



**UNIVERSITY OF
THE SOUTHWEST**

PLANS & POLICIES

**CLINICAL MENTAL HEALTH
COUNSELING (CMHC)
PROGRAM HANDBOOK**

2023 – 2024



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1 CLINICAL MENTAL HEALTH COUNSELING PROGRAM

1.1 UNIVERSITY ACCREDITATION

University of the Southwest is an accredited member of the Higher Learning Commission (HLC), one of the six regional agencies that evaluate educational institutions. The accreditation process assesses such characteristics as governance and administration, financial stability, admissions and student personnel services, institutional resources, student academic achievement, institutional effectiveness, and relationships with constituencies outside the institution. This voluntary accreditation function has two fundamental purposes: quality assurance and institutional and program improvement.

University of the Southwest was granted accreditation in 1980 and has maintained continuous accreditation. The most recent HLC review took place during the 2017-2018 academic year.

1.2 PROGRAM ACCREDITATION

The Clinical Mental Health Counseling (CMHC) program at University of the Southwest is accredited by the Council on Accreditation of Counseling Related Educational Programs (CACREP). For more information about CACREP accreditation go to <https://www.cacrep.org>



1.3 UNIVERSITY MISSION & VISION

University of the Southwest is a Christ-centered educational community dedicated to developing men and women for a lifetime of servant leadership by emphasizing individual faith, responsibility, and initiative.

Teaching at University of the Southwest adheres to belief in God, in the Bible as the inspired Word of God, in Jesus Christ as the Son of God, and in the separation of church and state.

University of the Southwest strives for excellence in academic curriculum, campus life programming, and student activities in a supportive educational community where freedom of thought and expression is honored and the demonstration of faith in acts of service is encouraged;

At University of the Southwest, students are instructed and mentored by a faculty and staff who demonstrate Christ-centered values and maintain an environment where students can live and work cooperatively, valuing the multiple cultures from which they come; and

As a community of initiative, University of the Southwest challenges graduates to become enterprising members of our society contributing to the common good by advocating and participating in the productive commerce of free enterprise, the constitutional privilege of self-government, and the practical contributions of community service.

1.3.1 UNIVERSITY STUDENT LEARNING OUTCOMES

Students share in the responsibility for a successful university educational experience. Upon completion of their degree and regardless of disciplinary major, students are expected to demonstrate ability in five essential areas:

Communication and Technical Writing

Students will demonstrate the ability to communicate clearly and effectively in both an oral and written format.

Knowledge

Students will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across their choice of varied disciplines.



Critical Thinking

Students will demonstrate the ability to access and interpret information, respond, and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.

Academic & Professional Integrity

Students will demonstrate awareness and understanding of the ethical standards of their academic discipline and/or profession.

Servant Leadership

Students will demonstrate awareness and understanding of the skills necessary to serve others and their community in a diverse and changing world.

1.4 CLINICAL MENTAL HEALTH COUNSELING MISSION & VISION

Mission: The Clinical Mental Health Counseling (CMHC) graduate program at University of the Southwest (USW) is committed to the education and training of professional, competent mental health counselors who are dedicated to the ideals of servant leadership, diversity, and social justice.

Vision: The CMHC program prepares professional mental health counselors for future work in a broad range of treatment settings through structured academic and practical experiences in accordance with state and national counseling standards.

1.4.1 CLINICAL MENTAL HEALTH COUNSELING LEARNING OBJECTIVES

In addition to university level objectives, students are expected to grow in goals and objectives identified within specific academic programs and majors. Program objectives for the major with which this course identifies include the following:

- PLO 1: Counseling Orientation and Professional Practice - Understand the history, philosophy, and ethics of the counseling profession and become active members in professional counseling organizations.
- PLO 2: Social and Cultural Diversity - Apply and demonstrate the knowledge, skills, and practices to counsel and advocate for individuals, families, and groups through culturally appropriate practice promoting social justice, equity, and access.



