



**REICH COLLEGE OF EDUCATION**

**DEPARTMENT OF HUMAN DEVELOPMENT AND  
PSYCHOLOGICAL COUNSELING (HPC)**

**CLINICAL MENTAL HEALTH COUNSELING PROGRAM**

**STUDENT HANDBOOK**

**Revised August 2015**

# Appalachian

STATE UNIVERSITY.  
CLINICAL MENTAL HEALTH COUNSELING PROGRAM

Dear Students,

As the Director of the Clinical Mental Health Counseling Program (CMHC), let me extend a warm welcome to you on behalf of the faculty and staff of the Department of Human Development and Psychological Counseling (HPC), the Reich College of Education, and Appalachian State University!

During your time here in the CMHC program, you will learn more about who you are as a person and your ability to encourage and support others. As you work towards becoming a Professional Counselor in the clinical mental health setting, please take advantage of the many opportunities that are available to you, both on campus and off, that will help you develop your professional identity and competency as a counselor. We encourage you to become active in professional organizations such as the American Counseling Association and the North Carolina Counseling Association.

This handbook is meant to serve as your blueprint for the CMHC program and for HPC department policies. It will provide you with information about your program of study, advising, field placement procedures, and ways to be involved in the program and the field of counseling. Consult this manual and your advisor often to ensure smooth progression through the program. Also keep up to date with the program by:

- reviewing the CMHC Program website
- reviewing the CMHC Program Orientation site on AsU Learn
- liking us on Facebook: <http://www.facebook.com/appstatecmhc>
- keeping up with email listserv messages (you will be automatically registered for this)

The CMHC Program at ASU is committed to excellence in counselor preparation. We welcome your feedback about your experience of the program. Good luck as you progress through this wonderful experience.

Sincerely,

Mark J. Schwarze, Ph.D., LPCS, NCC, LCAS, CCS  
Director of the Clinical Mental Health Counseling Program  
Addiction Certificate Coordinator  
Department of Human Development and Psychological Counseling

**Clinical Mental Health Counseling Program**  
**Department of Human Development and Psychological Counseling**  
**Appalachian State University**

**Mission Statement**

The mission of the RCOE/HPC Clinical Mental Health Counseling program is to develop a community of practice that will support graduate students enrolled in HPC courses to move from novice towards entry level mental health practitioners through the process of socially meaningful activities that develop the knowledge, skills, and attitudes necessary to become effective, ethical and competent counselors with diverse clients across the human spectrum.

**Accreditation**

The Clinical Mental Health Counseling program at Appalachian State University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2009 standards (<http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf>) The accreditation runs through October 31, 2022.

**Legal and Ethical Standards**

Students in the Clinical Mental Health Counseling Program are held to the same standards as members of the counseling professional for which they are preparing. In as such, students are expected to be familiar with and adhere to the legal and ethical codes set forth by the American Counseling Association and Licensure Boards. Please see these standards (as amended) at the organizational website:

<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

**Organizational Structure and Physical Location**

The CMHC Program is located within the Department of Human Development and Psychological Counseling (<http://hpc.appstate.edu/>) The Department of Human Development and Psychological Counseling is a department within the College of Education (<http://rcoe.appstate.edu/>). Dr. Lee Baruth is the Chair of the Department of Human Development and Psychological Counseling and the Program Director of the Clinical Mental Health Counseling Program (<http://cmhc.appstate.edu/>) is Dr. Mark Schwarze. The Interim Dean of the College of Education is Dr. Robin Groce.

All programs that offer graduate degrees at ASU are coordinated by the School of Graduate Studies. The School of Graduate Studies sets university-wide policies and procedures (<http://www.graduate.appstate.edu/gradstudies/bulletin14/index.html>) for graduate programs. The School of Graduate Studies is located in 232 of the John E. Thomas Building.

**Clinical Mental Health Counseling Program Objectives**

The Clinical Mental Health Counseling Master of Arts Program at Appalachian State University is designed to meet the state of North Carolina Board of Licensed Professional Counselor and National Certified Counselor standards and to prepare counselors for a wide variety of human service agencies, including, mental health centers, social service agencies, educational institutions, private practice, government, business and industry. The Masters of Arts in Clinical Mental Health Counseling is a 60 hour program providing core CACREP curriculum and concentrations training in Clinical Mental Health Counseling, addictions counseling, expressive arts therapy, body-centered therapy or marriage and family counseling. The community of practice combines classroom instruction with structured practical experiences to prepare students as counselors. The program is designed to accommodate full and part time students with experience in human services, either as a paraprofessional or professional prior to entering the program. The faculty and students work together to create an inclusive environment that fosters personal and professional growth and development.

The program attempts to produce counselors who are leaders and advocates as they carry out their roles in counseling, consultation, and coordination. Students will demonstrate an understanding of appropriate

skills and attitudes involving:

1. The nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory within cultural contexts.
2. Societal changes and trends; human roles; societal subgroups, noting specific cultural, historical, political and sociological influences; social mores and interaction patterns; and differing life styles.
3. Historical and philosophic bases of helping processes; counseling theories and their applications; helper self-understanding and self development; the facilitation of the stages of change in clients; counseling theories and their application to clients across the lifespan.
4. Group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.
5. Career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources and evaluation.
6. Group and individual educational and psychometric theories and approaches to appraisal; data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; and use of appraisal results in helping processes.
7. Types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; and legal and ethical considerations.
8. Professional roles and functions; professional goals and objectives; professional organizations and associations; professional history, trends; ethical and legal standards; professional preparation standards; and professional credentialing.
9. The foundations of Clinical Mental Health Counseling including history, philosophy, trends, purpose and objectives, ethics, legal aspects, standards, and roles within agencies.
10. Specialized studies related to the roles of community counselors and the particular setting and client population with which students intend to work.

## Meet the Faculty

**Karen Caldwell, PhD** is a Professor in the Department of Human Development and Psychological Counseling at Appalachian State University, a licensed professional counselor in Virginia, and a licensed marriage and family therapist in North Carolina. She completed a PhD in Family and Child Development from Virginia Polytechnic Institute and State University, a M. Div. from Southeastern Baptist Theological Seminary, and a B. A. from Mars Hill College. Dr. Caldwell is an Approved AAMFT Supervisor.

