

Appalachian

STATE UNIVERSITY

REICH COLLEGE OF EDUCATION

**DEPARTMENT OF COUNSELING, FAMILY
THERAPY, AND HIGHER EDUCATION**

CLINICAL MENTAL HEALTH COUNSELING

PROGRAM

STUDENT HANDBOOK

2024-2025

Appalachian

STATE UNIVERSITY
Clinical Mental Health Counseling Program

Dear CMHC 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 Counseling, Family Therapy, and Higher Education (CTH), 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 CTH 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 App State 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,

Dominique S. Hammonds

Dominique S. Hammonds, Ph.D., LCMHC-S, NCC, BC-TMH
Associate Professor
Director of the Clinical Mental Health Counseling Program
Department of Counseling, Family Therapy, and Higher Education

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Clinical Mental Health Counseling Program
Department of Counseling, Family Therapy, and Higher Education
Appalachian State University

Mission Statement

The mission of the RCOE/CTH Clinical Mental Health Counseling program is to develop a community of practice that will support graduate students enrolled in CTH 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.

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.

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 2016 standards (<http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf>) The accreditation runs through March 31, 2030.

Legal and Ethical Standards

Students in the Clinical Mental Health Counseling Program are held to the same standards as members of the counseling profession, for which they are preparing to enter. 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>

<https://www.ncblcmhc.org/LawsAndCodes>

Organizational Structure and Physical Location

The CMHC Program is located within the Department of Counseling, Family Therapy, and Higher Education (cth.appstate.edu). The Department of Counseling, Family Therapy, and Higher Education is a department within the Reich College of Education (<http://rcoe.appstate.edu/>). The Dean of the Reich College of Education is Dr. Melba Spooner. Dr. Amy Milsom is the Chair of the Department of Counseling, Family Therapy, and Higher Education and the Director of the Clinical Mental Health Counseling Program (<http://cmhc.appstate.edu/>) is Dr. Dominique Hammonds.

All programs that offer graduate degrees at App State 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 at 232 John E. Thomas Building.

Meet the CED Faculty

Chairperson

Amy Milsom, Ph.D.

Amy Milsom, DEd, is Professor and Department Chair. She received her bachelor's, master's, and doctoral degrees from The Pennsylvania State University and possesses credentials as a Licensed Professional Counselor, LPC-Supervisor, National Certified Counselor, and K-12 school counselor. Dr. Milsom previously held faculty positions at the University of Iowa, University of North Carolina-Greensboro, and Clemson University. She also has worked as a middle and high school counselor in rural areas of Pennsylvania, at a college counseling center, and most recently as a counselor supervisor for graduates seeking licensure. Her research focuses on career and college readiness and postsecondary transitions, with an emphasis on students with disabilities. Secondary research interests include school counselor preparation and professionalism in counseling. Dr. Milsom is a past editor of *Professional School Counseling* and has served on numerous editorial boards, including *Counselor Education and Supervision* and the *Journal of Counseling & Development*. In 2023 she wrapped up a 5-year term on the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Board of Directors, for which she served as Chair from 2020-2023. Dr. Milsom also chaired the 2016 CACREP Standards Revision Committee and has conducted CACREP site visits since 2002. In 2017 she received the American Counseling Association Fellow award, recognizing her leadership and service in counseling.

Clinical Mental Health Counseling

Katherine S. Biddle, PhD is an Assistant Professor in the Clinical Mental Health Counseling program. Dr. Biddle received a master's degree in Expressive Arts Therapy and Mental Health Counseling from Lesley University (Cambridge, MA) in 2007 and completed her counseling residency in community mental health, providing outpatient counseling for children, adolescents, and families. A Licensed Professional Counselor and Registered Expressive Arts Therapist, Dr. Biddle has 16 years of experience facilitating individual and group-based counseling, expressive arts therapy, and arts-based interventions with clients of all ages in outpatient, inpatient, residential, and medical settings. Dr. Biddle completed her PhD in Counselor Education at Virginia Tech (Blacksburg, VA) in 2018 and has enjoyed several years serving as an instructor, supervisor, and mentor of mental health and healthcare professionals. Prior to joining App State, Dr. Biddle served as an arts in healthcare program administrator, developing and evaluating arts-based programming to support a holistic healing process for patients and employees of a large healthcare system. Dr. Biddle's research agenda focuses on application of the arts and expressive arts in counseling, health, and education.