- PLO 3: Human Growth and Development - Understand the importance of individual and family development across the lifespan and how this affects functioning and behavior.
- PLO 4: Career Development - Understand the interrelationship between work and mental well-being and strategies for individual career development.
- PLO 5: Counseling and Helping Relationships - Employ culturally appropriate practice in the education, prevention, evaluation, and treatment of mental and emotional disorders.
- PLO 6: Group Counseling and Group Work - Understand the foundations, approaches, and strategies to working effectively with clients in groups.
- PLO 7: Assessment and Testing - Identify and implement appropriate and holistic clinical evaluation and assessment of normal and abnormal development and behavior, including the treatment of trauma and addictions.
- PLO 8: Research and Program Evaluation - Utilize mental health research and evidenced-based treatments and apply models of program process and outcome evaluation to professional practice.
- PLO 9: CMHC Specialty Area - Understand and apply a broad range of mental health techniques and interventions for the prevention and treatment of mental health concerns.

1.4.2 CLINICAL MENTAL HEALTH STUDENT LEARNING OUTCOMES

Graduates of the CMHC program will demonstrate the following at the conclusion of their academic preparation and practical training: Knowledge, Critical Thinking, Communication, Academic and Professional Integrity, and Servant Leadership.

Knowledge

Knowledge of counseling theories, professional competencies, and research-informed best practices in diverse professional counseling settings; knowledge of the counseling profession including professional roles, identity, and functions; and knowledge and understanding of the requirements of professional licensure in students' respective states.

Critical Thinking

Critical thinking to apply and analyze information from core curriculum areas to conceptualize the needs of a wide range of counseling populations; critical thinking in diagnosis, intervention, and treatment planning in order to serve the counseling needs of a wide range of populations.

Communication



Communicate, engage with and interact effectively with peers, instructors, and supervisors.

Academic and Professional Integrity

Understand, follow, and apply ethical and legal guidelines in the counseling of diverse populations; and discern quality research to implement scientifically informed best practices mental health counseling practices.

Servant Leadership

Serving and advocating for diverse populations with awareness and compassion through appropriate skills and techniques and serving clients through teaching and modeling of self-care.

2 GENERAL PROGRAM INFORMATION

2.1 IMPORTANCE OF THE HANDBOOK

This handbook is designed to provide specific information to University of the Southwest (USW) graduate students in the Clinical Mental Health Counseling (CMHC) program. The CMHC program at USW is part of the College of Arts and Sciences. Information about USW's College of Arts and Sciences can be found at www.usw.edu.

USW's CMHC program handbook is a student's best resource for information about the graduate program. It is strongly advised that a student maintain and keep a copy of the handbook for not only the duration of the graduate program but through the professional licensure process as well. Licensing boards in many states will require information about a student's graduate program. This Handbook is one you will need to refer to in the future.

Students should be aware that program changes are made occasionally to reflect what is most current in the field of counseling, and students **MUST** retain accurate information about specific program requirements met and completed.

2.2 PROGRAM OVERVIEW

The University of the Southwest (USW) is regionally accredited by the Higher Learning Commission (HLC). The Council on Accreditation of Counseling Related Educational Programs (CACREP). accredited Clinical

Mental Health Counseling (CMHC) program is designed to meet, and in some instances exceed, professional licensing requirements in many states. USW's program meets all standards and regulations for professional licensure in the state of New Mexico. This means that upon graduation an individual meets the requirements for the New Mexico LMHC license, which allows the graduate to practice (under professional supervision) for the required 3000 hours of practice necessary for the individual counselor license in New Mexico (LPCC).

USW's CMHC program faculty is passionate about training professional counselors. The online environment provides learning opportunities for traditional and non-traditional students through a rigorous program of study that stresses education, research, and service to others.

The Master of Science (MS) in CMHC at USW offers a 60-hour program that fully prepares students to work in human service settings. Required individual field experience will qualify graduates for a number of positions in a broad range of mental health and counseling agencies.

USW's CMHC graduate program prepares students and meets current regulations for professional counseling licensure in the state of New Mexico. Licensing regulations can be found at www.rld.state.nm.us.

Other states could have different requirements. It is the individual student's responsibility to determine the licensure requirements for his/her own state. Please consult with faculty for guidance on how to locate and interpret state requirements.

2.3 INSTRUCTION ENVIRONMENT

University of the Southwest's Clinical Mental Health Counseling (CMHC) program is online. Courses utilize the Blackboard learning management system for the organization and distribution of coursework. The majority of assignments and activities are distributed and collected via non-synchronous methods.