**Dominique Hammonds, PhD** is an Assistant Professor in the Department of Human Development and Psychological Counseling at Appalachian State University in Boone, NC. She earned her Ph.D. in Counseling from The University of North Carolina at Charlotte and her Master's in Clinical Mental Health Counseling from The University of North Carolina at Greensboro. She is a Licensed Professional Counselor, Distance Certified Counselor, and National Certified Counselor. Dr. Hammonds' research interests include the use of technology in counseling and counselor education, clinical supervision, non-substance behavioral addictions, and program development. She lives in Gastonia, NC with her husband and son.

**Geri Miller, PhD** Diplomate in Counseling Psychology, American Board of Professional Psychology, is a Professor in the Department of Human Development and Psychological Counseling (Clinical Mental Health Counseling Track) at Appalachian State University in Boone, North Carolina. In North Carolina, Dr. Miller is a Licensed Psychologist, a Licensed Professional Counselor, a Licensed Clinical Addictions Specialist, and a Substance Abuse Professional Practice Board Certified Clinical Supervisor. She has also received a Certificate of Proficiency in the Treatment of Alcohol and other Psychoactive Substance Use Disorders from the American Psychological Association College of Professional Psychology. Dr. Miller has worked in the counseling profession since 1976 and in the addictions field since 1979. She is a volunteer with the American Red Cross Disaster Mental Health Services and works as a volunteer psychologist at the Watauga County Health Department. Dr. Miller has published and presented research on counseling. In 2003 she published a book with Wiley, *Incorporating Spirituality in Counseling and Psychotherapy*. In 2015 she published a fourth edition of her book on addiction counseling, *Learning the Language of Addiction Counseling*, with Wiley. In 2011, Wiley published her book, *Fundamentals of Crisis Counseling*, and in 2012 published her book, *Group Exercises for Addiction Counseling*. She is currently a member of the American Psychological Association's Psychology of Religion (Division 36) and Addictions (Division 50) and the American Counseling Association's divisions of the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) and the International Association of Addictions and Offender Counselors (IAAOC). She is on the North Carolina Substance Abuse Professional Practice Board and the North Carolina Counseling Association Board.

**Christina Rosen, EdD** is an Associate Professor in the Human Development and Psychological Counseling Department at Appalachian State University. Her 27 years of experience as a Professional Clinical Counselor Specializing in Addiction Counseling, includes 21 years as a Supervisor and 10 years as a Counselor Educator. Dr. Rosen's presentations and publications include supervision, ethics, dual diagnosis, relapse prevention, and chemical dependency. She has 17 publications, and over 50 professional and community presentations.

**Mark Schwarze, PhD** is an Assistant Professor in the Department of Human Development and Psychological Counseling and Director of the Clinical Mental Health Counseling program and Addiction Certificate Coordinator at Appalachian State University in Boone, NC. He has a Ph.D. in Counselor Education and Supervision from North Carolina State University and a Masters Degree in Service Agency Counseling from the University of North Carolina at Pembroke. He is a Licensed Professional Counselor Supervisor, Nationally Certified Counselor, Licensed Clinical Addiction Specialist, and Certified Clinical Supervisor. His research interests include mindfulness interventions in counseling, addictions therapy improvement, and counselor education program development.

**Melia Snyder, PhD** is an Assistant Professor in the Department of Human Development and Psychological Counseling's Clinical Mental Health Counseling program and the coordinator of the Expressive Arts Therapy Certificate at Appalachian State University in Boone, NC. She has a Ph.D. in Counseling from University of North Carolina at Charlotte and a Masters Degree in Clinical Mental Health Counseling from Appalachian State University where she also completed a Post Masters Graduate Certificate in Expressive Arts Therapy. She is a Licensed Professional Counselor and a Nationally Certified Counselor. Her research interests include salutogenesis, the promotion of health, through counseling and expressive arts; ecotherapy and wellbeing; and, developing multicultural and social justice attitudes through faculty-lead short term study abroad experiences. She is a poet, writer, and explorer of the land and rivers surrounding Boone, NC.

For the 2015-2016 academic year, the following roles are designated as such:

Program Director: Dr. Mark Schwarze

Clinical Field Experience Coordinator: Dr. Christina Rosen

Addiction Certificate Coordinator: Dr. Mark Schwarze

Expressive Arts Therapy Certificate Coordinator: Dr. Melia Snyder

Testing Coordinator: Dr. Dominique Hammonds

For scheduling, registration, and graduate assistantship questions, please see Ms. Margaret Hardin.

All our faculty function as Student Advisors and are accessible to you at regular intervals for advising and upon request. Please schedule appointments with your advisor during office hours.

## PROGRAM OF STUDY

### Clinical Mental Health Counseling Curriculum

Students majoring in the Clinical Mental Health Counseling curriculum leading to a Master of Arts degree will take the courses listed below. This program is designed to meet the need for advanced preparation of counselors and other helping professionals who work in a variety of human service agencies (including mental health centers, social service agencies, business and industry employee assistance programs, and others). In addition to the core curriculum, students can select, in cooperation with their advisor, from a variety of elective courses that will help their individual career objectives. Specialized concentrations are available as listed below including a general concentration for students who choose to design, along with their advisor, their own emphasis.

#### **Master of Arts in Clinical Mental Health Counseling**

**Hours:** 60 semester hours

<b>Required CACREP Core Courses</b>		
RES 5000	Research Methods	(3)
HPC 5110	Multicultural Counseling	(3)
HPC 5140	Psychological and Educational Testing	(3)
HPC 5210	Life and Career Planning	(3)
HPC 5220	Counseling Theory and Techniques	(3)
HPC 5225	Helping Relationships	(3)
HPC 5272	Individual and Family Development	(3)
HPC 5790	Group Methods and Processes	(3)
<b>Required CMHC Specialty Courses</b>		
HPC 5120	Introduction to Clinical Mental Health Counseling	(3)
HPC 5752	Legal and Ethical Issues in Clinical Mental Health Counseling*	(3)
HPC 6120	Developmental Assessment and Diagnosis in Clinical Mental Health Counseling*	(3)
<b>Required Clinical Field Placement</b>		
HPC 5900	Practicum in Counseling** (Prerequisites: HPC 5120, HPC 5220, HPC 5225, HPC 5752, HPC 5790 and approval of department chairperson; for clinical mental health counseling majors only)	(3)
HPC 6900	Internship in Clinical Mental Health Counseling** (Prerequisites: HPC 5120, HPC 5220, HPC 5225, HPC 5752, HPC 5790, HPC 5900, HPC 6120, and approval of department chairperson; for clinical mental health counseling majors only)	(6)

Subtotal Hours: 42

Concentration and/or Guided Elective Hours: 18

**Total Hours: 60**

\* Please note these courses have prerequisites. See below for courses with prerequisites.