Dominique Hammonds, PhD is an Associate Professor in the Department of Counseling, Family Therapy and Higher Education and Director of the Clinical Mental Health Counseling program at Appalachian State University in Boone, NC. She earned her Ph.D. in Counselor Education and Supervision 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 Clinical Mental Health Counselor Supervisor, National Certified Counselor, and Board Certified Telemental Health provider. She is a Past President of the North Carolina Counseling Association and is an active member of the counseling community. She is passionate about increasing mental health awareness and access to quality, culturally conscious mental health care in a global society. Her clinical, scholarship, and professional service activities center around a variety of subjects including: a) culturally conscious teaching, counseling and clinical supervision, b) creative teaching and supervision methods, c)

technology in counseling, and d) sex therapy. In addition to her work in education and research, she collaborates with community partners, engages in clinical work, and participates in community outreach. Dr. Hammonds has authored numerous scholarly publications. She has been featured by WRAL News, National Public Radio, The Shade Room, Counseling Today, and The Thoughtful Counselor Podcast - in addition to giving over 70 professional, statewide, regional, national, and international presentations.

Christina Rosen, EdD is a Professor in the Department of Counseling, Family Therapy and Higher Education at Appalachian State University. Her 28 years of experience as a Professional Clinical Counselor specializing in Addiction Counseling, includes 22 years as a Clinical Supervisor and 11 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 Counseling, Family Therapy and Higher Education at Appalachian State University in Boone, NC. He also coordinates the Addiction Counseling Certificate housed in the CMHC Program. He is currently serving as the Chair of the North Carolina Board for Licensed Clinical Mental Health Counselors. 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 Clinical Mental Health 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. He lives in Boone, NC with his wife Chasity, son River and their dog Lily.

Professional School Counseling

Patrick D. Cunningham, PhD, LPSC is an Assistant Professor and Field Experience Coordinator in the Professional School Counseling program at Appalachian State University. He earned his PhD in Counselor Education from The Ohio State University and his Masters of Science in School Counseling from the University of North Carolina Greensboro. He has worked as a school counselor in several different settings, including a large public high school in Raleigh, North Carolina, as well as private, international schools in Dubai and South Korea. His research interests include school counseling intervention research, understanding and promoting the role of school counselors as family engagement leaders in schools, suicide prevention, and antiracist school counseling practices.

Dr. Dejanell (Daisy) Mittman is an Assistant Professor in the Professional School Counseling program at Appalachian State University. She earned her Ph.D. in Counselor Education from North Carolina State University and her Masters of Science and Education Specialist degree in school counseling from the University of North Carolina Greensboro. She has worked as a school counselor for nine years and provided district level support to school counselors and schools as a social emotional learning specialist. Her research interests include school counselor turnover and retention, effective field placement experiences for school counselors in training, and school counselor wellness.

Jill Weidknecht Van Horne, PhD, LCMHCS, NCPSC, RPTS, NCC, Eagala certified is the Program Director of the PSC program and an Assistant Professor in the CTH Department at Appalachian State University. Though a New Jersey native, all three of her degrees are from NC. She holds a Ph.D. in Counseling from the University of North Carolina at Charlotte (2014) as well as a certificate in Play Therapy. Her Master's Degree in School Counseling is from Western Carolina University and her

Bachelor's Degree is from Lenoir-Rhyne University. She has over 20 years of combined school counseling and clinical mental health experience. Her experience spans from school counseling, the hospital setting, outpatient therapy in schools, to consulting with public and alternative schools. She holds a NC Professional School Counselor license, a NC Licensed Clinical Mental Health Counselor Supervisor (LCMHCS), is a Registered Play Therapist Supervisor (RPTS), and is EAGALA certified in equine assisted psychotherapy and learning. Her interests include incorporating multi-sensory techniques in working with children and adolescents, and extending dialogue between professional school counseling & clinical mental health.

Faculty Roles

For the 2024-2025 academic year, the following roles are designated as such:

- CMHC Program Director: Dr. Dominique Hammonds
- CMHC Clinical Field Experience Coordinator: Dr. Christina Rosen
- Addiction Certificate Coordinator: Dr. Mark Schwarze
- Expressive Arts Therapy Certificate Coordinator: Dr. Amy Milsom
- Testing Coordinator: Dr. Mark Schwarze
- PSC Program Director: Dr. Jill Weidknecht Van Horne
- PSC Field Placement Coordinator: Dr. Patrick Cunningham

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.

