



# SCHOOL OF COUNSELING

45154 UNDERWOOD LANE, STERLING VA 20166 | (703) 416 - 1441

Master of Science in Counseling  
Clinical Mental Health Counseling Program

## Student Program Handbook

**2023-2024**

## Table of Contents

<b>PART I: ACADEMIC PROGRAM</b>	<b>7</b>
1. Introduction and Welcome	7
2. M.S. in Counseling, Clinical Mental Health Counseling Program	7
2.1 Overview	7
2.2 School of Counseling Mission	8
2.3 School of Counseling Vision	8
2.4 Clinical Mental Health Counseling Philosophy	8
2.5 Program Description	8
2.6 Program Mission	8
2.7 Program Goals (Aspirational)	9
2.8 Program Objectives (Student Learning Outcomes)	9
2.9 Counseling Core Curriculum Content: Refer to the MSC Catalog	10
2.10 Accreditation: Refer to the MSC Catalog	10
2.11 State Licensure Regulation Overview: Refer to the MSC Catalog	10
2.12 New Student Orientation	10
3. Graduate Study	11
3.1 Professional Identity and Association Membership	12
3.2 Opportunities for Professional Development and Activities	12
4. Financial Information	12
4.1 Tuition and Fees for the 2022-2023 Academic Year: Refer to the MSC Catalog	13
4.2 Expenses: Refer to the MSC Catalog	13
4.3 Payment of Student Account: Refer to the MSC Catalog	13
4.4 Payment Plans: Refer to the MSC Catalog	13
4.5 Withdrawal Refund: Refer to the MSC Catalog	13
4.6 Delinquent Accounts: Refer to the MSC Catalog	13
4.7 Cost of Attendance: Refer to the MSC Catalog	13
4.8 Financial Aid Overview: Refer to the MSC Catalog	13
4.9 Types of Financial Aid: Refer to the MSC Catalog	13
4.10 Financial Aid Resources: Refer to the MSC Catalog	13
4.11 Applying for Financial Aid: Refer to the MSC Catalog	13

4.12 Financial Aid Application Deadlines: Refer to the MSC Catalog	13
4.13 Financial Aid for International Student: Refer to the MSC Catalog	13
4.14 Award Letters: Refer to the MSC Catalog	13
4.15 Federal Loan Eligibility Policies: Refer to the MSC Catalog	13
5. Matriculation/Admission to the CMHC Program	13
5.1 Admission Requirements and Process	13
5.2 Transfer Policies: Refer to the MSC Catalog	15
5.3 Course for Credit and Audit Description and Requirements: Refer to the MSC Catalog	15
5.4 MS Counseling Courses for Credit or Audit: Refer to the MSC Catalog	15
6. Graduation Policies	15
6.1 Candidacy for Clinical Placement	15
6.2 Program Practicum and Internship Hours (Clinical Placement)	15
6.3 Graduation Requirements (DMU)	15
6.4 Program Completion Requirements	16
6.5 Counselor Preparation Comprehensive Examination (CPCE)	17
6.6 Time Limitation	17
7. Academic Guidelines	17
7.1 Grading Policy	17
7.2 Course Completion Requirement	17
7.3 Academic Good Standing: Refer to the MSC Catalog	18
7.5 Add/Drop Policy: Refer to the MSC Catalog	18
7.6 Academic Integrity: Refer to the MSC Catalog	18
7.7 Plagiarism: Refer to the MSC Catalog	18
7.8 Late Assignment Policy	18
7.9 Assignments, Exams, Discussion Posts and Extra Credit	18
7.10 Assignment Completion Plans	19
7.11 Exceptions and Special Circumstances	19
7.12 Retreats, Conferences, and Vacations	19
7.13 Time Management	20
7.14 Academic Appeal	20
7.15 Student Evaluation of Courses	20
8. General Policies	21

8.1 Non-Discrimination Policy: Refer to the MSC Catalog	21
8.2 Anti-Harassment Policy: Refer to the MSC Catalog	21
9. General SOC-CMHC Information	21
9.1 Contacts: School of Counseling	21
9.2 Tech Support	22
9.3 Additional Email Addresses	22
9.4 Procedures for Disseminating Information	23
9.5 Notice to Student of Policy Changes: Refer to the MSC Catalog	23
9.6 Semester Model, Course Length, and Credit Hours	23
9.7 Course Sequencing	23
9.8 Clinical Mental Health Counselor Education	23
9.9 Criminal History	24
9.10 Criminal Background Check Disclosure Statement	24
10. Program Delivery Platform	24
11. Methods of Instruction	25
12. Mary S. Thelen Library	28
13. Student Resources	28
13.1 Writing Format	28
13.2 Students with Special Needs	28
13.3 Course Syllabi	28
14. Program, Faculty, Student Evaluation and Assessment	28
14.1 Gatekeeping	29
14.2 Advising	29
14.3 Student Personal Counseling Services*	30
15. Expectations of Students Part I: Technology, Participation, and Attendance	30
15.1 Technology	30
15.2 Tech Support	31
15.3 Mandatory Class Participation and Mandatory Synchronous Meetings	31
15.4 Residency Information and Attendance	32
15.5 Overview of Residency Workshops	33
General Agenda	34
15.6 Dress Code	34
16. Expectations of Students Part II: Clinical Placement	36

16.1 Overview	36
16.2 Professional Liability: Proof of Insurance	36
16.3 Approved Clinical Placement Sites	37
16.4 Student Clinical Placement	37
16.5 Dismissal by Clinical Placement Site	37
17. Expectations of Students Part III: Professional Identity, Behavior Standards and Retention Policy	38
17.1 Counselor Education and Personal Engagement	38
17.2 Real Issues or Roleplay	39
17.3 Self-Care Responsibility	39
17.4 Dual Relationships	40
17.5 Client Confidentiality	40
17.6 Confidentiality: Institutional Supervision	40
17.7 Audio/Videotaping	41
17.8 Boundaries of Competence	41
17.9 Diversity and Counseling Values	41
17.10 Avoiding Harm	42
17.11 Professional Counselor Identity	42
17.12 Professional Affiliations	42
17.13 Endorsements	42
17.14 Implied Consent	43
17.15 Student Freedom of Expression	43
17.16 Online and General Classroom Etiquette	43
17.17 Cell Phone Policy	43
17.18 Professional Behavior Expectations and Requirements	43
17.19 Professional Counselor Behavior Policy	43
17.20 Professional Performance and Behavior Standards	44
17.21. Procedure I: Professional Performance and Behavior Standards Rubric	45
17.22 Personal Evaluation	45
17.23 Procedure II: Process for Retention and Remediation	45
17.24 Remediation and Dismissal From Program	46
18. Student Grievance Process Policy (DMU)	48
<b>PART II: COUNSELING FACULTY AND STAFF</b>	<b>50</b>

Full time Faculty	50
Adjunct Faculty	51
<b>PART III: APPENDICES</b>	<b>53</b>
Appendix A - Professional Performance and Behavior Standards Rubric	53
Appendix B - Notification of Professional Performance Concern	57
Appendix C: Student Self-Evaluation Clinical Mental Health Counseling	58
Appendix D: Application for Admission to Clinical Placement Candidacy	63
Appendix E: CMHC Course List	63
Appendix F Course Descriptions	65

# PART I: ACADEMIC PROGRAM

## 1. Introduction and Welcome

Welcome to the School of Counseling (SOC) at Divine Mercy University (DMU). We are excited that you have chosen our institution to earn your Master of Science in Counseling, Clinical Mental Health Counseling (CMHC) degree. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Emphasizing a practitioner approach and personal spiritual growth, students are trained to be professionally astute, clinically knowledgeable and spiritually informed in the principles and practices of counseling. The specialty area is thoughtfully described by the American Mental Health Counselors Association (AMHCA, 2016, ¶ 1):

Clinical mental health counseling is a distinct profession with national standards for education, training and clinical practice. Clinical mental health counselors are highly-skilled professionals who provide flexible, consumer-oriented therapy. They combine traditional psychotherapy with a practical, problem-solving approach that creates a dynamic and efficient path for change and problem resolution.

## 2. M.S. in Counseling, Clinical Mental Health Counseling Program

### 2.1 Overview

The SOC CMHC program graduates embrace a Catholic-Christian view of the flourishing person, are competent in the core dispositions established by industry standards, and have acquired necessary counseling knowledge and skills to engage in communities as effective community leaders and social justice advocates. Graduates are compassionate and ethical in their work as trained professionals that honor and respect the innate dignity of every person in a global, diverse population. The Master of Science in Counseling program requires 66 semester credit hours for graduation completed in 2 years 8 months as a full-time student, or 3-5 years as a part-time student. A practicum experience of 100 hours with a minimum of 40 hours of direct services and an internship of 600 hours with a minimum of 240 hours of direct service are required as part of the 66 course credits to be completed in students' local communities. Students are also required to travel to complete three extended weekend residencies in the duration of the program.

The SOC counseling program is an entry-level, online counselor education program. Curriculum is designed to meet the educational requirements for certification and licensure in the State of Virginia (see State License Regulation Overview section). The American Counseling Association (ACA) (2016) provides license information for each state.

## **2.2 School of Counseling Mission**

The mission of the School of Counseling is to develop and maintain a world-wide educational community offering master's level degree programs in professional counseling in support of the DMU's integrative mission, that is inclusive of a culture of feedback wherein student voices are heard and respected.

Students will be prepared to:

1. Hear the rich and complex voices of clients in view of each person's flourishing, even in the midst of human difficulty and challenge;
2. Demonstrate compassionate and versatile interpersonal skills to develop healing relationships with clients in collaboration with other professionals;
3. Become professional counselors who, informed by a Catholic Christian vision of the flourishing person, inspire themselves and others to have courage to trust, hope, and love.

## **2.3 School of Counseling Vision**

The vision of the School of Counseling (SOC) of Divine Mercy University is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

## **2.4 Clinical Mental Health Counseling Philosophy**

This program is designed to prepare professionals for practice who will have the presence, knowledge, and skills to address a wide variety of circumstances within the context of the specialization of Clinical Mental Health Counseling.

## **2.5 Program Description**

The M.S. in Counseling degree program prepares students for a role as a licensed professional counselor who works to promote mental health and well-being with a diverse population, as well as diagnosing and treating a wide range of mental health and life issues. Program curricula integrate a Catholic-Christian worldview with the science, profession, and practice of counseling.

## **2.6 Program Mission**

The mission of the DMU – SOC Entry-level specialty program in Clinical Mental Health Counseling is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Clinical Mental Health Counseling graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on respect for dignity in diversity and the human person.



## **2.7 Program Goals (Aspirational)**

Graduates of the DMU School of Counseling M.S. Counseling program will be able to:

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession;
2. Enter the client's life narrative with compassion and respect;
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning;
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing;
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love

## **2.8 Program Objectives (Student Learning Outcomes)**

Graduates of the DMU School of Counseling Clinical Mental Health Counseling program will be able to:

1. Integrate aspects of ethical professional practice, including advocacy processes, to develop a professional counselor identity.
2. Apply multicultural competencies for diverse populations in all aspects of professional practice.
3. Apply theories of human growth and development to individuals and families across the lifespan in all aspects of professional practice in diverse societies.
4. Apply career development theories and models to all aspects of educational and career counseling in a global economy.
5. Apply the historical, philosophical, and theoretical foundations of the counseling profession in all aspects of professional practice.
6. Apply theoretical and experiential group approaches in all aspects of professional practice with diverse clients.
7. Apply multiculturally competent psychological measurement theories and concepts in the assessment and evaluation of diverse clients.
8. Analyze counseling research and ethically apply the findings in an evidence-based practice and program evaluation.
9. Demonstrate counseling competence in crisis intervention, trauma informed approaches, and community-based strategies.
10. Apply principles and models of assessment, case conceptualization, and treatment for working with diverse individuals, couples, families, and communities from a systems perspective.

11. Apply a biopsychosocial, spiritual, and environmental case conceptualization, including mental health history and etiology of co-occurring disorders, in evaluating clients during intake interviews, mental status evaluations, and administration of psychological assessments for formulating diagnosis, treatment plans, and caseload management strategies.
12. Evaluate clients' personal, social, and spiritual resources for promoting resiliency, healing, and flourishing informed by the holistic vision of the Catholic Christian Metamodel of the Person (CCMMP) in all aspects of professional practice.

## **2.9 Counseling Core Curriculum Content: Refer to the MSC Catalog**

## **2.10 Accreditation: Refer to the MSC Catalog**

## **2.11 State Licensure Regulation Overview: Refer to the MSC Catalog**

## **2.12 New Student Orientation**

Students are acclimated to both the University and their specific Program of study through two separate Orientations.

I. The first Orientation, the Divine Mercy University Online Orientation, consists of modules that present University resources, key school policies, and basic training in the Learning Management System, Canvas. Specific examples of the content in the Orientation include the following:

- The Student Handbook
- Practice discussions and assignment submissions
- University contact information and resources
- Instructions on how to use the library
- Tips on organization and time management
- APA Style information and training resources

Students are enrolled in this University Orientation shortly after they have been admitted and are expected to complete the entirety of the Orientation no later than a week in advance to the first day of the term. This Orientation is a pass/fail 0 credit requirement, and on average takes students about 5-10 hours to complete.

II. At the beginning of the term, new students are also required to complete the CMHC Counseling Program Orientation Course. This course requires students to complete modules that include the following:

- The Program Catalog and Handbook
- Information on program requirements like professional liability insurance and travel to residencies
- Practice exercises for completing specific kinds of presentations within Canvas.
- Implementation of APA Style

Students are expected to complete this Program Orientation by the end of the third week of their initial class, COUN 510 Foundations and Ethics. The student must successfully pass Program orientation in order to begin the subsequent term. The first three weeks of COUN 510 have a reduced workload due to the requirements of the Program Orientation. The COUN 510 course includes an initial assignment to investigate the licensing requirements of each student's state of residency.

Throughout this process, students are assisted by an Academic On-Boarding Advisor, a faculty member who is able to monitor the Orientation, encourage students throughout the initial weeks, and walk through any difficulties with the students. This course on average usually takes about 15-20 hours to complete.

### **3. Graduate Study**

Course work at the graduate level requires a substantive commitment to independent study with active engagement in group work and professional development. Students are expected to demonstrate attitudes, knowledge, and skills appropriate to the study of and training in counseling; it is more than just passing courses or simply complying with formal requirements. Graduate students in counseling are expected to exceed minimum requirements and assume responsibility in pursuing lifelong learning that will meet their professional counseling goals, as well as the needs of the industry.

Upon completion of the Master's Program in Counseling, graduates must be able to practice professional counseling skills within the scope of a spiritually informed, multicultural and changing society; synthesize theoretical and empirical knowledge in the field of counseling; demonstrate the ability to engage in critical thinking, decision making, and independent judgment; conduct and evaluate research in counseling and its related disciplines for its applicability to counseling theory; practice leadership skills in collaboration with members of the counseling profession; evaluate the impact of counseling theory and practice as it relates to assisting the client in achieving the optimal level of wellness; accept individual responsibility and accountability for personal and professional growth; and have the necessary academic and clinical skills to obtain professional licensure.

In addition to the assimilation and synthesis of content, we expect students to develop and grow both emotionally and spiritually during their course of study at DMU. To that end, we encourage students to maintain balance of their own personal and spiritual life, and to participate in

activities, events, and practices that renew and refresh their heart, soul and mind. In fact, developing a strategy for self-care is a requirement in the CMHC program. We strongly encourage students to seek counseling for personal issues that become evident during this training process; students are required to participate in group work processes. Our professors and counseling staff are available to answer questions or to provide direction, although they may not engage in professional counseling services with students.

### **3.1 Professional Identity and Association Membership**

As part of the development as a professional counselor students are required to obtain student membership in either the ACA (<https://www.counseling.org/membership/aca-and-you/students>) or the American Mental Health Counselors Association (AMHCA) (<http://www.amhca.org/?page=studentbenefits>).

Student membership for either organization is approximately \$100 per year and includes free professional liability insurance. Membership and professional liability documentation must be uploaded on the COUN 500 Counseling Advisement course website by the end of the first term of the first year and then yearly after that until graduation. Proof of Insurance (i.e. professional liability insurance) must be uploaded by the first day of each clinical placement course: COUN 690, COUN 691, COUN 692, and COUN 693. Membership and professional liability renewals are due prior to the term in which the membership is due to expire, ensuring there is no lapse in membership. Failure to upload a current membership and professional liability insurance will result in an academic hold.

### **3.2 Opportunities for Professional Development and Activities**

Benefits of membership in a professional organization, as required, include subscription to professional journals, access to professional webinars, and engaging in communities of counseling students. As student members, information regarding national, regional and state conferences may be provided via email to students' personal inbox. Students may be invited to develop proposals for presentations and journal articles. CMHC program residencies provide opportunities for students to develop "conference-style" presentations that may include research proposals, poster sessions, involvement in panel discussions and other activities that promote and enhance professional development. Students are required to engage in residency workshops, and encouraged to attend seminars, symposia, and additional activities that promote professional development and growth.

Useful Links:

<http://www.amhca.org/?page=chaptermap>

<https://www.counseling.org/about-us/divisions-regions-and-branches>

## **4. Financial Information**

### **Financial Policies**

**4.1 Tuition and Fees for the 2023-2024 Academic Year: Refer to the MSC Catalog**

**4.2 Expenses: Refer to the MSC Catalog**

**4.3 Payment of Student Account: Refer to the MSC Catalog**

**4.4 Payment Plans: Refer to the MSC Catalog**

**4.5 Withdrawal Refund: Refer to the MSC Catalog**

**4.6 Delinquent Accounts: Refer to the MSC Catalog**

**4.7 Cost of Attendance: Refer to the MSC Catalog**

**4.8 Financial Aid Overview: Refer to the MSC Catalog**

**4.9 Types of Financial Aid: Refer to the MSC Catalog**

**4.10 Financial Aid Resources: Refer to the MSC Catalog**

**4.11 Applying for Financial Aid: Refer to the MSC Catalog**

**4.12 Financial Aid Application Deadlines: Refer to the MSC Catalog**

**4.13 Financial Aid for International Student: Refer to the MSC Catalog**

**4.14 Award Letters: Refer to the MSC Catalog**

**4.15 Federal Loan Eligibility Policies: Refer to the MSC Catalog**

## **5. Matriculation/Admission to the CMHC Program**

### **5.1 Admission Requirements and Process**

Individuals interested in the Master of Science in Counseling Program can apply for admission at any time, and will be considered in the next admissions cycle. Please consult the website for deadlines, state-specific regulations, and other information.

Admission requirements are:

1. Bachelor's Degree: Have completed a bachelor's degree from a regionally accredited college or university with a minimum overall 3.0 GPA on a 4.0 scale, or 3.0 GPA in their major field of study, or a minimum 3.0 GPA for the last 60 credits in their undergraduate degree.
  - a. International applicants must have completed the equivalent of a U.S. bachelor's level degree. Applicants holding degrees from outside the United States must submit any international transcript(s) to a NACES approved

evaluation service for a course-by-course evaluation of their transcripts. For more information, please visit the NACES website at: [www.naces.org](http://www.naces.org).