## **CONCENTRATIONS**

Each student will select a concentration and complete the required internship (HPC 6900) designed to meet the objectives within each concentration. Additionally, students can apply for and complete separate requirements for a Graduate Certificate in Addictions Counseling or Expressive Arts Therapy.

### **Addictions Counseling Concentration (Code: 709B)**

- HPC 5560: The Addictive Process (3)
- HPC 5570: Counseling the Addicted Person (3)
- Choose one of the following courses
  - HPC 5274: Substance Abuse in Family Systems (3)
  - HPC 5710: Helping the Troubled Employee (3)
  - HPC 6570: The Appalachian Addictions Institute (3)
  - HPC 6770: Current Issues and Special Populations in Addictions Counseling (3)

### **Body Centered Therapy Concentration (Code: 709C)**

- HPC 5870: Creative Process, Movement and Therapy (3)
- HPC 6350: Body/Mind (3)
- HPC 6355: Mindfulness Based Counseling (3)

### **Expressive Arts Therapy Concentration (Code: 709E)**

- HPC 6360: Therapy and the Expressive Arts (3)
- HPC 6370: Intermodal Expressive Arts (3)
- HPC 6390: Current Issues in Expressive Arts Therapy (3)

### **Marriage and Family Counseling Concentration (Code: 709F)**

The Marriage and Family Counseling concentration is not designed to meet clinical membership requirements of the American Association for Marriage and Family Therapy (AAMFT) or licensure in North Carolina as a marriage and family therapist. The program designed to meet these requirements is described in the bulletin under Marriage and Family Therapy.

- HPC 5270: Theories of Marriage and Family Therapy I (3)
- Choose two of the following courses
  - HPC 5271: Theories of Marriage and Family Therapy II (3)
  - HPC 5273: Mediation and Divorce Therapy (3)
  - HPC 5274: Substance Abuse in Family Systems (3)
  - HPC 5275: Systemic Family Therapy Institute (3)
  - HPC 6270: Marriage and Family Counseling: Clinical Issues (3)
  - HPC 6271: Theories of Marriage and Family Therapy III (3)
  - HPC 6710: Human Sexuality (3)
  - HPC 6730: Sexual Abuse Counseling (3)

### **Clinical Mental Health Counseling, General Concentration (709D):**

This is a specialized concentration that is available for students who choose to design, along with their

graduate advisor, their own emphasis in clinical mental health counseling. An individualized emphasis may be designed around a student's specific interest.

- 9 s.h. of graduate electives (SEE ELECTIVES LIST BELOW\*)

### **LIST OF SUGGESTED ELECTIVES:**

The total number of elective hours depends on the selected concentration above. Students may take other graduate courses as electives (with the advice and the approval of the student's graduate advisor) provided that they have taken any necessary prerequisites for the course.

- DAN 5460: Somatics (3)
- HPC 5130: Women's Issues in Counseling (3)
- HPC 5680: Counseling the Aging (3)
- HPC 5850: Theory and Practice of Reality Therapy (3)
- HPC 5860: Dreamwork: Clinical Methods (3)
- HPC 5870: Creative Process, Movement and Therapy (3)
- HPC 6160: Gestalt Therapy (3)
- HPC 6340: Ecotherapy(3)
- HPC 6350: Body/Mind (3)
- HPC 6355: Mindfulness Based Counseling (3)
- HPC 6360: Therapy and the Expressive Arts (3)
- HPC 6365: Expressive Arts Summer Institute (3-9)
- HPC 6366: EXA Child/Adolescents (3-6)
- HPC 6370: Intermodal Expressive Arts (3)
- HPC 6380: Therapeutic Writing (3)
- HPC 6730: Sexual Abuse Counseling (3)
- MUS 5006: Philosophy of Music (3)
- MUS 5060: Bonny Method of GIM (3)
- PSY 5565: Adolescent Psychology (3)

### **PROGRAM OF STUDY**

It is the student's responsibility to develop a plan of study with her/his advisor before completing 30 semester hours of course work. Failure to complete a plan of study before 30 semester hours will result in the Graduate School placing a block on students' further ability to register for classes the following semester. In planning this plan, students should take the required courses (excluding Internship) prior to taking the comprehensive exam.

### **ADVISEMENT**

Students are assigned advisors during the admissions process. The advisor assignment is listed on the letter of acceptance to the program. Upon receiving their acceptance letters, new students should contact their advisors via email. Counseling students are required to meet with their advisors during their first semester of admission to the Counseling Programs to design program of study plans. It is the responsibility of each student to initiate scheduling of advising meetings initially and in subsequent semesters. During these meetings the advisor and the student will develop Programs of Study, discuss professional and academic development, and navigate program requirements.

## **GRADUATE CERTIFICATES**

The department offers two graduate certificate programs:

### **Addiction Counseling Certificate:**

The Addictions Counseling Certificate is a 12-hour program of study. Courses are offered during regular fall and spring semesters, as well as a summer institute. Students must take four of the following Addictions Counseling courses. Courses do not have to be taken in any specific order. Students within a Master's program may be able to complete the Certificate within the normal length of their program; however, there is no guarantee that they will be able to obtain all the classes required prior to their graduation date. It may be necessary for some students to complete their certificate after they have graduated.

Courses:

The following courses do not need to be taken in any specific order. Prerequisites for classes need to be waived by the administrator of the addictions concentration. Courses with the \*\*\*\* are mandatory. Students in the CMHC degree program must have a CCS or CSI as a supervisor for the internship course.

\*\*\*\*HPC 5560 The Addictive Process

\*\*\*\*HPC 5570 Counseling the Addicted Person

\*\*\*\*HPC 6570 Appalachian Addictions Institute (offered every summer session and can be taken twice for credit) [link](#)

HPC 5274 Substance Abuse in Family Systems

HPC 5710 Helping the Troubled Employee (offered on demand)

HPC 6770 Current Issues and Special Populations in Addictions Counseling (offered on demand)

### **Expressive Arts Therapy Certificate:**

Appalachian State University offers a Post Master's Graduate Certificate in Expressive Arts Therapy. Individuals who hold a master's degree in counseling or other mental health related area or a master's degree in an arts therapy field are eligible to apply. In addition, students pursuing a master's degree in the Human Development and Psychological Counseling Department or the Department of Social Work may pursue the Graduate Certificate in Expressive Arts Therapy in addition to and in conjunction with their master's degree. The Graduate Certificate In Expressive Arts Therapy requires 18 hours of coursework.