2.3.1 SYNCHRONOUS LEARNING

The University of the Southwest's (USW) Clinical Mental Health Counseling (CMHC) program engages in synchronous class time to encourage and enhance a sense of community among students. These also allow the faculty to further assess the skills and progress of CMHC students. Both factors are critical to any program and are even more necessary in an online counseling program.



These synchronous class time experiences were introduced in the Fall 2016 semester. The overwhelming majority of students have been pleased with this process, especially because it allows them to interact with instructors and peers in a live environment. Synchronous class times are placed in 10 of the 15 core courses. These courses are listed in the CMHC Program Handbook.

Synchronous class time will be scheduled in the evenings, during the third and sixth week of each of the specified 8 week courses. Students are encouraged to join either a synchronous video or audio meeting, to interact with the instructor and classmates. Synchronous class time may for example, consist of class discussion, a brief lecture, student presentations, role play, or question and answer session. Each synchronous class time will be approximately one hour, but may occasionally be longer. As these class times are planned in advance, the instructor will do his/her best to notify students ahead of time if a call might extend beyond an hour.

Participation in the synchronous class meetings is not mandatory but is strongly encouraged. USW's CMHC program offers student participation in the following courses:

- COUN 5133 Clinical Mental Health Counseling - Foundations and Ethics
- COUN 5513 Multicultural Counseling
- COUN 5203 Learning and Human Development
- COUN 5403 Theory and Practice of Group Counseling
- COUN 5323 Theories and the Helping Relationship
- COUN 5463 Testing and Assessment in Counseling
- COUN 5413 Marriage, Family, and Couples Counseling
- COUN 5543 Crisis and Trauma Counseling and Intervention
- COUN 5313 Counseling Skills and Techniques

These courses constitute approximately two-thirds of the required core courses. Students are advised to take courses in the order in which they are listed on the degree plan (vertically by columns). Thus, synchronous time meetings are heaviest at the start of a student's program. Weekly conference calls with the CMHC Supervisor are required of all students in COUN 5833 and 5933 Practicum I and II, and Internship I and II (COUN 5843 and 5853 respectively).



2.4 COMMITMENT TO DIVERSE STUDENT POPULATIONS

University of the Southwest (USW) is proud to “celebrate a diverse student body that features students, faculty, and staff who are representative of a pluralistic society that varies by race, ethnicity, religion, creed, and national origin.” (USW Graduate Catalog 2020-21, p. 3). USW’s Clinical Mental Health Counseling (CMHC) program is proud to currently have a diverse student population. It is our belief that the better informed the CMHC faculty is regarding issues of serving diverse students, the higher rate of retention our program will demonstrate.

2.5 FACULTY & STAFF

- *The Clinical Mental Health Counseling (CMHC) Program employs a minimum of three full-time core counselor education program faculty members who teach in the Master’s-level program.*
- *Core counselor education program faculty may only be designated as core faculty at one institution.*
- *To ensure that students are taught primarily by core counselor education program faculty, for any calendar year the combined number of course credit hours taught by non-core faculty does not exceed the number of credit hours taught by core faculty.*
- *For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty does not exceed 12:1.*

As part of its commitment to the University of the Southwest’s policy of affirmative action, and to the professional ethics and values of the counseling field, the CMHC Program strives to seek a diverse program faculty.

Clinical Mental Health Counseling Administrative Staff

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Clinical Mental Health Counseling (CMHC) Core Faculty

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Interests and Expertise

Play therapy, group counseling, couples counseling,
support groups: grief, divorce, and addiction

Taylor Feldmann, Ph.D., LPC, NCC
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Interests and Expertise

Grief/Trauma, EMDR, Adolescents, Anxiety

Nikki Russell, Ph.D., LPC-S, LPCC, RPT-S, NCC
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Interest and Expertise

Play Therapy, Child and Adolescent Counseling,
Trauma-Informed Care, Self-Harm and Suicidal
Ideation, CBT, DBT, Counselor Education and
Supervision

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NCSC, NCC, BCTP-II**
Assistant Professor
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Interest and Expertise: Counseling LGBTQ+ Adults,
Youth, Couples, and Families; Foster Caring;
Parenting styles training; Immigrant and Refugee
youth population; couples therapy; Multiculturalism,
Latinx; Multigenerational families; Clinical
Supervision; Social Justice and Advocacy

Basilio Rodriguez, Ph.D., NCC
Assistant Professor

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Interests and Expertise

Career counseling & coaching, Non-clinical Social
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Samantha Mendoza, Ph.D.
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Counseling youth; Immigrant & Refugee youth population;
couples therapy; academic resilience; psychopathology

Ashley Nash, Ph.D., NCC, LMHC, LCMHCA
Assistant Professor
anash@usw.edu

Interest and Expertise

African American mother/daughter relationships,
Multicultural Counseling, Suicide Prevention, Suicidal
Ideation, Crisis, Trauma, Substance abuse, and Art
Therapy.