- b. International Students whose first language is not English or who have not completed a degree in which English was the medium of instruction must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the past two years, and the scores must be submitted directly to DMU by the testing agency. TOEFL scores must be at least 100 on the Internet-based version (IBT), 250 on the computer-based version (CBT), and 600 on the paper-based version (PBT). Academic IELTS scores must fall into the overall band of at least 7.0, with no individual band scores below 6.0.
- c. Students with a lower GPA may document their ability to succeed in a graduate program in one of the following ways:
  - i. Score above the 50<sup>th</sup> percentile on the GRE (verbal reasoning, quantitative reason, and analytic writing)
  - ii. Complete a minimum of nine (9) graduate-level credit hours from a regionally accredited college or university with a minimum overall 3.0 GPA on a 4.0 scale and a minimum 3.0 ("B") grade in each course.
  - iii. Have completed a master's degree from an accredited college or university with a minimum overall 3.0 GPA on a 4.0 scale.
2. GRE: Submit scores on the Graduate Record Examination (GRE) General Test that includes all three sections (verbal reasoning, quantitative reason, and analytic writing).
3. Potential Fit: Show evidence of potential success in forming effective and culturally appropriate interpersonal relationships in individual and small-group contexts and career goals relevant to the CMHC program. Please see application for list of requirements such as letters of recommendation, essays, etc.
4. Individual Interview: Following the receipt of all application items, applicants meeting the initial requirements will be invited to participate in an individual phone, personal, and/or online video interview.
5. Group Interview: After a successful individual interview, applicants will be invited to participate in an online video group interview with DMU-SOC faculty. Admission will not be granted to those who do not participate in the group interview. Special arrangements may be made for exceptional cases.

The final determination of admittance is based on the Faculty Admissions Committee.

## **5.2 Transfer Policies: Refer to the MSC Catalog**

## **5.3 Course for Credit and Audit Description and Requirements: Refer to the MSC Catalog**

## **5.4 MS Counseling Courses for Credit or Audit: Refer to the MSC Catalog**

# **6. Graduation Policies**

## **6.1 Candidacy for Clinical Placement**

1. Admission to Candidacy for Clinical Placement in the Master of Science in Counseling program is a checkpoint to ensure that students are progressing appropriately in their professional skills, academic understanding, and personal and spiritual development in order to continue toward internship and graduation.
2. Students who wish to pursue candidacy may not be on academic probation.
3. Students are responsible for submitting their application to candidacy to the Office of the Dean to be approved by the faculty.
4. Details of the application process for candidacy are detailed in the Clinical Placement Program Handbook.

## **6.2 Program Practicum and Internship Hours (Clinical Placement)**

1. The Master of Science in Counseling program requires 66 credit hours for graduation.
2. A practicum experience of 100 hours with a minimum of 40 hours of direct services and an internship of 600 hours with a minimum of 240 hours of direct service are required as part of the 66 course credits. Practicum service hours are separate from internship hours. Students may not move forward with internship until all Practicum (COUN 690) course requirements are fulfilled. The total clinical placement minimum is 700 hours.
3. A few states may require more than 600 hours of Internship. COUN 693 is available for those students. Students are responsible for verifying state license requirements for Internship completion in their respective state of residence.

## **6.3 Graduation Requirements (DMU)**

In order to qualify for graduation, all coursework and curriculum requirements must be completed and all degree requirements met within the degree time-limit and by the official graduation date. It is the responsibility of each student to successfully fulfill all of their degree requirements, as detailed in each respective program section of the catalog published at the time of their enrollment in the degree which they seek.

In addition to the academic requirements, it is necessary for students to be cleared of all library obligations and to present a satisfactory clearance of financial accounts prior to graduation. Students who have not made satisfactory financial arrangements will not have

access to any student services, including transcripts, diploma verifications, transfer credits, or enrollment in courses or for another program.

The University confers degrees upon the recommendation of the faculty and by the authority of the Board of Directors, six times a year: August, September, October, December, March and May. Students whose degrees are conferred in August, September, October, December or March are encouraged to participate in the following annual May commencement. Degree conferral and commencement dates are posted in the academic calendar. The graduation fee covers all aspects of the degree completion process and will be applied to all student accounts of degree candidates, regardless of participation in the commencement ceremony.

Students who are eligible for graduation (degree candidates) must submit an Application to Graduate form to the registrar, and pay the applicable graduation fee, at the time of registration for their final semester to obtain a final degree audit and receive the approval of their respective program director. Materials related to the commencement exercises, including orders of invitations and regalia, will be distributed approximately 90 days prior to the degree conferral date.

Participation in the commencement ceremony is allowed only if all coursework and degree requirements have been completed prior to the event.

### **Clinical Programs**

Because of the unique schedule of some internship and practicum/externship experiences, students of clinical program who have completed all other degree requirements prior to the commencement, except for outstanding internship or practicum/externship hours (which can be reasonably completed in the summer), may be eligible to walk at the commencement with the approval of the program director and registrar. This special participation does not signify degree conferral. Once all degree requirements have been completed with the successful conclusion of the internship or externship, degree conferral will occur August/September.

### **6.4 Program Completion Requirements**

Students must satisfy the following academic and clinical requirements in order to graduate:

1. Complete all practicum, and internship requirements.
2. Complete all required hours of specified coursework with a minimum GPA of 3.0 and no grade lower than a "B" (86%).
3. Fulfill the course requirements of COUN 500 Counseling Advisement each semester.
4. Take and pass the Counselor Preparation Comprehensive Examination (CPCE) with a minimum raw score of 88 (65% Correct) to graduate from the program.
5. Submit proof of attendance of a live, in-person counseling association conference at the state, regional, national, or international level during their enrollment.



6. Receive a satisfactory faculty recommendation based upon the final Professional Performance Review. Please see Program Handbook for information on the Professional Performance Review process.

### **6.5 Counselor Preparation Comprehensive Examination (CPCE)**

1. Students must take and pass the CPCE with a minimum raw score of 88 (65% Correct) to graduate from the program.
2. Students should note that they must study and prepare for this test. The following courses are required to take the CPCE: COUN 510, COUN 530, COUN 540, COUN 550, COUN 560, COUN 580, COUN 610, COUN 620.
3. The CPCE must be taken at the end of the semester that the student is enrolled in COUN 691, Counseling Internship I. Students must upload their CPCE test results in order to pass COUN 691.
4. Students who fail the CPCE must contact their advisor to go over the results of the exam. They must identify needed areas of improvement and work toward preparing for their next exam attempt.
5. Students may take the CPCE two (2) more times. If a student fails the CPCE three (3) times, the student may be placed on a remediation plan or dismissed from the program. Please note: the student will be given 2 attempts for the CPCE-OnVue (online format) within a six-month window. The student would be eligible to re-register for a second On-Vue attempt after 90 days of taking the exam. The student may request to switch to the CPCE-CBT (on site format) after 30 days of the initial On-Vue attempt. Timing of the retake could affect graduation dates.
6. Regardless of when a student passes the CPCE, each student must upload their CPCE test with passing scores in order to pass COUN 692.
7. For test information, go to:  
<http://www.cce-global.org/AssessmentsAndExaminations/CPCE>

### **6.6 Time Limitation**

1. Full-time students typically complete the program over a three-year period.
2. The time limit for completion of all requirements is seven (7) years, measured from the date a student begins coursework in the Master of Science in Counseling program.

## **7. Academic Guidelines**

### **7.1 Grading Policy**

Grades are based on faculty formative and summative evaluation of student performance as described in each course. See the MS Counseling Catalog for the University grading policy and incomplete policy.

*\*NOTE: Clinical Placement courses (COUN 690, 691 and 692) are PASS/FAIL. However, faculty*

*will use a point system to determine the cut for receiving a FAIL.*

## **7.2 Course Completion Requirement**

For Counseling programs any course receiving a grade lower than a “B” must be retaken. Consult the MS Counseling Catalog for more information.

## **7.3 Academic Good Standing: Refer to the MSC Catalog**

## **7.5 Add/Drop Policy: Refer to the MSC Catalog**

## **7.6 Academic Integrity: Refer to the MSC Catalog**

## **7.7 Plagiarism: Refer to the MSC Catalog**

## **7.8 Late Assignment Policy**

In an effort to develop high professional standards, no late work without deductions will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one week prior to the due date for the work. Requests must include an assignment completion plan to be approved by the instructor. Outside of this, no late work will be accepted without deductions unless the circumstances are dire and unusual (see “Exceptions and Special Circumstance” below), and explained fully in writing with the request for an exception emailed to the instructor. If a student misses an online course meeting, the student must notify the instructor as soon as possible and is then responsible for finding out from the course schedule/syllabus, or a classmate what material was covered and what homework was assigned. Students cannot submit assignments late because they missed the online course meeting when the assignment was given or when the assignment was due.

Unless otherwise noted, all online assigned work is due at 11:59 pm Eastern USA Time on the date due. NOTE: Initial discussion posts are due Saturday (3:00 pm EST) and response to peers Monday (11:59 pm EST). Without prior agreement with the instructor noted above, late assignments receive a 10% deduction for each day they are late if assignments are not posted by 11:59 pm Eastern time zone on the day they are due (or by 3:00 pm EST for initial discussion posts). Assignments more than 4 days late will not be accepted and will receive zero points unless prior approval has been granted and documented. This policy applies to all assignments including the primary discussion posts which are to be submitted in the Canvas online platform.

Technological issues are not considered valid grounds for late assignment submission. In the event of a DMU or personal server outage, students should submit assignments to the instructor via email, and when systems are restored, submit those assignments in the Canvas platform.

## **7.9 Assignments, Exams, Discussion Posts and Extra Credit**

No late work without deductions will be accepted (and no late work more than four days late will be accepted) unless prior arrangements have been made with the instructor and documented in an

assignment completion plan.

- Assignments: (quiz, vignette, recordings, etc.): No make-ups, no late work accepted unless pre-arranged as noted above.
- Exams: Make-ups only when scheduled/approved in advance.
- Papers: Late work accepted only when scheduled/approved in advance.
- Extra credit: There are no extra credit options available in this program.
- Discussion posts: Weekly discussion posts with the required peer responses are valued at 50 possible points as follows:
  - Main Idea (up to 20 points)
  - Responses to Colleagues' Posts (up to 7.5 points each = total 15 points)
  - Personal Application to Discussion Prompt (up to 10 points)
  - Grammar, Coherent, Logical (5 points possible): mechanics, grammar, spelling, sentence and paragraph construction, and APA format and style.

Discussion responses must be "substantive" and between 250-300 words (plus references) as noted in the Discussion instructions, prepared in an academic format, and include supportive documentation (i.e., in APA format and style). Responses to peers must be substantive and between 200-350 words each, and prepared in a scholarly style as noted in the instructions. At the same time, overly lengthy posts are unnecessary and cumbersome for the class (much like taking up too much class time in a regular classroom). Work to post concisely, per APA guidelines, and stay within the posted word-count limits. If the discussion instructions ask for 2 responses to colleagues' posts, only 2 responses will be graded; more is not necessarily better and will not increase a score. Think "quality" of posts versus "quantity" of posts. Be mindful of the late policy for discussion posts as stated above.

Posts must be focused, on topic, and avoid conjecture and/or opinion that is unsubstantiated unless an opinion is being solicited as part of the discussion topic as instructed. Anecdotal information (a personal story) is valuable as it pertains to the topic and is a part of an academic response that includes citation and references. Students should work to tie personal experiences to theory, when included, and remember to set appropriate boundaries on sharing personal information.

No discussion responses will be graded after the week they are due. If primary discussion posts are submitted after the due date, they will receive the 10% per day late deduction for up to four days.

### **7.10 Assignment Completion Plans**

All agreements between faculty and student for acceptance of late assignments must be documented as an "assignment completion plan". Acceptable documentation includes, email using DMU accounts, private email within the Canvas® classroom where entry is available. Requests to faculty by students to post an assignment late must include, at the least, the

following information:

1. Reason for the request
2. Date the assignment will be posted
3. Acknowledgment of the late deductions

Instructors have the option of accepting an assignment completion plan with or without late deductions, or to not accept the plan at all.

All requests for assignments to be submitted beyond the end of the course must be approved by the Program Director.

### **7.11 Exceptions and Special Circumstances**

An expectation for students to submit assignments by posted due dates is aligned professionally with clinical work. There are exceptions and special circumstances that warrant consideration. In these instances, contact the instructor immediately or as soon as reasonably possible. Examples include, but are not limited to:

- Death of an immediate or close family member requiring your full attention
- Serious illness (i.e., illness that would impede your ability to complete an assignment on time)
- Unexpected natural event (i.e., natural disaster, weather phenomenon, etc.)
- Accidental injury to yourself or a close family member that constrains your ability to complete assignments on time
- Military duty that impedes your ability to complete assignments on time

### **7.12 Retreats, Conferences, and Vacations**

Students should notify faculty at the beginning of a course if there is a planned retreat, conference, or vacation occurring during the term, and request approval to post assignments in advance. Students are obligated to complete assignments, including initial discussion posts, prior to leaving. Students should anticipate the coursework required and prepare without expectation of special consideration. Posting to the cohort for discussions can still occur during most absences. Students should consider obligations and responsibilities within the course as one would in a clinical setting with clients. Vacation time should be planned per the course schedules. If when traveling during a term, students should plan ahead and connect to the Internet to complete assignments during a trip. NOTE: Missing ANY residency session may result in a failing grade and a requirement to repeat the entire course.

### **7.13 Time Management**

Graduate courses in this program are typically 8 week courses and on average require 18-20 hours per week. While on-site courses typically have classroom lectures and several large assignments, often due at the middle and end of the course, online courses involve independent

studying and multiple assignments each week. This requires studying and working on assignments at least a couple hours each day. Students should plan accordingly. Success is a function of planning and time management. A helpful practice is to block out a set amount of time each day to study.

Most of each course involves asynchronous learning wherein students read course texts and materials, prepare written assignments, and respond to discussions on their own time. In short, much of the time students are learning on their own with a mix of instruction styles that includes segments with live video conferencing, peer-to-peer group work, and working independently. As a professional graduate school program, students are expected to be self-driven, to hone individual critical thinking skills, and to study a large amount of reading material. While we provide ample and facilitative support systems, studying course texts, using the online library and other technological resources is necessary for student success.

### **7.14 Academic Appeal**

DMU has a responsibility to protect the rights of students and to ensure compliance with its nondiscrimination policy by providing an appeal process for those who desire to file a grievance against the university, including any claim of discrimination. For non-academic grievances, refer to Student Grievance Policy in this Program Handbook.

#### **7.14a Grade Appeals: Refer to the MSC Catalog**

Students disputing a grade received may contact the Vice President of Academic Affairs, or designee, who will assist with contacting the faculty member to discuss the grade dispute. The faculty member's decision is final. Grade disputes that are based on alleged discrimination are reviewed as non-grade related grievances. All grade disputes must be initiated within 2 weeks of the course end date.

### **7.15 Student Evaluation of Courses**

As a process for continual and consistent improvement, students will be asked to complete evaluation surveys during a course (i.e., at week 3). This process provides students, instructors, and curriculum managers an opportunity to make effective adjustments along the way that will enhance the student learning experience.

Additionally, at the end of each term, students are expected to complete an evaluation of each course. All evaluations are confidential and privacy is maintained. Extensive precautions are taken to prevent student comments from being identified as coming from a particular student. It is an important responsibility of DMU students as citizens of DMU to participate in the instructor and course evaluation process. Students will be asked to reflect upon what they have learned in the course, the extent to which they have invested the necessary effort to maximize learning, and the role the instructor has played in the learning process. It is very important that students complete the online evaluations with thoughtful comments.

DMU takes instructor and course evaluations seriously as an important means of gathering information for the enhancement of learning opportunities for its students. Student honesty in evaluation of the courses is critical, since the results contribute to improving class design and presentation and are an integral component in the DMU programmatic assessment process.

## **8. General Policies**

### **8.1 Non-Discrimination Policy: Refer to the MSC Catalog**

### **8.2 Anti-Harassment Policy: Refer to the MSC Catalog**

DMU recognizes and accepts its obligations under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1974, prohibiting discrimination on the basis of a disability. Any grievances concerning university compliance with the mandates of these acts will be handled through the Student Grievance Policy described in this Handbook. In accordance with regulations, there shall be no retaliation against those who bring complaints against the university. As noted in the 2014 ACA Code of Ethics, “The primary responsibility of the counselor is to respect the dignity and promote the welfare of clients” (ACA, 2014, Section A.1.a).

## **9. General SOC-CMHC Information**

### **9.1 Contacts: School of Counseling**

Go to COUN 500 Counseling Advisement in Canvas® for updated contact information and faculty office hours.

#### **By Phone or Voice Mail Message**

Main Number: (703) 416-1441

Program Director: Dr. Fredericka Vyvlecka, PhD

Associate Program Director: Jessie Tappel, LPC, ACS

Director of Training and Internship: Dr. Stephen Sharp, PhD

Associate Director of Training and Internship: Professor Cathy Warn, LPC, LMFT

Enrollment Services Office and Disability Support Services: (703) 416-1441, Ext. 114

#### **By Mail**

Divine Mercy University

School of Counseling

45154 Underwood Lane

Sterling, VA 20166

#### **By Email**

Dr. Fredericka Vyvlecka: [fvvlecka@divinemercury.edu](mailto:fvvlecka@divinemercury.edu)

CMHC Program: [cmhc@divinemercury.edu](mailto:cmhc@divinemercury.edu)

Dr. Stephen Sharp: [ssharp@divinemercury.edu](mailto:ssharp@divinemercury.edu)

Disability Support Services: [dss@divinemercury.edu](mailto:dss@divinemercury.edu)

By Fax (703) 416-8588 - Use a cover sheet to identify to whom the fax is intended and indicate if the fax is of a confidential nature.

Website: [www.divinemercury.edu](http://www.divinemercury.edu).

## **9.2 Tech Support**

Support for the Canvas Learning Management system is provided to students 7 days a week to ensure access to learning, teaching and research. Students and faculty may contact tech support via live chat or by phone:

- Tech Support phone: 1-855-976-9659
- Live Chat: Click on the “Help” link (question mark in circle) in the lower left-hand corner of the Canvas classroom to access a variety of help options, including a live Chat function with Canvas support personnel.
- [studentsuccess@divinemercury.edu](mailto:studentsuccess@divinemercury.edu)

## **9.3 Additional Email Addresses**

Business Office: [businessoffice@divinemercury.edu](mailto:businessoffice@divinemercury.edu).

