



Graduate Student Handbook

2014/2015

**Master in Mental Health Counseling
Psychology Department**

Department of Psychology
Master in Mental Health Counseling
Graduate Student Handbook

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PREFACE

This *Handbook* contains general information about the Master in Mental Health Counseling (MHC) program. The *Handbook* has been prepared by the MHC Program faculty to provide you with the policies, procedures, and criteria for your program. Please use it to guide you through the preferred order for completion of degree requirements, so that you may graduate in a timely manner.

Changes periodically occur in the MHC degree program. It is incumbent upon you to verify the program requirements with your Faculty Advisor or the MHC Program Coordinator.

Welcome to SOU and the Mental Health Counseling Program!

September 2014

MASTER IN MENTAL HEALTH COUNSELING PROGRAM

MISSION STATEMENT

The mission of the SOU Mental Health Counseling Program is to train competent, culturally aware, ethical counselors who will provide exceptional mental health services in both public and private settings to meet the needs of increasingly diverse communities.

OBJECTIVES OF THE MASTER IN MENTAL HEALTH COUNSELING PROGRAM

- The SOU Mental Health Counseling Program provides a personal academic environment with small classes where faculty members support students' personal and professional growth.
- Students develop a deep understanding of the personhood of the counselor as an important foundation for the counseling relationship.
- Students attain a broad theoretical understanding of counseling approaches.
- Students become well-versed in the empirical nature of the counseling profession.
- Students grow in counseling skills throughout their studies, beginning experiential training in the first term with close supervision and guidance.
- Students learn to think and act ethically, demonstrating professional accountability and acumen for the welfare of clients, agencies, communities, and the mental health counseling profession.
- Students grow in multicultural competence and demonstrate understanding and support of the increasing diversity of our communities.
- Students develop strong professional identities as mental health counselors.
- Graduates provide exceptional mental health services within public and private agencies and effectively work with individuals, groups, families, and social systems.
- Graduates qualify to become licensed professional counselors throughout the United States.
- Graduates are recognized by the National Board of Certified Counselors as Nationally Certified Counselors.
- The MHC curriculum meets the educational requirements for licensure as a Licensed Professional Counselor by the Oregon Board of Licensed Professional Counselors and Therapists.
- The Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs, to provide employment mobility for graduates.

PROFESSIONAL DEVELOPMENT AND IDENTITY

Various aspects of professional development are fostered during the program in specific courses, practicum and internship experiences, and in the community of graduate students and faculty. Through course curriculum, students learn about the various professional organizations, accreditation standards, and state licensing laws that regulate the practice of counseling. Students learn the requirements, procedures, and responsibilities for licensure; they become well-versed in the various codes of conduct that guide professional behavior and in applying effective ethical decision-making through case analysis, role play, and supervision. Students develop Professional Disclosure Statements and implement Informed Consent procedures with their pre-practicum and practicum clients in the MHC Counseling Laboratory, all in preparation for the internship experience in various regional agencies.

Some students opt to engage in faculty research activities to increase their knowledge and gain experience with empirical work; often this includes joint submission of a conference proposal or a paper for publication. These activities are especially useful for those students considering further graduate training including doctoral studies. Faculty research interests are varied and students are encouraged to seek out faculty members directly to inquire about the possibilities of working on a specific research project.

Another aspect of professional identity is participation in professional counseling organizations. Because students are required to obtain Professional Liability Insurance from one of the counseling organizations, they must become members of the organization. Our intention is two-fold: students will have a means of obtaining liability insurance and, we hope, will also begin to see the organization as a vital professional resource and community. Links to a number of professional counseling organizations are offered on the MHC website (www.sou.edu/psychology/mhc) and students are encouraged to explore, attend conferences or training opportunities, join, and become involved. A brief summary of some professional organizations is provided below.

The American Counseling Association (ACA) is the largest professional counseling association in the country. ACA provides an annual conference, counseling journals, continuing education, and advocacy services for its members. ACA has 20 divisions as well as regional, international, and special interest groups that members may join. Student memberships are available at reduced rates (\$95 as of 2014) and applications can be obtained on the ACA website (www.counseling.org), by phone (1-800-347-6647 x222), or by mail at 5999 Stevenson Avenue, Alexandria, VA 22304-3300. Membership includes the cost of student liability insurance.

The American Mental Health Counselors Association (AMHCA) is an organization specifically focused on the professional needs of mental health counselors. They provide an annual conference with numerous clinically-oriented presentations and training opportunities, a journal, advocacy on behalf of licensed counselors, and a marketing resource for those in private practice. Student membership is currently \$79 (as of 2014). AMHCA can be contacted via their website (www.amhca.org), by phone (1-800-326-2642), or by mail at 801 N. Fairfax Street, Suite 304, Alexandria, VA 22314. Membership includes the cost of student liability insurance. AMHCA recently became the 20th division of the ACA, but they still operate largely independently.

The National Board of Certified Counselors (NBCC, www.nbcc.org) was originally established by the ACA and is currently an independent organization that certifies counselors. While not the same as state licensure, this level of recognition is useful in enhancing one's professional identity, level of competence, and mobility for employment. Many MHC students complete the NBCC's National Counselor Examination (NCE) shortly after taking the Counselor Preparation Comprehensive Exam (CPCE) that is required of all MHC students in their last term. Successful completion of the NCE allows one to become a National Certified Counselor (NCC) and is the first step in achieving other specialty certifications.

The Oregon Counseling Association (ORCA, www.or-counseling.org/) provides regional conferences and advocacy with the state legislature on behalf of counselors. They also sponsor an annual conference and workshops throughout Oregon; ORCA is affiliated with ACA.

The Mental Health Resource and Education Network is a local group of mental health professionals. They provide numerous workshops during the year at reasonable cost in Medford, Oregon. They also have an on-line therapist Referral Directory for those looking for a counselor (MHREN, www.mhren.org/).

STUDENT SUPPORT SERVICES

LIBRARY SERVICES

The Hannon Library offers an extensive collection of books, government publications, films, print journals, e-journals, and online databases. There is online access to the full-text of hundreds of psychology journals, with a very good selection of topics in mental health counseling. Students can access the library catalog and other resources via Hannon Library's website (<http://hanlib.sou.edu>). There is also an excellent gateway to all resources related to psychology and counseling at <http://libguides.sou.edu/psychology>, that includes links to relevant databases, the online catalog, and other resources, as well as a TeacherTube tutorial on using *PsycInfo*. This guide has tabs at the top of that link to related pages for Quick Tips and APA Style Help.

COMPUTER RESOURCES AND TECHNICAL ASSISTANCE

The SOU Ashland Campus provides thousands of wired ports across campus and ubiquitous wireless access. There are 35 computer labs on campus, including one in the Education/Psychology Building on the main floor.

