



REICH COLLEGE OF EDUCATION

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

CLINICAL MENTAL HEALTH COUNSELING PROGRAM

STUDENT HANDBOOK

2020-2021


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
- 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, 2021.

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/>). The Dean of the College of Education is Dr. Melba Spooner. Dr. Amy Milsom 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.

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 (<https://graduate.appstate.edu/enrolled-students>) 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 program attempts to produce counselors who are leaders and advocates as they carry out their roles in counseling, consultation, and coordination. The program objectives include:

1. Enroll diverse students who demonstrate potential for becoming effective counselors.
2. Prepare students to demonstrate professional and ethical behavior.
3. Prepare students who demonstrate knowledge and skills to become competent counselors in their respective specialty areas.
4. Foster in students a strong identification with and engagement in the counseling profession.

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 Hickory, NC with her husband and sons.

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 a 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 Associate 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.

For the 2020-2021 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. Karen Caldwell

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

Required CACREP Core Courses		
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)
Required CMHC Specialty Courses		
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)
Required Clinical Field Placement		
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 5060: Bonny Method of GIM (3)
- PSY 5565: Adolescent Psychology (3)

MATRICULATION:

In addition to successfully navigating admission to the program, once enrolled, students will have to complete course work, receive favorable program reviews, be admitted into candidacy, pass the Counselor Preparation Comprehensive Examination (CPCE), and complete 700 hours of supervised fieldwork to successfully graduate from the program

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 three 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 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*.

Systemic Multicultural Counseling Certificate:

Appalachian's Systemic Multicultural Counseling Certificate program provides specialized training in working with diverse and/or marginalized populations. It is designed for current students in the university's [Marriage and Family Therapy program](#), students interested in helping professions, as well as working mental health professionals. The program focuses on issues of inclusion and social justice in the therapeutic space and creating healthy, functioning global citizens.

Course Requirements for the Graduate Certificate in Systemic Multicultural Counseling

Required Courses (12 Hours)

-
- [HPC 5110 - Multicultural Counseling \(3\)](#)
 - [HPC 5270 - Theories of Marriage and Family Therapy I \(3\)](#)
 - [HPC 6525 - Advanced Systemic Multicultural Counseling \(3\)](#)

Choose One of the Following Courses

-
- [HPC 5271 - Theories of Marriage and Family Therapy II \(3\)](#)
 - [HPC 5272 - Individual and Family Development \(3\)](#)
 - [HPC 5274 - Substance Abuse in Family Systems \(3\)](#)
 - [HPC 5570 - Counseling the Addicted Person \(3\)](#)

Counselor Education Retention, Remediation, and Dismissal Process

Gatekeeping is an important role assumed by the Counselor Education faculty; they have an ethical responsibility to ensure graduates possess the knowledge, skills, and professional dispositions to effectively and ethically provide counseling services. The Counselor Education Retention, Remediation, and Dismissal process is designed to clarify academic, professional, and dispositional expectations of students in the Clinical Mental Health Counseling (“CMHC”) and Professional School Counseling (“PSC”) programs; the procedures and timeframes for monitoring performance and providing feedback; and actions that will be taken by the faculty in relation to student retention, remediation, or dismissal.

CMHC and PSC students are expected to adhere to:

- The Appalachian State University State Student Code of Conduct
<https://studentconduct.appstate.edu/pagesmith/15>
- The Appalachian State University Academic Integrity Code <https://academicintegrity.appstate.edu>
- Professional Codes of Ethics:
 - The American Counseling Association Code of Ethics (for CMHC)
<https://www.counseling.org/resources/aca-code-of-ethics.pdf> OR
 - The American School Counselor Association Ethical Standards (for PSC)
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Additionally, counselor education faculty formally monitor the following with regard to retention, remediation, and dismissal:

- Academic performance;
- Acquisition of counseling knowledge and skills; and
- Ethical and professional dispositions and behaviors.

Specific standards and expectations within those categories follow.

Expectations for Academic Performance

- Maintain a minimum overall GPA of 3.0 or higher.
- Earn no more than one final grade of C in the program of study (Note that this expectation is more rigorous than the Graduate School’s standards, which states that no student may include more than three C-level grades in a program of study).
- Earn a grade of B or higher in HPC 5225 Helping Relationships.
- Earn a grade of Satisfactory in all field experience courses (i.e., HPC 5900, HPC 6900).
- No graduate course with a grade of "F" or "U" will be credited toward the degree.

Expectations for Counseling Knowledge and Skills

1. Key Performance Indicators (KPI) (Knowledge = K, Skill = S):

- Students will understand the role and function of professional counselors and their specialty areas. (K)
- Students will demonstrate ethical practice in counseling relationships. (S)
- Students will demonstrate knowledge of theories and models of multicultural counseling. (K)
- Students will demonstrate multicultural counseling competencies. (S)
- Students will demonstrate knowledge of factors that affect human development. (K)
- Students will understand the interrelationships between work and mental well-being. (K)
- Students will effectively apply counseling skills in the helping relationship. (S)
- Students will demonstrate competence in the functions of effective group leaders. (S)
- Students will understand how to use assessments for intervention planning. (K)
- Students will critique research to inform counseling practice. (K)
- Students will understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (K - CMHC only)

- Students will demonstrate competence in conducting techniques and interventions for prevention and treatment of a broad range of mental health issues. (S - CMHC only)
- Students will use data to inform school counseling practice. (S - PSC only)
- Students will design developmentally and culturally appropriate lessons. (S - PSC only)

2. Counseling Skills - CSDAT:

- Attending and nonverbal skills
- Empathy
- Active listening
- Questioning
- Focusing
- Empathic confrontation
- Facilitative therapeutic demeanor

3. Counselor Preparation Comprehensive Exam:

- Assessment and Testing
- Career Development
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Human Growth and Development
- Professional Counseling Orientation and Ethical Practice
- Research and Program Evaluation
- Social and Cultural Foundations

Expectations for Ethical and Professional Dispositions and Behaviors

- Ethical behavior
- Engagement
- Self-awareness
- Acceptance of self and others
- Multicultural competence
- Professionalism
- Initiative
- Emotional stability and self-control

Student Review Process

The following sections describe when and how student performance is monitored in relation to each of the areas listed above.