Financial Aid Office: [financialaid@divinemercury.edu](mailto:financialaid@divinemercury.edu)

Admissions Office: [admissions@divinemercury.edu](mailto:admissions@divinemercury.edu)

Library: [library@divinemercury.edu](mailto:library@divinemercury.edu)

## **9.4 Procedures for Disseminating Information**

In addition to the DMU Policy for Distribution of Materials policy in the MSC Catalog, students in the CMHC program must be aligned with the dynamic nature of the professional counseling field. To ensure that students are aware of current professional and academic events, learning and research opportunities, and/or programmatic adjustments or changes, students may receive information through mass e-mails, faculty announcements in class, and in the electronic discussion forums within the online learning system. In addition, the Dean, Directors, DMU Administration, and/or Faculty Advisors may visit the online classroom and the residency activities to deliver information or to keep students abreast of DMU activities. The Student Program Handbook may experience periodic updates and revisions.

## **9.5 Notice to Student of Policy Changes: Refer to the MSC Catalog**

### **9.6 Semester Model, Course Length, and Credit Hours**

The CMHC program includes 22 credit bearing courses for a total of 66 credit hours. DMU operates using a Fall, Spring, and Summer semester model, with two 8-week terms in the Fall and Spring semesters, and one 8-week term during the Summer. DMU courses satisfy requirements for 3 semester credits provided for each course with a few exceptions. The following courses differ\*:

- COUN 500, Advisement 16-week course (1 full semester, or 2 terms, every semester enrolled in any other SOC course, and zero cost/zero credit).
- *COUN 690, Practicum and Advanced Counseling Skills: 10-week course (3 credit hours).*
- COUN 691, Internship 1: (1 full semester, or 2 terms and 3 credit hours).
- COUN 692, Internship 2: (1 full semester, or 2 terms and 3 credit hours).

*\*NOTE: The course list and descriptions are located in this handbook Appendices.*

### **9.7 Course Sequencing**

Certain course schedules require specific sequencing of courses due to course offerings, faculty availability and prerequisites. Refer to the Course Descriptions for prerequisites required for courses.

Due to the nature of the COUN 510 course introducing the program curricula, students must successfully complete COUN 510 before taking additional coursework the following term, with a maximum of 3 attempts allowed. Provisionally admitted students who fail COUN 510 will be dismissed from the program after the first attempt according to the conditions of their admission.

Due to the nature of the COUN 513 course introducing the integrative aspects of the program curricula, students must successfully complete COUN 513 before taking additional coursework the following term.

Students who fail COUN 580 cannot take additional coursework until they have successfully completed COUN 580, with no more than 3 attempts allowed

Students who fail COUN 690 cannot begin their practicum and internship until they have successfully completed COUN 690 with a maximum of 3 attempts allowed.

For COUN 690, COUN 691 and COUN 692, the dates of enrollment would be continuous throughout the three semesters. For example:



<b>COUN 690 SP Start</b>	<b>COUN 690 SP End</b>	<b>COUN 691 SU Start</b>	<b>COUN 691 SU End</b>	<b>COUN 692 FA Start</b>	<b>COUN 692 FA End</b>	<b>Conferral Date</b>
With Residency Week 1 of SP Term 1	10 weeks total	SU Term	13 weeks	FA Term 1	FA Term 2	December
<i>March 15th, 2023</i>	<i>May 23rd, 2023</i>	<i>May 24th, 2023</i>	<i>August 22nd, 2023</i>	<i>August 23rd, 2023</i>	<i>December 19th, 2023</i>	<i>December 29th, 2023</i>

### **9.8 Clinical Mental Health Counselor Education**

In addition to developing the student’s knowledge base and clinical skill set, this program seeks to facilitate the student’s maturity and character development particularly in the psychoaffective, psychosocial, and spiritual spheres of their lives. Students will be asked to apply many of the principles and clinical insights discussed in their coursework to themselves before attempting to apply them to future clients. This may take many forms such as, but not limited to, written self-reflections, real issues depicted in class role-plays, discussions with professors and classmates regarding past and current experiences of a personal nature, and self-assessments of one’s personality strengths and vulnerabilities. As noted by AMCHA (2016, ¶ 2): CMHCs have a behavioral foundational skill set that is distinct from those of other behavioral health disciplines. Their training in addressing the needs of the whole person and in wellness and prevention makes them well-situated to lead the effort in integrating health care. Clinical mental health counselors offer a full range of services, including:

- Assessment and diagnosis
- Psychotherapy
- Treatment planning and utilization review
- Brief and solution-focused therapy
- Alcoholism and substance abuse treatment
- Psychoeducational and prevention programs
- Crisis Management

### **9.9 Criminal History**

Students and graduates in the field of counseling will work with vulnerable groups in both child and adult populations. Due to the sensitive and regulatory nature of the professional degree field, individuals in this program may be required to undergo criminal background history checks for

their practicum and internships if the clinical placement site requires this.

A criminal history and/or conviction may negatively impact students' ability to find an acceptable clinical placement. Additionally, a criminal record may be cause for denial of a state license to practice in this field. Students are advised to disclose concerns during the enrollment process, and to contact state licensing boards for evaluation of licensability in a state or jurisdiction.

### **9.10 Criminal Background Check Disclosure Statement**

The following attested statement is a component of the enrollment agreement: A criminal history and/or criminal conviction may prevent an individual from obtaining a clinical placement opportunity and/or a state license to practice in this field, and could result in dismissal from the MS in Counseling program based on the history and/or conviction. I understand that multiple criminal background checks may be conducted before clinical practicum and internship courses or placement, and I will consent to submitting to any and all required documentation and information, including fingerprinting and/or biometrics (e.g., FBI, NCIC, Interpol, etc.) required for the background check with results provided to both the placement agency and the University.

## **10. Program Delivery Platform**

The DMU CMHC program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance. Numerous resources facilitate learning, acquisition of knowledge, and development of counseling skills. The university's online learning management system is Canvas®, an electronic venue in which students can communicate with faculty and peers, gain access to online support, find links to assistance with educational tasks (such as writing, researching, and subject tutoring), and an online library with access to journals, articles and texts. Students access the Canvas® classroom and online library regularly throughout their Clinical Mental Health Counseling program.

Students and faculty will also interact in real time via video conferencing with synchronous components. Attending a graduate program either in a "traditional" classroom or in the online environment can be challenging yet richly rewarding. Online students have the unique opportunity to set their schedules for study, participation in class, and benefit from completing their degrees using current technology in an asynchronous approach combined with real world experience in residency workshops and clinical placement.

## **11. Methods of Instruction**

The SOC CMHC program curriculum is delivered mostly online with both asynchronous and synchronous components with three (3) live, in-person residencies required. The following

methods of instruction may be employed:

- Synchronous Instruction: students and faculty will engage in “real-time” using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies.
- Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of “real-time” meetings between students and faculty.
- Reading assignments: students are expected to complete assigned weekly readings from texts, journals, and/or the online library.
- Lecture: Prepared or live lectures may be included as a method of instruction. Students should read assigned material prior to class as lectures will be brief and class discussion will be devoted to applying assigned readings.
- Academic Class Discussion: courses will have mandatory academic discussions. Students are expected to prepare responses to academic discussions posted by faculty and other students using the online discussion board platform (Canvas®), and during synchronous meetings either online or during residencies.
- Video/Audio: students are required to review video material as assigned. Additionally, students are required to video/audio tape role-plays and actual counseling sessions with clients that will be viewed as opportunities for faculty and classmates to review counseling skills.
- Demonstration: faculty and/or guest speakers may provide instructional demonstrations of counseling skills.
- Role Play: students are required to conduct role play to practice counseling skills as assigned. Instructors may require a triadic model with students assuming the roles of counselor, client and/or observer.
- Written Assignments/Papers: students will be required to compose graduate level papers and other written assignments, such as personal reflection papers, expository compositions, and research reviews.
  - APA Style: Students are required to submit written assignments consistent with the Publication Manual of the American Psychological Association (6th ed.) guidelines for student-level papers.
  - Rubrics: Rubrics, or grading guides, are provided for each assignment. Although weighting of the key elements of a written assignment will vary by instructor, there are 4 general categories:
    - Key Concepts: the paper should address the objectives for the assignment
    - Readability: flow of thought, sentence and paragraph constructions, critical thinking, and attention to key concept/key elements.

- Mechanics: Usage, grammar, spelling, and consistency with APA style and format guidelines. Be sure to include in-text citations, give credit to your sources. Include a title page and references. Use headings to organize your work.
- Personal Application: demonstration of introspection through articulation of personal synthesis of the key topics within the objective, cognitive, affective, and spiritual domains.
- Research: counseling-related research is embedded throughout the program. Students are required to engage in research in both small group and independent activities.
- Quizzes, examinations, and assessment of student learning: Students will have quizzes and examinations administered in courses to measure the acquisition of knowledge.
  - Counselor Preparation Comprehensive Examination (CPCE): Students must take and pass the CPCE with a minimum raw score of 88 to graduate from the program. For test information, go to: <http://www.cce-global.org/AssessmentsAndExaminations/CPCE>
- Learning Activities: students are required to engage in critical thinking activities.
- Group Work: different categorizations of group work are required. For example, students are required to participate in clinical group exercises, demonstrations, facilitation and role-plays. Additionally, students may be assigned to work in groups on assignments, projects, presentations, and demonstrations.
- Presentations: students are required to demonstrate graduate-level verbal and professional presentation skills using \*Microsoft PowerPoint® and/or other approved presentation software.
  - Basic guidelines for developing PowerPoint® presentations:
    - Only one main concept/theme per slide
    - Limit slide text to no more than seven lines of text per slide
    - Avoid multiple fonts; use no more than three different font sizes throughout
    - Include speaker notes for you, the presenter, and for faculty to view.
    - Include major points on slides; do not put your whole presentation on the screen during a live presentation – slides are used to support speaker, not replace the speaker.
    - Include graphics. Remember that a picture can assist in telling the story or making a point.
    - Conceptualize PowerPoint® development in the context of making a presentation at a professional conference.
  - The following websites provide additional guidelines for effective presentations, as well as instructions for creating a PowerPoint presentation:
    - Design. (2016). Top Ten Slide Tips. Garr Reynolds. Retrieved from <http://www.garrreynolds.com/preso-tips/design/>
    - Prepare.

(2016). Organization & Preparation Tips. Garr Reynolds. Retrieved from <http://www.garrreynolds.com/preso-tips/prepare/> ➤ Wax, D. (n.d.). 10 tips for more effective PowerPoint presentations. Lifehack.

- Retrieved from <http://www.lifehack.org/articles/featured/10-tips-for-more-effective-power-point-presentations.html> ➤ Microsoft. (2016). Basic tasks for creating a PowerPoint presentation. Microsoft.
- Retrieved from <https://support.office.com/en-us/article/Basic-tasks-for-creating-a-PowerPoint-presentation-efbbc1cd-c5f1-4264-b48e-c8a7b0334e36>

- Residencies: students are required to attend and participate in three (3) live, in-person residencies. Residency requirements included traveling to a destination point, and actively engaging with peers and faculty. Residencies are embedded in three courses across the program.
- Interactive Multimedia: students are required to interact with their respective cohort and faculty in real time via online multimedia platforms.
- Clinical Placement: students are required to complete clinical placement course requirements. During clinical placements, students will be working in community mental health settings working with real clients under the direct supervision of a licensed, qualified professional mental health care provider. Students must complete a prescribed number of Direct Service hours (face-to-face with a client) and Indirect Service hours (tasks related to Direct Service). For detailed information, see Expectations of Students II: Clinical Placement and the Clinical Placement Handbook.

*NOTE: All trademarks are property of their respective owners. Microsoft®, Windows®, and PowerPoint® are registered trademarks of Microsoft Corporation in the United States and/or other countries. All other company and product names are trademarks or registered trademarks of their respective companies. Use of these marks is not intended to imply endorsement, sponsorship, or affiliation.*

## **12. Mary S. Thelen Library**

Refer to the MSC Catalog and [divinemersey.edu](http://divinemersey.edu) for more information.

## **13. Student Resources**

### **13.1 Writing Format**

In the DMU School of Counseling, and as a hallmark of the counseling profession, students will be required to write papers in APA style. Students are encouraged to obtain a copy of the Publication Manual of the American Psychological Association (6th ed.). Alternatively, and quite readily, students may purchase various APA formatting software applications, and visit the

following websites for APA assistance:

- APA Style (<http://www.apastyle.org/>)
- OWL (Purdue Online Writing Lab, <http://owl.english.purdue.edu/owl/section/2/10/>)

### **13.2 Students with Special Needs**

Students who have or think they may have special needs are encouraged to contact the Disability Support Services, located in the Office of Academic Affairs.

(DSS@divinemercury.edu, ext. 114), regarding accommodations. This office welcomes the opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations. Please refer to the DMU Disability Support section of the MSC Catalog.

### **13.3 Course Syllabi**

Students who would like to review the course syllabi outline, course syllabi are available either through the Course page or in COUN 500.

## **14. Program, Faculty, Student Evaluation and Assessment**

The DMU SOC program is aligned with the 2016 CACREP Standards with a Specialization in Clinical Mental Health Counseling. A CMHC Comprehensive Assessment Plan includes program evaluation, assessment of student learning, and processes for evaluation of program faculty and site supervisors. The CMHC Comprehensive Assessment plan utilizes summative and formative activities to measure levels of course, general curricula/program, faculty and student success as one initiative for continuous and systematic program improvement. Teaching and learning outcomes are measured using analytic metrics, student feedback, faculty evaluation of student assimilation of learning outcomes throughout the program, and data collection systems such as Tk 20 and Canvas®. Students are asked to complete an evaluative course survey instrument at or near the end of each course as well as periodic surveys during a course.

### **14.1 Gatekeeping**

As counselor educators and supervisors, DMU CMHC program faculty and staff are committed to upholding an ethical gatekeeping responsibility to “...monitor and evaluate an individual’s knowledge, skills, and professional dispositions required by competent professional counselors, and to remediate or prevent those that are lacking in professional competence from becoming counselors” (CACREP, 2016, p. 41). Through a process of ongoing evaluation, competency in professional counseling is determined.

The role and responsibility of “gatekeeper” to the profession is intricately tied to a primary ethical code: first, do no harm.

## **14.2 Advising**

Students are supported throughout their CMHC journey on several levels beginning with enrollment advisors, financial aid advisors, on boarding advisor and faculty advisors. During the first course in the CMHC program, students are assigned a Faculty Advisor. Faculty Advisors serve as a point-of-contact for students that will mentor, coach, and provide ongoing support for professional growth and development. Faculty Advisors:

- assist students with the CMHC program by providing support and at the same time challenging students to stretch and learn, and provide oversight of counseling students' ability to work with peers and cohorts both within and external to the program.
- serve as mentors. They will encourage and assist in the development of students' professional counseling identity and while promoting student-centric professional career goals and professional development.
- track students' progress through the program and provide guidance to students as they navigate graduate school.
- communicate with advisees regarding opportunities for participation in professional organization conferences and counselor-related research projects. As gatekeepers for the profession, faculty advisors as well as all program faculty may share information in accordance with the Family Education and Privacy Act (FERPA) guidelines about student progress and challenges. Aligned with industry standards for counselor education, faculty advising is an effective tool that enhances student success and provides a strategy for maintaining compliance with professional ethical responsibilities. The faculty advisor is a colleague in the profession committed to lifelong growth, learning as components of personal and professional development, and who was once a graduate student. Contact and regular consultation with assigned faculty advisor is required.

## **14.3 Student Personal Counseling Services\***

While it is not the DMU-SOC policy or a part of the CMHC program curricula to require professional counseling, we recognize that personal issues can impede functioning as a counselor in every domain. A high level of personal and professional development occurs while in the DMU program. Willingness to recognize the need for personal counseling as either a step in self-care and personal mental health and wellness, or as well as a personal growth opportunity from the perspective of a client, committing to a course of personal counseling can be cathartic and is considered as a healthy approach to maintaining mental wellness. Personal counseling is strongly recommended for all counseling professionals. A list of resources is available in COUN 500 and through contacting the Student Success Office. Students who experience personal difficulties as a motive for seeking counseling should explore the availability of services within respective communities. As a student and/or counseling professional, students are required to be knowledgeable about their community mental health resources. Students should become

informed, especially regarding child abuse, domestic violence, and vulnerable adult abuse. They should also find and make a written record of local phone numbers for their regional or state mental health authority (i.e. child and/or adult protective services).

*If you feel you are in danger, are a danger to yourself through self-harm, experiencing a mental health emergency, or are otherwise having a medical emergency, DIAL 911 immediately.*

- National Suicide Prevention Hotline: 1 (800) 273-8255
- National Human Trafficking Resource Center: 1 (888) 373-7888
- Therapists Online Now: [www.betterhelp.com](http://www.betterhelp.com)

*\*Note: Faculty Advisors, or other DMU CMHC administration, staff or faculty may NOT provide psychotherapy or professional counseling for students as part of their role at DMU. The counseling process and agreement with a student would constitute a dual role relationship (see below). CMHC students may be referred for counseling as a result of action under the Professional Behavior Standards outlined in the Student Expectations sections of the handbook.*

## **15. Expectations of Students Part I: Technology, Participation, and Attendance**

### **15.1 Technology**

As an online program, students may live almost anywhere and attend class. The CMHC curriculum, however, includes both asynchronous and synchronous components. For example, most weekly discussions and written assignments may be completed by posting in Canvas® on or before scheduled due dates in the convenience in their home, office or wherever they have reliable Internet access. Synchronous assignments involve interaction in real time with their cohort and faculty, guest speakers, and/or supervisors via the Internet via Zoom® (or similar) video conferencing. Because of the reliance on the Internet and technology to complete this program, students must have a reliable broadband connection, a computer capable of downloading and uploading larger files, headphones/earbuds and microphone, and compatible computer software for completion of assignments using Microsoft Office® software such as Microsoft Word®, Microsoft PowerPoint®, and Microsoft Excel®. Students are also required to accommodate scheduled live meetings by adjusting availability to align with U.S. Eastern time (EST or EDT). Please refer to the MS Counseling Catalog for the latest technical requirements.

### **15.2 Tech Support**

Support for the Canvas Learning Management ® system is provided to students 7 days a week to ensure access to learning, teaching, and research. Students and faculty may contact tech support via live chat or by phone:

- Tech Support phone: 1-855-976-9659
- Live Chat: Click on the “Help” link (question mark in circle) in the lower left-hand corner of



the Canvas classroom to access a variety of help options, including a live Chat function with Canvas support personnel.

### **15.3 Mandatory Class Participation and Mandatory Synchronous Meetings**

Attendance in the online classroom is required. Students must post as directed in the online classroom each week. Assignments must be posted on or before due dates.

Mandatory Synchronous Meetings are required meetings where the entire course or section of a course must meet via Zoom. Mandatory Synchronous Meetings are in the following courses:

- 1st yr - PHT 523 Moral Spiritual Flourishing
- 2nd yr - COUN 580 Counseling Skills, COUN 610 Group Counseling, COUN 630 Clinical Diagnosis & Treatment Planning
- 3rd yr - COUN 690, 691, 692 Practicum and Internships

Any student who for any reason misses 25% of mandatory synchronous meetings during the course (i.e., missing 2 meetings out of 8 meetings) will receive an “F” in the course. University Excused Absences do count against the 25% limit.