Master of Arts in Clinical Mental Health Counseling

Hours: 60 semester hours

Required CMHC CACREP Core Courses		
CED 5000	Counseling Research and Evaluation	(3)
CED 5110	Social and Cultural Diversity in Counseling and Therapy	(3)
CED 5140	Counseling Assessment and Testing	(3)

CED 5210	Career Development and Counseling	(3)
CED 5220	Counseling Theory and Techniques	(3)
CED 5225	The Helping Relationship	(3)
CED 5272	Individual and Family Development Across the Lifespan	(3)
CED 5790	Group Methods and Processes	(3)
Required CMHC Specialty Courses		
CED 5120	Introduction to Clinical Mental Health Counseling	(3)
CED 5560	The Addictive Process	(3)
CED 5580/ 5535	Trauma, Suffering, and Loss <i>or</i> Trauma and Expressive Arts	(3)
CED 5752	Legal and Ethical Issues in Clinical Mental Health Counseling*	(3)
CED 6120	Developmental Assessment and Diagnosis in Clinical Mental Health Counseling*	(3)
Required Clinical Field Placement		
CED 5902	Practicum in Counseling** (Prerequisites: CED 5110, CED 5120, CED 5220, CED 5225, CED 5752, CED 5790 and approval of department chairperson; for clinical mental health counseling majors only)	(3)
CED 6902	Internship in Clinical Mental Health Counseling** (Prerequisites: CED 5110, CED 5120, CED 5220, CED 5225, CED 5752, CED 5790, CED 5902, CED 6120, and approval of department chairperson; for clinical mental health counseling majors only)	(6)

Subtotal Hours: 48

Guided Elective Hours: 12

Total Hours Required for Degree: 60

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

Clinical Mental Health Counseling, General Concentration (709A):

Students will 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. In addition to 48 required CMHC core and CMHC speciality area courses, each student will complete 4 graduate elective courses/12 elective hours (SEE ELECTIVES LIST BELOW*)

LIST OF SUGGESTED ELECTIVES:

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. Elective courses that may be offered include those listed below. Any other relevant elective courses not on this list will be advertised as they become available.

- CED 5274: Substance Abuse in Family Systems (3)
- CED 5550: Equine Assisted Therapy (3)

- CED 5555: The Neurobiology of Addiction (3)
- CED 5565: Introduction to Play Therapy (3)
- CED 5570: Counseling the Addicted Person (3)
- CED 5870: Creative Process, Movement and Therapy (3)
- CED 6160: Gestalt Therapy (3)
- CED 6350: Body/Mind (3)
- CED 6355: Mindfulness Based Counseling (3)
- CED 6360: Therapy and Expressive Arts (3)
- CED 6370: Intermodal Expressive Arts (3)
- CED 6730: Sexual Abuse Counseling (3)
- DAN 5460: Somatics (3)
- MFT 6710: Human Sexuality (3)

MATRICULATION:

In addition to successfully navigating admission to the program, once enrolled, students will have to complete coursework, 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.

It is the student's responsibility to develop a plan of study with their advisor before completing 30 semester hours of coursework. 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 CMHC program advisors during the admissions process. Student's advisor assignment is listed on the letter of acceptance to the program and on DegreeWorks. 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 Program to design a program of study plan. 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: Addictions Counseling and Expressive Arts Therapy. Please visit their website for additional information.

<https://cmhc.appstate.edu/academics/certificates/addictions-counseling>

<https://expressivearts.appstate.edu/>

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 CED 5120 *Introduction to Clinical Mental Health Counseling*. Equally, as part of the course requirement for CED 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 App State Counseling Center at 262-3180. The App State 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

App State 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 the 8 CACREP core areas.

Students must pass the CPCE in order to graduate. The passing score for each administration will be one standard deviation below the national mean score or higher. 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 and a preparation plan may be implemented in consultation with program faculty. Based on faculty consultation, a preparation plan can include any of the following:

1. Meeting with program advisor 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 may 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 may 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 App State 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 the Appendix of this handbook.