Most classrooms in the Psychology Department are "smart classrooms" that are configured for teaching using computer technology with LCD projectors. Students frequently use this technology for class presentations. There is an orientation for students on using the SOU course management system (Moodle) available online at <http://moodle.sou.edu/mod/book/view.php?id=143884>

The Help Desk offers technical support resources to students every weekday and for a portion of the weekend at 541-552-6900 and online at <https://support.sou.edu>

DIRECTORY OF OFFICES AND SERVICES

Telephone Prefix: 541.552+

Admissions, Britt Hall	6411
Graduate Studies Support Specialist, Joyce Adams	6113
Bookstore, Stevenson Union	6178
Counseling, Student Health & Wellness Center	6692
Disability Resources	6213
Financial Aid, Enrollment Services (ESC) Britt Hall	6600
Housing & Dorms	6998
Family Housing	8230
International Programs, Stevenson Union 321	6338
Master in Mental Health Counseling Program	
MHC* Office Coordinator, Angel McDonald	6539
MHC* Program Coordinator, Dr. Doug Smith	6948
MHC* Clinical Coordinator, Dr. Fraser Pierson	6949
Parking on Campus/Enrollment Services (ESC) Britt Hall	6995
Registrar, Enrollment Service Center (ESC) Britt Hall	6600
Social Sciences Division Director, Dr. Dan DeNeui	6913
Student Support and Intervention, Stevenson Union 321	6223
Commuter Resource Center (CRC), Stevenson Union	8238
Multicultural Resource Center (MRC), Stevenson Union	8793
Queer Resource Center (QRC), Stevenson Union	8329
Veterans Resource Office (VRO), Stevenson Union	6107
Women's Resource Center (WRC), Stevenson Union	6216

* MHC

Mental Health Counseling

PATHWAY TO MASTER IN MENTAL HEALTH COUNSELING DEGREE

Steps in Process	Check when completed	Date
Admission		
Secure Major Advisor (early in first term)		
Begin tracking SLO Competencies & Portfolio Process		
Apply for Internship Placement (spring of first year)		
Complete Coursework		
File Degree Application Forms (2 nd winter term)		
Submit Professional Portfolio for Review		
Complete Exit Requirements for program (Portfolio, MHC exam - spring of final year)		
Receive Letter of Degree Award		
Commencement		

ADMISSION

APPLYING FOR ADMISSION

Applicants are encouraged to apply by February 1 for full consideration. After February 1, applications will be given consideration on a space-available basis only. Admission is not guaranteed.

All applicants must apply to *both* Southern Oregon University and the Mental Health Counseling Program. See Admission Requirements on p. 10 for specifics on how to obtain forms and where to send your application materials.

GENERAL INFORMATION

Basic information about registration, fees, course offerings, financial aid, and student services can be obtained from the Enrollment Service Center webpage at <http://www.sou.edu/enrollment/index.html> or on the SOU Ashland campus in Britt Hall 230. Other sources of information are the Southern Oregon University *Catalog* online copy on the web page <http://www.sou.edu/catalog> and the Code of Student Conduct at <http://www.sou.edu/policies/sou-oars.html>.

Basic information about the Masters in Mental Health Counseling Program is available at the program website: <http://www.sou.edu/psychology/mhc/index.html>

ADMISSION CLASSIFICATIONS AND CODES

Financial aid awards are affected by admission classifications. Be sure to confer with the Financial Aid Office to determine the financial aid for the classification to which you are admitted.

Graduate Master (GR). A student who is fully admitted to a specific master's program. Graduate fees are charged. Students with this classification are eligible to apply for graduate assistantships*.

Non-admitted Graduate (NG). A student who has at least a baccalaureate degree but has not been admitted to the graduate program and wishes to take graduate coursework for a variety of reasons including professional development. This student is restricted to taking no more than eight (8) credits per quarter during fall, winter, or spring. These credits can be graduate level, undergraduate level, or a combination of both. Students in the NG classification are charged fees based on the level of the courses for which they are registered. There is no guarantee that any courses taken in the NG category are applicable toward a future planned program of study.. Students who have completed a graduate degree at another institution yet lack a few courses to meet licensing requirements may choose this option to complete their work. Since MHC courses, are restricted to admitted students only, a student interested in such classes must contact the Program Coordinator and the instructor for permission to enroll in any MHC course.

Students who want to take more than eight credits per quarter or who wish to enter the degree program must apply for formal admission to the Institution. The Application for Graduate Admission form and other information must be submitted to the Admissions Office. (See "Admission Requirements," see page 10).

Post baccalaureate Non-graduate (PN). A student with a baccalaureate degree who is taking additional coursework at the *undergraduate level only*. This student qualifies to pay undergraduate fees. A student may

apply for this status if he or she has undergraduate prerequisites to complete prior to entering a master's program.

Post baccalaureate (PB). A student who is taking additional coursework, either at the graduate level or a mix of graduate and undergraduate courses. Graduate fees are charged. There is no guarantee that graduate coursework taken as a Post baccalaureate student will apply to a future master's program.

MASTER'S IN MENTAL HEALTH COUNSELING DEGREE ADMISSION REQUIREMENTS

1. You must have a 3.00 or higher GPA in your most recent 90-quarter credits of *undergraduate* coursework. In lieu of a 3.00 undergraduate GPA, see the Formal admissions to Master's Program on the next page.
2. The GRE minimum required scores on the verbal and quantitative sections should be at least 300 combined and the analytical writing section should have a minimum score of 3.0. Note that most successful applicants have GRE scores well above these minimums. Test scores can be accepted within 5 years of the test date. GRE (<http://www.ets.org/gre>) SOU GRE school # 4702
3. You must have completed the following specific undergraduate prerequisites and the above program requirements set by the MHC Program prior to admission to the master's program:

MHC Prerequisite	Course numbers at SOU*
General Psychology	Psy 201 & Psy 202
Statistics – Descriptive	Mth 243
Statistics – Inferential	Psy 228
Research Design / Methods	Psy 229
Lifespan / Developmental	Psy 370 or any development class
Abnormal Psychology	Psy 479

*Undergraduate prerequisites may be completed at other institutions.

4. Applicants may complete the SOU Graduate Application online at <http://www.sou.edu/admissions/graduate/gr-apply.html> or may down-load a copy from http://www.sou.edu/assets/admissions/docs/Graduate_App_13.pdf to send by regular mail. Be sure that all of the following documentation is received by the SOU Admissions Office:
 - a. A signed SOU Graduate Student application form
 - b. Graduate Admission Fee
 - c. Official transcripts from all institutions attended
 - d. Official GRE score
5. Applicants may complete the MHC Application online or may down-load a copy from <http://www.sou.edu/psychology/mhc> to send by regular mail. Be sure that all of the following documentation is received by the SOU Graduate Studies Support Specialist:
 - a. A signed MHC application form
 - b. Three (3) required recommendation forms
 - c. Admission essay(s)
6. The three MHC recommendation forms should be completed by those familiar with your qualifications for graduate study, such as university professors or other professionals. Letters of recommendation may supplement the forms.

7. Your MHC Admissions essay should describe your characteristics, skills, and motivations in undertaking your proposed MHC graduate program. Essay should be 800 words maximum.
8. The specifications listed above are minimum requirements. Admission is competitive and subject to space availability. All application materials will be taken into consideration when making admissions decisions.

When GRE scores, University Application for Graduate Admission and all official transcripts have been received by the SOU Admissions Office and when the MHC Application, Recommendation Forms, and Admission Essay have been received by the Graduate Studies Support Specialist, your application will be sent to the MHC Program faculty for review. Your application will not be reviewed unless all materials are received and complete.