To provide more notice for planning your life and schedules, we have designated Mondays and Wednesdays evenings for when these courses will have their mandated synchronous meetings.

As with all things human, change is always a possibility. Given an individual instructor's and a course's group of students' schedules, the meeting day could change for a particular course. Also, schedules for a particular week might require a change of the meeting day for that week. Life does happen. With that caveat, the goal is to have the mandated synchronous meetings on Monday and Wednesday evenings.

### **15.4 Residency Information and Attendance**

There are three 4-day residencies embedded within 3 courses within the 22 course program. The in-person workshops provide opportunities to interact with faculty and peers, to practice counseling skills and professional presentations, to enhance aspects of professional development, and to network within the counseling community. Students are required to travel to the arranged location for each residency workshop and attend the full duration of the residency.

COUN 510 and 580 Residencies begin on Wednesday with an informal Meet and Greet. Classroom instructions begin on Thursday and conclude the following Sunday at approximately 1:30 pm. Students must arrange flight schedules to arrive on Wednesday afternoon or evening, and depart the residency with flight times no earlier than 4:00 pm on Sunday.

COUN 690 Residency begins with a mandatory meeting on Wednesday evening. Classroom instructions continue through the week and conclude the following Sunday at 10 am. COUN 690 students must arrange flights scheduled to arrive on Wednesday early afternoon and can depart the residency with flight times no earlier than 12 noon. Students should ensure they return home prior to their mandatory Monday evening Practicum course meeting.

Arriving late or leaving early is unacceptable constituting an unexcused absence and will result in a failed grade for the course. Residency attendance is not optional. Attendance for each day's full agenda is required. Absences from any part of a of a residency will result in a failed grade for the class associated with the residency. Students should plan travel arrangements accordingly.

All costs related to travel, and meals for the in-person portion of the residency courses are the sole responsibility of the student and are not covered by financial aid. Students are required to stay at the hotel hosting the residency. Lodging costs (double occupancy) are a direct expense and are covered by financial aid.

Residencies are included in the following courses:

- COUN 510 -- Foundations and Ethics for Clinical Mental Health Counselors - Beginning of year 1
- COUN 580 -- Counseling Skills and Helping Relationships Beginning of year 2
- COUN 690 -- Counseling Practicum and Advanced Clinical Intervention Skills First week of Practicum

Students must bring their own laptop computer, compatible tablet or other electronic device capable of high speed Internet connectivity for uploading and downloading documents when required. Homework may be assigned on Thursday and Friday to prepare for the following day's workshop.

Each residency is an important milestone in the development of professional counseling skills. The residencies provide students with opportunities for personal growth and professional development, to demonstrate skills and apply learning through face-to-face counseling situations. The residency workshops are a great benefit for students in this program. Not only do the workshops allow students to receive constructive feedback on skill development, they also ensure that students are progressing through their mastery of skill at the pace required for the program. The workshops allow students to demonstrate readiness for the next phases in their program and adequately prepare for the professional counseling field. Students must pass each residency to move onto the next sequence of the program.

Students who cannot attend COUN 510 and COUN 580 residency

- Students who are not passing COUN 510/COUN 580 by the end of the 4th week will not

attend residency.

- Students will be notified by their instructors of this decision.

### **15.5 Overview of Residency Workshops**

Details of each residency location will be provided within the designated course, COUN 500, and by email. For any questions, please contact the CMHC Residency Coordinator. Students are required to make travel arrangements to and from the residency location and be present for the entire curricula. Students are required to stay at the hotel hosting the Residency. Arriving late or leaving early for any day will result in failure of the course.

#### Residency Guidelines and Policy

- Plan to arrive on Wednesday afternoon or evening. Hotels may not allow check-in prior to 3 pm. Consult with the hosting hotel or venue for check-in and check-out times. Arriving flights may not allow attendance for the Meet and Greet event on Wednesday so attendance is optional. Students who will not be attending the Meet and Greet event should contact the residency coordinator.
- The Residency workshop continues until 1:00pm Sunday. Class will not be excused before 1pm. Please allow time for hotel checkout, and travel to the airport. It is suggested that students do not book their departure flight earlier than 4 pm on Sunday. Leaving the Residency early due to flight schedule is not permitted and may result in a failed grade for the course.
- Attendance for the full Residency is required to pass the course. Attendance will be taken by roster each morning, at noon and at the end of each day.
- The atmosphere for learning complex counseling skills is generally rigorous. Homework will be assigned for the evening. Although there is time in the evening to process, visit with peers and colleagues, the Residency workshops are not conducive to a vacation or resort venue for families.
- Accommodations can be made for mothers of nursing infants or young children. Please contact the Residency Coordinator for more information.
- Workshops start at 8:00 am sharp on Thursday, Friday, Saturday and 8:30 am on Sunday. Students should be punctual. Breaks are provided with a return to the workshop promptly as directed. Punctuality sets the tone as a professional and for similar expectations that professional counselors would set for their clients.
- Be respectful of each other's time and commitment to the program.
- Time and space for personal devotion is provided each day and on Sunday morning prior to beginning the workshop.
- DMU will provide lunches for Thursday, Friday and Saturday and breakfast Thursday through Sunday. Students provide for their own dinner meals.

- Attire: business casual (dress as a professional counselor). Please reference the Student Dress Code in this handbook. Inappropriate dress will result in dismissal from a workshop with a requirement to address the concern before returning.

- Please review professional behavior guidelines in the Student Program Handbook.

## **General Agenda**

### **Day Time Activity (times subject to change)**

Wednesday 6:00 pm – 8:00 pm Meet and greet. Join with faculty and peers for a light meal.

Thursday 8:30am - 5:00pm Full Day with lunch from Noon – 1:00 pm

Friday 8:30am-5:00pm Full Day with lunch from Noon – 1:00 pm

Saturday 8:30am- 5:00pm Full Day with lunch from Noon – 1:00 pm

Sunday 9:00am -1:00pm Half Day with student evaluations.

## **15.6 Dress Code**

This policy applies to students in professional settings such as practicum/internship, seminars and workshops, presentations, and settings where students represent DMU SOC.

Rationale: Personal appearance can influence the degree of respect and effectiveness with others, including future clients. Not only with practicum and internship, but places of future employment may have a strict dress code that prescribes overall appearance. If students are uncertain about what is appropriate, they can ask faculty, staff, and other students.

Guidelines: As a general rule, if one is uncertain if something is appropriate, it is best to find something else to wear that day, and then to ask a faculty member for input. When dressing professionally students should be selecting articles of clothing that fit well, are in good condition, are well-structured, ironed (if needed), and, for the most part, more on the conservative side.

These include:

- Dresses and skirts that are of sufficient length to not be too revealing when either standing or sitting
- Sweaters, dress tees, polo shirts, button-up shirts and blouses
- Dress slacks or khakis
- Dress shoes, dress boots, loafers, oxfords, dress sandals

\*Note that clothing worn for religious reasons is permitted. Please discuss religious garments with faculty and/or site supervisor.

People tend to make a poorer, less professional impression when wearing articles of clothing that do not fit well or are overly casual, revealing, tattered, or are in overall bad shape. Examples of

unacceptable attire include:

- Shorts, skorts, or skirts that are either more than 3 inches above the knee or are overly revealing when sitting or standing
- Jeans and cargo pants unless approved by the site
- Spaghetti-strap tops or dresses, unless worn under an appropriate top or jacket
- Sweatshirts, workout clothing
- Flannel shirts, tank tops (unless the straps are at least 2 inches wide), halter tops, cut-out tops, off-the shoulder tops, or tops that reveal substantial amounts of cleavage
- Low-cut tops, low rider pants, or other clothing that might reveal undergarments
- Severely worn footwear or flip-flops

**Body Art:** Personal expression of style is legitimate in our culture, including body art. However, tattoos that may be considered offensive (e.g., that display racist, sexist, culturally insensitive, or various forms of "hate" speech messages) or piercings that have the potential to interfere with communication or treatment (e.g., tongue piercings where speech is impaired) are not appropriate while engaging in professional behavior. With respect to piercings, some agencies actually limit the number of piercings that are allowed. Piercings that are of cultural or religious significance are allowable. The need to cover tattoos and/or to remove extensive or uniquely placed piercing should be negotiated on a case-by-case basis with the supervisor or advisor depending on the circumstance.

**Facial Coverings:** Due to the possibility of facial coverings creating a perceived barrier to building rapport with clients and compromising the ability for clients to see facial expressions, they are not to be worn during counseling sessions. An exception to this policy would be any facial covering (such as masks over the mouth) that is worn due to a medical condition. In such cases, documentation from a medical professional must be provided.

**Beards/Facial Hair:** The expectation is that any facial hair worn by students would always be neatly groomed. Facial hair is not to cover parts of the face in a way that could inhibit a client's ability to see the student's expressions.

**Class Attire:** In preparation for the students' role as a professional counselor, it is the expectation that attire worn during class time (via Zoom) be appropriate (for example, no revealing clothing or pajamas).

## **16. Expectations of Students Part II: Clinical Placement**

For More Information Refer to Clinical Placement Handbook

### **16.1 Overview**

Practicum and internships are supervised clinical experiences that provide opportunities for students to counsel clients in community settings. Practicum is a highly supervised tutorial opportunity for students to begin working in a clinical environment that differs notably from internship. Students begin practicum and internship after fulfilling all requirements and prerequisite courses for clinical placement. Students may not enter into an internship course or experience until the requirements for the COUN 690, Practicum courses are completed with a passing grade. Practicum and internship includes opportunities for students to work with diverse populations in multiple modalities. The clinical placement courses represent continued experiential training involving at least 700 hours (depending on state requirements\*) of documented direct and indirect clinical work. Site supervisor and faculty evaluations of student performance assist in determining areas of focused training during the clinical placement series of courses. Students also have an opportunity to evaluate both their site and site supervisor.

- Practicum is a 10-week clinical placement experience at an approved agency that includes class time with a faculty supervisor. Students must complete 40 hours of direct service, face-to-face with clients, and 60 hours of indirect service completing tasks associated with the provision of counseling in person (i.e., direct service) for a total of 100 hours. Service hours completed in Practicum may not be carried forward into internship.
- Internships consist of one full semester each, that require 120 hours of direct service and 280 hours of indirect service in each section for a total of 240 hours of live client services and 380 hours of indirect services for a total of 600 hours during internships 1 and 2.

NOTE: Requirements for Direct and Indirect service hours vary by the state of residence. The hours indicated here are a minimum for graduation from the CMCH program.

Students will be enrolled in a Clinical Placement Orientation Course (zero cost / zero credit) that covers the information and steps necessary to prepare for clinical placement. It is a required course beginning approximately 9 months prior to when the COUN 690 Counseling Practicum course begins. This course also introduces students to the supervision software utilized throughout clinical placement. Students gain an understanding of the conceptual framework that guides the clinical placement process and review important elements of the Clinical Placement handbook.

### **16.2 Professional Liability: Proof of Insurance**

Student membership in either the American Counseling Association or the American Mental Health Counselors Association is required by the end of the first semester of the program. Student membership will provide the opportunity to obtain professional liability insurance as part of membership benefits. Students are required to obtain professional liability insurance at the

time of membership and must maintain both membership and professional liability throughout the program. Students must provide proof of insurance with a certificate of insurance in their name in COUN 500 Counseling Advisement.

### **16.3 Approved Clinical Placement Sites**

The university enters into contractual agreements with clinical placement sites (i.e., Affiliation Agreements). Affiliation Agreements clarify expectations and seek to ensure that students have a rich and effective clinical training and supervision experience. Students must select a clinical placement with one of the approved, contracted sites on record OR follow the process for obtaining a site approval as outlined in Clinical Placement Handbook in Section II. Students are encouraged to make careful decisions regarding the selection of clinical placement sites. Students often receive employment opportunities in the settings where they have completed their internships. Students DO NOT engage with agencies to facilitate a contract (i.e., Affiliation Agreement). This process is facilitated by a Director of Training and Internship. Students are required to secure their own clinical placement site (but not the agreement). Work and home schedules may require adjustment in order to work effectively with the site requirements and to meet the clinical service hour requirements for each course and for licensure. Clinical placement courses are as follows:

- COUN 690 - Counseling Practicum/Advanced Clinical Intervention Skills (10 weeks with a 4-day intensive workshop/residency at the beginning of the course).
- COUN 691 - Counseling Internship 1
- COUN 692 - Counseling Internship 2

### **16.4 Student Clinical Placement**

Each student will maintain behavior in accordance with the highest ethical and professional counseling standards, as outlined by the ACA and other relevant professional organizations. Students are expected to keep all information about clients confidential. Logs, case notes, and other clinical assignments should contain no identifying information; names used should be fictitious when presenting or staffing cases in class. Students violating client confidentiality, other ethical standards, and behavioral standards per the Student Code of Conduct and the Professional Behavior Standards (that follow in this handbook), may be expelled from the program. The Student Code of Conduct and retention (disciplinary) process is in the Divine Mercy University catalog with additional procedures in the Professional Behavior Standards. Additionally, students who may be DMU employees are expected to model positive student behaviors and to set the standard for others to follow. Failure to do so may result in disciplinary action, as detailed in the University's Policies and Procedures.

### **16.5 Dismissal by Clinical Placement Site**

On rare occasions, a student may be dismissed by the clinical placement site. The DMU

agreement with Clinical Placement sites require adherence to the Affiliation Agreement protocol for dismissing students. An agency may request that DMU withdraw from the Educational-Clinical experience any student: (a) whose conduct or appearance inhibits desirable relationships within Agency, (b) whose health status is a detriment, despite a reasonable accommodation, to the student's successful completion of the Educational-Clinical experience, or (c) whose performance after appropriate instruction and counseling continues to fall below the level required to maintain appropriate practice standards. DMU agrees to withdraw such Student at an agency's request. A student dismissed from a clinical placement will undergo evaluation according to the following: When a practicum or internship placement ends prior to its planned conclusion, this policy is intended to clarify the DMU response to premature termination. There are three conditions:

1. Placement ends due to the site supervisor or site's responsibility:
  - a. Site placement ends due to site supervisor/site not adequately or effectively managing site responsibilities in accordance with Divine Mercy University's Practicum/Internship policies
2. Placement ends due to student responsibility:
  - a. Student is terminated from the site for not complying with site policies and procedures or for displaying unethical conduct in interactions with clients, supervisor, or other site personnel
  - b. Student is unable to complete or fulfill obligations to the site
3. Placement ends with no fault or responsibility of the site or the student.

***Options for DMU response:***

Condition # 1: Director of Training and Internship will work expeditiously to assist the student in finding a new practicum/internship site in accordance with DMU policy. Condition # 2: Student will receive a Professional Notice of Concern Form in accordance with Divine Mercy University policy indicating the reasons/rationale for practicum/internship premature termination and a remediation plan. A potential outcome or consequence of this premature termination may be a "No Pass" (NP) grade. Condition #3: The Director of Training and Internship will work expeditiously to assist the student in finding a new practicum/internship site in accordance with DMU policy.

## **17. Expectations of Students Part III: Professional Identity, Behavior Standards and Retention Policy**

### **17.1 Counselor Education and Personal Engagement**

While care has been taken to establish each student's emotional readiness for personal engagement through the program application process, it is understood that there may be times when such self-exploration is not constructive for the student. In these times, the student should



understand that they are under no penalty to step back from such activities that may prove overwhelming or unproductive, and that the staff and faculty are available to advise and refer the student to resources as may be appropriate to their need. Staff and faculty will respect the student's right to set their own boundaries for what and how they share material of a personal nature. In short, the student is empowered to say "yes" "no," or "not now."

Furthermore, the student should understand that they will not be graded upon the progress, depth, or nature of their level of self-disclosure, but rather upon their level of engagement and completion of the academic requirements. Program staff and faculty are committed to meet each student where they are in their personal journey and to encourage movement in an atmosphere of respect, humility, and care for the unique needs of each student. In addition, counselor educators may respectfully and confidentially ask a student to seek professional help to address any personal concerns that may be affecting her or his competency. While the form of activities that involve a level of personal engagement will differ from course to course, the central principle detailed above is intended to be a component of all program classes. The following paragraphs offer some specific applications for the student's consideration. The SOC faculty teaching paradigm has a solid foundation in modeling professional behavior, while sometimes stretching students just outside their comfort zones as a strategy for facilitating personal growth in all domains

### **17.2 Real Issues or Roleplay**

When asked to participate in a roleplay exercise, generally, students may talk about issues of real concern, or they may prefer to roleplay a problem that is quite distinct from their own experience. Students will be informed of the specific processes, questions, and procedures they will go through in advance of the training activity. They should understand that even in cases when a student is role-playing a mock scenario, often very real issues and/or emotions will be engaged. In a similar manner, students who witness either live or video role-plays may have their unresolved emotions pulled as a result. In either case, students are strongly encouraged to take appropriate steps for their self-care, and to seek assistance from the professor or staff as desired. It is customary that if a student leaves the room during an exercise that someone will follow them out within a few minutes to offer support as needed. Students are encouraged to seek out their professor, advisor or program staff for assistance. Counseling referrals can be arranged as needed.

### **17.3 Self-Care Responsibility**

Graduate school, especially in clinical mental health counseling, is a life-changing journey with many demands on students. Courses are rigorous with non-stop action for the duration of the program from the beginning through clinical placements, and culminating with the rewarding experience of graduating with a master's degree. Successful completion of the CMHC program requires time management, advance financial planning for residencies, time away from family,

work, and friends for study, residency and clinical placement, and a unique pressure to perform that creates a higher level of stress for almost everyone. As a strategy for staying mentally, emotionally, psycho-socially, physically and spiritually healthy, graduate students are required to develop a self-care plan during their first course at DMU. They will be required to present their personal plan at the first residency. Learning to manage the demands inherent in this program is both crucial and fundamental to success and degree completion.

#### **17.4 Dual Relationships**

The relationships students form with staff and professors will have different sides to them, as professors evaluate student work, advise students in their professional development, and support them in their personal growth. As counselor educators we are aware of the power differential in the relationship between faculty and students. Our desire is to empower students and to have a relationship of mutual respect and trust.

The line between the different roles and relationships as a counselor educator and student versus professional counselor and client must be maintained. Faculty and staff cannot serve as counselors to current students unless this is a brief role associated with a training experience. Faculty and students are prohibited from sexual or romantic interactions or relationships and sexual harassment is not allowed at DMU.

Over the course of the program, all students will share many projects and experiences together to include peer interviews and counseling sessions. Many close friendships are apt to form. In time students will learn a lot about one another, and principles of trust, respect, and humility will need to be closely maintained to avoid relational difficulties. In all activities, students should disclose only what they wish, and the staff and peers are to respect the boundaries established.