Academic Performance Standards

All Academic Performance Standards are monitored by each student and advisor, discussed during biannual advisory meetings, and verified by a review of DegreeWorks®. The first official review with the advisor is held during the midpoint of the student's first fall semester - before they complete registration for the following semester. Advising check-ins held for the purpose of student review are completed at minimum once a semester. During these advising sessions, students are required to have knowledge of their DegreeWorks® information including GPA, completed courses and program requirements (comprehensive exams, declaration of degree), and outstanding courses and program requirements.

Acquisition of Counseling Knowledge and Skills

1. Assessment of counseling knowledge and skills is a part of every counselor education core, specialty, and field experience course. Using key performance indicators (KPIs), as described above, students complete an assignment in the identified course that is graded using the approved rubric for that course to assess for the acquisition of counseling knowledge or skills. Course instructors monitor student performance in relation to

program benchmarks, which can be viewed in Appendix A.

Additionally, a passing score (i.e., raw score of 85) on the Counselor Preparation Comprehensive Exam (CPCE) is required for graduation. The CPCE covers the eight core counseling knowledge areas as identified by CACREP. Students are permitted to take the CPCE upon receiving permission from their advisor, only after they have completed at least six of the core counselor education courses and after the half-way point of the semester in which they are enrolled in the final two courses.

2. The demonstration of counseling skills is an essential component of HPC 5225, 5900 and 6900. Course instructors assess students' success in the use of these skills using the "CSDAT Part I: Skills" rubric. Site supervisors also complete this rubric in HPC 5900 and 6900. Assessment occurs at mid-term and at the end of the course. Additionally, course instructors assess the demonstration of group counseling skills during experiential activities in HPC 5790 using the Group Counseling Demonstration Rubric. Site supervisors also complete this rubric in HPC 6900 when students are leading or co-leading groups in the field. For each of these counseling skills assessments, course instructors monitor student performance in relation to program benchmarks, which can be viewed in Appendix A.

Ethical and Professional Dispositions and Behaviors

Counselor education faculty regularly monitor observable behaviors that can affect students' performance in the field of counseling as well as the safety and well-being of others. The purpose of this monitoring process is to ensure that all graduates of the counselor education programs engage in behaviors that align with ethical and professional expectations in the field, as outlined by Appalachian State University, the American Counseling Association, and/or the American School Counselor Association.

The counselor education programs expect students to demonstrate positive professional dispositions (listed above). Formal assessment of these dispositions occurs in every core, specialty, and field experience course. Specifically, course instructors complete the Dispositions sections of the CSDAT at the end of each semester and monitor student performance in relation to program benchmarks (see Appendix A). Additionally, practicum and internship site supervisors provide program faculty feedback regarding student adherence to site policies and professionalism.

Informal assessment of these dispositions can occur at any point in the student's program. For example, students might be observed in professional or public settings, including professional conferences, program or departmental events, or in the hallways. Any individual who observes a student engaging in problematic behavior related to any of the dispositions listed above can provide feedback (see the Student Remediation section below for an explanation of the process).

Finally, any student who is formally charged with misdemeanor or felony conduct (including but not limited to those involving abuse, assault, or illegal drugs), or who has an active or substantiated violation of the Appalachian State University Code of Student Conduct or Academic Integrity Code must report the incident to the CMHC or PSC Program Director within 24 hours of occurrence. Failure to meet these reporting requirements may result in remediation and/or dismissal from the program.

Formal, Comprehensive Performance Review

In addition to ongoing reviews related to specific courses, a comprehensive and formal performance review is conducted two times during the course of the student's program in relation to key transition points:

1. **Transition to Practicum.** Students meet with their advisors during the first spring semester to discuss overall performance and progress toward enrolling in practicum. This process involves the advisor seeking feedback from faculty during a counselor education program meeting regarding any performance concerns related to the areas listed above, and checking DegreeWorks© in relation to academic progress. For students who are deemed not ready for practicum, specific

performance concerns must be noted on Counselor Education Referral Forms (Appendix B) and the steps outlined below for a performance review will be followed (see the Student Remediation section below). Students will only be permitted to enroll in practicum upon receiving a positive performance review.

2. **Application to Candidacy.** Students will be considered for candidacy during the semester in which they are enrolled in practicum. In addition to the advisor seeking feedback from counselor education faculty regarding any performance concerns related to the areas listed above, and checking DegreeWorks© in relation to academic progress, students provide a self-assessment of their strengths and growth areas. Advisors present a summary of this information at a formal program meeting designated for candidacy decisions, and program faculty vote for or against candidacy. See detailed information in the previous Candidacy section of this handbook

Candidacy can be recommended with remediation if the concerns are deemed minor. In these instances, specific performance concerns must be noted on Counselor Education Referral Forms (Appendix B) and the steps outlined below for a performance review will be followed. Students identified with minor concerns will only be approved for candidacy upon successful completion of a remediation plan (as described below).

Admission to candidacy means the student has met all program and proficiency requirements to date; however, it does not guarantee the master's degree will be awarded. Performance-related concerns that occur after students have been admitted to candidacy, based on the criteria noted above, could lead to revocation of candidacy.

