college counseling centers through in-person and telehealth services. She is privileged to provide supervision for emerging counselors who were in clinical mental health counseling, school counseling, and marriage and family counseling tracks. Her theoretical orientation aligns with Feminist Therapy, Self-awareness Supervision Model, and Critical Race Theory. These lenses guide her to understand the world and her interactions with every unique individual. Dr. Huang is committed to incorporating a culturally sustaining trauma-informed approach in her teaching, supervision, and counseling.

Dr. Huang has learned to embrace the idea of "research is me-search," and even beyond me-search. For people with minoritized and marginalized identities, me-search provide a platform for their voices to be heard. Dr. Huang invests a lot of time and effort in promoting social justice, diversity, equity, inclusion, and belonging through her professional activities, especially her research. She considers research as a way to operate advocacy and research needs to serve and support the community, especially the marginalized community. Dr. Huang's current research focuses are social justice, equity, & inclusion issues in counselor education/educational settings, especially issues related to Asian international students; Asian American Critical Race Theory; and counselor preparation and

supervision. She sees the importance of critically investigating the inequities we are in order to reach a more inclusive society for each unique individual. She believes it takes a community to foster mutual healing.

**Omar Husain, Ph.D., L.C.D.C. (TX) Assistant Professor** [ohusain@seattleu.edu](mailto:ohusain@seattleu.edu)

Omar Husain is an Assistant Professor at Seattle University in the Clinical Mental Health Program. His work as an Imam (religious leader) led him to pursue professional counseling. He is a licensed chemical dependency counselor in the state of Texas, as well as a Licensed professional counselor Associate (supervised by Michael Moyer) in Texas. He has worked in a variety of substance abuse settings including private practice, residential treatment, and intensive outpatient treatment. Dr. Husain has extensive experience working with minority clients to reduce the stigma around seeking mental health services.

**Dr. Lorraine Joseph, PhD, Assistant Clinical Professor**

Dr. Joseph has extensive education, training, and experience working with children/adolescents and their families. In particular, Dr. Joseph enjoys working with adolescents, especially those adjudicated delinquent, and involved with the Department of Juvenile Justice. She is also passionate about facilitating groups and witnessing/experiencing the magic and power of group dynamics.

Dr. Joseph chose to teach in the OCMHC program because of Seattle U's commitment to providing students with outstanding student-focused education that integrates theory and practice, which aligns well with her zeal for the field of counseling and interests in the professional identity formation and the development of authentic, compassionate, culturally humble, social justice-minded, and clinically competent emerging & novice counselors. As such, Dr. Joseph's goal for each course is to foster safe, nurturing, culturally responsive learning environments that equip each student with what they need to thrive--do their best work, and cultivate their appreciation for diverse perspectives and worldviews. Dr. Joseph has published on Practicing Affirmative Counseling: Advocating for Counselor Growth and Social Justice for the LGBTGEQIAP+ Community, and Tips for Counselors to Build Resilience in Children and Adolescents During COVID-19.

Dr. Joseph has presented at local, regional, and national conferences on Self-Care, Creating Safe Spaces for Teens to Discuss Sex and Sexuality, Creative Supervision Approaches To Foster Supervisees' Social Justice Competencies, Addressing LGBTGEQIAP+ Microaggressions Through Professional Counselor Identity Development, Creative Interventions for Clinical Restoration, Microaggressions in Counseling and Supervision, Understanding, Teaching, and Modeling the Value of Normalizing Pronouns in Clinical Supervision, Creativity in Supervision, and How to Infuse Trauma Competence and Self-Care into Counseling Courses to Positively Impact Students' Professional Identity Development.

Dr. Joseph would like to work with students on counselor professional identity formation and development, gatekeeping, excellence and creativity in counselor education, counselor preparation, counselor competence and professional efficacy, and counselor self-care.