#### **17.5 Client Confidentiality**

Students do not have technical or legal confidentiality with their work with other pre-professionals (fellow students) or with the counseling program staff. However, gossip or thoughtless disclosure of one another's personal information is prohibited, and infractions will be addressed. The general rule is that anything a student does or says within a class will stay within that class, except for safety issues such as danger of harm to self or others, or if the student gives indication of abuse or neglect of others. As taught in COUN 510, Foundations and Ethics for Clinical Mental Health Counselors, these types of issues must be reported under specific legal guidelines. Please understand that the counseling program staff do share information regarding program students with one another for purposes of student evaluation (i.e., Professional Performance Review, Candidacy), and advisement.

#### **17.6 Confidentiality: Institutional Supervision**

Once students begin their clinical internships, they will be sharing their interviews with the professor and other counseling students enrolled in this class for observations, comments and

suggestions. Clients of clinical placement students are required to acknowledge and consent to this practice by virtue of endorsing Informed Consent. However, all legal and ethical guidelines regarding client confidentiality do apply. Keeping client's personal health information (PHI) confidential is required. This is accomplished by omitting any identifying information on documents shared with the class or faculty. As noted above, students are expected to keep all information about clients confidential. Logs, case notes, and other clinical assignments should contain no identifying information; names used should be fictitious when presenting or staffing cases in class.

### **17.7 Audio/Videotaping**

Students may be audio- or videotaped during some portions of their training. This will be used for the study of either the interviewer's work or the student's own work. At first, the taping may bother some students, but most people become more comfortable in time. The recorder may be turned off at any time, and if the student wishes to rescind permission to share the tape later, please notify the professor. This work is owned by DMU and may be used for future instruction of others. If the taping involves non-DMU staff or students, appropriate authorization of disclosure will be obtained for each specific type of use. Students may request a copy for a fee. DMU, at its discretion, may destroy any and all such training tapes after 30 days of students' departure.

### **17.8 Boundaries of Competence**

As a pre-professional who participates in role-plays and other activities, it is understood that every student's skills are under development, and that an atmosphere that encourages one to "fail safely" is critical to taking the risks necessary to grow. The student's willingness to work with fellow students is appreciated, and students are encouraged to ask for feedback and to offer constructive feedback to peers. The goal is not perfection, but growth. Within each counseling class students are working under the direction of a mental health professional who will be happy to meet with any student who has any questions or concerns about personal and professional development.

### **17.9 Diversity and Counseling Values**

Students in the SOC are expected to exhibit respect for diversity and differences. Committed to the teaching of Vatican Council II that every type of discrimination, whether social or cultural, whether based on sex, race, color, social condition, language or religion, is to be overcome and eradicated as contrary to God's intent (*Gaudium et Spes*, 29), SOC is actively committed to increasing diversity within its community. As a Title IV institution receiving and distributing Federal Financial Aid, SOC adheres to applicable federal law including Title IX. Moreover, the SOC expectations are aligned with professional values established by the ACA 2014 Code of Ethics (American Counseling Association, 2014, ¶ 1). The following are core professional values of the counseling profession:

1. enhancing human development throughout the lifespan;
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
3. promoting social justice;
4. safeguarding the integrity of the counselor–client relationship; and
5. practicing in a competent and ethical manner.

### **17.10 Avoiding Harm**

Primum non nocere: First do no harm. The ACA elaborates with specific guidance for counselor’s ethical decision-making requirements and the underlying ethical code A.4.b.

Personal Values:

Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor’s values are inconsistent with the client’s goals or are discriminatory in nature. Professional counseling graduate students are held to the same legal and ethical standards as a licensed professional.

### **17.11 Professional Counselor Identity**

The CMHC program promotes and facilitates the development of a solid professional identity as a clinical mental health counselor. As part of development as a professional counselor, students are required to obtain student membership in either the ACA (<https://www.counseling.org/membership/aca-and-you/students>) or the American Mental Health Counselors Association (AMHCA) (<http://www.amhca.org/?page=studentbenefits>). By virtue of student membership, professional liability insurance is offered. Students are required to provide proof of current professional liability insurance prior to the first day of each clinical placement course (i.e. practicum and internships).

### **17.12 Professional Affiliations**

The ACA and AMHCA offer counseling resources and serve as platforms for national leadership, advocacy, and development of the counseling profession. In addition to the parent organization, ACA includes 19 specialty divisions, 4 regional groups, and 56 branches. Students can access the ACA and AMHCA on the Internet. State branches of the professional organizations advocate for counselors at the state level and typically provide continuing education opportunities for the counseling community. Students can become involved in their respective choice of professional affiliation at the national and state levels by attending meetings and conferences, joining committees, offering input, volunteering skills, submitting manuscripts to journals, and submitting presentations for conferences. Collaboration and networking within the community of professional counselor promotes both personal and professional development,

while conference attendance is richly rewarding on many levels.

### **17.13 Endorsements**

Requests for program endorsements related to credentialing, a doctoral program application, recommendations, and employment should be directed to the Dean's Office, who will evaluate and provide such endorsement in consultation with faculty and faculty advisors. Faculty may provide personal references for students, with appropriate consideration as to their knowledge of students' progress in the program and the faculty members' area of expertise within the scope of program instruction.

### **17.14 Implied Consent**

It is understood that the decision to enroll in DMU's CMHC program implies permission to engage in the activities that may impact personal and professional development as described above.

### **17.15 Student Freedom of Expression**

The free expression of student opinion is an important part of education in a democratic society. Student's verbal and written expression of opinion at the University is to be encouraged so long as it does not substantially disrupt the operation of the school. Students are, however, expressly prohibited from the use of vulgar and/or offensive terms, images, or behaviors.

### **17.16 Online and General Classroom Etiquette**

Class courtesy and respect is important, especially when material is likely to elicit strong personal opinions. Each student's point of view is to be respected. Disrespect of others will not be tolerated.

### **17.17 Cell Phone Policy**

Cell phone usage is prohibited during class. Cell phones must be silenced upon logging into all synchronous class times, residency workshops, and advising; Bluetooth devices must be turned off and placed out of sight. Any type of cell phone utilization (including texting) may be cause for dismissal from class. Any exceptions to this regulation must be cleared with the instructor prior to the beginning of class. During any exams, cell phones are not allowed.

### **17.18 Professional Behavior Expectations and Requirements**

Candidates in DMU's SOC program leading to certification or licensure as professional counselors are subject to a high level of scrutiny because of their anticipated interactions with clients and others in the community, expectations for personal growth and transformation, and the clinical nature of program standards. As CMHC degree candidates, students participate in one or more clinical placements (i.e. practicum and internships) as part of their academic program, and as prospective counselors, SOC degree candidates are expected to represent the university as professionals and adhere to the ethics and standards of their profession as well as

the university's Student Code of Conduct.

### **17.19 Professional Counselor Behavior Policy**

In addition to meeting the academic standards of DMU, SOC students are expected to conduct themselves in an ethical, responsible, moral and professional manner consistent with the profession of counseling and the traditional Catholic-Christian values of the DMU's culture. As noted in previous sections, students must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice established by the American Counseling Association, 2014 Code of Ethics, which can be downloaded by following this link: <http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>.

Although ethical concerns and issues as well as professional behavior expectations will be introduced in the first course, COUN 510 Foundations and Ethics of Clinical Mental Health Counseling, they are consistently reinforced throughout the program. Students are responsible at the outset of the academic program to review these professional standards and seek any clarification needed from their advisor or other faculty members.

As future professional counselors, the faculty and industry standards set expectations for students to be concerned about other people, to be stable and emotionally well adjusted (personally, spiritually, and professionally), to be capable of effective interpersonal relationships, to be able to receive and apply feedback willingly, and to give feedback constructively. Further, students are expected to behave in a manner that demonstrates fitness for a role in the counseling profession. Students are expected to be committed to continued personal growth, spiritual transformation, and professional development, and to demonstrate that commitment through self-reflection and responsiveness to feedback in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs.

For all the reasons cited above, the faculty will regularly monitor not only students' academic progress but also selected personal characteristics that will affect their performance in the field. The purpose of this monitoring process is to ensure that all graduates of the DMU SOC possess those characteristics sufficiently that they do not interfere with their professionalism or helping capacity.

### **17.20 Professional Performance and Behavior Standards**

Students' fulfillment of the Professional Performance and Behavior Standards (PPBS) is reviewed by faculty during each residency (COUN 510, 580, 690) or as needed throughout the graduate program. Each residency evaluation rubric is cross-walked with the PPBS. At any time, a faculty can request a review of a student with the PPBS for evaluation of the student. Please see the PPBS and Residency Cross-walk.

The Professional Performance and Behavior Standards core areas include:

1. Openness to new ideas
2. Flexibility
3. Cooperation with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively, appropriately
9. Attention to ethical and legal considerations
10. Initiative, motivation and contribution to a positive climate in classroom and clinical placements
11. Spiritual development and sensitivity

#### **17.21. Procedure I: Professional Performance and Behavior Standards Rubric**

Each Professional Performance and Behavior Standard is rated on the following scale of learning as described in the Criteria for Professional Performance and Behavior Standards rubric. The rating is based on a 4 scale model: unacceptable (never or rarely demonstrates the skill), acceptable (occasionally demonstrates the skill), proficient (consistently demonstrates the skill) and mastery (always demonstrates the skill)

[Professional Performance and Behavior Standards PPBS](#)

#### **17.22 Personal Evaluation**

At the end of each residency (COUN 510, 580, 690) students will be asked to complete the PPBS on themselves and will receive feedback on their review during the final evaluation meeting for each residency.

#### **17.23 Procedure II: Process for Retention and Remediation**

1. The expectation is that students will receive a minimum of 86% (Acceptable) in each area. Students receiving a grade below 86% on one or more of the Professional Performance Standards will be in need of improvement in their professional performance and subject to the following procedure:
2. For a deficiency during residency, the student and the instructor or program director/designee will meet to discuss the Professional Performance concern(s). Students with a score of below 86% (Acceptable) on one or more of the standards reviewed by the

School of Counseling faculty team and will be sent a Notification of Professional Performance Concern form (Appendix B), on which will be listed the deficient rating(s), the residency faculty's explanation for the ratings, and descriptions of remedial actions that will be required. Signatures of both the program director or dean and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and program director or dean will retain copies of the signed Notification of Professional Performance Concern, and a copy shall be forwarded to the student's academic advisor.

3. For a deficiency reported by a faculty member, academic advisor, supervisor or staff during the program, the student will receive a Notification of Professional Performance Concern based on a rating matching the seriousness of a concern. The scale is as follows: 1 point for a low concern, 3 points for a medium concern and 5 points for a high concern. A culmination of 5 points will earn a remediation plan to address the concern. The student's academic advisor will be notified of the performance concern.
4. If a student receives more than one Notification of Professional Performance Concern during her or his studies at the SOC or fails to show reasonable progress in remediation of deficiencies previously cited, the full SOC faculty will review the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the SOC. The program director or dean, and the student, and the academic advisor will retain a signed copy of any revision made to the Notification of Professional Performance Concern.
5. Faculty will initiate the Professional Performance Review protocol at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well being of others. In such cases and depending upon the level of perceived threat, the combined faculty may recommend discontinuation in the SOC without opportunity for student remediation.
6. All faculty recommendations for denial of a student's continuance in the School of Counseling will be forwarded to, and will be the ultimate decision of the Dean of the SOC. Students have the right to appeal this decision through DMU's Student Complaint and Grievance Policy in the University Catalog and as indicated in this handbook.

### **17.24 Remediation and Dismissal From Program**

Graduation with a degree in Clinical Mental Health Counseling requires more than passing grades and scholarly ability. Students must reach adequate levels of competency in counseling skills such as interviewing, client intake, assessment, treatment planning and intervention/psychotherapy. Students must possess the ability to exercise good clinical judgment, ethical reasoning, respect for diversity and professionalism. It is the solemn



responsibility of DMU to serve as a gatekeeper for the profession and to ensure that students who are unable to meet these standards be terminated from the program.

The remediation process begins with the identification of a clinical skill and/or an academic deficiency by a clinical supervisor and/or clinical course instructor and/or clinical training director. The identification of the deficiency is followed up by a meeting between the clinical supervisor/course instructor together with the clinical training director who meet to clarify the deficiency and consider necessary criteria for remediation. Following this protocol, a meeting is held to obtain student input and to finalize a formal remediation plan which is then signed by all parties. Once all the steps in the remediation plan are completed, the clinical training director drafts a remediation completion document which is signed by the student and the clinical training director. The signing of this document officially marks the successful completion of remediation for the skill deficiency identified. The remediation plan will outline distinct objectives with timelines for reaching each targeted deficiency.

In matters of serious gravity (e.g., severe ethical violations) or in the event that the student repeatedly fails remediation and/or does not complete the outlined objectives as agreed, they may be deemed “at risk.” A student determined to be “at risk” and fails to meet the remediation plan requirements in the designated time is eligible for termination from the program. In such cases, the Director of Training and clinical faculty members will deliberate and vote on whether or not to terminate the student from the program or alternatively to develop an additional plan for remediation. An affirmative vote to terminate by a simple majority of the current clinical faculty members will result in the student being terminated from the program. The student will be notified in writing of the decision.

In the case of a student who is not deemed to be “at risk,” but who is placed on a remediation plan, and fails to successfully complete the requirements of their remediation plan in the designated time frame, may after the deliberation of the director of clinical training and the clinical faculty be designated “at risk.” In such cases the student will be formally notified of such status. The director of clinical training and the clinical faculty will then revise the pre-existing remediation plan noting the requirements which remain unmet and establishing a new time frame for completion. If the student remains unable to meet the requirements of the revised remediation plan in the designated time frame, the Director of Clinical Training and clinical faculty members will deliberate and vote on whether or not to terminate the student from the program or alternatively to develop an additional plan for remediation. An affirmative vote to terminate by a simple majority of the current clinical faculty members will result in the student being dropped from the program. The student will be notified in writing of the decision.

In cases where an affirmative vote to terminate a student from the program is made, the student may appeal the decision to the academic dean. Such appeal must be made within 30

days following notification by the department of their termination from the program. The academic dean will consider the appeal and render his/her decision within 30 days of receipt of the student's request for appeal. The academic dean's decision will be final.

## **18. Student Grievance Process Policy (DMU)**

### **Due Process for Student Grievances**

It is the policy of the University to utilize due process in handling student grievances. It is also the policy of the University to utilize due process in disciplinary actions taken against students.

In a Christian academic environment, every effort should be made to sustain a relationship of charity and cooperation between all members of the community. Occasionally, however, a student may have a grievance with a member of the faculty, staff, or fellow student/peer. The student with the grievance should endeavor first to meet with the other party to discuss the difficulty in an attempt to resolve the issue. If the student does not feel at ease approaching the individual, or is not satisfied with the results of such a meeting, he or she should consult the Vice President of Academic and Student Affairs who will provide guidance as to what additional steps, if any, should be taken. If resolution is not reached at this informal level, the student may then wish to file a formal grievance. At any point in the process described herein, the student filing a grievance will always have the option to withdraw the grievance. The University has established the following. Grievance Resolution Procedure for students to use for all aspects of their experience with academic, student, and other support services of the University.

#### **Confidentiality**

In the grievance resolution process, every reasonable effort will be made to protect the privacy of all parties. All records pertaining to the investigation and to the disposition of the grievance shall be maintained in sealed files in conformity with state and federal privacy requirements. Records of individuals involved or alleged to be involved in a grievance will be made available to officials of the University who have a need to know, and otherwise only in accordance with applicable state and federal laws and only to the extent required by law.

#### **Resolution Procedures for Student Grievance with Faculty Member or Student/Peer**

Student grievances directed to a member(s) of the faculty or student body (referred to herein as "the respondent") will be handled as follows:

1. **Filing a Grievance:** The complainant shall file a written grievance with the academic dean. The complainant shall record with specificity the circumstances of his/her grievance.
2. **Fact-Finding Committee:** The Dean will appoint a Fact-Finding Committee consisting of three faculty members. A chair of the committee will be designated by the academic

dean. If a conflict of interest or other valid reason prevents a committee member from serving, the academic dean shall select an alternate. The academic dean shall make every effort to ensure that a fair, impartial, and representative committee hears the matter.

3. Notification: The academic dean shall give the respondent written notification that a grievance has been filed, as well as a copy of the grievance. The respondent may file a written response with the Fact-Finding Committee Chair. The academic dean shall provide a copy of the response to the complainant.
4. Investigation: The following standards for investigation will be observed:
  - a. in conducting the investigation, the committee shall receive and review the grievance, the response, and other pertinent statements or documents;
  - b. the complainant and respondent shall be given the opportunity to respond to one another's statements, and individually to present witnesses or concerned parties in conformity to the evidence presented; and,
  - c. the committee will interview witnesses and concerned parties individually and in conformity with privacy requirements, as it deems necessary.
5. Fact-Finding Report: When, in the judgment of the committee, the positions of the complainant and respondent have been equitably heard, the committee shall submit a written Fact-Finding Report to the academic dean. The Fact-Finding Report shall contain the following:
  - a. a statement of the issues under review;
  - b. the positions of the parties;
  - c. a finding of the results of the investigation;
  - d. conclusion as to whether there is probable cause to believe that the grievance is valid; and,
  - e. recommendations for action(s) to be taken.

The total time period for the investigation, from the filing of a written grievance to submission of the Fact-Finding Report to the academic dean shall not exceed ninety (90) calendar days.

The Chair of the Fact-Finding Committee will maintain all records of the grievance, including its conclusions and recommendations. These records shall be transferred to the Office of the Academic Dean at the time of disposition of the grievance. The records shall be maintained in conformity with state and federal privacy and disclosure requirements, policies and procedures.

### **Disposition of the Grievance and Disciplinary Action**

The academic dean will make the decision about action to be taken. The factual conclusions contained in the Fact-Finding Report shall be binding upon the academic dean for the purpose of this determination.

The academic dean will discuss the decision with the chair of the Fact-Finding Committee, prior to taking action, if the action to be taken is different than that recommended by the Committee.

The academic dean will immediately notify the complainant and the respondent in writing of the disposition of the grievance once the decision has been made.

The decision of the academic dean will be made within ten (10) working days of the receipt of the Fact-Finding Report. The decision may be appealed in writing by either the complainant or the respondent to the President of the University; the appeal must be made no later than fifteen (15) working days from the date of the academic dean's notification of the decision.

If the complainant is a student and the student has not received a satisfactory resolution after exhausting all available grievance procedures established by the institution, the student may contact the State Council of Higher Education for Virginia (SCHEV) as a last resort in the grievance process, using this link: <http://surveys.schev.edu/students/studentcomplaint.asp>

### **Student Grievance Resolution Procedures Involving Staff**

The same procedures as described for student grievances directed to faculty will be followed in the case of a student grievance directed to a staff member, with the following two exceptions:

- a. the Vice President for Finance and Administration will serve in place of the academic dean; and,
- b. the Fact-Finding Committee will be appointed from either staff or faculty of the University.