Graduate Record Examination

The general Graduate Record Exam (GRE) general test is required for admission to the MHC program. *GRE Information and Registration Bulletins* are available online at www.gre.org.

The GRE computer based test is currently offered at the Higher Education Center (HEC) in Medford, Oregon. Information about the test and actual registration can be done via telephone or online. VISA and Master Card are accepted for fee payment. Scheduling and registration information for the GRE is available online at www.ets.org/gre or by calling 1 (866) 473-4373.

Formal Admission to the MHC Master's Program and Required Tuition Deposit

Once the admission decision has been made, a letter of acceptance is sent to the student and the Admissions Office. Those accepted into the program are required to respond to the offer by completing the Decision form and sending a tuition deposit of \$300. There are firm due dates for this response and the tuition deposit. As soon as these steps are completed, the Admissions Office codes the appropriate admission designation and creates the graduate student record. This matriculation process allows students to register for graduate coursework.

Denial of Admission

A formal letter is sent if you are not accepted by the MHC Program.

If you show promise of success, but *do not* meet the admission requirements, you may take some coursework and/or seek paraprofessional experience and reapply the following year. Work with the MHC Program Coordinator to determine which coursework or experiences may be applicable to strengthen your application. However, this does not guarantee admission in subsequent years.

- a. Contact the MHC Program for permission to proceed and for specific program requirements.
- b. If you are lacking prerequisite coursework, you must complete these requirements.
- c. You may take up to 16 credits of approved, regularly scheduled graduate coursework, directly applicable to the MHC program and receive a grade of "B" or above in each course. (See "Transfer Students" for details. Pg. 21)

FINANCIAL AID INFORMATION

LOANS, GRANTS, SCHOLARSHIPS, & WORK-STUDY

MHC graduate students are eligible for several loan programs, grants, scholarships, and work-study programs. These resources are available at the SOU Financial Aid Office, Ashland Campus Britt Hall, 541-552-6600 and on-line at <http://sou.edu/enrollment/financial-aid/>

The MHC program offers the Western Regional Graduate Program (WRGP) award to qualified non-resident students from the 14 Western states outside of Oregon (*Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, South Dakota, Utah, Washington, Wyoming.) To apply, potential students should submit an additional 300 word essay as part of the MHC application that demonstrates how they bring diversity and/or academic excellence to the program. Recipients are allowed to attend for resident graduate tuition.

The MHC program also offers the Oregon Lottery Scholarship to several incoming students. The criteria includes: ethnic and cultural diversity, financial need, and academic accomplishments. The selection committee reviews the MHC application, financial need as determined by the SOU financial aid office, and student identified ethnicity. Students interested in this award need to complete the FAFSA (Free Application for Federal Student Aid), available on-line at the Financial Aid Office [website \(http://sou.edu/enrollment/financial-aid/\)](http://sou.edu/enrollment/financial-aid/).

GRADUATE ASSISTANTSHIPS

Southern Oregon University has a limited number of graduate assistantships. These are advertised on various campus bulletin boards, in the college newspaper (*The Siskiyou*), and in the SOU *College Calendar*. Most assistantships are advertised during spring term, begin summer or fall terms, and continue through the academic year. You must be fully admitted to a master's program to qualify for an assistantship. Graduate assistants are paid a stipend per quarter and a portion of the base tuition is waived. Most assistantships require graduate students to progress toward the degree at the rate of at least 9 credit hours and no more than 12 credit hours per quarter. Graduate assistants must complete and receive a grade of B or above for all coursework taken during the quarter.

Currently there are two Graduate Assistantships (GAs) provided to the MHC program. An announcement is sent to all current and incoming students about job requirements and application process in the spring each year. MHC faculty members select the most qualified graduate students to receive these positions. The GAs work 12 hours per week in the MHC Program under the supervision of the MHC Office Coordinator and receive partial tuition remission and hourly pay.

GRADUATE STUDENT ORIENTATION

The Mental Health Counseling program begins the school year every Fall with a mandatory new student orientation. This mandatory orientation is held the Friday before the regular term begins. All students are required to attend a meeting with Mental Health Counseling faculty & staff, and invited guests (SOU President, SOU Provost, Social Science Division Director, and Psychology Program faculty and staff).

PERSONAL GROWTH

Personal Growth Requirement for MHC students

Students enrolled in the Mental Health Counseling program are expected to participate as clients in an individual and group counseling experience during the time they are enrolled as graduate students. This requirement is based on a philosophy that recognizes the value of such an experience to the continuous development of self-awareness and personal identity. It is also based on the belief that firsthand experiences as a client bridges the often existing gap between intellectual and emotional understanding of the client experience.

Each student is required to provide the MHC Office Coordinator with a written statement by the group or individual counselor of consistent attendance and verification of at least 10 hours of individual and 10 hours of group counseling. This minimum requirement must be completed by the end of spring term of the first year. Specifics of the counseling relationship will be kept confidential between student/client and counselor in accordance with the ethical guidelines of the American Counseling Association. Students will be required to assume any expense incurred for individual counseling. The MHC Program currently provides a group experience that will meet the group counseling requirement at no or only nominal cost for students. These therapeutic experiences should focus on personal growth and awareness rather than specific skills training. Important components could include: sharing of here-and-now feelings, interpersonal feedback, working out communication blocks, individual expression of concerns, or expression of feelings about self, significant people in one's life, and other members of the therapeutic experience (for group setting).

The SOU Student Health and Wellness Center (SHWC) on the Ashland campus offers short-term counseling (usually 5-6 sessions) and psychiatric services to all currently enrolled students, including MHC students. The SHWC currently charges a daily \$10 co-pay fee to access services with psychiatric services incurring additional charges.

One limitation for MHC students needing to complete 10 sessions of individual counseling is that the SHWC's short-term model necessitates that most MHC students will not be able to fulfill this requirement entirely at the SHWC. Another factor influencing the use of SHWC counseling services is that MHC students may not become a SHWC counseling intern if they have been a recent counseling/mental health client. This policy, jointly established by the SHWC and the MHC program, addresses the need to avoid the ethical issues regarding dual roles.

There are other personal counseling services available from off-campus professionals who will see students at reduced rates. A list of available resources is updated each year and provided to students in their Orientation materials (Local Counseling Providers). A local therapist directory is also available online at the Mental Health Resource and Education Network (<http://www.mhren.org>).

Additionally, SOU student's Voluntary Student Health Insurance provides for mental health services. Further information on student health insurance and the Student Health and Wellness Center is available at: <http://www.sou.edu/health/index.html>.

STUDENT RESPONSIBILITIES

Graduate students are expected to know the requirements for the program they undertake. While the institution will assist each student as much as possible, the responsibility for any error in enrollment or misinterpretation of policies and regulations rests with the student.

Conducting Private Practice While Enrolled in the Program

MHC students may not independently offer mental health diagnosis, counseling, individual or organizational assessment, individual or organizational consultation services, or other professional services for which they are being trained, either gratis or for remuneration. Students who are approached by individuals or organizations to provide these or related services should discuss such offers with their advisor. Exceptions that do not violate ethical considerations may be granted in writing by the Program Coordinator. Information about actually providing services without written permission that comes to the attention of faculty will be investigated immediately following Evaluation and Retention Procedures.