Required Courses for Expressive Arts Therapy Graduate Certificate (18 semester hours)

- HPC 6360: Therapy and the Expressive Arts (3)
- HPC 6370: Intermodal Expressive Arts Therapy (pre-requisite HPC 6360) (3)
- HPC 6390: Current Issues in Expressive Arts (pre-requisite HPC 6360) (3)
- 9 additional semester hours of course work selected with the advice and approval of the graduate advisor

Elective Courses in Expressive Arts Therapy

- DAN 5460: Somatics (3)
- HPC 5860: Dreamwork: Clinical Methods (3)

- HPC 5900: Practicum in Counseling (with a focus on expressive arts) (1-9)
- HPC 6160: Gestalt Therapy (3)
- HPC 6350: Body/Mind (3)
- HPC 6900: Internship (with a focus on expressive arts) (1-18)
- MUS 5006: Philosophy of Music (3)
- MUS 5060: Guided Imagery and Music, Level 1 (3)

Practicum and Internship Portfolio Option:

Students using the expressive arts in practicum or internship settings may also count 3 credit hours of Practicum or 3 credit hours of Internship towards the certificate so long as they complete the following expressive arts portfolio requirements in addition to the successful completion of practicum or internship requirements. The purpose of the portfolio is to provide documentation of student understanding and practice of expressive arts therapy and for the future possibility of becoming a Registered Expressive Arts Therapist through the *International Expressive Arts Therapy Association*.

## **POLICIES AND PROCEDURES**

Students are advised that changes to the Policies and Procedures outlined below may change during the course of students' program. Student will be notified of any changes through communication channels and access to the new Policies and Procedures will be provided.

Competencies, standards, expectations, and legal/ethical codes referred to throughout the CMHC handbook refer directly to competencies, standards, expectations, and legal/ethical codes outlined in the 2009 CACREP Standards (<http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf>) and ACA Code of Ethics (<http://www.counseling.org/resources/aca-code-of-ethics.pdf>) as amended.

The ASU Graduate School Bulletin and "Selected Policies and Procedures" Handbook available in the HPC office provides information on liability insurance, academic appeals, retention policy, personal endorsement policy, admission policies, and placement services.

### **HPC Departmental Competencies & Expectations:**

- Gain the necessary knowledge, skills, and understandings as identified in program materials
- Know, understand, and apply all appropriate legal and ethical standards
- Develop facilitative and therapeutic interpersonal skills
- Develop the personal qualities necessary to integrate and apply acquired knowledge and skills
- Demonstrate positive professional behaviors as outlined in the Counselor Competencies Scale
- Demonstrate good judgment and appropriate emotional functioning prior to contact with clients in any practicum or internship.
- Program faculty reserve the right to remove any student from the program at any point in the program for failing to meet any of the above standards, competencies and/or expectations.
- *Note: Those students who are recovering from a personal addiction to alcohol or drugs are expected to have 12 months of continuous sobriety prior to registering for the Practicum in Counseling and 15 months of continuous sobriety prior to registering for the Internship.*

### **CMHC Academic Standards for Retention:**

The university, graduate school, and program/departmental faculty are committed to establishing a reflective environment that promotes counselor competence, strong professional ethics and values, personal integrity and a sense of responsibility towards meeting the needs of individuals and families from diverse populations.

- Maintain an overall GPA of 3.0 or higher;
- Earn no more than three final grades of C in the program of study (including repeated courses);
- Earn a Satisfactory in all applicable field courses (HPC 5900, HPC 6900);
- Complete all course prerequisites as outlined in the appropriate courses of study;
- Complete all program requirements with prerequisite subsequent courses/fieldwork/ graduation

Appalachian State University's Academic Integrity Code is designed to create an atmosphere of trust, respect, fairness, honesty, and responsibility. The Academic Integrity Code outlines "user-friendly" procedures and mechanisms for resolving alleged violations of academic integrity. The Academic Integrity Code is the result of cooperation among Appalachian's faculty, students, and administrators, and promotes a campus dialogue about academic integrity. All members of the Appalachian State University community are responsible for promoting an ethical learning environment.

#### **I. The Academic Integrity Code**

Students attending Appalachian State University agree to abide by the following Code:

- Students will not lie, cheat, or steal to gain academic advantage.
- Students will oppose every instance of academic dishonesty.

Students shall agree to abide by the Academic Integrity Code when submitting the admission application. <http://academicintegrity.appstate.edu/>

- NOTE: Students are dismissed from the CMHC Program if they earn more than three final grades of a C, any final grade lower than a C, or if they earn an Unsatisfactory in a field course (HPC 5900, HPC 6900).
- Also, in order to graduate the program, students must pass the Counselor Preparation Comprehensive Exam (CPCE). See below for CPCE exam remediation policy implemented for students who fail to pass the exam.
- A grievance on the part of any student will be processed as described in the *Appalachian State University Graduate Bulletin: Graduate Student Appeals Processes*. ([www.graduate.appstate.edu/gradstudies/bulletin14/policies/appeals.html](http://www.graduate.appstate.edu/gradstudies/bulletin14/policies/appeals.html)). This includes but is not necessarily limited to:
  - grievances pertaining to suspension and dismissal from a graduate program (as amended) <http://graduate.appstate.edu/gradstudies/bulletin14/policies/suspension.html>
  - grievances pertaining to course grading (as amended) <http://graduate.appstate.edu/gradstudies/bulletin14/policies/GPA-grades.html>
- Allegations of discrimination will be handled according to University discrimination policies administered by the Office of Equity, Diversity, and Compliance ([828-262-2144](tel:828-262-2144) or <http://edc.appstate.edu/contact>).
- Allegations of sexual harassment will be handled according to University institutional policies on sexual harassment administered by the Office of Equity, Diversity, and Compliance ([828-262-2144](tel:828-262-2144) or <http://edc.appstate.edu/contact>).