If a student is denied candidacy or if candidacy is revoked, the advisor will inform the student in writing regarding the reasons for this action. If a student does not qualify for candidacy by the deadline set within the program, the student typically will not be permitted to continue as a degree-seeking student. Students may appeal candidacy decisions following procedures described in the Student Appeals and Grievance Process below.

Student Remediation

Student remediation involves a process of reviewing performance feedback, identifying specific concerns, developing performance goals and plans for achieving them, and monitoring ongoing performance. Forms in Appendices B through F are used to support this process.

1. Informal Resolution

Prior to entering the formal remediation process, faculty members should communicate any concerns they have directly to students. Students, staff members, or site supervisors who have concerns about a student should communicate those directly to the faculty member who serves as the student's advisor via a written summary of their concerns. The faculty member should follow up with the referral source as well as with the student to discuss the concerns in more detail in order to determine if a formal performance review is needed. When faculty members cannot resolve concerns through feedback and discussion with the student and determine a formal performance review is warranted, they should initiate the process that follows.

2. Formal Feedback

Concerns that have not been resolved informally must be documented via the Counselor Education Referral Form (Appendix B) within seven (7) calendar days of the faculty member talking with the student about the concerns. After completing the form, the faculty member will provide an electronic copy to the student and their advisor. The student should complete the comments section at the end of the form, then provide a final signed version to their advisor within seven (7) calendar days of receiving it. If the advisor determines that there is merit to the allegations, they will schedule a performance review conference. If they do not believe further review is warranted, the process will end and the advisor will retain a copy of the form in the student's file.

In situations where a student is deemed to be of potential or immediate harm to themselves or others, they will be referred to any number of campus-based services and will attempt to address the concerns more fully to ensure their or others' safety. Possible referrals include:

- Early Intervention Team: <https://eit.appstate.edu>
- Counseling and Psychological Services: <https://counseling.appstate.edu>
- Student Wellness Center: <https://wellness.appstate.edu>
- Office of Student Conduct: <https://studentconduct.appstate.edu>
- Campus police: <https://police.appstate.edu>

Violence or direct threat of harm to any human being or repeated violations of ethical codes or institutional policies may result in immediate dismissal from the program. Further, engaging in conduct that results in dismissal from the practicum or internship field experience also may result in immediate dismissal from the program. Students may appeal decisions related to dismissal per the Student Appeals and Grievance Process section below.

3. Performance Review Meetings

Performance Review meetings are scheduled by the student's advisor only after a Counselor Education Referral Form has been received. The meeting must be attended by the student, student's advisor, and individual who expressed the concern; if that individual is the advisor, then another impartial program faculty member should attend.

The meeting should be scheduled in a timely manner, ideally within 14 days of the formal referral being submitted, and documented via the Counselor Education Performance Review Conference form (Appendix C). All individuals invited to attend the meeting will be provided a final signed copy of the Counselor Education Referral Form(s) in advance, and will be expected to review that prior to the meeting, listen and ask questions during the meeting, and engage in deliberations to determine recommendations. Upon completion of the meeting, a copy of a completed and signed Counselor Education Performance Review Conference form must be provided to the student, advisor, and Program Director.

During the performance review meeting, faculty will determine which one of the following options is appropriate based on the information discussed in the meeting:

- 1) Determine if the student might be in violation of an Appalachian State University policy (e.g., academic integrity, code of student conduct) then follow corresponding university procedures.
- 2) Allow the student to progress through the program without conditions, but with a clarification of ongoing performance expectations;
- 3) Allow the student to progress through the program with conditions (requiring the need for a remediation plan – see below); or
- 4) Dismiss the student from the program (can be appealed per the Student Appeals and Grievance Process section below).

Consistent with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, documentation of information disclosed during student meetings with faculty, Program Directors, or school administrators will be kept confidential. Faculty may share pertinent information, consistent with FERPA, for the professional purpose of identifying student issues and enhancing problem solving about the concerns as they relate to expected Academic Performance Standards, dispositions, and program handbook policies. Depending on the specific nature of the concern, faculty may share information regarding the student with individuals in other University departments on a need to know basis, such as but not limited to the Office of Title IX Compliance, Early Intervention Team, or Office of Student Conduct, and the Department Chair.

4. Remediation Plans

If it is determined that a remediation plan is needed, it will be developed at the end of the performance review conference, or during a follow up meeting (e.g., in the event more information is needed or they want other individuals not in attendance to be involved). The remediation plan will be initiated by the advisor, developed with the faculty in attendance at the meeting, and documented via the Counselor Education Remediation Plan form (Appendix D). A copy of the completed, signed form must be provided to the student, advisor, Program Director, and Department Chair.

The purpose of remediation is to provide opportunities for students to address noted performance concerns and develop or enhance knowledge, skills, and/or dispositions. While specific remediation activities will be determined based on the identified concerns and unique student needs, common remediation activities might include:

- Requirements to complete specialized/targeted professional development
- Requirements to engage in extra supervision sessions
- Requirements to re-take a course or complete remedial coursework
- Recommendations to participate in psychological assessment or to counseling
- Recommendations to take a leave of absence from the program

For each remediation activity listed in the plan, a date by which satisfactory progress must be made should be documented. Also, a date and time for a follow up meeting must be scheduled, in order to check in on progress toward completion of activities.

Remediation Plan Follow-up

The student's advisor will coordinate and lead the follow up meeting to examine progress toward completing required remediation activities, and all individuals in attendance at the meeting where the plan was developed should be present. The Counselor Education Remediation Plan Follow Up form (Appendix E) must be used to document the meeting. The student is responsible for providing evidence of completion of all required activities. Failure to successfully complete or make timely progress towards remediation activities could result in revocation of candidacy, suspension, or dismissal from the program, and the faculty in attendance will make a determination at the conclusion of the meeting. Students have the right to appeal the decision – see details in the Student Appeals and Grievance Process section below.