Liability Insurance for MHC students

The Oregon Tort Claims Act (ORS 30.260-30.300) prohibits SOU from accepting liability for the acts, omissions, and conduct of students participating in practica/internship assignments either on-campus or in off-campus agencies.

To protect MHC students in the event of possible litigation each MHC student will be required to carry liability insurance to cover their professional work during practica/internship assignments. Liability insurance is provided as part of student membership in the American Counseling Association and the American Mental Health Counselors Association. Coverage must be obtained no later than the first practica experience (fall term of the first year) and must be documented to the faculty. Liability policies typically cover a one-year period and will need to be renewed in the second year of the program. A copy of the policy must be on file with the MHC Office Coordinator and an updated copy given at the time of renewal.

Signed Agreements

Students selected for admission into the MHC program will be asked to sign agreements:

- a) to participate as clients in personal counseling.
- b) not to engage in private practice without explicit written permission from the Program Coordinator.
- c) to adhere to the relevant ethical principles and codes of the American Counseling Association and the American Mental Health Counselors Association.
- d) to obtain student liability insurance
- e) to adhere to the MHC Student Evaluation and Retention Procedures, as outlined below.

Student Conduct Code

The student is responsible for conduct which helps to create and maintain a learning atmosphere in which the rights, dignity, and worth of every individual in the college community are respected. Please refer to the Code of Student Conduct Rights and Responsibilities and other policies on the University Policies website www.sou.edu/policies/sou-oars.html for additional information.

Professional Ethics

Graduate students are expected to honor those standards of ethical practice appropriate to academic life. Candidacy for the graduate degree may be denied, suspended, or revoked should it be established that an individual is a discredit to his or her peers by dishonoring the profession through any flagrant violation of the ethics of scholarship and higher learning. The student may exercise his or her right of appeal to such a decision by procedures outlined in Code of Conduct on the University Policies website www.sou.edu/policies/sou-oars.html.

In matters regarding student responsibility and ethics, the Graduate Council considers the following to be examples of flagrant violations: cheating, plagiarism, forgery, physical abuse (or threat of physical abuse) against members of the university, theft of university property, and unauthorized entry to and/or use of university controlled property.

CONDITIONS FOR ADMISSION AND RETENTION

The Master in Mental Health Counseling Program has developed the following Conditions for Admission and Retention. These follow relevant principles found in the Codes of Ethics of the American Counseling Association and the American Mental Health Counselors Association. Respecting these guidelines, the faculty considers not only academic abilities and skill performance when making admission and retention decisions about students, but also such aspects as whether the student has appropriate levels of maturity, judgment, emotional stability, interpersonal skills, and self-awareness appropriate to fulfill professional roles in mental health counseling.

Academic Requirements

Students are expected to maintain at least a 3.0 cumulative GPA overall in all graduate coursework and in each core course in the program. In addition, students are expected to meet all learning objectives that are presented through the MHC curriculum. Each objective (SLO) is assessed in at least one core class and is outlined in the MHC Student Learning Outcomes Curriculum Map (see Appendix) and in each course syllabus. The SLOs are closely tied to the counseling competencies that CACREP and the counseling profession have identified as essential to becoming an effective mental health counselor. Failure to comply with these requirements may result in academic probation and/or dismissal from the program.

Criminal Record

Counseling-related professions often involve delivery of services to individuals and organizations. Because of the trust placed in counselors by such clients, it is essential that they demonstrate professional integrity and responsibility in their professional conduct.

Furthermore, the State of Oregon Board of Licensed Professional Counselors & Therapists, and similar licensing boards in other states and territories, ask applicants for licensure about previous criminal behavior. Committing a felony or misdemeanor related to counseling or other professional activities may be grounds for denying or revoking a license.

If you are convicted in a court of law for any felony or misdemeanor other than a minor traffic offense while enrolled in the MHC program, the faculty will evaluate your continued participation by following the Evaluation and Retention Procedures that are presented below.

Psychological Impairment

Counselors with untreated psychological disorders, emotional problems and/or substance abuse disorders of their own can significantly compromise the effectiveness of counseling and other professional activities, and may injure their clients. If you are currently being treated for a psychological disorder, with psychotherapy, medications, and/or hospitalization, we would like you to inform the faculty through your advisor.

If, in the judgment of the faculty, a psychological disorder, emotional problem and/or substance abuse is significantly compromising your work as a counselor in training, your continued participation in the MHC Program will be evaluated by the faculty following the Evaluation and Retention Procedures. You may be asked to verify participation in a treatment program that deals with specific issues identified by the faculty. If adequate change is not forthcoming, further action may be taken by the faculty to protect client individuals and organizations.

MHC STUDENT EVALUATION AND RETENTION PROCEDURES

Each term, faculty members in consultation with practicum/internship supervisors meet in order to evaluate each student's progress in academic work and intrapersonal and interpersonal effectiveness and counseling skills, as appropriate for the MHC program. Those students assessed as having difficulty will receive feedback concerning their progress from their adviser.

A situation that involves a significant ethical violation as determined by the faculty of the program may result in immediate dismissal from the program.

Students who are identified as having deficiencies in one or more of the areas evaluated are provided the following assistance in order to improve their performance:

1. Problem Identification Meeting

The advisor meets with the student and gives specific examples of the difficulties that have been identified by the faculty, supervisors, recipients of services, or relevant member of the University community. The student and the advisor then discuss change expectations and procedures. Explanation is made at this time as to the seriousness of the problem. Steps for resolution are recommended and both parties agree upon a time frame for change. An agreement about steps for resolution is signed by the advisor, student, and Program Coordinator and is placed in the student's MHC Program file.

2. Recurring or Critical Problems

If the situation is a continuing one, or is critical, a team of faculty members may be appointed by the Program Coordinator to meet with the student. The concerns are delineated in writing and given to the student at least one week prior to this meeting unless ethical concerns require more urgent action. During this meeting, the student is given specific information about the particular problem, the steps needed for resolution, and the time frame allowed prior to determining if further action must be considered. A written contract stating the areas that need to be improved, and the methods and time frame needed for improvement, is signed by the student, the involved faculty members, and the Program Coordinator. A copy of this agreement is given to the student and the original is placed in the student's MHC Program file.

3. Insufficient Progress, Dismissal

If a student does not make expeditious progress toward resolution of the identified problem(s), and if the faculty agree that the student is unlikely to successfully achieve the academic, skills, or intrapersonal and interpersonal effectiveness objectives needed to be successful in the program, then dismissal of the student from the program will be considered. The Department Chair will appoint a committee of Psychology faculty who were not directly involved in the specific complaints or problems involving the student. This committee will investigate the history of progress toward resolution and report this to the full faculty. The decision whether to dismiss a student is then made by the MHC Program faculty in a closed meeting. The student is notified of the decision by the Department Chairperson in a certified letter.

4. Due Process Procedures

A student who wishes to challenge a decision of the MHC Program faculty regarding dismissal from the program has the right to an appeal using relevant appeals procedures established by the Faculty Senate of Southern Oregon University and as outlined in Code of Conduct www.sou.edu/policies/sou-oars.html.