**Jiale Man, MS, LGPC, PhD, NCC**

PhD, Counselor Education and Supervision, Virginia Commonwealth University  
 MS, Counseling, Johns Hopkins University  
 BA, English, Chengdu Institute of Sichuan International Studies University

Assistant Professor, Clinical Mental Health Counseling (CMHC)

Jiale Man is a Licensed Graduate Professional Counselor in Maryland and a National Certified Counselor. He has extensive work experience with clients from diverse backgrounds in both school and clinical settings in China and the US. His clinical work centers on individual experiences of marginalization, particularly concerning sexual/affectional identities and relationship orientations, and how these experiences impact an individual's navigation of social systems.

Dr. Man's dissertation focused on exploring the relationship experiences of lesbian, gay, bisexual, and pansexual individuals in polyamorous relationships. His research agenda builds from his professional experiences to investigate the stress and resilience in various relationship configurations within the LGBTGEQIAP+ community.

Dr. Man's teaching experiences include intro to mental health counseling, marriage, couples, and family counseling theories, human sexuality in counseling, practicum, and internship.

**Nora Maza**, Ph.D. candidate, L.P.C.-A (TX), N.C.C.  
 Assistant Clinical Professor [nmaza@seattleu.edu](mailto:nmaza@seattleu.edu)

Dr. Nora Maza holds a bachelor's degree in psychology from Texas A&M and a master's degree in counseling and a doctorate in counselor education and supervision from Texas A&M University, Corpus Christi. Her clinical, supervisory, and scholarship experience has been heavily focused on community – engaged counseling programming for children and families. She is eager to work with students in developing and implementing counseling programs that provide equitable mental health services for marginalized populations within their communities. Her other scholarly interests include child sexual abuse prevention and problematic social media use.

**Keith Mobley**, PhD, LMHCS, LCMHCS, ACS, NCC  
 PhD, Counseling and Counselor Education, The University of North Carolina at Greensboro  
 MEd, Counseling and Guidance Services, Clemson University  
 BS, Biology, Augusta State University

Program Director, Clinical Mental Health Counseling (CMHC)  
 Associate Clinical Professor, Clinical Mental Health Counseling (CMHC)  
[kmobley@seattleu.edu](mailto:kmobley@seattleu.edu)

Dr. Keith Mobley is a licensed mental health counselor supervisor (LMHCS) in Washington, a licensed clinical mental health counselor supervisor (LCMHCS) in North Carolina, an approved clinical supervisor (ACS), and a national certified counselor (NCC) with the National Board for Certified Counselors.

Mobley earned his PhD in counseling and counselor education in 2004 and worked as a



clinical professor at two counseling programs for 19 years prior to joining the faculty of the CMHC program at Seattle University in 2023. Before becoming a counselor educator and supervisor, Mobley worked as a clinician in residential, community mental health, inpatient, outpatient, and private practice settings. Mobley has held committee and leadership positions with the Licensed Clinical Counselors Association of North Carolina (NCCANC), the American Counseling Association (ACA), the Association of Counselor Education and Supervision (ACES), the National Board of Certified Counselors (NBCC), and the American Mental Health Counselors Association (AMHCA). Other roles he has occupied have been related to directorship of a counseling clinic, clinical training director, and various institutional committees related to faculty searches, academic appeals, student remediation, faculty development, and program evaluation.

Mobley's research and publication interests and record have included the process and outcomes with counselor education and supervision, cultural competencies and cultural immersion, striving for wellness, and same-sex intimate partner violence, for which he has received external funding to support specialized training, research, and publication. Despite these accomplishments, Mobley describes his professional identity as a clinical educator and supervisor with student centered learning, counselor development, and scientist-practitioner principles at the core.

**Dr. Money-Brady**, PhD, MS, BA, Clinical Assistant Professor,  
Seattle University Online School Counseling program  
[jmoney-brady@seattleu.edu](mailto:jmoney-brady@seattleu.edu)

Dr. Money-Brady has received her BA Psychology 2005, Butler University, MS School Counseling 2008, Butler University EDD Counselor Education and Supervision, University of Sarasota/ Argosy University, Sarasota. Previously, Dr. Money-Brady was an Associate Professor and the Director of School Counseling for Indiana Wesleyan University. Dr. Money- Brady is a licensed school counselor and National Credentialed Counselor who completed her doctoral degree in Counselor Education and Supervision in 2018. Dr. Money-Brady brings years of experience as a school counselor for Brebeuf Jesuit Preparatory School. She also has worked in mental health with children at the Joseph Maley Foundation and Horizons at SRES, and in grief support group facilitation with Brooke's Place. Dr. Money-Brady is the Past Chair and Treasurer of the Board of Directors of the Indiana School Counselor Association and sits on the board of the Indiana Counseling Association.