Remediation Related to the CPCE (program Comprehensive Exam)

Students have three opportunities to pass the CPCE. Students who do not pass the CPCE on their first attempt will be notified by their advisor, who will help them develop a preparation plan. This plan might involve, but is not limited to:

1. Meeting with their advisor to develop a study plan
2. Auditing one or more courses

Students who do not pass the CPCE on the second attempt will be notified by their advisor, and a remediation plan will be implemented. In relation to the CPCE, this plan might involve, but is not limited to:

1. Auditing one or more courses
2. Retaking one or more courses
3. Completing a formal test preparation course
4. Completing a research paper or project related to any subscales they did not pass

Students who do not pass the CPCE on their third attempt will be notified by their advisor and offered an alternative comprehensive exam. Examples of alternative comprehensive exams include, but are not limited to:

1. An oral exam
2. A portfolio

Students who do not pass the alternative comprehensive exam will be dismissed from the program. Students have the right to appeal the decision – see details in the Student Appeals and Grievance Process section below.

Student Appeals and Grievance Process

Students have the right to participate in the performance review, speak on their behalf, and appeal decisions made as part of that process. They also have the right to appeal any decision concerning course grades, comprehensive exams, progression through the program (e.g., candidacy), termination from their program, or termination from their graduate assistantship. Final grade appeals follow a unique process described at the end of this section, but for all other appeals students should adhere to the Departmental Appeals Process outlined below.

Departmental Appeals Process

1. Student meets with the faculty member overseeing the decision (e.g., advisor, assistantship supervisor) in an attempt to resolve differences, explain concerns, and understand the reason behind the decision.
2. If the student is not satisfied with the outcome of the meeting, they must complete the HPC Student Appeal Form (Appendix F), providing specific statements that detail the basis for the appeal. Additional documentation can be attached if relevant. This form must be submitted to the Department Chair within 14 calendar days of the date of the faculty member meeting.
3. The department chair will review the written materials and may interview the student. The Chair will present a written decision within 10 business days of receipt of the appeal; this time period may be extended in extenuating circumstances.
4. Students who are dissatisfied with the decision of the Department Chair may appeal the Chair's decision to the Graduate School per the Graduate School Appeals Process described below.

Graduate School Appeals Process

1. After the student has appealed to the Department Chair, if the situation cannot be resolved at the department level, the student may appeal to the Graduate School within thirty (30) calendar days of the program's denial of the first appeal by submitting documentation in writing to the Associate Dean for Graduate Studies. The program will also be given an opportunity to provide written documentation about the situation.
2. Appeals denied by the Graduate School will automatically be sent to the Graduate AP&P's Appeals Committee for review. The Appeals Committee is an ad hoc subcommittee of the Graduate AP&P consisting of graduate faculty from three departments other than the student's home department; the committee meets only on demand and does not usually meet with the student or the program. The committee's decision is binding. If the committee supports the student's appeal, the program will be required to accommodate the student's continuation in the program.

Final Course Grade Appeals

Students wishing to appeal a final course grade must follow the procedure detailed in the "Final Grade Appeal Procedure" page: https://policy.appstate.edu/Final_Grade_Appeal_Procedure. Below is a summary of the steps involved. Students should obtain and follow the detailed steps in the appeal procedure document as soon as possible after the grade is assigned.

- Valid grounds for appealing a final grade include prejudiced, arbitrary, or capricious evaluation by a faculty member. It is the faculty responsibility to determine grades according to selected method, communicate expectations to students, and treat all students equally.
- Students seeking a final grade appeal must meet with the instructor in an attempt to resolve differences, explain concerns, and understand reason for assigned grade. If the instructor and student are not able to reach a satisfactory solution, the student must complete the grade appeal form with specific and concise statements that provide evidence and validation for the appeal.

- The student must submit the form within 14 calendar days of meeting with the instructor to the Chair of the Human Development and Psychological Counseling Department along with course syllabus and tangible materials related to the grade (exam and papers)
- The Chair of the department will seek resolution. However, if an agreement is not reached, the student must file a written appeal with the Grade Appeals Committee through the Office of the Dean of the College in which the grade was awarded. The written appeal must be signed and dated by the course instructor, department Chair and student. Documentary evidence presented to the Department Chair must be included.
- This written appeal must be filed within 30 calendar days after the beginning of classes in the next semester after the contested grade was awarded.
- The Dean or designee serves as convener of the Grade Appeals Committee of the college or school. Each full committee consists of the convener (who presides over hearings), the Chair of the department in which the contested grade was assigned, three faculty, one undergraduate student, and one graduate student, all from the college or school which the committee serves. The department Chair sits in a non-voting capacity, and the convener votes only in the case of a tie. The three faculty members, one alternate faculty member, and two students are appointed by the Dean from among volunteers for the assignment. A quorum for each committee shall consist of no less than one student and two faculty members, along with the convener.
- The Grade Appeals Committee has authority to screen out frivolous or unsubstantiated appeals. The convener will explain any such finding in writing to the student, the faculty member, and the Department Chair.
- If the committee grants a full hearing, the student will appear before it to present all evidence relevant to her or his case. The convener will also invite the instructor to appear and present any evidence in support of her or his grade decision. The committee may ask questions of either or both and will hold its deliberations in executive session after hearing the case. The Dean, the Department Chair, the faculty member and the student will receive prompt written notification of the committee's findings. The committee's decision is binding. If the committee supports the student's appeal, the instructor will be required to re-evaluate the student according to a specific method. The method of re-evaluation will depend on the circumstances of the appeal. Re-evaluation will not be used in a punitive manner toward the student. The method has 14 calendar days to inform the instructor, department chair, and convener in writing whether she or he consents to the proposed method of re-evaluation (which must be completed within the semester of the finding). Should the student not consent to the proposed method of re-evaluation, the instructor, Chair, and committee will mutually agree on a method of recalculating the appealed grade. In either case, the resulting grade is final and may not be appealed.