2.6 INFORMED CONSENT STATEMENT

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such please be aware of the following information regarding this program:

The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.

There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.

At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.

Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).

Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.

Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.



It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

2.7 COURSE DESCRIPTIONS

Course descriptions are also available in the University of the Southwest's Graduate Catalog, which can be found online at <https://www.usw.edu/student-life/registrar>

Students can contact the Graduate Academic Advisor to view all course syllabi at any time.
lkeim@usw.edu

*Important Note: Please be aware that certain state licensure boards require that all applicants make a "B" or better in all courses leading to a counseling degree. Please check with your state board's rules regarding these requirements.

COUN 5103 Career Development and Transition Planning (3 credit hours)

The study of career development theories, tools, and techniques to assess and counsel in career decision making, transition and life planning, gender, family, and sociocultural issues. Specific strategies within the curriculum include assessment tools, report writing, and use of technology included.

COUN 5113 Spirituality and Counseling (3 credit hours)

The study and application of theory and techniques to assist a counselor in the appropriate integration of spirituality in the counseling process with clients from a variety of faith traditions. This course will cover how clinical mental health is viewed from several cultural/spiritual perspectives.

COUN 5133 Clinical Mental Health Counseling - Foundations and Ethics (3 credit hours)

This course provides a survey of the practice of professional counseling from an ethical and legal perspective. Topics such as counseling board regulations, the ACA Code of Ethics, ethical case studies, and professional practices are included

COUN 5203 Learning and Human Development (3 credit hours)

Normal human and family life cycle development across the life span is covered with emphasis on physical, cognitive, social, and emotional growth. Cultural, gender, and spiritual influences on development are included.



COUN 5233 Human Sexuality (3 credit hours)

This course explores sexuality from biological, social and psychological perspectives. Issues such as sexual attitudes, ideals, and behaviors, directly and indirectly are to be addressed. Portions of sexually explicit videos may be shown. Topics to be either addressed in the readings and/or videos: basic sexual anatomy and physiology; sexual arousal, sexual orientation, sexuality and aging, gender and sexual diversity issues, love and communication, STDs and safe sex, effect of prescription and recreational drugs on sexuality, atypical, problematic, and illegal sexual behavior.

COUN 5313 Counseling Skills and Techniques (3 credit hours)

Study and implementation of counseling techniques and applications, including interviewing, counseling, assessment skills, the impact of technology on the helping relationship, and counselor self-assessment.

COUN 5323 Theories and The Helping Relationship (3 credit hours)

An investigation of the major counseling theories and their applications to the helping relationship. Curriculum emphasizes client diversity and systemic approaches to conceptualizing clients.

COUN 5333 Abnormal Behavior (3 credit hours)

This course will cover the etiology, symptoms, and patterns of maladjusted behavior. Assessment, treatment planning and treatment will also be of primary consideration as they relate to specific disorders. Students will look at psychopathological behavior from a multidisciplinary and developmental framework in order to better understand deviant behavior as well as human behavior in general.

COUN 5403 Theory and Practice of Group Counseling (3 credit hours)

The study of group theories, dynamics, process, and stages. Group organization, roles and leadership are examined. Students are required to participate in a therapy group while enrolled in this class.

COUN 5413 Marriage, Family, and Couples Counseling (3 credit hours)

Theoretical exploration of interpersonal relationships, including the impact of dynamics on relational and social issues.

COUN 5423 Child and Adolescent Counseling (3 credit hours)

This course focuses on developmental counseling theories. It is an introduction to the knowledge, skills and processes basic to initiating an effective counseling relationship with children and adolescents in school settings as well as in mental health settings. Advocating for children while working effectively with parents, school personnel and other professionals is included.