### **CMHC Professional Behavior Standards for Retention:**

- Abide by all policies of the University, Graduate School, College of Education, HPC Department, and CMHC Program including following established policies and processes. Should any violation of these policies occur, students must notify the advisor and Program Director within 48 hours.
- Meet deadlines (provide documentation as requested; complete required in-class and out-of-class assignments as outlined in the courses; meet all programmatic deadlines for paperwork);
- Be prepared for and perform to standard in class/fieldwork courses (attend class/fieldwork; arrive to class/fieldwork on time and remain in class/fieldwork until the close of class or the field supervisor's day);
- Communicate respectfully and appropriately with faculty, staff, supervisors, field instruction personnel, fellow students and others; Demonstrate positive identification with the profession through behavior, communication, personal reflection, and self-correction that is positive and consistent with standards of behavior in the profession. Competencies, standards, expectations, and legal/ethical codes referred to throughout the CMHC handbook refer directly to competencies, standards, expectations, and legal/ethical codes outlined in the 2009 CACREP Standards (<http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf>) and ACA Code of Ethics (<http://www.counseling.org/resources/aca-code-of-ethics.pdf>) as amended.
- Meet all the Professional Disposition Standards in the programmatic professional behavior reviews as assessed by a score of 6 or higher on each of the dispositions in the CCS evaluation tool. The Counseling Competencies Scale (CCS; University of Central Florida Counselor Education Faculty, 2009), is an instrument designed to assess trainee competencies as measured in their counseling skills, dispositions, and behaviors. A copy of the CCS is available at the end of this handbook.
- NOTE: Students not meeting the professional disposition or behavior expectations as outlined in the CCS tool may be dismissed from the program.

## **PROFESSIONAL BEHAVIOR PERFORMANCE REVIEW PROCESS**

The faculty will regularly monitor not only students' academic progress but also those observable behaviors which will affect their performance in the field. The purpose of this monitoring process is to ensure that the behavior of all graduates of the Appalachian State University Clinical Mental Health Counseling Program reflect these expected professional behavior standards and that students' professionalism and counseling competence meet the professional standards, as such the Appalachian State University Graduate School, RCOE, HPC, and CMHC require students to meet and maintain specific academic and behavioral standards (see above). Similarly, CACREP & ACA require student to meet specific professional and behavioral standards. Competencies, standards, expectations, and legal/ethical codes referred to throughout the CMHC handbook refer directly to competencies, standards, expectations, and legal/ethical codes outlined in the 2009 CACREP Standards (<http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf>) and ACA Code of Ethics (<http://www.counseling.org/resources/aca-code-of-ethics.pdf>) as amended. Please note: ACA ethics, when referring to "counselors," clearly states in the definition section that "counselors" include candidates or students of counselor education programs.

In addition to these standards, the CMHC program requires demonstration of positive professional behaviors throughout a student's time in the program. A formal program-wide performance review process happens at least three (3) times during the course of the student's program: a.) at the end of the first year (with advisor) or beginning of the second (prior to endorsement for registering for the Practicum course, b.) during the Practicum course (known as Candidacy, prior to endorsement for registering for Internship, and c.) during the Internship course (prior to licensure recommendation and graduation). These evaluations determine whether a student may enroll in a Field Placement course; only those students demonstrating consistently professional and ethical behaviors will be permitted to enroll in Practicum and, later, Internship. Other departmental faculty may provide information to program faculty regarding academic and behavioral performance.

Additionally, a course-specific professional performance standards review process is a part of every CMHC Specialty and core course in the program and impacts the student's grade in those courses. Reviews undertaken by program faculty during the program-wide CCS reviews take into consideration all CCS reviews in specialty and core courses completed to date. Program-wide CCS reviews may include but are not limited to, observed behaviors in other public and professional settings (ie, professional conferences, CMHC or HPC events, Chi Sigma Iota program meetings, summer institutes, postings on social media sites). Those students not meeting the academic or behavioral standards set forth by ASU, the Graduate School, RCOE, HPC, and/or CMHC, and/or not meeting the behavioral standards set forth by CACREP and ACA will be dismissed from the program. In some cases, a remediation program may be contracted by the faculty for the student in hopes of continued admission or reinstatement.

The faculty expect prospective counselors to be concerned about other people, to be stable and well adjusted (personally and professionally), to be effective in interpersonal relationships, to be self-aware and self-controlled, and to be able to receive, assimilate, and provide constructive feedback. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession wherein leadership and advocacy are inherent expectations – as is counseling work with vulnerable populations. Finally, we expect students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision and advisement in all activities related to their degree program.

To assess these dispositions students will be evaluated according to the following Professional Dispositions as screened by the Counselor Competencies Scale (CCS) tool:

1. Professional Ethics
2. Professionalism
3. Self-Awareness and Self-Understanding
4. Emotional Stability and Self-Control
5. Motivation to Learn and Grow / Initiative
6. Multicultural Competence
7. Openness to Feedback
8. Professional and Personal Boundaries
9. Flexibility and Adaptability
10. Congruence and Genuineness

Each standard is rated on a 2 ('below expectations / insufficient / unacceptable') to 8 ('exceeds expectations / demonstrates competencies') scale. Please note that only those students meeting the 'meets expectations / demonstrates competencies' standard (score of 6) are permitted to enroll in any Field Placement course. Students receiving a rating of 4 or below on any course-based CCS review of the Professional Dispositions will be considered deficient in professional behaviors performance and subject to the following procedure:

1. The student will be presented with a copy of the course-based or programmatic CCS evaluation review on which are listed the deficient rating(s), the respective professor's explanation for the ratings, and any remedial actions required by that faculty. The student and the program faculty will meet to discuss the professional performance concern(s) and to implement remedial actions. A copy of the completed CCS form will be given to the student and his/her advisor. This form will be signed by the student and CMHC faculty members as evidence that it was reviewed.

2. Faculty may conduct a Professional Performance Review at any time for any student who engages in illegal or unethical activities or for any student whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases, the faculty may recommend either dismissal from the program or remedial action for the student. Remedial action may, among other things, include a required clinical assessment by a licensed counseling professional, and that the student follows all of the recommended treatment plan components prescribed by that professional.

Additionally, if a student receives more than one deficient course or programmatic CCS review during his/her Program of Study or otherwise fails to show progress in correcting deficiencies previously cited, the faculty may recommend either his/her dismissal from the program or further remedial action. If a singular deficit or violation is determined by the program faculty to be egregious, pervasive, or harmful to others, immediate dismissal from the program will result. In either event, the student will be required to meet with the faculty member(s) issuing the form(s) and the Program Director to discuss the professional performance concerns and the responsive actions to be taken. A copy of the completed CCS will be given to the student and his/her advisor, the form is to be signed by the student and the faculty members present as proof of attendance.

The faculty and Program Director will send via email or US Post a letter to a student informing the student of the termination, the reasons for dismissal, and the appeals process. The student must file an appeal with the Graduate School within 7 days. All faculty recommendations for termination from the Clinical Mental Health Counseling program will be forwarded to the Dean of Graduate Studies and may be appealed through this office (see policy as amended at <http://graduate.appstate.edu/gradstudies/bulletin14/policies/appeals.html>).