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 encouraged 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 encouraged to register for the North Carolina Counseling Association annual conference. Students are encouraged to present their posters 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

American Counseling Association - www.counseling.org

Council for Accreditation of Counseling and Related

Educational Programs (CACREP) - 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.

BOUNDARIES OF COMPETENCE

Once you begin coursework as a student in the Clinical Mental Health Counseling program you are required to act according to the 2014 American Counseling Association Ethical Codes. Code C.2.a. titled "Boundaries of Competence" states:

"Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience." (C.2.a, American Counseling Association, 2014, pg. 8).

As a counseling student this means that you may not:

1. provide counseling services, with the exception of practicum and internship, to any individual regardless of their relationship to you (friend, family member, acquaintance, etc). If you are

currently licensed or certified to provide counseling or related services, please complete the *Disclosure of Related Practices* form.

2. offer clinical recommendations, diagnoses, or advice to individuals who are not your clients.
3. receive compensation for services that you are not licensed or certified to provide.
4. provide unsupervised practice in any form, unless you are licensed to do so.

Providing services that exceed your level of competence or scope of practice is a very serious matter, which could result in your removal from the program. All students are required to sign a Boundaries of Competence statement located in the Appendix of this handbook.

DISCLOSURE OF RELATED PRACTICES

In North Carolina, the "practice of counseling" means holding oneself out to the public as a professional counselor offering counseling services that include, but are not limited to, the following:

- a. Counseling. – Assisting individuals, groups, and families through the counseling relationship by evaluating and treating mental disorders and other conditions through the use of a combination of clinical mental health and human development principles, methods, diagnostic procedures, treatment plans, and other psychotherapeutic techniques, to develop an understanding of personal problems, to define goals, and to plan action reflecting the client's interests, abilities, aptitudes, and mental health needs as these are related to personal-social-emotional concerns, educational progress, and occupations and careers.
- b. Appraisal Activities. – Administering and interpreting tests for assessment of personal characteristics.
- c. Consulting. – Interpreting scientific data and providing guidance and personnel services to individuals, groups, or organizations.
- d. Referral Activities. – Identifying problems requiring referral to other specialists.
- e. Research Activities. – Designing, conducting, and interpreting research with human subjects.

The "practice of counseling" does not include the facilitation of communication, understanding, reconciliation, and settlement of conflicts by mediators at community mediation centers." (§ 90-330. NC General Statutes - Chapter 90 Article 24, found on the North Carolina Board for Licensed Professional Counseling Board, www.ncblpc.org).

It is unlawful for CMHC students prior to licensure in North Carolina as counselors to engage in the practice of counseling unless they fall within one or more of the following exemptions: (1) Licensed lawyers, doctors, school counselors, or other registered, certified or licensed by the State to practice any other occupation or profession while providing the services of his/her profession. (2) Any student intern or trainee in counseling pursuing a course of study in counseling in a regionally accredited institution of higher learning or training institution, if the intern or trainee is a designated "counselor intern" and the activities and services constitute a part of the supervised course of study. (3) Any person counseling within the scope of employment at a local community college, a public higher education institution or private higher education institution. (4) Any ordained minister or other member of the clergy while acting in a ministerial capacity who does not charge a fee for the service. (5) Any nonresident temporarily employed in this State to render counseling services for not more than 30 days in a year, if the person holds a license or certificate required for counselors in another state. (6) Any person employed by State, federal, county, or municipal government while counseling within the scope of employment." (§ 90-332.1. NC General Statutes - Chapter 90 Article 24, found on the North Carolina Board for Licensed Professional Counseling Board, www.ncblpc.org).

If you engage in any existing related practices, you must disclose them below. Such related practices include, for example, coaching, massage therapy, hakomi, healing touch therapy, somatic experiencing, and similar practices. Although it is ultimately your responsibility to ensure that you remain in compliance with North Carolina's "practice of counseling" provisions, a CMHC faculty member will review your

related practices with you to identify any potential legal or ethical issues. It is your ongoing responsibility to submit an updated form any time during your CMHC program enrollment if you engage in additional related practices. A Related Practices release will be required if you engage in a related practice. This can be found in Appendix of this handbook.

Appendix A

CACREP Benchmarks

all based off: 1 = below expectations, 2 = near expectations, 3 = meets expectations, 4 = exceeds expectations

Student Counseling Skills - Benchmarks for Progressing Through Field Experience Courses

Indicator	Benchmark HPC 5225	Benchmark HPC 5900	Benchmark HPC 6900
1A: Attending & Nonverbal Skills	3	3	3
1B: Empathy	2	3	3
1C: Active listening	3	3	3
1D: Questioning	2	3	3
1E: Focusing	2	3	3
1F*: Empathic confrontation	2	2	3
1G: Facilitative Therapeutic Demeanor	2	3	3

*in instances where students might not have opportunities to demonstrate this skill, supervisors have the ability to waive this skill requirement (an option to be delineated in individual course syllabi)

Student Dispositions - Benchmarks for Progressing through Field Experience Courses

Indicator	Benchmark HPC 5225	Benchmark HPC 5900	Benchmark HPC 6900
2A. Ethical Behavior	3	3	3
2B. Engagement	3	3	3
2C. Self-awareness	2	3	3
2D. Acceptance of Self and Others	3	3	3
2E. Multicultural Competence	2	3	3
2F. Professionalism	3	3	3
2G. Initiative	3	3	3
2H. Emotional Stability and Self-control	3	3	3