### **Retaliation Prohibited**

DMU strictly prohibits retaliation against a member of the University community who files a grievance, against whom a grievance is filed, or who otherwise is a participant in the grievance resolution procedure. Such retaliatory conduct includes, but is not limited to, decreasing an employee's pay, reducing a student's grade, or downgrading a person's performance evaluation.

# PART II: COUNSELING FACULTY AND STAFF

## Full time Faculty

**Gabriel Dy-Liacco, Ph.D.** Associate Professor, Ph.D. Loyola University (Pastoral Counseling), M.S. Loyola University, A.B. Ateneo de Manila University. [gdy-liacco@divinemercury.edu](mailto:gdy-liacco@divinemercury.edu)

**Kathie Erwin, Ed.D.**, Professor, Ed.D, Argosy University (Counseling Psychology), M.A. Liberty University, B.A. Eckerd College. [kerwin@divinemercury.edu](mailto:kerwin@divinemercury.edu)

**Mark Gerig, Ph.D.**, Professor, Ph.D., University of Toledo, (Counselor Education) M.A. Trinity Evangelical Divinity School, B.A. Purdue University. [mgerig@divinemercury.edu](mailto:mgerig@divinemercury.edu)

**Leah Herod, Ph.D.**, Associate Professor, Ph.D, Auburn University (Clinical Psychology), M.S. Auburn University, B.A. University of Alabama-Tuscaloosa. [lherod@divinemercury.edu](mailto:lherod@divinemercury.edu)

**Camille Humes, Ph.D.** Assistant Professor, Ph.D. Governors State University (Counselor Education and Supervision). M.A. Governors State University. B.A. Washington University. [chumes@divinemercury.edu](mailto:chumes@divinemercury.edu)

**Benjamin Keyes, Ph.D, Ed.D.**, Professor, Ph.D. International College (Rehabilitative Counseling), Ed.D. University of Sarasota (Counseling Psychology) M.A. University of South Florida, B.A. University of South Florida. [bkeyes@divinemercury.edu](mailto:bkeyes@divinemercury.edu)

**Matthew McWhorter, Ph.D** Assistant Professor; Ph.D. Ave Maria University (Theology/Religious Studies), M.A. Georgia State University, B.A. University of Georgia. [mmcwhorter@divinemercury.edu](mailto:mmcwhorter@divinemercury.edu)

**Harvey Payne, Psy.D.**, Associate Professor, Psy.D. William James College (formerly Massachusetts School of Professional Psychology) (Clinical Psychology), M.A. Denver Seminary, B.S. Lancaster College. [hpayne@divinemercury.edu](mailto:hpayne@divinemercury.edu)

**Amanda Salgado, Ph.D.** Assistant Professor, Ph.D. University of Holy Cross (Counselor Education & Supervision) M.S. North Carolina A & T State University; B.S. Middle Tennessee State University. [asalgado@divinemercury.edu](mailto:asalgado@divinemercury.edu)

**Stephen Sharp, Ph.D.**, Director of Training and Internship, Associate Professor, PhD, Capella University (Human Services; Professional Counseling Specialization), M.S. Capella University, B.S. Utah State University, [ssharp@divinemercury.edu](mailto:ssharp@divinemercury.edu)

**Jessie Tappel, LPC, ACS, CMHC Associate Program Director, M.S.**, Institute for the Psychological Sciences; B.A., Franciscan University of Steubenville. [jtappel@divinemercury.edu](mailto:jtappel@divinemercury.edu)

**Craig S. Titus, S.Th.D. , Ph.D.** Professor, S.Th.D. , Ph.D. University of Fribourg. (Moral Theology and Ethics) S.T.L University of Fribourg. M.A. Dominican School of Philosophy and Theology, GTU, B.A. Arizona State University. [cstitus@divinemercury.edu](mailto:cstitus@divinemercury.edu)

**Fredericka Vyvlecka, Ph.D.** CMHC Program Director, Assistant Professor, Ph.D. Texas A&M-Corpus Christi (Counselor Education), M.S. Our Lady of the Lake University, M.A. Saint Mary's University, B.A. Saint Mary's University. [fvyvlecka@divinemercury.edu](mailto:fvyvlecka@divinemercury.edu)

**Cathy Warn, M.A., LMFT-S, LPC-S** Associate Director of Training & Internship, Associate Professor, M.A Gordon-Conwell Seminary (Christian Counseling), B.A. Montreat College. [cwarn@divinemercury.edu](mailto:cwarn@divinemercury.edu)

**Mallory Wines, Ph.D.** Assistant Professor, Ph.D. Duquesne University (Counselor Education and Supervision), M.S. Youngstown State University, B.A. Kent State University. [mwines@divinemercury.edu](mailto:mwines@divinemercury.edu)

### **Adjunct and Clinical Faculty**

**Nicole Deems, LMFT**, Adjunct Faculty, Ed.S. University of South Carolina, (Counselor Education); B.A. University of South Carolina, [ndeems@divinemercury.edu](mailto:ndeems@divinemercury.edu)

**Tiffany Gunnells, Ph.D.**, Adjunct Faculty, Ph.D. Ohio University (Counselor Education) M.A. Denver Seminary, B.A. Psychology University of Northern Colorado. [tgunnells@divinemercury.edu](mailto:tgunnells@divinemercury.edu)

**Alabama Hager, Ph.D.** Adjunct Faculty, Ph.D. (Clinical Child Psychology) Auburn University, M.S. Auburn University, B.A. Vanderbilt University. [ahager@divinemercury.edu](mailto:ahager@divinemercury.edu)

**Linda Hall, Ed.D**, Adjunct Faculty, Ed.D. University of Arizona (Educational Administration-Higher Education) Ph.D. ABD, University of Arizona (Counseling:

Concentration in Marriage and Family Counseling,) M.Ed. University of Arizona. B.A. University of Arizona. [lhall@divinemercury.edu](mailto:lhall@divinemercury.edu)

**Ian Masson, LPC**, Adjunct Faculty, M.S.Institute for the Psychological Sciences, (Clinical Psychology), B.A., George Mason University. [imasson@divinemercury.edu](mailto:imasson@divinemercury.edu)

**Eric Perry, Ph.D.** Adjunct Faculty, Ph.D. Duquesne University (Counselor Education and Supervision), M.A. Slippery Rock University, B.A. Ashford University. [eperry@divinemercury.edu](mailto:eperry@divinemercury.edu)

**Rev. Walter Schu, S.Th.D.**, Adjunct Faculty, S.Th.D. Regina Apostolorum Pontifical Athenaeum (Moral Theology) S.T.L., Regina Apostolorum Pontifical Athenaeum; S.T.B., Regina Apostolorum Pontifical Athenaeum; B.A. University of Dallas. [wschu@divinemercury.edu](mailto:wschu@divinemercury.edu)

## PART III: APPENDICES

### Appendix A - Professional Performance and Behavior Standards Rubric

Professional Performance Areas	Student consistently demonstrates standard on own initiative	Student frequently demonstrates standard on own initiative or with minimal help from others	Student does demonstrate standard often with help from others	Student does not demonstrate standard and/or manifests inappropriate behaviors instead of the standard
Residency Rubric	Mastery	Proficiency	Acceptable	Unacceptable
<u>1 Openness to new ideas</u> Student was open to personal growth, as evidenced by openness to new ways of behaving, thinking, feeling, and appropriate self-assessment, and demonstrated professional alliance with the counseling field with references to self as counseling student, et cetera	Consistently solicits opinions and perspectives of others, invites feedback and is interested in others, strong evidence of incorporating feedback with changes in behavior	Frequently solicits opinions and perspectives of others, invites feedback and is often interested in others, some evidence of incorporating feedback with changes in behavior	Struggles with others' perceptions, accepts feedback with minimal defensiveness, some evidence of willingness to incorporate constructive feedback	Unacceptable - Rigidity of perspective, defensive about feedback on personal growth, little or no evidence of incorporating constructive feedback

<u>2 Flexibility</u>	Consistently showed accurate effort to recognize changing demands in the	Frequently showed accurate effort to recognize changing	Effort to recognize changing demands in the professional & interpersonal environment was	Shows little or no effort to recognize changing demands in the
----------------------	--------------------------------------------------------------------------	---------------------------------------------------------	------------------------------------------------------------------------------------------	----------------------------------------------------------------

<p>Student demonstrated sensitivity and flexibility, as evidenced by being mindful of others' feelings; treats others with respect; non-demeaning while taking things in stride, not rigid or demanding.</p>	<p>professional &amp; interpersonal environment, to flex own response to changing environmental demands as needed. Independently monitored the environment for changing demands and flexed own response accordingly and always accepted necessary changes in established schedule and attempted to understand needs for change to avoid resentment.</p>	<p>demands in the professional &amp; interpersonal environment, often to flex own response to changing environmental demands as needed. Frequently monitored the environment for changing demands and flexed own response accordingly and frequently accepted necessary changes in established schedule and often attempted to understand needs for change to avoid resentment.</p>	<p>evident but sometimes inaccurate, to flex own response to new environmental demands was evident but sometimes inaccurate, flexed own response to changing environmental demands when directed to do so, accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.</p>	<p>professional &amp; interpersonal environment, to flex own response to changing environmental demands, refuses to flex to changing environmental demands despite knowledge of the need for change, intolerant of unforeseeable or necessary changes in established schedule or protocol.</p>
<p><b>Professional Performance Areas</b></p>	<p><b>Mastery</b></p>	<p><b>Proficiency</b></p>	<p><b>Acceptable</b></p>	<p><b>Unacceptable</b></p>
<p><u>3 Cooperativeness with others</u></p> <p>The student demonstrated a basic understanding of group cohesion and effective group membership skills; effectively participated as group member; did not interrupt while others had the lead or otherwise engaged in distracting behaviors within the group</p>	<p>Consistently worked actively toward reaching consensus in collaborative activities.</p> <p>Was always willing to initiate compromise in order to reach group consensus.</p> <p>Showed concern for group as well as individual goals in collaborative activities</p>	<p>Frequently worked toward reaching consensus in collaborative activities.</p> <p>Was often willing to initiate compromise in order to reach group consensus.</p> <p>Frequently showed concern for group as well as individual goals in collaborative activities</p>	<p>Engaged in collaborative activities but with minimum allowable input. Accepted but rarely initiated compromise in collaborative activities.</p> <p>Was concerned mainly with own part in collaborative activities.</p>	<p>Showed little or no engagement in collaborative activities. Undermined goal achievement in collaborative activities. Was unwilling to compromise in collaborative activities.</p>
<p><u>4 Willingness to accept and use feedback</u></p> <p>The student was motivated to form relationships with others, was responsive to feedback without defensive posturing, and demonstrated an understanding/ awareness of his or her effect on others.</p>	<p>Consistently invited feedback by direct request and positive acknowledgement when received. Showed evidence of active incorporation of feedback received into own views and behaviors. Consistently demonstrated a balanced willingness to give and receive feedback.</p>	<p>Frequently invited feedback by direct request and positive acknowledgement when received. Sometimes showed evidence of active incorporation of feedback received into own views and behaviors. Occasionally demonstrated a balanced willingness to give and receive feedback.</p>	<p>Was generally but not always receptive to feedback. Showed some resistance to incorporating feedback into own views and behaviors. Showed some defensiveness to critique through “over explanation” of own actions—but without anger.</p>	<p>Discouraged feedback from others through defensiveness and anger. Showed resistance to feedback with little or no evidence of incorporation of the feedback received. Showed defensiveness and anger to critique through “over explanation” of own actions.</p>
<p><u>5 Awareness of own impact on others</u></p> <p>The student was motivated to form relationships with others, was responsive to feedback without defensive posturing, and demonstrated an understanding/awareness of his or her effect on others</p>	<p>Effort toward recognition of how own words and actions impacted others was consistently evident. Initiates feedback from others regarding impact of own words and behaviors and always incorporates feedback regarding impact of own words and behaviors to effect positive change.</p>	<p>Effort toward recognition of how own words and actions impacted others was often evident. Often Initiates feedback from others regarding impact of own words and behaviors and sometimes incorporates feedback regarding impact of own</p>	<p>Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</p> <p>Responds as necessary to feedback regarding negative impact of own words and actions on others, but at times, with difficulty.</p>	<p>Words and actions reflected little or no concern for how others were impacted by them. Ignored feedback about how words and actions were negatively impacting others.</p>



		words and behaviors to effect positive change.		
<b>Professional Performance Areas</b>	<b>Mastery</b>	<b>Proficiency</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<p><u>6 Ability to deal with conflict</u></p> <p>The student is respectful and courteous, exhibiting a professional demeanor when interacting with others while establishing appropriate professional boundaries.</p>	<p>Always willing and able to consider others' points of view. Always willing to examine own role in a conflict. Was consistently open to feedback critique about own role in a conflict. Initiated problem solving efforts in conflicts. Evidenced appropriate emotional responses when conflicts were addressed.</p>	<p>Often willing and able to consider others' points of view. Almost always willing to examine own role in a conflict. Was frequently open to feedback critique about own role in a conflict. Initiated problem solving efforts in conflicts. Almost always evidenced appropriate emotional responses when conflicts were addressed.</p>	<p>Attempted but sometimes had difficulty grasping conflicting points of view. Would examine own role in a conflict when directed to do so. Was responsive to feedback in a conflict but did not actively invite feedback.</p> <p>Participated in problem solving but only when directed. Evidenced unstable emotional and/or behavioral responses when conflicts were addressed.</p>	<p>Was unable or unwilling to consider others' points of view. Showed no willingness to examine own role in a conflict. Ignored feedback advisement if not in agreement with own position. Showed no effort at problem solving. Evidenced extreme emotional and/or behavioral responses when conflicts were addressed.</p>
<p><u>7 Ability to accept personal responsibility</u></p> <p>Student demonstrates a professional orientation, as evidenced by professional values including: preparedness, attire, personal boundaries, responsibility, motivation and genuine positive regard for all.</p>	<p>Consistently monitored own level of responsibility in professional performance. Invited constructive critique from others and applied it toward professional growth. Always accepted own mistakes and responded to them as opportunity for self-improvement</p>	<p>Frequently monitored own level of responsibility in professional performance. Frequently invited constructive critique from others and applied it toward professional growth. Nearly always accepted own mistakes and responded to them as opportunity for self-improvement.</p>	<p>Was willing to examine own role in problems when informed of the need to do so. Was generally, but not always, accurate and honest in describing own and others roles in problems. Might blame initially, but was open to self-examination about own role in problems.</p>	<p>Refused to admit mistakes or examine own contribution to problems. Lied, minimized or embellished the truth to extricate self from problems. Consistently blamed others for problems without self-examination.</p>
<b>Professional Performance Areas</b>	<b>Mastery</b>	<b>Proficiency</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<p><u>8 Ability to express feelings effectively and appropriately</u></p> <p>Student was appropriately self-revealing, as evidenced by willingness to “open up” and reveal how he or she really thinks and feels when appropriate; not unduly closed, secretive, or defensive and not disposed</p>	<p>Was consistently willing and able to articulate the full range of own feelings. Showed evidence of willingness and accurate ability to acknowledge others' feelings.</p> <p>Expression of own feelings was consistently appropriate to the setting. Initiated appropriate discussion of own feeling</p>	<p>Was frequently willing and able to articulate the full range of own feelings. Showed evidence of willingness and accurate ability to acknowledge others' feelings.</p> <p>Expression of own feelings was frequently appropriate to the setting. Often initiated appropriate discussion of own feeling.</p>	<p>Showed some evidence of willingness and ability to articulate own feelings, but with limited range. Showed some evidence of willingness and ability to acknowledge others' feelings, but sometimes inaccurate. Some expressions of feelings incongruent or inappropriate to the setting. Lacks initiative to discuss own feelings when directed.</p>	<p>Showed no evidence of willingness and ability to articulate own feelings.</p> <p>Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.</p> <p>Expressions of feeling were inappropriate to the setting. Was resistant to appropriate discussion of</p>

to inappropriate or excessive self-disclosure.				feelings and/or acted out negative feelings (through negative behaviors) rather than articulating them
<p><u>9 Attention to ethical and legal considerations</u></p> <p>The student identified and resolved the important legal/ethical issues and ethical dilemmas and demonstrated higher order thinking skills (HOTS) in the process.</p>	Consistently maintained clear personal professional boundaries with clients. Demonstrated consistent sensitivity to diversity. Consistently ensured client safety and well-being. Appropriately safeguarded the confidentiality of clients.	Nearly always maintained clear personal professional boundaries with clients. Frequently demonstrated sensitivity to diversity. Satisfactorily ensured client safety and well-being. Appropriately safeguarded the confidentiality of clients.	Was responsive to feedback for occasional personal/professional boundary confusion or crossings with clients. Was responsive to feedback for occasional insensitivity to diversity in professional interactions. Used judgment that could have put client safety or well-being at risk. Used judgment that could have put client confidentiality at risk.	Engaged in unethical dual relationships with clients. Acted in a way that demeaned any client or person. Endangered the safety and the wellbeing of clients. Breached established rules for protecting client confidentiality.
<b>Professional Performance Areas</b>	<b>Mastery</b>	<b>Proficiency</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<p><u>10 Initiative and motivation</u></p> <p>Student was self-directed, as evidenced by motivation, commitment to learning, and doing more than the minimum, et cetera.</p>	<p>Consistently engaged in class activities. Met or exceeded expectations in assigned work.</p> <p>Consistently displayed initiative and creativity in assigned work.</p> <p>Met all attendance requirements.</p> <p>No issues with timeliness with assignments.</p>	<p>Regularly engaged in class activities. Met or exceeded expectations in assigned work.</p> <p>Consistently displayed initiative and creativity in assigned work.</p> <p>Met all attendance requirements.</p> <p>No issues with timeliness with assignments</p>	<p>.Occasionally engaged in class activities. Met only the minimal expectations in assigned work.</p> <p>Limited initiative and creativity in assignments. Frequently late for class.</p> <p>Some issues with timeliness with assignments.</p>	<p>Rarely engaged in class activities.</p> <p>Often failed to meet minimal expectations in assignments. Displayed little or no initiative and creativity in assignments. Missed the maximum allowable classes. Significant issues with timeliness with assignments.</p>