3. Faculty understand that as students are learning how to be professionals in the counseling field, they confront systematic and interpersonal challenges which encourage experimentation and growth. This said, the American Counseling Association has charged counselor education faculty with

the task of gatekeeping in order to protect current or future clients (students, minors and children, agencies, and site placement) from potential harm. For this reason, faculty reserve the right to terminate the program of any student at any point during the program of study -including the field placement portion of program (practicum and internship) -should faculty, site supervisors, colleagues, cohort mates or others observe the student demonstrating unprofessional, unethical, unlawful, or harmful behaviors.

### **CANDIDACY**

Admission to Candidacy is contingent upon successful participation in HPC 5900 Practicum in Counseling (e.g., Satisfactory “S”) and upon recommendation of the program faculty after a formal professional performance review. If the candidate’s advisor and other program faculty cannot recommend the student for Admission to Candidacy regardless of successful participation of HPC 5900 Practicum in Counseling, the student may not register for further course work leading to a graduate degree. If the student is not permitted to continue, the advisor will inform the student in writing of the reasons for not recommending the student for candidacy. If the student is not recommended for Candidacy, the student will not normally be permitted to continue as a degree student. Admission to Candidacy does not guarantee the student the awarding of the masters degree, but demonstrates the student has, to this point, met all program and proficiency requirements to the satisfaction of her/his advisor and program faculty. Revocation of Candidacy is recommended by the advisor and/or program faculty in cases where a student’s demonstration of professional, personal, and/or ethical development is not consistent with policies and procedure set forth by the American Counseling Association, the Clinical Mental Health Counseling program, and/or Appalachian State University. Should it be decided that a student’s Admission to Candidacy be recommended for revocation, then the student will be informed in writing by her/his advisor and/or Program Director and shared with the Appalachian State University Graduate School. A student whose Admission to Candidacy is revoked will not be permitted to continue as a degree student.

### **PROFESSIONAL IDENTITY DEVELOPMENT**

Support and involvement in professional counseling associations is fundamental to a counselor’s professional identity development and the continued advancement of the profession. Furthermore, research demonstrates that involvement in professional associations during students’ graduate counseling training results in a higher tendency for continued involvement after graduation as compared to students who were not members during their training. Therefore, as demonstration of your commitment to the counseling profession and your own development as a professional, you are asked to either (1) join the North Carolina Counseling Association (NCCA) or (2) join the American Counseling Association (ACA), or both!

First year students in the Clinical Mental Health Counseling program are required to submit a research poster proposal to the North Carolina Counseling Association annual conference as part of their course requirement in HPC 5120 *Introduction to Clinical Mental Health Counseling*. Equally, as part of the course requirement for HPC 5752 *Legal and Ethical Issues in Clinical Mental Health Counseling*, students are required to register for the North Carolina Counseling Association annual conference. Students are encouraged to present with program faculty at the conference.

### **CHI SIGMA IOTA CHAPTER: ALPHA SIGMA UPSILON**

Appalachian State’s Clinical Mental Health Counseling Program maintains the Alpha Sigma Upsilon chapter of Chi Sigma Iota (CSI). CSI is an international honor society that values academic and professional excellence in counseling. CSI promotes a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. CSI’s mission is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

North Carolina Counseling Association - [www.nccounseling.org](http://www.nccounseling.org)  
 American Counseling Association - [www.counseling.org](http://www.counseling.org)  
 Council for Accreditation of Counseling and Related  
 Educational Programs (CACREP) - [www.cacrep.org/](http://www.cacrep.org/)  
 Chi Sigma Iota - <http://www.csi-net.org/index.cfm>

## **PERSONAL COUNSELING**

If you feel you need personal counseling at any time, contact the ASU Counseling Center at 262-3180. The ASU Counseling Center provides free individual counseling to all currently enrolled students. The faculty members of the CMHC Program strongly recommend that all counseling trainees experience personal counseling with a licensed professional counselor early in their professional development and at any time they experience personal stressors or difficulties. Seeking personal counseling is a self-care strategy that all counselors should rely on when needed. Faculty members may also make recommendations that students seek counseling services to address personal issues that impact student professional development.

## **COMPREHENSIVE EXAMS**

### **ASU Graduate School Comprehensive Examination Policy:**

Most master's and specialist programs require acceptable performance on a comprehensive examination. In some programs, the thesis defense constitutes the comprehensive examination. The product of learning is required for candidates seeking advanced licensure in teacher education programs and may either replace the comprehensive examination or be required in addition to the examination, depending upon the particular program. See below for the specific CMHC program comprehensive exam requirements. Several rules govern the timing and approval process for all comprehensive exams:

- \* Comprehensive examinations must be completed in the last 1/3 of the program.
- \* The report of successful comprehensive exam completion must be received by the Graduate Records staff in the Registrar's Office no later than the day before final exams begin in the term of graduation.

### **The Comprehensive Exam for the Clinical Mental Health Counseling program consists of:**

1. A passing score on the Counselor Preparation Comprehensive Exam (CPCE). The CPCE is a 136-item multiple-choice examination based on the eight CACREP-core content areas.
2. Students should take the CPCE after they have completed at least 6 out of 8 of the CACREP core areas, and /or presently enrolled in the remaining two.

Students must pass the CPCE in order to graduate. A passing score consists of achieving a correct response rate of 65% or a raw score of 85. Students have three opportunities to pass the exam. Should a student not pass the comprehensive exam on their first attempt the student will be notified by their Academic Advisor and/or departmental Testing Coordinator so that a preparation plan can be implemented in consultation with program faculty. Based on faculty consultation, a preparation plan can include any of the following:

1. Meeting with Testing Coordinator to develop a study plan
2. Audit specific course content
3. Any combination above.

Should the CPCE not be passed on the second attempt, the student will be notified by their academic advisor and a remediation plan will be implemented in consultation with program faculty. Based on faculty consultation, a remediation plan can include any of the following:

1. Repeat a course and/or courses.
2. Complete formal test preparation course
3. Audit specific course content
4. Complete research paper or study project in content areas
5. Any combination above.