Student Knowledge and Skill Key Performance Indicators/Student Learning Outcomes (SLOs)

Core Area	Key Performance Indicator (KPI)/Student Learning Outcomes (SLO): Knowledge (K) or Skill (S)	Course	Benchmark
Professional Counseling Orientation and Ethical Practice	Students will understand the role and function of professional counselors and their specialty areas. (K)	HPC 5120: Into to CMHC	2
		HPC 5310: Intro to PSC	2
		HPC 5225: Helping Relationships	3
	Students will demonstrate ethical practice in counseling relationships. (S)	HPC 5225: Helping Relationships	3
		HPC 5752: Legal and Ethical in CMHC	3
		HPC 5754: Legal and Ethical in PSC	3

		HPC 5900: Practicum	3
		HPC 6900: Internship in CMHC	3
		HPC 6900: Internship in PSC	3
Social and Cultural Diversity	Students will demonstrate knowledge of theories and models of multicultural counseling. (K)	HPC 5110: Multicultural Counseling	2
		HPC 6120: Diagnosis in Counseling	3
	Students will demonstrate multicultural counseling competencies. (S)	HPC 5225: Helping Relationships	3
		HPC 5900: Practicum	3
		HPC 6900: Internship in CMHC	3
		HPC 6900: Internship in PSC	3
Human Growth and Development	Students will demonstrate knowledge of factors that affect human development. (K)	HPC 5272: Individual and Family Development	2
		HPC 6120: Diagnosis in Counseling	3
Career Development	Students will understand the interrelationships between work and mental well-being. (K)	HPC 5210: Life and Career Planning	3
		HPC 6120: Diagnosis in Counseling	3
Counseling and Helping Relationships	Students will effectively apply counseling skills in the helping relationship. (S)	HPC 5225: Helping Relationships	2
		HPC 5900: Practicum (CSDAT)	3
		HPC 5900: Practicum (Case)	3
		HPC 6900: Internship in CMHC	3
		HPC 6900: Internship in PSC	3
Group Counseling and Group Work	Students will demonstrate competence in the functions of effective group leaders. (S)	HPC 5790: Group Methods and Processes	2
		HPC 6900: Internship in CMHC	3
		HPC 6900: Internship in PSC	3
Assessment and Testing	Students will understand how to use assessments for intervention planning purposes. (K)	HPC 5140: Psychological and Educational Testing	3
		HPC 6900: Internship in CMHC	3
		HPC 6900: Internship in PSC	3
Research and Program Evaluation	Students will critique research to inform counseling practice. (K)	RES 5000: Research Methods	3
		HPC 5110: Multicultural Counseling	3
Clinical Mental Health Counseling	Students will understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (K)	HPC 6120: Diagnosis in Counseling	3
		HPC 6900: Internship in CMHC	3
	Students will demonstrate competence in conducting techniques and interventions for prevention and treatment of a broad range of mental health issues. (S)	HPC 5225: Helping Relationships	2
		HPC 5900: Practicum	3
		HPC 6900: Internship in CMHC	3
Professional School Counseling	Students will use data to inform school counseling practice. (S)	HPC 5310: Intro to PSC	2
		HPC 6900 Internship in PSC	3
	Students will design developmentally and culturally appropriate lessons. (S)	HPC 5310: Intro to PSC	2
		HPC 6900 Internship in PSC	3

Appendix B

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING

Counselor Education Referral Form

A Referral Form is to be completed when there are concerns about a student’s performance in relation to expected knowledge, skills, or dispositions. This form must be completed within 7 days of talking with the student in order to initiate a performance review. After completing the form, provide an electronic copy to the student and their advisor. The student should complete the comments section at the end of the form, then provide a final signed version to their advisor within seven (7) calendar days of receiving it.

Date:

Student:

Form submitted by:

Course or situation in which the concern occurred:

1. Place an X below to indicate any area(s) of concern:
2. Then, provide details in the open box near the end of this form.

Ethical and Professional Dispositions	X if concern is identified in this area
Ethical behavior	
Engagement	
Self-awareness	
Acceptance of self and others	
Multicultural competence	
Professionalism	
Initiative	
Emotional stability and self-control	

Counseling Knowledge and Skills (KPIs)	Course	Benchmark	X if below benchmark
Students will understand the role and function of professional counselors and their specialty areas. (K)	HPC 5120: Intro to CMHC	2	
	HPC 5310: Intro to PSC	2	
	HPC 5225: Helping Relationships	3	
Students will demonstrate	HPC 5225: Helping	3	