Dr. Money-Brady has an interest in Advocacy, Leadership, Adverse Childhood Experiences and Trauma, Supervision and Collaboration with Administrators. Jen spends her summers supervising a team of counseling students and licensed counselors at Horizon's at St. Richard's Academic and Enrichment Summer program. Jen's dissertation research involved a qualitative study on the characteristics and supports of School Counselor Leaders to understand how they best advocate for their students. Jen has also been the Grant Program Director for HRSA Behavioral Health Workforce Education and Training Program # 1M01HP45172-01-00 from 2021 thru 2025, which involves a collaborative approach to supporting trauma-responsive care for schools, hospitals, clinics and private practices through counseling and nursing students within the Indiana Wesleyan University program at sites around the United States. Outside of teaching, research, and service, Jen enjoys being with her husband, John, who is a Middle School Principal and their daughter, Katy. They

spend their free time in nature with their pets, hiking, and traveling. Jen and her family attend St. Thomas Aquinas Catholic Church.

[jmoney-brady@seattleu.edu](mailto:jmoney-brady@seattleu.edu)

**Dr. Carlee Pendleton-Cole, PhD., Assistant Clinical Professor**

[cpendleton-cole@seattleu.edu](mailto:cpendleton-cole@seattleu.edu)

Dr. Pendleton-Cole has a range of experience working with children, adolescents, and families in private practice, at schools, and in the community. She is a Certified Sandtray Therapist through The Institute for Play Therapy at Texas State University and utilizes sandtray and other experiential modalities in her work. She specializes in working with issues of grief and loss and loves using play-based and expressive treatments in work with individuals of all ages. Her passion is in community work and serving the needs of diverse populations through creating accessible services, and she hopes to support future counselors in doing the same through mentorship and supervision.

Teaching in the OCMHC program has given Dr. Pendleton-Cole the opportunity to support the learning of individuals from across the country. Her hope is that her work with students will promote and encourage their future work in their communities. Dr. Pendleton-Cole desires to create an environment that is supportive and fosters growth in students and their future clients.

Dr. Pendleton-Cole hopes to support students through mentorship across their program. She would like to support students in getting involved in research into community-based programming. Dr. Pendleton-Cole is also passionate about encouraging students in learning how to work with different ages using developmentally appropriate techniques such as play and expressive arts.

**Manivong J. Ratts**, (he/him/his), Ph.D., L.M.H.C., N.C.C., ESA Certificate Professor of Counseling and Associate Dean of the College of Education [vong@seattleu.edu](mailto:vong@seattleu.edu)

Dr. Ratts received his Ph.D. in Counseling from Oregon State University (OSU). He holds an associate degree from Yakima Valley Community College, a bachelor's degree in psychology from Western Washington University, and a master's degree in counseling from OSU. He is a licensed mental health counselor (L.M.H.C.) and past President of Counselors for Social Justice, a division of the American Counseling Association (ACA). His research is in multiculturalism and social justice. He is one of the nation's leading scholars in social justice counseling. He coined the term "social justice counseling" and argued that social justice is a "fifth force" among counseling paradigms, following the psychoanalytic, cognitive-behavioral, humanistic, and multicultural traditions. Recently, he chaired a committee which developed Multicultural and Social Justice Counseling Competencies (MSJCC) for the counseling profession with Drs. Anneliese Singh, Sylvia Nassar-McMillan, Kent Butler, and Rafe McCullough. The MSJCC serves as a guide to help counseling professionals develop multicultural and social justice competence. The competencies have been adopted by the American Counseling Association (ACA), the leading organization for professional counselors and they are used in counselor training programs across the country. Dr. Ratts has served on the editorial boards of the Journal of Counseling and Development and the Journal for Social Action in Counseling and Psychology. He has published in various peer reviewed