5. Confidentiality

All proceedings involving disciplinary actions will be held in confidence within the MHC Program faculty unless to do so would violate legal or ethical guidelines or prevent due process. If the safety of the student or MHC Program faculty or staff is in question, the office of Student Affairs will be informed of the nature of the problem. If a student is dismissed from the program, the Admissions Office will be notified.

STUDENT EVALUATIONS OF THE MHC PROGRAM

At the end of each term, students are asked to evaluate the effectiveness of their courses. An anonymous survey is distributed online by someone other than course instructors to solicit feedback. The data is compiled to avoid student identification. The evaluations are distributed to faculty and department chair after the close of the term.

Formal program evaluation occurs at the beginning of the program and near the end when current students and alumni are asked to evaluate the strengths and weaknesses of various aspects of the MHC program. An anonymous survey is sent to students and alumni and responses are aggregated and evaluated. Results are summarized and posted on the MHC website. The Annual MHC Assessment Report considers these surveys as well as other program evaluation measures and identifies changes that will be made to address concerns. The MHC Assessment Report is posted on the MHC website and emailed to all program constituents.

Informal evaluation and feedback are also vital to the success and integrity of the MHC program; occasionally, individuals or groups offer concerns or ideas for improvement. MHC faculty are open to this feedback and value the honesty and intentions of those who come forward. Both formal and informal program assessment are used to modify curriculum, processes, requirements, scheduling, and other aspects of the program.

ADVISING

MHC students are assigned a faculty advisor during the first term in the program. Students are strongly encouraged to meet quarterly with their faculty advisor to discuss career goals, current academic plans, course objectives (SLOs), internship placement, and other issues that have an impact on progress through the program. The academic advisor is available to review compilation of the Professional Portfolio before the student submits this culminating document for review. While the advising relationship is not counseling, an advisor may be able to provide an appropriate referral for counseling to discuss personal issues. The advisor may also serve as a professional mentor including discussing licensing, job or doctoral applications and, perhaps, serving as a reference for such endeavors.

It is a student's responsibility to make appointments as needed. Faculty hold regular office hours and most are also available at other times as well as via email or phone.

Changing Advisors

If the need arises to change an advisor at some point after the original advisor has been selected, check with the Program Coordinator for advice. There is no form for changing an advisor. After approval has been granted by the Program Coordinator an email containing the change information will be sent by the Program Coordinator to the MHC Office Coordinator. The name of your current major advisor should always be on file in the office of the MHC Office Coordinator and with the Program Coordinator.

Whom to talk with about questions or concerns

If you have any concerns or questions about a procedure, a policy, a requirement, or any matter you feel has not been clearly explained to your satisfaction, and you are not sure where to go for further information, start with your advisor. If you still have questions, please feel free to consult the Program Coordinator.

ACADEMIC STANDARDS

Grading

Letter grades are required for all courses in the Master in Mental Health Counseling program, including transfer credits with the exception of Practicum (COUN 504, COUN 506), Internship (COUN 510), and Professional Guidance (COUN 599). Courses assigned a grade lower than B- are not acceptable. If you should get a grade lower than a B- you must retake the course; it cannot be removed from the program or replaced by another course. It is necessary to obtain a grade of B- or better in each core course in the student's program.

Student Learning Outcomes

All students are expected to achieve a passing grade or score on each Student Learning Outcome (SLO) before they complete the program. When an instructor identifies a deficiency, the student and faculty member will create a remediation plan so that the student has an opportunity to strengthen the knowledge area or skill. (See Appendix for details.)

Academic Probation

Graduate students must maintain at least a 3.0 cumulative GPA overall in the master's degree program. If a student's GPA fails to meet this standard, the student is placed on academic probation and notified by the MHC Program Coordinator. A student placed on academic probation must petition the Social Science Division Director, with the support of the advisor and MHC Program Coordinator, for permission to continue work toward the degree. If permission is granted, the student must correct the deficiency within the next 12 credits of graduate coursework or be dropped from the program.

Grievance Procedure

A student who has a grievance arising from a graduate regulation should consult the MHC Program Coordinator for advice. If the grievance cannot be resolved at this point, the student may undertake formal grievance procedures as outlined on the University Policies website www.sou.edu/policies/sou-oars.html.

Right of Appeal

If the student elects to make an appeal, the Appeals Committee shall include: (1) the student's advisor, (2) the MHC Program Coordinator, and (3) the Chair of the Graduate Council.

DEGREE PROGRAM PLANNING

Each student is given a planned program of studies and will need to complete the Degree Program Form with their faculty advisor before they complete 24 credits during their 2nd term. After obtaining all necessary signatures this form will be submitted by the faculty advisor to the MHC Office Coordinator who will keep it in the student's permanent academic file. A 2nd Degree Planning Form will be completed and submitted with the portfolio in the graduate student's 6th term of the MHC program.

MASTER OF ARTS vs. MASTER OF SCIENCE

The Master of Arts and Master of Science degrees differ only in the foreign language requirement. To receive an M.A. degree, students must demonstrate fluency in a second language. U.S. students who have completed two years of study in one foreign language at an accredited college or university automatically meet the second language requirement for the M.A. degree. International students whose first language is not English also meet the second language requirement for the M.A. The request for the designation of M.A. or M.S. is made by the student when he or she applies for graduation.

SATISFACTORY PROGRESS

Once admitted to the MHC program, you are expected to progress toward the degree in a timely manner. During Spring Term of each academic year, the MHC Program Coordinator sends a form to each admitted graduate student who has not been in attendance during that academic year requesting that the student formally withdraw from the program or specify the quarter for resuming coursework toward the degree. If the form is not returned or if the student does not return during the quarter he or she specified, the student will be administratively withdrawn from the master's program.

Maximum Course Loads Per Quarter

The maximum course load for graduate students during fall, winter, or spring term is 16-quarter hours. During summer term, the maximum load for graduate students is 15-quarter hours. Any deviation from the course load restriction requires the filing of an Overload Petition. Overload Petitions require the signatures of the major advisor and the MHC Program Coordinator. The student and Enrollment Service Center receive a copy of the completed form. There is a surcharge for all credit hours in excess of the course load restriction.

Coursework in Residence

Two-thirds of the master's program coursework must be taken at SOU; for the MHC program this would be at least 60 credits of a 90-credit program.

The last 9 credits of the master's program must be taken at SOU unless the MHC Program Coordinator approves a waiver. All waiver requests must be submitted in writing by the student and must clearly state the reason the request is being made. (See section on "Prior Coursework & Transfer Coursework" #3 below and page 21).

PROGRAM GUIDELINES

You should follow these guidelines when preparing your planned program of studies.