<p><u>11 Spiritual development and sensitivity</u></p> <p>The student is knowledgeable regarding professional counseling code of ethics, demonstrates respect for religious and spiritual traditions, and has thoughtful consideration of all diversity issues/matters including a positive approach for integration of diversity issues into clinical practice.</p>	Consistently engages in self-exploration of personal spiritual beliefs/practices to promote spiritual growth. Good understanding of the relevance of religious/ spiritual domains for clients, and is sensitive to these themes by clients for the client's benefit. Competent to understand and be sensitive to other major religious/spiritual beliefs/practices. Can identify limits of own understanding of client's religious/ spiritual expression, demonstrate appropriate referral skills.	Frequently engages in self-exploration of personal spiritual beliefs/practices to promote spiritual growth. Good understanding of the relevance of religious/ spiritual domains for clients, and is sensitive to these themes by clients for the client's benefit. Competent to understand and be sensitive to other major religious/spiritual beliefs/practices. Can identify limits of own understanding of client's religious/ spiritual expression, demonstrate appropriate referral skills.	Limited engagement in self-exploration of personal spiritual beliefs/practices to promote spiritual growth. Limited understanding of the relevance of religious/ spiritual domains for clients, nor sensitive to these themes by clients for the client's benefit. Limited ability to understand and be sensitive to other major religious/spiritual beliefs/practices. Limited understanding of client's religious/spiritual expression, and inconsistently demonstrates appropriate referral skills.	Does not engage in self-exploration of personal spiritual beliefs/practices to promote spiritual growth. Does not understand the relevance of religious/ spiritual domains for clients, nor sensitive to these themes by clients for the client's benefit. Unable to understand and be sensitive to other major religious/spiritual beliefs/practices. Cannot identify limits of own understanding of client's religious/spiritual expression, nor
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

				demonstrate appropriate referral skills.
--	--	--	--	------------------------------------------

## Appendix B - Notification of Professional Performance Concern

To (notified student): \_\_\_\_\_

From (issuing administrator/ faculty): \_\_\_\_\_

I. This is to notify you that your professional performance as defined in the Professional Performance Review Process (PPR) section of the SOC Student Handbook is rated Unacceptable in the following area(s):

II. Performance Changes Required (describes specific performance changes needed in each area rated Unacceptable):

III. Plan (describes all necessary steps to be taken to assist the student in making the required changes specified in section III. above, including a schedule for their formative and summative evaluation)

IV. Signatures (indicate that the student and issuing administrator/faculty have met to discuss this notification and that the student has received a completed copy)

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Issuing Administrator/Faculty: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix C: Student Self-Evaluation Clinical Mental Health Counseling

Professional Performance Areas	Student does not demonstrate standard and/or manifests inappropriate behaviors instead of the standard	Student does demonstrate standard often with help from others	Student frequently demonstrates standard on own initiative or with minimal help from others	Student consistently demonstrates standard on own initiative	Student Self-Rating
Residency Rubric	Mastery	Proficient	Acceptable	Unacceptable	Unacceptable/ Acceptable/ Proficient/ Mastery
<p><u>1 Openness to new ideas</u></p> <p>Student was open to personal growth, as evidenced by openness to new ways of behaving, thinking, feeling, and appropriate self-assessment, and demonstrated professional alliance with the counseling field with references to self as counseling student, et cetera</p>	Consistently solicits opinions and perspectives of others, invites feedback and is interested in others, strong evidence of incorporating feedback with changes in behavior	Frequently solicits opinions and perspectives of others, invites feedback and is often interested in others, some evidence of incorporating feedback with changes in behavior	Struggles with others' perceptions, accepts feedback with minimal defensiveness, some evidence of willingness to incorporate constructive feedback	Unacceptable - Rigidity of perspective, defensive about feedback on personal growth, little or no evidence of incorporating constructive feedback	Comments:

<p><u>2 Flexibility</u></p> <p>Student demonstrated sensitivity and flexibility, as evidenced by being mindful of others' feelings; treats others with respect; non-demeaning while taking things in stride, not rigid or demanding.</p>	Consistently showed accurate effort to recognize changing demands in the professional & interpersonal environment, to flex own response to changing environmental demands as needed. Independently monitored the environment for changing demands and flexed own response accordingly and always accepted necessary changes in established schedule and attempted to understand needs for change to avoid resentment.	Frequently showed accurate effort to recognize changing demands in the professional & interpersonal environment, often to flex own response to changing environmental demands as needed. Frequently monitored the environment for changing demands and flexed own response accordingly and frequently accepted necessary changes in established schedule and often attempted to understand needs for change to avoid resentment	.Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate, to flex own response to new environmental demands was evident but sometimes inaccurate, flexed own response to changing environmental demands when directed to do so, accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.	Shows little or no effort to recognize changing demands in the professional & interpersonal environment, to flex own response to changing environmental demands, refuses to flex to changing environmental demands despite knowledge of the need for change, intolerant of unforeseeable or necessary changes in established schedule or protocol.	Comments:
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------

<b>Professional Performance Areas</b>	<b>Mastery</b>	<b>Proficient</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Unacceptable/ Acceptable/ Proficient/ Mastery</b>
<p><u>3 Cooperativeness with others</u></p> <p>The student demonstrated a basic understanding of group cohesion and effective group membership skills; effectively participated as group member; did not interrupt while others had the lead or otherwise engaged in distracting behaviors within the group</p>	<p>Consistently worked actively toward reaching consensus in collaborative activities.</p> <p>Was always willing to initiate compromise in order to reach group consensus.</p> <p>Showed concern for group as well as individual goals in collaborative activities</p>	<p>Frequently worked toward reaching consensus in collaborative activities.</p> <p>Was often willing to initiate compromise in order to reach group consensus.</p> <p>Frequently showed concern for group as well as individual goals in collaborative activities</p>	<p>Engaged in collaborative activities but with minimum allowable input. Accepted but rarely initiated compromise in collaborative activities.</p> <p>Was concerned mainly with own part in collaborative activities.</p>	<p>Showed little or no engagement in collaborative activities. Undermined goal achievement in collaborative activities. Was unwilling to compromise in collaborative activities.</p>	.Comments:
<p><u>4 Willingness to accept and use feedback</u></p> <p>The student was motivated to form relationships with others, was responsive to feedback without defensive posturing, and demonstrated an understanding/ awareness of his or her effect on others.</p>	<p>Consistently invited feedback by direct request and positive acknowledgement when received. Showed evidence of active incorporation of feedback received into own views and behaviors. Consistently demonstrated a balanced willingness to give and receive feedback.</p>	<p>Frequently invited feedback by direct request and positive acknowledgement when received. Sometimes showed evidence of active incorporation of feedback received into own views and behaviors. Occasionally demonstrated a balanced willingness to give and receive feedback.</p>	<p>Was generally but not always receptive to feedback. Showed some resistance to incorporating feedback into own views and behaviors. Showed some defensiveness to critique through “over explanation” of own actions—but without anger.</p>	<p>Discouraged feedback from others through defensiveness and anger. Showed resistance to feedback with little or no evidence of incorporation of feedback received. Showed defensiveness and anger to critique through “over explanation” of own actions</p>	Comments:
<p><u>5 Awareness of own impact on others</u></p> <p>The student was motivated to form relationships with others, was responsive to feedback without defensive posturing, and demonstrated an understanding/ awareness of his or her effect on others</p>	<p>Effort toward recognition of how own words and actions impacted others was consistently evident. Initiates feedback from others regarding impact of own words and behaviors and always incorporates feedback regarding impact of own words and behaviors to effect positive change.</p>	<p>Effort toward recognition of how own words and actions impacted others was often evident. Often Initiates feedback from others regarding impact of own words and behaviors and sometimes incorporates feedback regarding impact of own words and behaviors to effect positive change.</p>	<p>Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</p> <p>Responds as necessary to feedback regarding negative impact of own words and actions on others, but at times, with difficulty.</p>	<p>Words and actions reflected little or no concern for how others were impacted by them. Ignored feedback about how words and actions were negatively impacting others.</p>	Comments:
<b>Professional Performance Areas</b>	<b>Mastery</b>	<b>Proficient</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Unacceptable/ Acceptable/ Proficient/ Mastery</b>

<p><u>6 Ability to deal with conflict</u></p> <p>The student is respectful and courteous, exhibiting a professional demeanor when interacting with others while establishing appropriate professional boundaries.</p>	<p>Always willing and able to consider others' points of view. Always willing to examine own role in a conflict. Was consistently open to feedback critique about own role in a conflict. Initiated problem solving efforts in conflicts. Evidenced appropriate emotional responses when conflicts were addressed</p>	<p>Often willing and able to consider others' points of view. Almost always willing to examine own role in a conflict. Was frequently open to feedback critique about own role in a conflict. Initiated problem solving efforts in conflicts. Almost always evidenced appropriate emotional responses when conflicts were addressed.</p>	<p>Attempted but sometimes had difficulty grasping conflicting points of view. Would examine own role in a conflict when directed to do so. Was responsive to feedback in a conflict but did not actively invite feedback. Participated in problem solving but only when directed. Evidenced unstable emotional and/or behavioral responses when conflicts were addressed.</p>	<p>Was unable or unwilling to consider others' points of view. Showed no willingness to examine own role in a conflict. Ignored feedback advisement if not in agreement with own position. Showed no effort at problem solving. Evidenced extreme emotional and/or behavioral responses when conflicts were addressed.</p>	<p>Comments:</p>
<p><u>7 Ability to accept personal responsibility</u></p> <p>Student demonstrates a professional orientation, as evidenced by professional values including: preparedness, attire, personal boundaries, responsibility, motivation and genuine positive regard for all.</p>	<p>Consistently monitored own level of responsibility in professional performance. Invited constructive critique from others and applied it toward professional growth. Always accepted own mistakes and responded to them as opportunity for self-improvement.</p>	<p>Frequently monitored own level of responsibility in professional performance. Frequently invited constructive critique from others and applied it toward professional growth. Nearly always accepted own mistakes and responded to them as opportunity for self-improvement.</p>	<p>Was willing to examine own role in problems when informed of the need to do so. Was generally, but not always, accurate and honest in describing own and others roles in problems. Might blame initially, but was open to self-examination about own role in problems.</p>	<p>Refused to admit mistakes or examine own contribution to problems. Lied, minimized or embellished the truth to extricate self from problems. Consistently blamed others for problems without self-examination.</p>	<p>Comments:</p>
<p><b>Professional Performance Areas</b></p>	<p><b>Mastery</b></p>	<p><b>Proficient</b></p>	<p><b>Acceptable</b></p>	<p><b>Unacceptable</b></p>	<p><b>Unacceptable/ Acceptable/ Proficient/ Mastery</b></p>
<p><u>8 Ability to express feelings effectively and appropriately</u></p> <p>Student was appropriately self-revealing, as evidenced by willingness to “open up” and reveal how he or she really thinks and feels when appropriate; not unduly closed, secretive, or defensive and not disposed to inappropriate or excessive self-disclosure.</p>	<p>Was consistently willing and able to articulate the full range of own feelings. Showed evidence of willingness and accurate ability to acknowledge others' feelings. Expression of own feelings was consistently appropriate to the setting. Initiated appropriate discussion of own feeling.</p>	<p>Was frequently willing and able to articulate the full range of own feelings. Showed evidence of willingness and accurate ability to acknowledge others' feelings. Expression of own feelings was frequently appropriate to the setting. Often initiated appropriate discussion of own feeling.</p>	<p>Showed some evidence of willingness and ability to articulate own feelings, but with limited range. Showed some evidence of willingness and ability to acknowledge others' feelings, but sometimes inaccurate. Some expressions of feelings incongruent or inappropriate to the setting. Lacks initiative to discuss own feelings when directed.</p>	<p>Showed no evidence of willingness and ability to articulate own feelings. Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. Expressions of feeling were inappropriate to the setting. Was resistant to appropriate discussion of feelings and/or acted out negative feelings (through negative behaviors) rather than articulating them.</p>	<p>Comments:</p>

<p><u>9 Attention to ethical and legal considerations</u></p> <p>The student identified and resolved the important legal/ethical issues and ethical dilemmas and demonstrated higher order thinking skills (HOTS) in the process.</p>	<p>Consistently maintained clear personal professional boundaries with clients. Demonstrated consistent sensitivity to diversity. Consistently ensured client safety and well-being. Appropriately safeguarded the confidentiality of clients.</p>	<p>Nearly always maintained clear personal professional boundaries with clients. Frequently demonstrated sensitivity to diversity. Satisfactorily ensured client safety and well-being. Appropriately safeguarded the confidentiality of clients.</p>	<p>Was responsive to feedback for occasional personal/professional boundary confusion or crossings with clients. Was responsive to feedback for occasional insensitivity to diversity in professional interactions. Used judgment that could have put client safety or well-being at risk. Used judgment that could have put client confidentiality at risk.</p>	<p>Engaged in unethical dual relationships with clients. Acted in a way that demeaned any client or person. Endangered the safety and the wellbeing of clients. Breached established rules for protecting client confidentiality.</p>	<p>Comments:</p>
<p><b>Professional Performance Areas</b></p>	<p><b>Mastery</b></p>	<p><b>Proficient</b></p>	<p><b>Acceptable</b></p>	<p><b>Unacceptable</b></p>	<p><b>Unacceptable/ Acceptable/ Proficient/ Mastery</b></p>
<p><u>10 Initiative and motivation</u></p> <p>Student was self-directed, as evidenced by motivation, commitment to learning, and doing more than the minimum, et cetera.</p>	<p>Consistently engaged in class activities. Met or exceeded expectations in assigned work.</p> <p>Consistently displayed initiative and creativity in assigned work.</p> <p>Met all attendance requirements.</p> <p>No issues with timeliness with assignments.</p>	<p>Regularly engaged in class activities. Met or exceeded expectations in assigned work.</p> <p>Consistently displayed initiative and creativity in assigned work.</p> <p>Met all attendance requirements.</p> <p>No issues with timeliness with assignments</p>	<p>Occasionally engaged in class activities. Met only the minimal expectations in assigned work.</p> <p>Limited initiative and creativity in assignments. Frequently late for class.</p> <p>Some issues with timeliness with assignments.</p>	<p>Rarely engaged in class activities.</p> <p>Often failed to meet minimal expectations in assignments. Displayed little or no initiative and creativity in assignments. Missed the maximum allowable classes. Significant issues with timeliness with assignments.</p>	<p>Comments:</p>

<p><u>11 Spiritual development and sensitivity</u></p> <p>The student is knowledgeable regarding professional counseling code of ethics, demonstrates respect for religious and spiritual traditions, and has thoughtful consideration of all diversity issues/matters including a positive approach for</p>	<p>Consistently engages in self-exploration of personal spiritual beliefs/practices to promote spiritual growth. Good understanding of the relevance of religious/spiritual domains for clients, and is sensitive to these themes by clients for the client's benefit. Competent to understand and be sensitive to other major religious/spiritual beliefs/practices. Can identify limits of own understanding of client's religious/ spiritual</p>	<p>Frequently engages in self-exploration of personal spiritual beliefs/practices to promote spiritual growth. Good understanding of the relevance of religious/spiritual domains for clients, and is sensitive to these themes by clients for the client's benefit. Competent to understand and be sensitive to other major religious/spiritual beliefs/practices. Can identify limits of own understanding of client's religious/ spiritual expression, demonstrate appropriate referral skills</p>	<p>Limited engagement in self-exploration of personal spiritual beliefs/practices to promote spiritual growth. Limited understanding of the relevance of religious/spiritual domains for clients, nor sensitive to these themes by clients for the client's benefit. Limited ability to understand and be sensitive to other major religious/spiritual beliefs/practices.</p> <p>Limited understanding of client's religious/spiritual expression, and</p>	<p>Does not engage in self-exploration of personal spiritual beliefs/practices to promote spiritual growth.</p> <p>Does not understand the relevance of religious/spiritual domains for clients, nor sensitive to these themes by clients for the client's benefit. Unable to understand and be sensitive to other major religious/spiritual beliefs/practices.</p> <p>Cannot identify limits of own understanding of client's religious/spiritual</p>	<p>Comments:</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------



integration of diversity issues into clinical practice.	expression, demonstrate appropriate referral skills.		inconsistently demonstrates appropriate referral skills.	expression, nor demonstrate appropriate referral skills.	
---------------------------------------------------------	------------------------------------------------------	--	----------------------------------------------------------	----------------------------------------------------------	--

## **Appendix D: Application for Admission to Clinical Placement Candidacy**

### **[Application for Clinical Placement](#)**

#### **Appendix E: CMHC Course List**

##### **(Non-SEQUENTIAL ORDER)**

###### **COURSE NUMBER COURSE TITLE**

COUN 500 Counseling Advisement

COUN 510 Foundations and Ethics of Clinical Mental Health Counseling (ends **with a 4 day Residency**)

COUN 520 Theories and Models of Counseling and Personality

COUN 530 Human Growth and Development across the Lifespan

COUN 540 Career Development

COUN 550 Research and Program Evaluation

COUN 560 Social and Cultural Diversity

COUN 570 Marriage and Family Systems Theory

COUN 580 Counseling Skills and Helping Relationships (includes a 4 day **Residency**)

COUN 600 Developmental Psychopathology -- Risk and Resilience

COUN 610 Group Counseling and Group Work

COUN 620 Assessment and Testing across the Lifespan

COUN 630 Clinical Diagnosis and Treatment Planning

COUN 640 Crisis & Trauma -- Prevention and Treatment

COUN 650 Addictions Counseling

COUN 660 Child and Adolescent Counseling

COUN 670 Marriage, Couple, and Family Counseling

COUN 690 Counseling Practicum/Advanced Clinical Intervention Skills (10 week **course; includes a 4 day Residency**)

COUN 691 Counseling Internship 1 (1 semester)

COUN 692 Counseling Internship 2 (1 semester)

COUN 694 Supplemental Counseling Internship

PHT 513 Vocations and Virtues: The Flourishing Person

PHT 523 Moral Character and Spiritual Flourishing

PHT 533 Flourishing in Relationships

**ELECTIVE COURSES/REQUIRED FOR STATE OF RESIDENCE REQUIREMENTS**

COUN 710 Clinical Supervision and Consultation for Community Mental Health

COUN 720 Human Sexuality

COUN 730 Psychopharmacology

COUN 740 Advanced Seminar: Professional Orientation, Law, and Ethical Standards of Professional Counseling

COUN 693 Advanced Counseling Internship 3

## **Appendix F Course Descriptions**

### **CMHC Counseling Program Orientation Course**

CMHC Counseling Program Orientation Course covers the initial orientation to the School of Counseling and the Clinical Mental Health Counseling program. This course also introduces new students to the knowledge, skills, and characteristics related to being successful in the program. Students gain an understanding of the conceptual framework that guides the program and review important elements of the Clinical Mental Health Counseling program handbook. (0 credit hrs) (Pass/Fail)

### **CMHC Clinical Placement Orientation Course**

CMHC Clinical Placement Orientation Course covers the information and steps necessary to prepare for clinical placement. It is a required course beginning approximately 9 months prior to when the COUN 690 Counseling Practicum course begins. This course also introduces students to the supervision software utilized throughout clinical placement. Students gain an understanding of the conceptual framework that guides the clinical placement process and review important elements of the Clinical Placement handbook. (0 credit hrs) (Pass/Fail)

### **COUN 500 Counseling Advisement**

COUN 500 Counseling Advisement must be taken each semester a student is enrolled in the School of Counseling. Students are encouraged to visit the online course website at least once a week. Program, professional, and advising meetings may be scheduled during the student's course of study within this course. This course provides informational resources to support students in the program. Resources include information on residencies, faculty, textbooks, syllabi, program handbook, and the academic catalog. (0 credit hrs) (Pass/Fail)