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 CED 5225 THE Helping Relationship.
- Earn a grade of Satisfactory in all field experience courses (i.e., CED 5902/3, CED 6902/3).
- 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 CED 5225, 5902/3 and 6902/3. 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 CED 5902/3 and 6902/3. 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 CED 5790 using the Group Counseling Demonstration Rubric. Site supervisors also complete this rubric in CED 6902/3 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 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

Faculty members who have academic, ethical, or dispositional concerns about a student based on the criteria described above should communicate those concerns directly with the student. Students and staff members should communicate concerns about a CMHC or PSC student directly to the student's advisor and provide a written summary. Site supervisors should communicate concerns to the student's University Supervisor and provide a written summary. Faculty members who receive concerns from students, staff, or site supervisors will address them directly with the student. When concerns cannot be resolved through informal feedback and discussion, the faculty member should initiate the formal feedback process in Section 2 below.

2. Formal Feedback

Concerns that have not been resolved informally must be documented via the Counselor Education Referral Form (Appendix B) within seven (7) business 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) business days of receiving it. If the advisor and referring faculty member(s) determine there is merit to the allegations, they will schedule a performance review meeting, as described in Section 3 below. 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 advising 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. If the advisor receives referral forms from more than one faculty member, only the initial referring faculty member will attend the meeting. Prior to the meeting, the advisor is encouraged to inform all referring faculty members of the totality of concerns to be discussed, and feedback from all referral forms received prior to the meeting will be discussed at the meeting.

The performance review meeting should be scheduled in a timely manner, within 14 calendar days of the advisor's receipt of the initial Counselor Education Referral Form. 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 the form(s) prior to the meeting, listen and ask questions during the meeting, and engage in deliberations to determine recommendations. The meeting will be documented via the Counselor Education Performance Review Meeting form (Appendix C). Within two (2) business days after the meeting, a copy of a completed and signed Counselor Education Performance Review Meeting form must be provided to the student, and another copy placed in the student's advising file. The advisor will verbally inform any referring faculty of the outcome of the meeting, as relevant.

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) and 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 (this 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, per Section 3 above, that plan will be discussed during a follow up meeting occurring within five (5) business days of the performance review meeting. Input from the student will be considered, but the student will not be required to approve the final remediation plan. In the event more information or input from other individuals is needed, the advisor may consult with those individuals prior to finalizing the plan. The remediation plan will be documented via the Counselor Education Remediation Plan form (Appendix D) and the advisor will send the completed Appendix D to the student within two (2) business days after the meeting in which it was

developed. The student must sign and return that document to the advisor within two (2) business days, upon which time a copy will be placed in their advising file. The advisor will communicate verbally to any referring faculty any requirements they will be responsible for monitoring.

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 retake a course or complete remedial coursework
- Recommendations to participate in psychological assessment or 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 initial performance review meeting should be present, if possible. 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. After providing the student an opportunity to share their progress towards the remediation plan, the faculty will meet to make a determination regarding whether the student has successfully completed the remediation activities, failed to complete the remediation activities, or has made progress but needs to take additional remediation steps. The advisor will provide a copy of the completed Appendix E to the student within two (2) business days after the meeting, and a copy should be placed in the student's advising file. 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 CTH 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 CTH Department Chair within seven (7) calendar days of the date of the faculty member meeting.
3. The CTH Department Chair will review the written materials and may interview the student. The Chair will present a written decision within 10 calendar 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 CTH 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 CTH 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.

1. 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 their understanding of the reason for the 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 CTH Department along with course syllabus and tangible materials related to the grade (exam and papers).
- The Chair of the CTH 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.

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 CED 5225	Benchmark CED 5902/3	Benchmark CED 6902/3
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 CED 5225	Benchmark CED 5902/3	Benchmark CED 6902/3
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	Students will understand the role and function of professional counselors	CED 5120: Introduction to CMHC	2
		CED 5310: Introduction to PSC	2