COUN 5433 Introduction to Play Therapy (3 credit hours)

Introduction to the theories and techniques of play therapy. Includes individual and group applications, directive and non-directive approaches, as well as organization of a play therapy program.

COUN 5453 Psychopathology (3 credit hours)

Overview of diagnostic and symptom categories in psychopathology. Intervention and treatment considerations in counseling included.

COUN 5463 Testing and Assessment in Counseling (3 credit hours)

Provides an understanding of group and individual assessment and evaluation. Includes basic statistical concepts; standardized and non-standardized testing; strategies for selecting, administering and interpreting assessment; and evaluation in counseling settings.

COUN 5473 Psychopharmacology in Counseling (3 credit hours)

This course provides an overview of biological and neurological mechanisms that impact mental health and the use of medication in treatment. Topics include side effects of common medications, social and cultural considerations, and the counselor's role in interdisciplinary approaches to treatment.

COUN 5513 Multicultural Counseling (3 credit hours)

Examination of multicultural and pluralistic characteristics of diverse groups including identity development, social justice and advocacy as well as identification and elimination of barriers, prejudices, oppression and discrimination; multicultural counseling competencies, theories and models; role of counselor self-awareness in working with diverse client populations and advocating for wellness in diverse populations.

COUN 5523 Research and Program Evaluation (3 credit hours)

Introduction to counseling research, quantitative, qualitative, and mixed method research designs. Curriculum emphasizes the development and critique of research as it relates to needs assessment, evidence-based counseling, application of outcomes to practice, and program evaluation. Legal and ethical issues in the protection of human subjects included.

COUN 5533 Mental Health Programs: Development and Management (3 credit hours)



This course focuses on the current trends, issues, and challenges in community mental health settings. Development, organization, administration, and evaluation of counseling services and programs are included.

COUN 5543 Crisis and Trauma Counseling and Intervention (3 credit hours)

Prevention, assessment, and interventions for crisis and trauma in children, adolescents, and adults.

COUN 5553 Introduction to Addictions Counseling (3 credit hours)

Theory and treatment of disorders related to addictive behaviors, including drugs, alcohol, gambling, and eating disorders. Also addresses prevention of addictive behaviors and coping skills for family members of addicted persons.

COUN 5563 Clinical Supervision of Counselors (3 credit hours)

Overview of supervision theory and practice in the clinical supervision of professional counselors in mental health settings and/or school counselors.

COUN 5723 Special Topics (3 credit hours)

Each individual student will select for instructor approval and guidance, a current issue or area of mental health counseling to research, culminating in a scholarly paper.

COUN 5833 Practicum I (3 credit hours)*

A candidate must complete a minimum of 3 credit hours of Practicum I (50 clock hours) in a mental health counseling setting. The student will be exposed to the actual practice of counseling with individuals under direct supervision. The focus is on integrating and applying theory and skills learned in prior coursework.

*Placement sites and site supervisors must be approved by the Program Director and/or University Practicum/Internship Coordinator.

COUN 5933 Practicum II (3 credit hours)

Practicum II must be taken immediately following Practicum I. A candidate must complete a minimum of 3 credit hours of Practicum II (50 clock hours) in a mental health setting. The student will be exposed to the actual practice of counseling with individuals under direct supervision. The focus is on integrating and applying theory and skills learned in prior coursework. *Placement sites and site supervisors must be approved by the Program Director and/or University Practicum/Internship Coordinator.

COUN 5843 Internship I in Mental Health Counseling (3 credit hours)



A candidate must successfully complete 6 credit hours of Internship (600 clock hours, divided into 2 sections of 300 hours each) under supervision in a mental health counseling setting. Students should consider internship sites that offer opportunities to engage in both individual counseling and group work. Internship provides an opportunity for the student to perform, under clinical supervision, a variety of professional counseling activities. Placement sites and site supervisors must be approved by the Program Director and/or University Practicum/Internship Supervisor. Prerequisite: Practicum I and II - COUN 5833 and COUN 5933

COUN 5853 Internship II in Mental Health Counseling (3 credit hours)

A candidate must successfully complete 6 credit hours of Internship (600 clock hours, divided into 2 sections of 300 hours each) under supervision in a mental health counseling setting. Students should consider internship sites that offer opportunities to engage in both individual counseling and group work. Internship provides an opportunity for the student to perform, under clinical supervision, a variety of professional counseling activities. Placement sites and site supervisors must be approved by the Program Director and/or University Practicum/Internship Supervisor. Prerequisite: Practicum I and II COUN 5833 and 5933, Internship I COUN 5843

3 PROGRAM POLICIES

Within the structure of the institution's policies, the core Clinical Mental Health Counseling (CMHC) program faculty have the authority to determine program curricula and to establish operational policies and procedures for the program.