ethical practice in counseling relationships. (S)	Relationships		
	HPC 5752: Legal and Ethical in CMHC	3	
	HPC 5754: Legal and Ethical in PSC	3	
	HPC 5900: Practicum	3	
	HPC 6900: Internship in CMHC	3	
	HPC 6900: Internship in PSC	3	
Students will demonstrate knowledge of theories and models of multicultural counseling. (K)	HPC 5110: Multicultural Counseling	2	
	HPC 6120: Diagnosis in Counseling	3	
Students will demonstrate multicultural counseling competencies. (S)	HPC 5225: Helping Relationships	3	
	HPC 5900: Practicum	3	
	HPC 6900: Internship in CMHC	3	
	HPC 6900: Internship in PSC	3	
Students will demonstrate knowledge of factors that affect human development. (K)	HPC 5272: Individual and Family Development	2	
	HPC 6120: Diagnosis in Counseling	3	
Students will understand the interrelationships between work and mental well-being. (K)	HPC 5210: Life and Career Planning	3	
	HPC 6120: Diagnosis in Counseling	3	
Students will effectively apply counseling skills in the helping relationship. (S)	HPC 5225: Helping Relationships	2	
	HPC 5900: Practicum (CSDAT)	3	
	HPC 5900: Practicum (Case)	3	
	HPC 6900: Internship in CMHC	3	
	HPC 6900: Internship in PSC	3	
Students will demonstrate competence in the functions of effective group leaders. (S)	HPC 5790: Group Methods and Processes	2	
	HPC 6900: Internship in CMHC	3	
	HPC 6900: Internship in PSC	3	
Students will understand how to use assessments for intervention planning purposes. (K)	HPC 5140: Psychological and Educational Testing	3	
	HPC 6900: Internship in CMHC	3	
	HPC 6900: Internship in PSC	3	
Students will critique research to inform counseling practice. (K)	RES 5000: Research Methods	3	
	HPC 5110: Multicultural Counseling	3	
Students will understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (K)	HPC 6120: Diagnosis in Counseling	3	
	HPC 6900: Internship in CMHC	3	
Students will demonstrate competence in conducting techniques and	HPC 5225: Helping Relationships	2	
	HPC 5900: Practicum	3	

interventions for prevention and treatment of a broad range of mental health issues. (S)	HPC 6900: Internship in CMHC	3	
Students will use data to inform school counseling practice. (S)	HPC 5310: Intro to PSC	2	
	HPC 6900: Internship in PSC	3	
Students will design developmentally and culturally appropriate lessons. (S)	HPC 5310: Intro to PSC	2	
	HPC 6900 Internship in PSC	3	

Counseling Knowledge and Skills – CSDAT	HPC 5225	HPC 5900	HPC 6900	X if below benchmark
Attending and nonverbal skills	3	3	3	
Empathy	3	3	3	
Active listening	3	3	3	
Questioning	2	2	2	
Focusing	3	3	3	
Empathic confrontation	3	3	3	
Facilitative therapeutic demeanor	3	3	3	

Academic Performance	X if statement is applicable
GPA drops below 3.0	
Earns more than one grade of C or lower in a program course	
Earns less than a B in HPC 5225	
Earns an Unsatisfactory grade in HPC 5900 or 6900	
Earns an F grade in any program course	

Counseling Knowledge and Skills – CPCE	X if below benchmark
Overall score (85 raw score)	
Assessment and Testing	
Career Development	
Counseling and Helping Relationships	
Group Counseling and Group Work	
Human Growth and Development	
Professional Counseling Orientation and Ethical Practice	
Research and Program Evaluation	
Social and Cultural Foundations	

Please provide details regarding the concern(s), including what occurred, the course or context in which it occurred, when it occurred, and what feedback or discussions have occurred already in relation to the concern(s).

Student Comments (if choosing not to provide comments, please indicate so by typing "I have no comments"):

Signature of person submitting the form _____ Date _____
(signature reflects accuracy of content shared above)

Signature of student _____ Date _____
(signature indicates receipt of the form, not necessarily agreement with the content)

Signature of student's advisor _____ Date _____
(signature indicates receipt of the completed form)

Appendix C

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING

Counselor Education Performance Review Conference

Student name _____ Date _____

Email address _____

Individuals in Attendance:

1. Review of concerns from Counselor Education Referral Form (ensure all committee members and student have copies of any referral forms prior to this meeting). *Summarize main concerns noted across all referral forms.*

Is there a concern the student violated an Appalachian State University policy or professional code of ethics, or committed a legal infraction (check one)?

Yes No

If yes, indicate which specific policy, code, or law and indicate any formal university referral procedures that will be followed:

2. Expected behavior changes: *List what the student will be expected to do differently in the future.*

Will a Remediation Plan be initiated as an intervention for this student (check one)?

Yes No

Signatures indicate attendance at the conference detailed above, not necessarily agreement with the outcomes.

Signature of person who made the referral Date

Signature of student Date

Signature of advisor

Date

A copy of this form will be given to the student, student's advisor, and Program Director.

Appendix D

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
Counselor Education Remediation Plan

Student name _____ Date _____

Email address _____

Section I. Area(s) for Remediation

The student named above would benefit from professional development and/or remediation to address the following academic, knowledge, skill, and/or dispositional concerns:

Section II. Required Remediation Activities

The following activities must be completed in a satisfactory manner by the dates indicated below. Evidence of satisfactory completion of remediation activities must be provided.

Section III. Recommended Remediation Activities

It is recommended that the student complete or engage in the following activities. Evidence of completion of remediation activities can be provided, but is not required.

Date and Time for the Follow-up Meeting to evaluate student completion of the Plan:

Section IV. Faculty Comments (optional):

Section V. Student Comments (optional):

Section VI. Signatures

I understand and agree to all of the conditions outlined in this document. I (student) understand that if I do not complete all of the required activities listed above in a satisfactory manner by the prescribed deadlines, I will be subject to termination from the Clinical Mental Health Counseling Program or Professional School Counseling Program.

Signature of person who made the referral Date

Signature of student Date

Signature of advisor Date

A copy of this form will be given to the student, student’s advisor, Program Director, and Department Chair. In instances specifically related to HPC 5900 or 6900, the program field experience coordinator also should be provided a copy.

Appendix E

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
Counselor Education Remediation Plan Follow Up Meeting

Student name _____ Date _____

Email address _____

Section I. Required Remediation Activities *(copy from the Remediation Plan)*

Section II. Completion of Remediation Plan Activities *(describe progress toward completion of each activity listed above, dates, and what evidence was provided)*

Has the Remediation Plan Been Completed in a Satisfactory Manner (check one)?