1. *90 Total Credits, including 9 credits in COUN 510.*
2. *Outdated Courses.* All courses must be no more than seven years old at the time of completion of the degree. With special approval of the advisor and Program Coordinator, up to 12 hours of courses previously accepted toward the program, which are more than seven years old but less than 10 years old at the time of degree completion, may be included if they are officially updated. A course 10 or more years old at the time of program completion must be replaced even if it has previously been updated.
3. *Prior coursework & Transfer Coursework.* Up to 16 hours of recent prior or transfer coursework may be included if *approved by the advisor and MHC Program Coordinator.* See the next section of this Handbook for more information about prior and transfer courses.
4. *Letter Grade.* All courses must carry a letter grade with the exception of Practicum (COUN 504, COUN 506), Internship (COUN 510), and Professional Guidance (COUN 599) that are taken Pass/No Pass.
5. *Credit by Examination, In-Service, Professional Growth Courses, Continuing Professional Education.* Graduate credit by examination, in-service, professional growth courses and continuing professional education courses are not acceptable in the MHC program.
6. *Correspondence Courses.* Correspondence study may not be used in the MHC Program.
7. *Graduate Internship.* A minimum of 9 internship credits is required for the MHC program.
8. *Workshop Credit.* Workshop credit may not be used in the MHC program.
9. *Extension Credit and other forms of Nontraditional Coursework.* Extension credit and other forms of nontraditional coursework (e.g., on-line courses, two-way television) may be included in a graduate program only with the approval of your advisor and the MHC Program Coordinator.

Change in Your Planned Program of Studies

To request the use of any course not included in the original approved planned program of studies (Degree Program Form) a Program Change Request form must be submitted. This form can be obtained from the MHC Office Coordinator. The form requires the approval of the major advisor and the MHC Program Coordinator. Any courses approved in this manner are listed in the planned program of studies; the approval is submitted to the

MHC Office Coordinator for the student's permanent file. Copies of the approved Change Request form and the revised program are forwarded to the student; likewise, the student is notified if any courses requested in this manner are not accepted.

PRIOR COURSEWORK AND TRANSFER LIMITATIONS

Up to 16 quarter credits of approved graduate coursework taken prior to regular admission to the MHC master's degree program at Southern Oregon University **may** be included in the planned program of studies. This limitation applies to coursework taken at Southern Oregon University and coursework transferred from other institutions. Such courses must be appropriate for the MHC program and must be approved by the major advisor and the MHC Program Coordinator. The approval should be submitted to the MHC Office Coordinator for the student's permanent file.

Transfer Students

A transfer student is an individual previously enrolled in a counseling or psychology related graduate program, other than the MHC program, who has completed at least 12 graduate credits.

- Transfer students must complete the formal application process including prerequisites.
- The GRE may be waived if at least 12 graduate credits have been completed with a minimum 3.5 GPA in counseling or psychology related courses.
- An accepted transfer student may transfer a maximum of 16 credits from the previous uncompleted program. Syllabi and/or course descriptions will be used to determine which credits will be transferred. The Program Coordinator and the SOU course instructors will decide which courses will be accepted for transfer.
- Depending on the courses transferred, the student may have a modified Program of Study that reflects different course content. This will be determined by the student, the Program Coordinator and the student's faculty advisor.
- Qualified students may be admitted into the current program cohort provided that previous course work is reasonably comparable to the specific program curriculum.

No more than six (6) quarter credits of prior or transfer credit may be from a completed master's degree. All transfer credit must be supported by official transcript sent directly from the school of origin to the Office of Admissions.

The expected time of degree completion is taken into consideration when evaluating prior and transfer coursework for inclusion in a planned program of studies. Generally, prior and transfer coursework is not accepted toward the program if it is five or more years old at the time you are admitted to the master's program.

Prior and transfer credits are not accepted toward program of studies until the Degree Program Form (or the Program Change Request) form is signed by all appropriate officials.

If the use of prior or transfer credit is requested after your planned program of studies has been approved, a Program Change Request form must be filed and approved by the MHC Graduate Coordinator before additional courses can be included.

Acceptance of any transfer credit is the prerogative of the degree-granting institution. After admission to a master's program, it is your responsibility to make sure a course has been approved toward the program (through the appropriate channels) *before* it is taken.

PART-TIME POLICY FOR MENTAL HEALTH COUNSELING

MHC Program Non-Admitted Students

MHC is designed to admit students to a graduate cohort for full time students. Non-Admitted students are not allowed to take courses without the prior approval of the MHC Program Coordinator and the course instructor. It is up to each instructor to determine space availability in courses to part-time non-cohort students. MHC courses are not open to all students. Courses taken before a student is formally accepted into a cohort are considered transfer credits and may not exceed 16 credits.

MHC Program Admitted Students

Students who enter the MHC cohort planning on only attending on a part time basis should meet with an advisor prior to the beginning of fall classes. Most core classes are required to be completed before students can begin their internship experience. This requirement may make it necessary for part time students to take 3 or more years to complete this program. There may be financial aid implications in taking courses on a part-time basis. Students may seek advice regarding these issues from the SOU Financial Aid Office (541-552-6600 ext: 4).

NON-ADMITTED GRADUATE STUDENTS

The MHC faculty is committed to including these students, as space allows, provided that the student/faculty ratio for regularly admitted MHC students is not compromised.

These students are defined as: A) currently enrolled in another institution and wish to take SOU MHC courses to transfer to their home institution, or B) licensed professionals who wish to take courses to meet CEU requirements, or C) professionals who must complete a few graduate courses in order to meet licensing requirements, or D) community members who want to take individual courses without completing a degree.

MHC courses may be taken according to the following guidelines:

- For Non-experiential or non-clinical courses – on availability basis. Non-Admitted students are not allowed to take courses without the prior approval of the MHC Program Coordinator and the course instructor. It is up to each instructor to determine space availability in courses to part-time non-cohort students. MHC courses are not open to all students.
- For Experiential or Clinical courses (COUN 571/502, 504, 574/506, 510)
 - Student must obtain MHC faculty approval after review of transcript, and letter of recommendation forms from previous faculty and/or supervisors.
 - Any extra fees for these classes must be paid in addition to tuition.
 - Student/faculty ratio is particularly important for MHC group supervision and should not exceed 12-students/1-faculty member.

COURSE NUMBERING

SOU courses with a 400/500 number are offered for upper division undergraduate credit and for graduate credit. Courses numbered 501 to 599 are offered for graduate credit only.

ADVANCEMENT TO CANDIDACY

Advancement to candidacy is required for all MHC students. The purpose of this process is to assess your progress toward meeting the requirements for your program and is required before doing the counseling internship (COUN 510). Typically by the end of their first year, students will be evaluated by the MHC program faculty and practica supervisors to determine their readiness for off-campus placement. Each student meets with his or her advisor for specific feedback and also receives notification in writing from the Program Coordinator that addresses Advancement to Candidacy or any deficiencies and appropriate remedial actions to be taken. After students are advanced to candidacy they become eligible to participate in internship experience.

Applying for Internship

In spring of every year the MHC Program holds an Internship Fair. All potential internship site supervisors are invited to come to campus to meet the MHC graduate students. Following the Internship Fair, students apply directly to the internship sites in which they are interested, and applicants and sites interview each other. Students and sites submit rank order lists of preferences and the Clinical Coordinator matches student with agency so as to optimize preferences. MHC students should consult the *MHC Practica & Internship Manual* for additional specific details and forms.

CULMINATING EXPERIENCE

Professional Portfolio

The *MHC Portfolio Planning Guide* describes the process of portfolio development and evaluation. You should start developing your portfolio during your first year of graduate studies. Your advisor and the instructor for COUN 573, Mental Health Profession, will provide more information on developing your Portfolio.

The MHC program currently uses the portfolio process to evaluate students' skills, knowledge and abilities. In addition to preparing the portfolio students will defend their portfolios in a group defense meeting during Spring term of their final year.