After remediation, should a student still not successfully pass the comprehensive exam, the student will be notified by the departmental testing coordinator and/or academic advisor and a final remediation plan will be implemented in consultation with program faculty. Based on faculty consultation, a final remediation plan can include any of the following:

1. A comprehensive oral exam
2. A comprehensive program portfolio
3. Any combination above.

**Should a student not successfully pass the comprehensive oral, written, and/or program portfolio exam a program termination will be filed with the ASU Graduate School by CMHC program faculty.**

### **ENDORSEMENT POLICY**

Departmental faculty will endorse students only for positions for which they have demonstrated the knowledge and skills needed to be successful in that position. Likewise, students will only be endorsed for professional credentials (licensure and/or certification) for areas in which they have been properly trained.

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

Program: \_\_\_\_\_

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

## Counseling Competencies Scale (CCS) © *Contributing Authors (2008)*

The *Counseling Competencies Scale (CCS)* assesses counseling students' skills development and professional competencies. Additionally, the CCS provides counseling students with direct feedback regarding their counseling skills and professional dispositions (dominant qualities), offering the students practical areas for improvement to support their development as effective and ethical professional counselors.

### Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (8)** = the counseling student demonstrates strong (i.e., *exceeding*) the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).
- **Meets Expectations / Demonstrates Competencies (6)** = the counseling student demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). A beginning professional counselor should be at this level at the conclusion of his or her practicum and/or internship.

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**Counseling students NOT scoring at level Six (6) or Above will NOT be eligible to progress to their next stage of clinical experience.**

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- **Near Expectations / Developing towards Competencies (4)** = the counseling student demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final practicum evaluation (be it practicum or internship) have **not** demonstrated the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in these areas.
- **Below Expectations / Insufficient / Unacceptable (2)** = the counseling student demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) have **not** demonstrated the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

### CACREP (2009) Standards – Section III: Professional Practice:

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

**CACREP (2009) Standards – Section III: Professional Practice: Standard F.** Students must complete supervised practicum experiences that total a minimum of 1000 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages of one (1) 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 bi-weekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 ½ 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.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Student: \_\_\_\_\_ Program: \_\_\_\_\_ Date: \_\_\_\_\_

Part I Primary Counseling Skills – CACREP Standards [2009] #2 (Social & Cultural Diversity), #5 (Helping Relationships) & #7 (Assessment)							
#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations / Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
1A		Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc.	Student demonstrates effective nonverbal communication skills conveying respectiveness & empathy (85%)	Student demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)	Student demonstrates inconsistency in his/her nonverbal communication skills	Student demonstrates limited nonverbal communication skills
1B		Encouragers	Includes Verbal Encouragers & Door Openers such as "Tell me more about..."	Student demonstrates appropriate use of open & close-ended questions with an emphasis on open-ended questions (85%)	Student demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%)	Student demonstrates inconsistency in his/her use of appropriate encouragers	Student demonstrates limited ability to use appropriate encouragers
1C		Questions	Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions)	Student demonstrates appropriate use of paraphrasing & summarizing in primary therapeutic approach (85%)	Student demonstrates appropriate use of paraphrasing & summarizing appropriately & consistently (70%)	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods	Student demonstrates limited proficiency in paraphrasing & summarizing
1D		Reflecting	Basic Reflection of Content – Paraphrasing, Summarizing, etc.	Student demonstrates appropriate use of paraphrasing & summarizing in primary therapeutic approach (85%)	Student demonstrates appropriate use of paraphrasing & summarizing appropriately & consistently (70%)	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods	Student demonstrates limited proficiency in paraphrasing & summarizing
1E		Reflecting	Reflection of Feelings	Student demonstrates appropriate use of reflection of feelings in the primary therapeutic approach (85%)	Student demonstrates appropriate use of reflection of feelings appropriately & consistently (70%)	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods	Student demonstrates limited proficiency in reflecting feelings
1F		Advanced Reflection ("Depth")	Advanced Reflection of Feelings, Reflection of Values, Meaning, Core Beliefs (taken counseling to a deeper level)	Student demonstrates consistent use of advanced therapeutic skills & promotes discussions of greater depth in counseling sessions (85%)	Student demonstrates ability to appropriately use advanced counseling skills, supporting increased exploration in counseling sessions (70%)	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods	Student demonstrates limited ability to use advanced counseling skills; may appear superficial
1G		Confrontation	Counselor challenges client to recognize & evaluate inconsistencies	Student demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion. Confrontation appears infrequent (85%)	Student demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion. Confrontation appears infrequent (70%)	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods	Student demonstrates limited ability to use advanced counseling skills; may appear superficial
1H		Goal Setting	Counselor collaborates with client to establish realistic, appropriate, & attainable therapeutic goals	Student demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%)	Student demonstrates ability to establish collaborative & appropriate therapeutic goals with client (70%)	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods	Student demonstrates limited ability to use advanced counseling skills; may appear superficial
1I		Focus of Counseling	Counselor focuses (or refocuses) client on his/her therapeutic goal – i.e., purposeful counseling	Student demonstrates consistent ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment (85%)	Student demonstrates ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment (70%)	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods	Student demonstrates limited ability to use advanced counseling skills; may appear superficial
1J		Facilitate Therapeutic Environment	Counselor expresses appropriate empathy & care. Counselor is "present" and open to client.	Student demonstrates consistent ability to be empathic & use appropriate responses (85%)	Student demonstrates ability to be empathic & use appropriate responses (70%)	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods	Student demonstrates limited ability to use advanced counseling skills; may appear superficial
1K		Facilitate Therapeutic Environment	Counselor expresses appropriate respect & unconditional positive regard	Student demonstrates consistent ability to be respectful, accepting & caring with clients (85%)	Student demonstrates ability to be respectful, accepting & caring with clients (70%)	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods	Student demonstrates limited ability to use advanced counseling skills; may appear superficial

\_\_\_\_\_: Total Score (out of a possible 88 points)

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

Program: \_\_\_\_\_

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

**Part 2 (Professional Dispositions – CACREP Standards [2009] #1 (Professional Orientation & Ethical Practice) #2 (Social & Cultural**