3.1 PRIVACY & CONFIDENTIALITY POLICY

Confidential information is something, spoken or written, that is kept private or secret by the one receiving the information. In practice, there are very few settings where absolute confidence can be maintained. Usually, what is offered is limited confidentiality. Therefore, students are advised to carefully consider what, when, where, and how they choose to disclose any personal information.

As a student of the University of the Southwest, I agree to hold in confidence any information shared with me in classroom settings, which includes internet discussions, conference calls, etc. If I share personal information about other people, I will use extreme caution and change certain information, including their names, in order to protect them from being identified. While the internet is not considered a confidential medium, as a student of the University of the Southwest, I agree to hold what my peers share in classroom



settings, online discussions, conference calls, video conferencing, and presentations confidential. I will not share it without their written consent.

The nature of supervision with Practicum and Internship students is highly sensitive. It is imperative that we protect our clients' rights. Therefore, I will mask and change any information that might specifically identify my clients in order to protect their privacy. Additionally, I agree to hold in confidence any information shared by my fellow students and faculty members of the University of the Southwest.

3.2 ANTI-DISCRIMINATION POLICY

University of the Southwest is an independent university. While emphasizing a curriculum of liberal arts, a primary stress is upon Christian values and character and free enterprise principles.

University of the Southwest is an equal opportunity employer and employs without regard to race, age, disability, religion, color, sex, national origin, or any other basis prohibited by local, state, or federal law. Employment decisions, including, but not limited to, recruiting, selection, hiring, training, transfer, promotion, termination, compensation, and benefits will be based upon an individual's qualifications with all personnel actions administered without regard to race, age, disability, religion, color, sex, national origin, or any other basis prohibited by local, state, or federal law. USW will make reasonable accommodations for qualified individuals with known disabilities as required by law unless doing so would result in an undue hardship, safety risk, or health risk.

It is the responsibility of all Directors and Senior Administrators to see this policy is carried out in their areas; however, the overall responsibility for planning and implementing this policy is assigned to the Assistant VP of HR. The Assistant VP of HR and RC serves as the Affirmative Action Officer for the University and has specific responsibility for coordinating the University's non-discrimination efforts in regard to employment to comply with applicable employment laws and regulations. Inquiries regarding USW's non-discrimination policies and practices may be directed to the following:

Veronica Torrez (575) 492-2146

Assistant VP of HR and Regulatory Compliance University of the Southwest 6610 N. Lovington Hwy.
Hobbs, NM 88240



3.3 ACADEMIC APPEAL POLICY

Information regarding academic appeal can be found in the University Graduate Academic Catalog. This information is as follows:

During an Academic Term:

If a student is concerned about or questions a grade earned on a course assignment, the student must contact the instructor to discuss their concerns. Appeals for individual assignments during an active course are not permitted.

After the Last Day of an Academic Term:

Only the final grade in a course may be appealed; appeals for individual assignments during an active course are not permitted. If a mutually acceptable decision regarding the final course grade is not reached, the student may follow the steps outlined in the appeal process. Faculty judgment of students' academic performance is inherent in the grading process and will not be overturned except when the student can show that the grade awarded represents a gross violation of the instructor's own specified evaluation (grading) statement and therefore was awarded in an arbitrary, capricious,

or discriminatory manner.