COMPREHENSIVE EXAMS

THE COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION (CPCE)

The Mental Health Counseling Program uses the Counselor Preparation Comprehensive Examination (CPCE) as one of its graduation requirements. This summative evaluation measures knowledge of the eight core curriculum areas that are central to CACREP standards. It is designed to assess the student's knowledge of counseling information, provide feedback that can be used in program and curriculum development, and give the student a simulated experience for taking the national certification exam.

The MHC program administers the CPCE to second year students in Spring term, after the majority of their coursework is completed. The passing score on the CPCE is calculated after each administration. An MHC student will need to achieve a score that is equal to or no less than 1.0 standard deviation below the national mean score. If a student does not pass the CPCE the first time, he or she may retake the exam twice, at the student's expense. Failing the CPCE a third time will result in dismissal from the program. Although there is no

official study guide for the CPCE, students have found that study guides for the National Counselor Examination (NCE) are useful resources for the CPCE. Information may be found at www.nbcc.org.

Retaking Comprehensive Exam or Re-presenting the Portfolio

A student who fails all or part of the comprehensive examinations or the Portfolio presentation is contacted by the advisor and/or the MHC Program Coordinator. The conditions under which the examination may be retaken or the portfolio presented again are specified in writing by the MHC faculty. Ordinarily, any examination may not be retaken nor any portfolio presentation rescheduled until there has been sufficient time for appropriate additional study, reading, or mastery of subjects.

The comprehensive examination may not be given more than three times. The portfolio presentation opportunity (or any part of it) may not be given more than twice. The student must schedule the retake of the comprehensive examination or the presentation of the portfolio through the Program Coordinator following the completion of the established conditions. A student who does not pass the comprehensive exams or the portfolio presentation will be dropped from the program.

ENDORSEMENT POLICY FOR LICENSURE

All graduates of the MHC program are endorsed for licensure because they have successfully completed all required coursework, practica and internship, the Student Learning Outcomes, the Professional Portfolio competencies, the exit exam (Counselor Preparation Comprehensive Exam), and quarterly MHC Faculty review.

The last form that each student completes as part of the Internship experience is the 2A (*MHC Practicum & Internship Manual*, pg. 90). This form serves as a summary template for endorsement when the student is ready to apply for licensure in their state.

MHC graduates will need a written endorsement for licensure and verification of academic program and internship hours that have been completed. It is the student's responsibility to complete all required documentation concerning clinical hours, including the summary form that will be used to verify clinical hours. Graduates applying for licensure should contact their State Licensing Board to request appropriate forms. Then they should submit the appropriate forms to the MHC Office Coordinator.

REFERENCES FOR EMPLOYMENT AND GRADUATE SCHOOL

Students seeking employment or admittance to doctoral programs often seek letters of recommendation from faculty members. It is important to make personal contact with potential referents to ask their permission to be listed as a reference. We recommend that students ask if the potential referent will provide a positive reference. Further, students should provide information about themselves, such as a current resume and letter of application and information about the position or program, to the referent. Any necessary forms should be provided and the time line discussed so that the faculty member has sufficient time to complete the recommendation.

BASIC INFORMATION ABOUT DEGREE COMPLETION

Degrees are awarded at the end of the quarter in which *all* requirements are completed. Summer, Fall and Winter degree recipients receive diplomas from the Enrollment Service Center approximately eight (8) weeks following the end of the quarter.

APPLICATION FOR COMPLETION OF MASTER'S DEGREE

Students must submit their Application for Master's Degree form no later than the term before they complete their program of study. To access this form, students must be signed into MySOU and their SOU gmail account. The form is completed online at <http://www.sou.edu/enrollment/academic-services/mastersdegreeapp.html>. Students also pay a \$75 fee for each degree application directly to the Enrollment Services Center.

Those students who want to participate in Commencement but who will not complete their program until Summer term must submit their Application for Master's Degree no later than the end of April.

After the Application for Master's Degree form is submitted, the MHC Office Coordinator completes a program audit. You are then sent a letter confirming or denying qualification for degree completion during the proposed final quarter. If you do not qualify for completion, you will be informed of any program deficiencies by the MHC Office Coordinator or representative. Deficiencies must be cleared before the end of the quarter of completion or as specified in the audit information.

COMMENCEMENT

During the middle of April, the Enrollment Services Center places commencement information on the SOU web page. Students who have completed their degrees during the previous fall, winter, and those who have been cleared by the MHC Office Coordinator to complete requirements during spring quarter may participate in commencement. Students scheduled to complete their degree during the post-commencement summer term may participate in the commencement ceremony if they have written verification of completion date from their advisor and MHC Office Coordinator.

DIPLOMAS

Students who complete all requirements during spring quarter receive diplomas after grades have been posted at the end of the quarter.

Ordering official transcripts. You can order official transcripts through the Enrollment Services online site (<http://sou.edu/enrollment/forms/transcripts.html>) or in person at the ESC office. Request that the transcripts be sent *after your master's degree has been posted*. Transcripts are \$7.25 for standard mail delivery.

CONCLUSION

If you have further questions about any of the procedures or regulations contained in this Handbook, please seek clarification from your faculty advisor or the MHC Program Coordinator.

We look forward to working with you to make your graduate study at Southern Oregon University an enriching experience.

APPENDIX

The **MHC Student Learning Outcomes** (SLOs) are provided on the following pages. This SLO Course Map is arranged by term as most students proceed through the MHC Program. Each SLO is taught and assessed in at least one core class and each student is expected to achieve a passing grade (e.g. Pass or B- or Adequate rating) on the assignment that measures each specific SLO. When the instructor identifies a deficiency, the student and faculty member will create a remediation plan so that the student will have an opportunity to strengthen the knowledge area or skill; the remediation plan may involve additional work in the current class or in subsequent classes. Use the space under NOTES to track completion of each SLO, documentation, and/or remediation plans.

This record should be reviewed quarterly with your faculty advisor.

This completed report should be included in the Professional Portfolio, the culminating assignment that documents successful achievement of all MHC learning goals.

STUDENT NAME:				
MHC Graduate Program: STUDENT LEARNING OUTCOMES				
FALL -1	571	502	570	
IIG 3b. theories of learning and personality development, including current understandings about neurobiological behavior;	X		X	
IIG 5d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;	X			
IIG 5e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;	X			
CMHC - A.5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	X			
IIG 3a. theories of individual and family development and transitions across the life span;			X	
IIG 3d. theories and models of individual, cultural, couple, family, and community resilience;			X	
IIG 3f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;			X	
IIG 3h. theories for facilitating optimal development and wellness over the life span.			X	
IIG 5a. an orientation to wellness and prevention as desired counseling goals;			X	
IIG 5c. essential interviewing and counseling skills;		X		
NOTES:				

WINTER -1	504	575	581
IIIF1. At least 20 of required 40 total clock hours of direct service with actual clients that contributes to the development of counseling skills.	X		
IIIF2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.	X		
IIIF3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.	X		
IIIF4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.	X		
IIIF5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.	X		
CMHC-B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	X		
CMHC-D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	X		
CMHC-H2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	X		
IIG 1c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;		X	
IIG 3c. effects of crises, disasters, and other trauma-causing events on persons of all ages;		X	
IIG 5g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.		X	
CMHC - A.9. Understands the impact of crises, disasters, and other trauma-causing events on people.		X	
CMHC-C.6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.		X	
CMHC-K.5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event.		X	
CMHC-L3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.		X	
IIG 1d. self-care strategies appropriate to the counselor role;			X