Yes No

If No, indicate next steps and any relevant deadlines:

Section III. Faculty Comments (optional):

Section IV. Student Comments (optional):

Section V. Signatures

I agree with the information outlined in this document. I understand that if I do not complete any requirements listed in Section II in a satisfactory manner by the prescribed deadlines, I will be subject to termination from the Clinical Mental Health Counseling Program or Professional School Counseling Program.

Signature of person who made the referral Date

Signature of student Date

Signature of advisor Date

A copy of this form will be given to the student, student's advisor, Program Director, and Department Chair.

Appendix F

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING

HPC Student Appeal Form

Student's name _____ Date _____

Email address: _____ Banner ID # _____

Per the HPC Departmental Appeals Process, before submitting this appeal form to the Department Chair, you should have discussed the issue with the individual overseeing the situation (e.g., course instructor, your advisor) within 14 days of receiving the decision you are appealing. This form must be submitted within 7 days of that meeting.

- *Date you received the decision you are appealing _____.*
- *Date you met with the faculty member to discuss the concern _____.*

Situation being contested and date of occurrence:

Grounds for appeal - detailed explanation for why you believe the decision to be inappropriate (attach any relevant documentation as a separate file):

Remedy or resolution you believe is appropriate:

By signing below, you indicate that all of the information you provided above is accurate, to the best of your knowledge.

Student signature

Date

Submit this completed form and any relevant documentation to the HPC Department Chair:

- **via email (sign, scan, and send along with any relevant supporting relevant files), or**
- **hard copy files in person**

Appendix G – Related Practices Release

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
CLINICAL MENTAL HEALTH COUNSELING PROGRAM

Release and Indemnification Regarding Related Practices

As a student enrolled in Appalachian State University’s Clinical Mental Health Counseling (CMHC) program, I understand that it is my responsibility to comply with all legal and ethical requirements of the counseling profession. These include, but are not limited to, restrictions on engagement in the “practice of counseling” as defined in North Carolina General Statutes Chapter 90, Article 24, Section 90-330(a)(3), as it may be amended from time to time.

I further understand that I may engage in certain related practices that could potentially be confused with the practice of counseling. Such related practices include, for example, coaching, massage therapy, healing touch therapy, and similar practices. I understand that it is my responsibility to clearly indicate the scope and limits of my activities to any clients I serve in such related practices.

Release and Indemnification (Hold Harmless): I hereby agree to release and indemnify (hold harmless) the State of North Carolina; the University of North Carolina (UNC); the UNC Board of Governors; Appalachian State University (Appalachian); the Appalachian Board of Trustees; all current and former members, officers, agents, and employees of the above-named entities (in both their official and individual capacities); and all successors of the above-named entities of and from any and all claims and liabilities brought in any forum and of any kind or nature whatsoever which any client of mine in a related practice ever had, now has, or may ever have.

Student Printed Name

Student Signature

Date

Version 5/10/2016

Appendix H- Disclosure of Related Practices Form

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
CLINICAL MENTAL HEALTH COUNSELING PROGRAM

Disclosure of Related Practices

In North Carolina, the "practice of counseling" means holding oneself out to the public as a professional counselor offering counseling services that include, but are not limited to, the following:

- a. Counseling. - Assisting individuals, groups, and families through the counseling relationship by evaluating and treating mental disorders and other conditions through the use of a combination of clinical mental health and human development principles, methods, diagnostic procedures, treatment plans, and other psychotherapeutic techniques, to develop an understanding of personal problems, to define goals, and to plan action reflecting the client's interests, abilities, aptitudes, and mental health needs as these are related to personal-social-emotional concerns, educational progress, and occupations and careers.
b. Appraisal Activities. - Administering and interpreting tests for assessment of personal characteristics.
c. Consulting. - Interpreting scientific data and providing guidance and personnel services to individuals, groups, or organizations.
d. Referral Activities. - Identifying problems requiring referral to other specialists.
e. Research Activities. - Designing, conducting, and interpreting research with human subjects.

The "practice of counseling" does not include the facilitation of communication, understanding, reconciliation, and settlement of conflicts by mediators at community mediation centers." (§ 90-330. NC General Statutes - Chapter 90 Article 24, found on the North Carolina Board for Licensed Professional Counseling Board, www.ncblpc.org).

It is unlawful for CMHC students prior to licensure in North Carolina as counselors to engage in the practice of counseling unless they fall within one or more of the following exemptions: (1) Licensed lawyers, doctors, school counselors, or other registered, certified or licensed by the State to practice any other occupation or profession while providing the services of his/her profession. (2) Any student intern or trainee in counseling pursuing a course of study in counseling in a regionally accredited institution of higher learning or training institution, if the intern or trainee is a designated "counselor intern" and the activities and services constitute a part of the supervised course of study. (3) Any person counseling within the scope of employment at a local community college, a public higher education institution or private higher education institution. (4) Any ordained minister or other member of the clergy while acting in a ministerial capacity who does not charge a fee for the service. (5) Any nonresident temporarily employed in this State to render counseling services for not more than 30 days in a year, if the person holds a license or certificate required for counselors in another state. (6) Any person employed by State, federal, county, or municipal government while counseling within the scope of employment." (§ 90-332.1. NC General Statutes - Chapter 90 Article 24, found on the North Carolina Board for Licensed Professional Counseling Board, www.ncblpc.org).

If you engage in any existing related practices, you must disclose them below. Although it is ultimately your responsibility to ensure that you remain in compliance with North Carolina's "practice of counseling" provisions, a CMHC faculty member will review your related practices with you to identify any potential legal or ethical issues. It is your ongoing responsibility to submit an updated form any time during your CMHC program enrollment if you engage in additional related practices.

Description of related practice (if none, indicate "not applicable"):

Three horizontal lines for describing related practices.

Printed Name Signature Date

Faculty advisor Signature Date