1. **Resolve Informally:** Students are encouraged to resolve differences or concerns in an informal manner with instructors through direct contact and inquiry. The instructor will review the concerns and reconsider the grade if warranted. Students may pursue a formal appeal if an informal request is unsuccessful. Students should initiate informal resolution attempts during the term or within 14 days after the last day of an 8-week term. Conversations regarding academic concerns may result in the resolution of academic concerns; these are not considered formal appeals until initiation of the procedures outlined below.
2. **Formal Appeal:** At each stage, the appeal must be made in accordance with the following rules:
 - a) The student's formal appeal or complaint must be made in writing to the program or department chair.
 - b) The appeal must include the following information:
 - i. an explanation of the academic decision or grade being appealed
 - ii. the rationale for considering the decision to be in error



- iii. the specific remedy requested
 - iv. evidence or documentation of inaccuracy (if available)
 - v. information on when and with whom the student attempted an informal resolution
 - c) The initial formal appeal by the student must be made within 14 calendar days of the date grades are posted or the date that grades are due for the semester in question, whichever occurs last.
3. **Response to Student:** Every effort should be made to communicate decisions to the student, in writing, within 7 calendar days at each level of appeal.
4. **Further Stages of Appeal:** If the student is unsatisfied with the explanation provided at the first level of complaint, they may appeal in writing in the designated order to the next level of academic or administrative supervision, which will differ depending on the source of the first decision. A further appeal by the student must be in writing and must include all supporting documentation. The further appeal must be presented within 7 calendar days of the date that the previous appeal decision response was communicated in writing. If the original appeal was made to an instructor, the student should then appeal to the head of the academic unit. If the program does not have a designated program or department chair, then the student should appeal to the Associate Dean of the appropriate college (the college in which the course is offered). If appealed to the Associate Dean, then the student may appeal to the Academic Cabinet (by submitting a request for this further appeal to the Associate Dean).
5. **Appeal Decision:** If a student has appealed to the Associate Dean, the decision will, in most instances, be final. However, at their discretion, in cases where a question of fact has arisen, the Associate Dean may refer the appeal to the Academic Cabinet for this purpose. In cases where the Cabinet has been convened, they will recommend a decision to the Chief Academic Officer. The CAO will then issue a decision, and that decision will be final.
6. **Fundamental Fairness:** If a student can make a case that the principle of fundamental fairness was violated in the appeal process itself, then the student has a right of final appeal to the Chief Academic Officer. Any such appeal must be presented, in writing, within 7 calendar days of the College-level decision. The Chief Academic Officer may either consider the appeal or decline to do so. Decisions regarding Chief Academic Officer's review status will be communicated to the student, in writing, within 7 calendar days. In all such cases, the decision of the Chief Academic Officer or Chief Academic Officer's designee is final. No further appeals are available.



3.4 ENDORSEMENT POLICY

University of the Southwest's (USW) Clinical Mental Health Counseling (CMHC) faculty address and respond to students' requests concerning credentialing and employment on a case-by-case basis.

3.5 RETENTION, REMEDIATION, & DISMISSAL POLICY

Students who fail to demonstrate basic knowledge, communication, interpersonal skills, ethics, and/or counseling skills may be asked to seek remediation. Students who fail to grasp and demonstrate basic communication, ethics, counseling skills and interpersonal skills will not be accepted for Practicum/Internship placement.

As professional counselors, our faculty members are held to the highest standards of the profession. The 2014 ACA Code of Ethics requires that professional counselors be "gatekeepers" for the profession. Any student who demonstrate personal limitations that might impede future performance, or who violate ethical standards, and/or who are ineffective and/or harmful to clients, will be asked to leave the program.

The faculty of the Clinical Mental Health Counseling (CMHC) program at the University of the Southwest (USW) is dedicated to the education and development of competent professional counselors who will represent USW's program proudly, and effectively. As members of the counseling profession, USW's mental health counseling faculty adheres to and promotes the professional ethics of the profession as delineated in the 2014 ACA Code of Ethics (American Counseling Association) and the Association for Counselor Education and Supervision (ACES 2003).

We affirm our right as well as our ethical responsibility in the training and supervision of graduate students in counseling, to develop clear policies regarding students and their experiences in USW's Mental Health Counseling graduate program. In adhering to the 2014 ACA Code of Ethics, we have established policies regarding field placement (ACA, 2014, F.7.i.), student competency in clinical, non-clinical, and academic experiences (ACA, 2014, F.9.a.), and "address the inabilities of some students to achieve counseling competencies that might impede performance" (ACA, 2014, F.8.d.) as future professional counselors. We therefore, follow section F.6.b. of the ACA Code of Ethics (2014) regarding gatekeeping and remediation. Specifically, we will inform students of the need for remediation, help students in securing remedial assistance, seek professional consultation and document any decisions regarding remediation, retention



or dismissal; and we ensure that students are aware of options available to them to address such decisions.