	504	575	581
IIG 1e. counseling supervision models, practices, and processes;			X
IIG 1g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;			X
IIG 1h. the role and process of the professional counselor advocating on behalf of the profession;			X
IIG 1j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.			X
CMHC - A.2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.			X
CMHC - A.5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.			X
CMHC - A.7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).			X
CMHC-C.9. Understands professional issues relevant to the practice of clinical mental health counseling.			X
NOTES:			

SPRING -1	574	506	583
IIG 6a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;	X		
IIG 6b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;	X		
IIG 6c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;	X		
IIG 6d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;	X		
IIIF1. At least 20 of required 40 total clock hours of direct service with actual clients that contributes to the development of counseling skills.		X	
IIIF2. Weekly interaction that averages one hour per week of individual and/or triadic supervision (20 hours required) throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.		X	
IIIF3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.		X	
IIIF4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.		X	
IIIF5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.		X	
CMHC-B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.		X	
CMHC-D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.		X	
IIG 3e a general framework for understanding exceptional abilities and strategies for differentiated interventions;			X
IIG 3f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;			X
CMHC-K.1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> .			X
NOTES:			

SUMMER -1	572	585	525	586
IIG 1a. history and philosophy of the counseling profession;	X			
IIG 1f. professional organizations, including membership benefits, activities, services to members, and current issues;	X			
CMHC - A.1. Understands the history, philosophy, and trends in clinical mental health counseling.	X			
CMHC - A.4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	X			
IIG 5f. a general framework for understanding and practicing consultation;		X		
CMHC-C .2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.		X		
CMHC-C.7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.		X		
CMHC-J2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.		X		
CMHC-K.2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.		X		
IIG 3g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment;			X	
CMHC - A.6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.			X	
CMHC-C.4. Knows the disease concept and etiology of addiction and co-occurring disorders.			X	
CMHC-G.4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.			X	
CMHC-H4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.			X	
CMHC-K.3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.			X	
IIG 2a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;				X
IIG 2b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;				X
IIG 2c. theories of multicultural counseling, identity development, and social justice;				X

	572	585	525	586
IIG 2d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;				X
IIG 2e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body;				X
IIG 2f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.				X
CMHC-E.1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.				X
CMHC-E.2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.				X
CMHC-E.3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.				X
CMHC-E.5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.				X
NOTES:				

FALL -2	542	576	510
IIG 8a. the importance of research in advancing the counseling profession;	X		
IIG 8b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;	X		
IIG 8c. statistical methods used in conducting research and program evaluation;	X		
IIG 8d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;	X		
IIG 8e. the use of research to inform evidence-based practice	X		
IIG 8f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.	X		
CMHC-I.1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	X		
CMHC-I.2. Knows models of program evaluation for clinical mental health programs.	X		
CMHC-I.3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	X		
IIG 5e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;		X	
CMHC-C.8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.		X	
IIIG5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.			X
CMHC - A.8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.			X
CMHC-B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.			X
CMHC-D6. Demonstrates the ability to use procedures for assessing and managing suicide risk.			X
CMHC-D7. Applies current record-keeping standards related to clinical mental health counseling.			X
CMHC-D9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.			X
NOTES:			

WINTER -2	549	521	510
IIG a4. career development theories and decision-making models;	X		
IIG 4b. career, avocational, educational, occupational and labor market information resources, and career information systems;	X		
IIG 4c. career development program planning, organization, implementation, administration, and evaluation;	X		
IIG 4d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;	X		
IIG 4e. career and educational planning, placement, follow-up, and evaluation;	X		
IIG 4f. assessment instruments and techniques relevant to career planning and decision making;	X		
IIG 4g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.	X		
IIG 4f. assessment instruments and techniques relevant to career planning and decision making;		X	
IIG 7a. historical perspectives concerning the nature and meaning of assessment;		X	
IIG 7b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;		X	
IIG 7c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;		X	
IIG 7d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);		X	
IIG 7e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);		X	
IIG 7f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations;		X	
IIG 7g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.		X	
CMHC-G.1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.		X	
CMHC-G.2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.		X	

	549	521	510
CMHC-H2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.		X	
CMHC-K.4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.		X	
IIG 1d. self-care strategies appropriate to the counselor role;			X
IIIG5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.			X
IIIG6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.			X
CMHC-B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.			X
CMHC-C.7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.			X
CMHC-D1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.			X
CMHC-D2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.			X
CMHC-D4. Applies effective strategies to promote client understanding of and access to a variety of community resources.			X
CMHC-D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.			X
CMHC-D6. Demonstrates the ability to use procedures for assessing and managing suicide risk.			X
CMHC-D7. Applies current record-keeping standards related to clinical mental health counseling.			X
CMHC-D8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.			X
CMHC-F1. Maintains information regarding community resources to make appropriate referrals.			X
CMHC-F2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.			X

	549	521	510
CMHC-H1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.			X
CMHC-H3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.			X
CMHC-J1. Applies relevant research findings to inform the practice of clinical mental health counseling.			X
CMHC-J3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.			X
CMHC-L1. Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.			X
NOTES:			

SPRING -2	531	573	584	510
IIG 1b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;	X			
IIG 1i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;	X			
CMHC - A.3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	X			
CMHC - A.8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.	X			
CMHC - A.10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.	X			
CMHC-B2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	X			
CMHC-C.1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	X			
CMHC-C.3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, selfhelp).	X			
CMHC-C.5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.	X			
CMHC-E.4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.	X			
CMHC-E.6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.	X			
IIG 5b. Counselor characteristics and behaviors that influence helping processes;		X		
CMHC-D1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.		X		
CMHC-D9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.		X		

	531	573	584	510
CMHC-F3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.		X		
CMHC-L1. Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.		X		
CMHC-G.3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.			X	
IIIG1. At least 240 clock hours of direct service, including experience leading groups. (SOU REQUIRES 280 CLIENT CONTACT HOURS; 700 HOURS TOTAL)				X
IIIG2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.				X
IIIG3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.				X
IIIG4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).				X
IIIG5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.				X
IIIG6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.				X
CMHC-B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.				X
CMHC-D1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.				X
CMHC-D2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.				X
CMHC-D6. Demonstrates the ability to use procedures for assessing and managing suicide risk.				X
CMHC-D8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.				
CMHC-F2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.				

	531	573	584	510
CMHC-H1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.				
CMHC-H3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.				
CMHC-J1. Applies relevant research findings to inform the practice of clinical mental health counseling.				
CMHC-J3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.				
CMHC-L2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.				X
COUN 510 Case Studies completed with Satisfactory evaluation				
Organizational - Internship Site				X
Ethics				X
Psychodynamic				X
Cognitive/behavioral				X
Humanistic/existential				X
Cross-cultural or multicultural				X
Alcohol or drug use				X
NOTES:				
ADDITIONAL OBJECTIVES				599
IIG 6e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.				X