journals on social justice counseling and is lead author of the following books Counseling for Multiculturalism and Social Justice: Integration, Theory, and Application (2014) with Dr. Paul B. Pedersen and ACA Advocacy Competencies: A Social Justice Framework for Counselors (2010) with Dr. Judy Lewis and Dr. Rebecca Toporek. He has produced two video series through Alexander Street Press titled Four Approaches to Counseling One Client: Medical, Intrapsychic, Multicultural, and Social Justice Counseling Paradigms (2011) and Five forces of Counseling and Psychotherapy: Psychoanalytic, Cognitive- Behavioral, Existential- Humanistic, Multicultural, and Social Justice (2013).

**Dr. Brandon Shurn, PhD., Assistant Clinical Professor**

[bshurn@seattleu.edu](mailto:bshurn@seattleu.edu)

Dr. Brandon Shurn is Assistant Clinical Professor in Seattle University's Online Clinical Mental Health Counseling program. As a counseling instructor, Dr. Shurn's passion and interest include increasing the public and organizations' awareness of mental health counselors and ensuring that students understand their skills and capabilities. Dr. Shurn's expertise is in trauma, grief, anxiety, and depression.

Dr. Shurn is passionate about teaching in the OCMHC program because it provides flexibility to students who desire to enter the counseling profession but cannot attend classes on campus for various reasons. Dr. Shurn also gets to work with students from across the country which requires understanding various state boards' processes for licensure. His goal is two-fold, Dr. Shurn would like to create a dynamic virtual learning environment for students where they can develop their knowledge and skills in counseling and help them develop a plan for navigating their licensure board.

Dr. Shurn has presented at a local conference on the importance of helping clients navigate grief from an integrative perspective. He has also presented at a regional conference on developing a training clinic for mental health counseling students while navigating the COVID pandemic. He has also published on the various influences that contribute to the professional identity development of counselors.

Dr. Shurn is passionate about mentorship and helping students identify their area(s) of passion for advocacy efforts. He is eager to work with students on effecting positive social change within their communities by developing programs that will address identified gaps related to mental health.

**Dr. Whitney Swann, PhD., Assistant Clinical Professor**

[wswann@seattleu.edu](mailto:wswann@seattleu.edu)

Dr. Swann's counseling areas of interest include neuro-informed mental health counseling, multicultural counseling, innovation in counseling and counselor education, wellness, coping processes, professional competency, and racial disparities in mental health.

Dr. Swann received their training in a fully online master's counseling program so she can empathize with the experience of completing an online graduate program. Dr. Swann enjoys working with adult learners and seeing their developmental journey to become an emerging counselor.

**Fanghui Zhao, PhD, MA, BA**, Assistant Professor, Clinical Mental Health Counseling (CMHC)

PhD, Counselor Education and Supervision, Pennsylvania State University

MA, Mental Health Counseling, Boston College

BA, Psychology, Gettysburg College

Fanghui Zhao is an Assistant Professor in the Clinical Mental Health Counseling Program at Seattle University. Her research focuses on two primary areas: (1) exploring cross-cultural counseling processes and outcomes, and (2) investigating the development of Multicultural Social Justice Counseling Competencies (MSJCC) among counselor trainees. She is dedicated to leveraging research to improve access to high-quality mental health care for marginalized populations, with a particular emphasis on addressing the needs of racial and ethnic minority clients. With experience in diverse settings such as college counseling centers, community clinics, and career services, she brings a wealth of expertise in working with young adults.

Fanghui Zhao is an Assistant Professor in the Clinical Mental Health Counseling Program at Seattle University. Her research focuses on two primary areas: (1) exploring cross-cultural counseling processes and outcomes, and (2) investigating the development of Multicultural Social Justice Counseling Competencies (MSJCC) among counselor trainees. She is dedicated to leveraging research to improve access to high-quality mental health care for marginalized populations, with a particular emphasis on addressing the needs of racial and ethnic minority clients. With experience in diverse settings such as college counseling centers, community clinics, and career services, she brings a wealth of expertise in working with young adults.