**Diversity), #3 (Human Growth & Development), & #5 (Helping Relationships))**

#	Score	Primary Professional Dispositions	Specific Professional Dispositions	Exceeds Expectations / Demonstrates Competencies (9)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations / Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
2.A		Professional Ethics	The student adheres to the ethical guidelines of the ACA, ASCA, & IAHFCC.	Student demonstrates consistent & advanced (i.e., exploration & delivization) ethical behavior & judgments.	Student demonstrates consistent ethical behavior & judgments.	Student demonstrates ethical behavior & judgments, but on a concrete level with basic decision-making process.	Student demonstrates limited ethical behavior & judgment and a limited decision-making process.
2.B		Professionalism	Student behaves in a professional manner towards supervisors, peers, & clients; finds appropriate dress & attitudes)	Student is consistently respectful, thoughtful, & appropriate within all professional interactions.	Student is respectful, thoughtful, & appropriate within all professional interactions.	Student is inconsistently respectful, thoughtful, & appropriate within professional interactions.	Student is immediately respectful, thoughtful, & appropriate within professional interactions.
2.C		Self-awareness & Self-understanding	Student demonstrates an awareness of his/her own belief systems, values, needs & limitations (herein called "beliefs") and the effect of "self" on his/her work with clients.	Student demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process.	Student demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Student demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Student demonstrates limited awareness of his/her belief system and appreciates to increasing his/her self process.
2.D		Emotional stability & Self-control	Student demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisors, peers, & clients.	Student demonstrates consistent emotional stability & appropriateness in interpersonal interactions.	Student demonstrates emotional stability & appropriateness in interpersonal interactions.	Student demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions.	Student demonstrates limited emotional stability & appropriateness in interpersonal interactions.
2.E		Motivated to Learn & Grow / Initiative	Student is engaged in the learning & development of his/her counseling competencies.	Student demonstrates consistent enthusiasm for his/her professional and personal growth & development.	Student demonstrates enthusiasm for his/her professional and personal growth & development.	Student demonstrates inconsistent enthusiasm for his/her professional and personal growth & development.	Student demonstrates limited enthusiasm for his/her professional and personal growth & development.
2.F		Multicultural Competencies	Student demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, spirituality, sexual orientation, SES, etc.)	Student demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills).
2.G		Openness to Feedback	Student responds non-defensively & alters behavior in accordance with supervisory feedback.	Student demonstrates consistent openness to supervisory feedback & implements suggested changes.	Student demonstrates openness to supervisory feedback & implements suggested changes.	Student demonstrates openness to supervisory feedback, but does not implement suggested changes.	Student is not open to supervisory feedback & does not implement suggested changes.
2.H		Professional & Personal Boundaries	Student recognizes the boundaries of her/his competencies & maintains appropriate boundaries with supervisors, peers, & clients	Student demonstrates consistently strong & appropriate boundaries & appreciates her limitations.	Student demonstrates appropriate boundaries & appreciates her limitations.	Student demonstrates appropriate boundaries, but has limited appreciation of her limitations.	Student demonstrates limited appropriate boundaries & has limited appreciation of her limitations.
2.I		Flexibility & Adaptability	Student demonstrates ability to flex to changing or unanticipated events, & new situations	Student demonstrates consistently strong ability to adapt & "read" & clients appropriately.	Student demonstrates ability to adapt & "read" & clients appropriately.	Student demonstrates an inconsistent ability to adapt & "read" to his/her clients.	Student demonstrates a limited ability to adapt & "read" to his/her clients.
2.J		Congruence & genuineness	Student demonstrates self-acceptance ("you fortunate in one's own skin") & appropriate self-confidence.	Student demonstrates consistent ability to be genuine & accepting of self & others.	Student demonstrates ability to be genuine & accepting of self & others.	Student demonstrates inconsistent ability to be genuine & accepting of self & others.	Student demonstrates a limited ability to be genuine & accepting of self & others (incompany).

Total Score (out of a possible 80 points)

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# CACREP 2009 Core and CMHC Specialty Standards

- A. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.
1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
    - a. history and philosophy of the counseling profession;
    - b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
    - c. 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;
    - d. self-care strategies appropriate to the counselor role;
    - e. counseling supervision models, practices, and processes;
    - f. professional organizations, including membership benefits, activities, services to members, and current issues;
    - g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
    - h. the role and process of the professional counselor advocating on behalf of the profession;
    - i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
    - j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
  2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
    - a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
  - b. theories of multicultural counseling, identity development, and social justice;
  - c. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
  - d. 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; and
  - e. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
- a. theories of individual and family development and transitions across the life span;
  - b. theories of learning and personality development, including current understandings about neurobiological behavior;
  - c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
  - d. theories and models of individual, cultural, couple, family, and community resilience;
    - e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
  - f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
  - g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
  - h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:
  - a. career development theories and decision-making models;
  - b. career, avocational, educational, occupational and labor market information resources, and career information systems;
  - c. career development program planning, organization, implementation, administration, and evaluation;
  - d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
  - e. career and educational planning, placement, follow-up, and evaluation;
  - f. assessment instruments and techniques relevant to career planning and decision making; and
  - g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
  
5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
  - a. an orientation to wellness and prevention as desired counseling goals;
  - b. counselor characteristics and behaviors that influence helping processes;
  - c. essential interviewing and counseling skills;
  - d. 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;
  - e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
  - f. a general framework for understanding and practicing consultation; and
  - g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
  - a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
  - b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
  - c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
  - d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
  - e. 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.
  
7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
  - a. historical perspectives concerning the nature and meaning of assessment;
  - b. 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;
  - c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
  - d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
  - e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
  - g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
- a. the importance of research in advancing the counseling profession;
  - b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
  - c. statistical methods used in conducting research and program evaluation;
  - d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
  - e. the use of research to inform evidence-based practice; and
  - f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

# CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

## FOUNDATIONS

### A. Knowledge

1. Understands the history, philosophy, and trends in clinical mental health counseling.
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
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.
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
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).
8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
9. Understands the impact of crises, disasters, and other trauma-causing events on people.
10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.

## B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

## COUNSELING, PREVENTION, AND INTERVENTION

## C. Knowledge

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.
2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self- help).
4. Knows the disease concept and etiology of addiction and co-occurring disorders.
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.
6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
9. Understands professional issues relevant to the practice of clinical mental health counseling.

## D. Skills and Practices

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. Applies current record-keeping standards related to clinical mental health counseling.
8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
9. 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.

#### DIVERSITY AND ADVOCACY

##### E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
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.
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.

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.
6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

#### F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.
2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

### ASSESSMENT

#### G. Knowledge

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.
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.
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.
4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

#### H. Skills and Practices

1. 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.

2. 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.
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
4. 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.

## RESEARCH AND EVALUATION

### I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
2. Knows models of program evaluation for clinical mental health programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

### J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

## DIAGNOSIS

### K. Knowledge

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 *Diagnostic and Statistical Manual of Mental Disorders (DSM)*.
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.

3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.
4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.
5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.