Orientation and Ethical Practice	and their specialty areas. (K)	CED 5225: The Helping Relationship	3
	Students will demonstrate ethical practice in counseling relationships. (S)	CED 5225: The Helping Relationship	3
		CED 5752: Legal and Ethical Issues in CMHC	3
		CED 5754: Legal and Ethical Issues in PSC	3
		CED 5902/3: Practicum in CMHC/PSC	3
		CED 6902: Internship in CMHC	3
		CED 6903: Internship in PSC	3
Social and Cultural Diversity	Students will demonstrate knowledge of theories and models of multicultural counseling. (K)	CED 5110: Social and Cultural Diversity in Counseling and Therapy	2
		CED 6120: Developmental Assessment and Diagnosis in Counseling	3
	Students will demonstrate multicultural counseling competencies. (S)	CED 5225: The Helping Relationship	3
		CED 5902/3: Practicum in CMHC/PSC	3
		CED 6902: Internship in CMHC	3
		CED 6903: Internship in PSC	3
Human Growth and Development	Students will demonstrate knowledge of factors that affect human development. (K)	CED 5272: Individual and Family Development Across the Lifespan	2
		CED 6120: Developmental Assessment and Diagnosis in Counseling	3
Career Development	Students will understand the interrelationships between work and mental well-being. (K)	CED 5210: Career Development and Counseling	3
		CED 6120: Developmental Assessment and Diagnosis in Counseling	3
Counseling and Helping Relationships	Students will effectively apply counseling skills in the helping relationship. (S)	CED 5225: The Helping Relationship	2
		CED 5902/3: Practicum in CMHC/PSC	3
		CED 5902/3: Practicum in CMHC/PSC	3
		CED 6902: Internship in CMHC	3
		CED 6903: Internship in PSC	3
Group Counseling and Group Work	Students will demonstrate competence in the functions of effective group leaders. (S)	CED 5790: Group Methods and Processes	2
		CED 6902: Internship in CMHC	3
		CED 6903: Internship in PSC	3
Assessment and Testing	Students will understand how to use assessments for intervention planning purposes. (K)	CED 5140: Counseling Assessment and Testing	3
		CED 6902: Internship in CMHC	3
		CED 6903: Internship in PSC	3
Research and Program Evaluation	Students will critique research to inform counseling practice. (K)	CED 5000: Counseling Research and Evaluation	3
		CED 5110: Social and Cultural Diversity in Counseling and Therapy	3
Clinical Mental Health Counseling	Students will understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (K)	CED 6120: Developmental Assessment and Diagnosis in Counseling	3
		CED 6902: Internship in CMHC	3
	Students will demonstrate competence in conducting techniques and interventions for prevention and	CED 5225: The Helping Relationship	2
		CED 5902/3: Practicum in CMHC/PSC	3

	treatment of a broad range of mental health issues. (S)	CED 6902: Internship in CMHC	3
Professional School Counseling	Students will use data to inform school counseling practice. (S)	CED 5310: Introduction to PSC	2
		CED 6903 Internship in PSC	3
	Students will design developmentally and culturally appropriate lessons. (S)	CED 5310: Introduction to PSC	2
		CED 6903 Internship in PSC	3

Appendix B

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF COUNSELING, FAMILY THERAPY, AND HIGHER EDUCATION

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 business 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) business 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	

KPIs to Assess Counseling Knowledge (K) and Skills (S)	Course	Benchmark	X if below benchmark

Students will understand the role and function of professional counselors and their specialty areas. (K)	CED 5120: Introduction to CMHC	2	
	CED 5310: Introduction to PSC	2	
	CED 5225: The Helping Relationship	3	
Students will demonstrate ethical practice in counseling relationships. (S)	CED 5225: The Helping Relationship	3	
	CED 5752: Legal and Ethical Issues in CMHC	3	
	CED 5754: Legal and Ethical Issues in PSC	3	
	CED 5902/3: Practicum in CMHC/PSC	3	
	CED 6902: Internship in CMHC	3	
	CED 6903: Internship in PSC	3	
Students will demonstrate knowledge of theories and models of multicultural counseling. (K)	CED 5110: Social and Cultural Diversity in Counseling and Therapy	2	
	CED 6120: Developmental Assessment and Diagnosis in Counseling	3	
Students will demonstrate multicultural counseling competencies. (S)	CED 5225: The Helping Relationship	3	
	CED 5902/3: Practicum in CMHC/PSC	3	
	CED 6902: Internship in CMHC	3	
	CED 6903: Internship in PSC	3	
Students will demonstrate knowledge of factors that affect human development. (K)	CED 5272: Individual and Family Development Across the Lifespan	2	
	CED 6120: Developmental Assessment and Diagnosis in Counseling	3	
Students will understand the interrelationships between work and mental well-being. (K)	CED 5210: Career Development and Counseling	3	
	CED 6120: Developmental Assessment and Diagnosis in Counseling	3	
Students will effectively apply counseling skills in the helping relationship. (S)	CED 5225: The Helping Relationship	2	
	CED 5902/3: Practicum in CMHC/PSC	3	
	CED 5902/3: Practicum in CMHC/PSC	3	
	CED 6902: Internship in CMHC	3	
	CED 6903: Internship in PSC	3	