### **COUN 510 Foundations and Ethics of Clinical Mental Health Counseling**

COUN 510 Foundations and Ethics of Clinical Mental Health Counseling introduces students to the profession of clinical mental health counseling, including professional roles, identity and functions, the history and philosophy of the profession, scope of practice, ethical and professional practice issues, credentialing, and the role of professional associations in students' professional development. Students will explore the multiple functions of counselors across specialty areas and the relationships with integrated behavioral healthcare systems. They will also consider the importance of advocacy for mental health service needs across diverse populations. Students will begin to explore and interpret situations based on federal laws, state regulations, and professional guidelines and best practices. The course ends with a 4 day residency to assess and deepen students' understanding and practice of these foundational concepts in professional counseling. (3 credit hrs)

### **COUN 520 Theories and Models of Counseling and Personality**

COUN 520 Theories and Models of Counseling and Personality introduces students to the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, integrative, and systems theory. A focus on evidence-based practices that incorporate diversity

issues with population-specific approaches is a significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students will utilize case conceptualization to demonstrate their understanding of theoretical foundations as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are appropriate with diverse individuals, groups, and families. (3 credit hrs)

#### [COUN 530 Human Growth and Development across the Lifespan](#)

COUN 530 Human Growth and Development across the Lifespan introduces students to the biological, neurological, physiological, cognitive, sexual, social, emotional, religious / spiritual and cultural domains set forth by the major theories of human growth and development. Developmental theories such as learning and personality are addressed, as well as those that are related to individuals, families, the larger social context, and environment. Students will begin to conceptualize the needs of their clients within a developmentally appropriate framework and to develop culturally sensitive and relevant strategies for promoting resilience and optimum development, wellness, and flourishing across the lifespan. (3 credit hrs)

#### [COUN 540 Career Development](#)

COUN 540 Career Development introduces students to vocational theory and career counseling. Students explore the historical foundations of vocational theory and are assessed on understanding strategies for applying career, avocational, educational, occupational, and labor market information in client evaluation and assessment of career planning and decision making. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Students demonstrate ethical and culturally relevant counseling competencies necessary in the provision of career and vocational counseling to diverse clients across the lifespan. (3 credit hrs)

#### [COUN 550 Research and Program Evaluation](#)

COUN 550 Research and Program Evaluation introduces students to basic research methods and designs, reliability and validity of research, evidence based research, and critical evaluation of published research. Students will be introduced to scales of measurement, descriptive statistics, and basic univariate inferential statistics commonly used in counseling research and program evaluation. Students will demonstrate understanding of using ethical and culturally relevant strategies for conducting, interpreting, and reporting research study results and identify evidence-based counseling practices as well as strategies for developing and using outcomes measures in counseling programs. (3 credit hrs)

#### [COUN 560 Social and Cultural Diversity](#)

COUN 560 Social and Cultural Diversity introduces students to profession accepted counseling techniques to address the diverse, cultural context of individuals and their relationships between

and within groups, as well as issues and trends in a diverse society. The counselor's role in social justice and client advocacy are investigated with a focus on heritage, attitudes, beliefs, understandings, and acculturative experiences. Comprehensive, advanced knowledge of diversity factors that include age, ethnicity, nationality, spirituality, religious preferences, gender, sexual orientation, mental and physical characteristics, and socioeconomic status are assessed. Students will assess their own global orientation to different individual and familial worldviews through this study of history and development of cultural values and behaviors and demonstrate their knowledge of effective counselor multicultural assessment, diagnoses, and interventions. (3 credit hrs)

#### [COUN 570 Marriage and Family Systems Theory](#)

COUN 570 Marriage and Family Systems Theory introduces students to the historical and theoretical bases for the practice of marriage, couple, and family counseling. Special attention is given to an overview of foundational systems-oriented theories (Bowenian, Strategic, Structural, etc.), and the impact of issues such as gender, culture, and ethnicity on the family system. Students will examine their own assumptions about families and begin to develop increased congruence between their assumptions, philosophical/theological presuppositions, and the various theoretical perspectives on family development, functioning, interaction and intervention. (3 credit hrs)

#### [COUN 580 Counseling Skills and Helping Relationships](#)

COUN 580 Counseling Skills and Helping Relationships introduces foundational helping skills essential to conducting effective counseling. Students focus on developing clinical mental health counseling skills, establishing rapport and building therapeutic relationships while applying ethical and legal standards of practice. Emphasis is on how the person of the counselor impacts the therapeutic alliance with clients along with what the counselor does in the session to help facilitate client change. This course is taught from a relationship-centered, strengths-based model utilizing feedback. Students will participate in mock counseling sessions with peers in order to practice and demonstrate basic counseling skills and techniques. The course ends with a 4 day residency to assess and deepen students counseling skills. (3 credit hrs)

#### [COUN 600 Developmental Psychopathology -- Risk and Resilience](#)

COUN 600 Developmental Psychopathology -- Risk and Resilience introduces students to the concept of developmental psychopathology along the continuum of stress, distress, and disorder with focus on behavioral, experiential, and relational manifestations of mental health. This course reinforces the comparative distinctions between normative and psychopathological developmental pathways from infancy through adolescence. The current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) is introduced as a method for categorizing symptoms and for classifying psychopathology as necessary for diagnosis, conceptualization, and treatment of mental disorders. A variety of perspectives on psychopathology are presented to form an integrative and systemic context for diagnostic considerations. Emphasis is placed on understanding cultural, biological, social, and spiritual /

religious domains, along with the factors of risk and human resilience in the development of psychiatric disorders. Students will be able to develop an understanding of clients through this comprehensive model of psychopathology. (3 credit hrs)

#### [COUN 610 Group Counseling and Group Work](#)

COUN 610 Group Counseling and Group Work introduces students to a range of theoretical and experiential group counseling structures and strategies involving group development, group processes, and group dynamics in clinical settings. An in-depth exploration is focused on group formation including recruiting, screening and selecting group members. A focus on group developmental theories, group member roles and behaviors, leadership styles, types of groups and professional standards for group leaders prepares students for advanced work in group counseling interventions. Students are required to engage in diverse, culturally relevant direct group experiences defined within a small group activity approved by the instructor of the course within the School of Counseling guidelines, and to document at least 10 clock hours of group work during this course. (3 credit hrs)

#### [COUN 620 Assessment and Testing across the Lifespan](#)

COUN 620 Assessment and Testing across the Lifespan reinforces student understanding of intellectual, academic achievement, personality, and psychopathology tests and other appraisal methods used in the counseling field for individuals, couples and families. Focus will be given to assessment of different dimensions of functioning- behavioral, emotional, psychological, and personality among children, adolescents, adults, couples, and family dynamics. Students will develop advanced skills in the selection, administration, and interpretation of assessment tools used to evaluate client issues and functioning for individuals, couples and families. (3 credit hrs)

#### [COUN 630 Clinical Diagnosis and Treatment Planning](#)

COUN 630 Clinical Diagnosis and Treatment Planning reinforces assessment and diagnostic skills necessary for the diagnoses of psychopathology with a focus on differential diagnosis, case conceptualization, client-engaged treatment planning, and clinical mental health intervention. Students synthesize understanding and critical thinking skills required to clinically assess, diagnose and treat atypical symptoms, multiple diagnoses, and co-occurring criteria. Students will conduct in-depth exploration of the legal and ethical use of appropriate surveys, instruments and tests accepted in the industry when rendering diagnoses aligned with current DSM criteria. Students will demonstrate the knowledge and ability to assess and develop working diagnoses and treatment plans including for behaviors of potential harm to self and others. (3 credit hrs)

#### [COUN 640 Crisis & Trauma -- Prevention and Treatment](#)

COUN 640 Crisis & Trauma -- Prevention and Treatment introduces students to the foundations, contextual dimensions, and basic knowledge and skills to function in specialized settings of agency, community and emergency environments. Emphasis will be placed on providing intervention in clinical, disaster, crisis, and traumatic situations, including emergencies in which triage, intervention, support, referral and advocacy are required. Specialized areas will include

counselor self-care; wellness and prevention; suicide de-escalation, crisis incident stress management, psychological first aid, other trauma informed interventions and treatment, and emergency management response teams. Attention is given to the role that spirituality and religion play in helping or hindering persons in crisis. Students will be able to utilize and assess intervention strategies in crisis and trauma situations. (3 credit hrs)

### **COUN 650 Addictions Counseling**

COUN 650 Addictions Counseling introduces students to an overview of the challenges associated with substance abuse, addictions, and its widespread impact on individuals, families and communities. This course is designed to address the various dynamics, models, etiologies, dual diagnosis, psychopathologies, and recovery strategies related to addiction counseling. Emphasis will be placed on drug and alcohol addiction; however, other types of addictions will be covered. Students will identify the empirically supported assessment and treatment interventions shown to be effective for individuals, families, groups, and diverse populations, as well as be familiar with the emerging issues in the field based upon current research to include exploration of co-occurring and trauma-related disorders. (3 credit hrs)

### **COUN 660 Child and Adolescent Counseling**

COUN 660 COUN 660 Child and Adolescent Counseling introduces students to the basic principles of assessment and counseling children and adolescents within the context of developmental, self-regulation, family, school, and diverse socio-cultural and religious systems. The emphasis is on students developing their own individual style in forming therapeutic relationships with children and adolescents, and selecting and using evidence-based therapeutic skills and techniques, including therapeutic mediums such as toys, audio/visual aids, games, cognitive treatment, and behavioral programs. A special focus is given to parent training and parents as co-therapists. Legal and ethical issues specific to working with children are addressed. Students will acquire introductory knowledge of different therapy models, assessments for counseling, and skills related to working with children and adolescents. (3 credit hrs)

### **COUN 670 Marriage, Couple, and Family Counseling**

**COUN 670** Marriage, Couple, and Family Counseling introduces models and methods of intervention with couples and families to develop effective professional skills for working with couples and families. Techniques, assessments, interventions, and strategies will be researched, discussed, and practiced to develop preventive approaches as well as approaches to facilitate optimal functioning in the midst of various challenges in marriage, couple, and family life (e.g., marriage preparation, sexuality issues, birth of a child, reproductive loss, religiously minded couples, separation or divorce, remarriage, etc.). A special emphasis will be placed on families and change, coping with stressful events and transitions in family life. Students will acquire introductory knowledge of relationship dynamics, assessment, and skills related to working with couples and families. (3 credit hrs)



### [COUN 690 Counseling Practicum/Advanced Clinical Intervention Skills](#)

COUN 690 Counseling Practicum/Advanced Clinical Intervention Skills provides students with an initial experience in delivering counseling services to diverse individuals, couples, families, and groups. This experience requires a minimum of 100 hours on site in a clinical placement setting, 40 of which must be direct service, face-to-face with clients conducting intake / assessments, treatment planning, and interventions. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of the course. Students will be able to demonstrate the necessary clinical and ethical competencies in the areas of diagnostic interviewing and assessment, case conceptualization, diverse / cultural contextualization, goal setting, treatment planning, counseling intervention, and case management. The course begins with a 4 day residency to assess and deepen students understanding and practice of the needed professionalism and clinical skills for a counseling practicum. (3 credit hrs) (Pass/Fail)

### [COUN 691 & COUN 692 Counseling Internship 1 & 2](#)

COUN 691 & COUN 692 Counseling Internship 1 & 2 provide students with advanced experiences in delivering counseling services to diverse individuals, couples, families, and groups. This is a two semester experience that requires a minimum of 600 hours on site, 240 of which must be direct service, face-to-face with clients conducting intake / assessments, differential diagnoses, treatment planning, and interventions. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of each of the internship courses to assess mastery of essential counseling techniques, evidence-based practice, and advanced clinical skills. Students will be able to demonstrate advanced clinical and ethical competencies in the areas of diagnostic interviewing, case conceptualization, diverse cultural contextualization, client-engaged goal setting, treatment planning, counseling intervention, and case management. (3 credit hrs per course) (Pass/Fail)

### [COUN 694 Supplemental Counseling Internship](#)

COUN 694 Supplemental Counseling Internship is designed for students who are currently seeing clients and have not completed their required supervised internship hours and/or are currently not enrolled in any regular internship course. This course provide students with advanced experiences in delivering counseling services to diverse individuals, couples, families, and groups. This course continues the internship experience from COUN 692 Counseling Internship 2 or COUN 693 Advanced Counseling Internship 3 that requires direct service, face-to-face with clients conducting intake / assessments, differential diagnoses, treatment planning, and interventions. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle

and end of each of the internship courses to assess mastery of essential counseling techniques, evidence-based practice, and advanced clinical skills. Students will be able to demonstrate advanced clinical and ethical competencies in the areas of diagnostic interviewing, case conceptualization, diverse cultural contextualization, client-engaged goal setting, treatment planning, counseling intervention, and case management. This course may be repeated as needed and is offered based on student need. Internship site supervision and the classroom component are required until internship hour requirements for COUN 692 Counseling Internship 2 or COUN 693 Advanced Counseling Internship 3 are met and the internship contract is fulfilled. (1-3 credit hours based on projected need for student) (Pass/Fail)

### [PHT 513 The Flourishing Person](#)

PHT 513 Vocations and Virtues: The Flourishing Person introduces students to a Catholic-Christian integrative vision of personal and interpersonal flourishing through vocations and the virtues and its application to counseling. This course explores how the vision of human flourishing that one adopts is crucial for understanding and promoting human development and addressing human problems. The course addresses the theory and implications of: the human person's dignity in the light of being created in the image of God as male and female; the effects of sin and redeeming grace; a vocation and virtue approach; a personalist and natural law approach; the person as a spiritual unity of body and soul that is relational, emotional, rational, and free. Students will learn how to take a holistic and transformative approach, which integrates Biblical/theological, philosophical, and bio-psycho-social-cultural perspectives into a global understanding of the human person and flourishing. Students will develop the mindset and competencies needed to understand and assess the integrative potential of different models of the person. (3 credit hrs)

### [PHT 523 Moral Character and Spiritual Flourishing](#)

PHT 523 Moral Character and Spiritual Flourishing introduces students to a Catholic-Christian vision of personal and interpersonal flourishing in terms of vocations and virtues, and human and spiritual resources. The importance of a multidimensional model of vocation and virtue for everyday life and counseling will be explored. Students will examine how Catholic-Christian practices can be sources of relationship, support, growth, healing, and flourishing. Students will develop skills for achieving personal growth and freedom through building up their practical reasoning, moral character, and spiritual life of faith, hope, and charity, which have an impact on everyday life, mental health counseling, and vocational commitments. Students will reinforce their moral and spiritual formation, through personal reflections, and a cohort community of spiritual practice and interaction. (3 credit hrs)

### [PHT 533 Flourishing in Relationships](#)

PHT 533 Flourishing in Relationships introduces students to the nature and discernment of vocational states of being single, married, ordained, or religious (consecrated). Emphasis is placed on courtship and on marriage, which is understood as a natural and divine institution that serves to support and protect individuals, families, and society. Students will examine the

continuity and development of Catholic-Christian teaching on marriage and family in a historical, bio-psycho-social-cultural, philosophical, and theological context. Students will analyze several issues that are especially pertinent to clinical mental health counseling, including not only disorders and difficulties related to singleness, romance, marriage, and family life, but also supporting strengths and practices. (3 credit hrs)

## ELECTIVE COURSES/STATE OF RESIDENCE REQUIREMENTS

### COUN 693 Advanced Counseling Internship 3

COUN 693 Advanced Counseling Internship 3 is designed for students who for state licensure require a total of 1,000 clock hours consisting of one (1) practicum of 100 hours (COUN 690 Counseling Practicum), one (1) internship of 600 hours (COUN 691 & COUN 692 Counseling Internship 1 & 2), and one (1) advanced internship of 300 hours (COUN 693 Counseling Internship 3). This course provide students with advanced experiences in delivering counseling services to diverse individuals, couples, families, and groups. This course continues the internship experience of COUN 691 & COUN 692 Counseling Internship 1 & 2 and requires a minimum of 300 hours on site, with at least 100 hours of face to face supervision, and 120 hours of which must be direct service, face-to-face with clients conducting intake / assessments, differential diagnoses, treatment planning, and interventions. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of each of the internship courses to assess mastery of essential counseling techniques, evidence-based practice, and advanced clinical skills. Students will be able to demonstrate advanced clinical and ethical competencies in the areas of diagnostic interviewing, case conceptualization, diverse cultural contextualization, client-engaged goal setting, treatment planning, counseling intervention, and case management. (3 credit hours) (Pass/Fail)

### COUN 710 Clinical Supervision and Consultation for Community Mental Health

COUN 710 Clinical Supervision and Consultation for Community Mental Health introduces clinical supervision and consultation theories and practice within various health and human services systems, including mental health hospital facilities, educational institutions, community counseling agencies, and private practice. Concepts, processes, and styles of clinical supervision and consultation within public and private sectors are explored. This course provides the knowledge and skills necessary to engage within interdisciplinary treatment teams in consultation, negotiation/mediation, and systems-level intervention in mental health settings. Students will be introduced to theoretical and practical approaches to administrative leadership in community mental health agencies, including finance, budgeting, and cost control. Students will acquire knowledge of the professional developmental issues of both supervisors and their supervisees, and methods that can be used to enhance competency and best practices in professional counseling clinical supervision and consultation. (3 credit hrs)

### [COUN 720 Human Sexuality](#)

COUN 720 Human Sexuality introduces students to the relationship between mental health and human sexuality and the role of the professional counselor. Students are introduced to a foundational model of addressing sexual issues in counseling, sexual biology, development, and dysfunction. Students will explore the intersection of personal and professional values in counseling clients for sexuality related issues through an examination of social, cultural, philosophical, and theological perspectives. Students will utilize case conceptualization to demonstrate their understanding of the physiological, psychological, social, and cultural variables of human sexuality in diverse clinical situations and to evaluate and assess possible counseling interventions and referrals. (3 credit hrs)

### [COUN 730 Psychopharmacology](#)

COUN 730 Psychopharmacology introduces students to the biological bases of behavior, basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications. Attention will be paid to the professional counselor's role in the effective, multiculturally-competent, and ethical approaches to psycho-active medications (e.g., referral, consultation, monitoring, aftercare) when psychopharmacological interventions are part of treatment. Students will demonstrate their understanding of psychopharmacology by identifying clients in case studies who should be referred for medical evaluation and ongoing follow-up.

### [COUN 740 Advanced Seminar: Professional Orientation, Law, and Ethical Standards of Professional Counseling](#)

COUN 740 Advanced Seminar: Professional Orientation, Law, and Ethical Standards of Professional Counseling provides advanced training in professional orientation, law, and ethics in professional practice, research, and counselor preparation. The American Counseling Association (ACA) and the ACA Code of Ethics will be the primary professional identity organization and the primary professional conduct guide. Students will explore the legal and ethical issues, responsibilities, and culturally relevant strategies in clinical practice and supervision, counselor preparation, professional credentialing, research, counselor education leadership, and counseling advocacy practices. Students will develop an in-depth analysis of a specific legal or ethical issue relevant to the jurisdiction of their future professional setting. (3 credit hrs)