KPIs to Assess Counseling Knowledge (K) and Skills (S)	Course	Benchmark	X if below benchmark
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Students will demonstrate competence in the functions of effective group leaders. (S)	CED 5790: Group Methods and Processes	2	
	CED 6902: Internship in CMHC	3	
	CED 6903: Internship in PSC	3	
Students will understand how to use assessments for intervention planning purposes. (K)	CED 5140: Counseling Assessment and Testing	3	
	CED 6902: Internship in CMHC	3	
	CED 6903: Internship in PSC	3	
Students will critique research to inform counseling practice. (K)	CED 5000: Counseling Research and Evaluation	3	
	CED 5110: Social and Cultural Diversity in Counseling and Therapy	3	
Students will understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (K)	CED 6120: Developmental Assessment and Diagnosis in Counseling	3	
	CED 6902: 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)	CED 5225: The Helping Relationship	2	
	CED 5902/3: Practicum in CMHC/PSC	3	
	CED 6902: Internship in CMHC	3	
Students will use data to inform school counseling practice. (S)	CED 5310: Introduction to PSC	2	
	CED 6903 Internship in PSC	3	
Students will design developmentally and culturally appropriate lessons. (S)	CED 5310: Introduction to PSC	2	
	CED 6903 Internship in PSC	3	

Counseling Knowledge and Skills – CSDAT	HPC 5225	HPC 5902/3	HPC 6902/3	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	
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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 COUNSELING, FAMILY THERAPY, AND HIGHER EDUCATION

Counselor Education Performance Review Meeting

Student name _____

Date _____

Email address _____

Section I. Individuals in Attendance:

Section II. Review of concerns from Counselor Education Referral Form(s)

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:

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

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

- Yes
- No

Section V. Signatures

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

Signature of person who made the referral Date

Signature of student Date

Signature of advisor or other program faculty member Date

A copy of this form will be given to the student and another copy placed in the student’s advising file.

Appendix D

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF COUNSELING, FAMILY THERAPY, AND HIGHER EDUCATION
Counselor Education Remediation Plan

Student name _____

Date _____

Email address _____

Section I. Individuals in Attendance:**Section II. 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 III. 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.

Requirement**Due Date****Section IV. 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.

Appendix E

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF COUNSELING, FAMILY THERAPY, AND HIGHER EDUCATION
Counselor Education Remediation Plan Follow Up Meeting

Student name _____

Date _____

Email address _____

Section I. Individuals in Attendance:**Section II. Required Remediation Activities** (*copy from the Remediation Plan*)**Section III. Completion of Remediation Plan Activities** (*describe progress toward completion of each activity listed above, dates, and what evidence was provided*)**Section IV. Next Steps - Has the Remediation Plan Been Completed in a Satisfactory Manner (check one)?**

- Yes - no further action is needed
- Partially - progress has been made but additional remediation steps are needed
- No - student did not complete requirements

If Partially was checked above, indicate additional remediation requirements, recommendations, due dates, and follow up meeting date.

If No was checked above, indicate next steps and any relevant deadlines:

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 dismissal 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 or other program faculty member

Date

A copy of this form will be given to the student and another copy placed in the student's advising file.

Appendix F

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF COUNSELING, FAMILY THERAPY, AND HIGHER EDUCATION

CTH Student Appeal Form

Student's name _____ Date _____

Email address: _____ Banner ID # _____

Per the CTH Departmental Appeals Process, before submitting this appeal form to the Department Chair, you should have discussed your concern with the individual overseeing the situation (e.g., course instructor, your advisor) within 14 calendar days of receiving the decision you are appealing. Then, this form must be submitted within 7 calendar 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 CTH 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 DEPARTMENT OF COUNSELING, FAMILY THERAPY, AND HIGHER
EDUCATION
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 DEPARTMENT OF COUNSELING, FAMILY THERAPY, AND HIGHER EDUCATION
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”):

Printed Name	Signature	Date

Faculty advisor	Signature	Date