3.5.1 PRIORITIES, EXPECTATIONS, & STUDENT COMPETENCIES

University of the Southwest (USW) holds certain values, priorities, and expectations to be important in the process of training future counseling professionals.

Every aspect of USW's Clinical Mental Health Counseling (CMHC) graduate degree program is designed to promote, encourage and foster the following values, guidelines, and principles. Each and every faculty member, student, and field supervisor is therefore expected to follow and demonstrate the following at all times:

- The highest ethical and professional standards;
- Evidence-based practices in counseling;
- Ethical and social responsibility;
- Personal and professional growth;
- Respect for diversity and the importance of culture, family and values in the counseling process;
- Collaboration with community and outside agencies;
- Leadership, continued learning, service and professional identity in professional counseling and counselor education;
- The integration of research, teaching, and practice.

Based on the above-referenced priorities and expectations, the following PROGRAM OBJECTIVES of the University of the Southwest's ***specific to students*** in italicized and bold text are:

- Prepare, promote, and graduate ***interpersonally and inter-professionally skilled, culturally competent, professionally knowledgeable, ethical, self-reflective, compassionate and license-eligible*** counselors.

The faculty of the Mental Health Counseling graduate degree program have additionally delineated specific competencies that address the unique skills and behaviors that embody the ideal counselor in mental health settings and school settings. These Priorities, Expectations, and Competencies comprise the measures by which students in USW's Mental Health Counseling program will be assessed for social appropriateness in the field of professional counseling. Students will be informed of these expectations prior to admission to the program and will be asked to sign this statement that they have read, acknowledge and agree to abide by these guidelines with their acceptance of the admissions invitation.

The Remediation, Retention, and Dismissal Policy is posted on the USW website, and the link or the policy statement itself will be posted within each course.



3.5.2 REMEDIATION

A student at any point in the program may be deemed as “at risk” in terms of failure to demonstrate appropriate academic performance, professional counseling skills, or appropriate personal skills. Deficits in any of these areas that prevent a student from performing what is necessary to be a professional counselor will result in an initiated and documented plan for remediation. (The latter statement assumes that the student is not subject to immediate dismissal from the program as outlined in USW’s academic policies, Honor Code, or Student Handbook, or as deemed necessary to protect the public).

An individual student’s remediation plan will be designed to address areas of concern and will be developed and defined as follows:

1. That, with consultation from other program faculty members, the student’s USW program advisor, and when appropriate, the student’s on-site field placement supervisor, and other professionals who can provide relevant input, will establish a plan;
2. That is presented to the individual student;
3. That is discussed in relation to the faculty’s concerns, and if applicable, to the protection of the public and the field placement site; and
4. That is agreed upon and signed by the USW program advisor, the student and a faculty member who will monitor the student’s progress and completion of the remediation plan with notification to USW’s mental health counseling program faculty.

Remediation plans specifically may involve one or more of the following:

1. Academic Remediation
 - a) retaking of courses
 - b) engaging in tutoring
 - c) test-taking training
 - d) study skills training
 - e) writing skills training
 - f) spoken and/or written language skills remediation
 - g) other academic interventions as deemed necessary and appropriate by program faculty
2. Professional Skill Remediation
 - a) retaking of courses (ie: ethics, skills courses, content courses)
 - b) removal from field placement site
 - c) reassignment of placement site
 - d) specific assigned activities at placement site
 - e) writing reflection papers
 - f) additional supervision meetings/consultations
 - g) other professional skills interventions as deemed necessary and appropriate by the USW counseling program faculty



3. Personal Remediation

- a) personal counseling
- b) writing reflection papers
- c) writing letters of apology
- d) additional supervision meetings/consultations
- e) other personal remediation interventions as deemed necessary and appropriate by the USW counseling program faculty

The remediation plan will include at a minimum, the following:

1. specific activities to be completed
2. target measures of accomplishment (will be documented)
3. a schedule of regular meetings (video conferencing if student is not on or near USW campus) between the student and the faculty member responsible for monitoring and documenting the remediation plan (if this person is different from the student's advisor)
4. a timeframe for accomplishment
5. contact information for the faculty member responsible for monitoring the student's progress

Copies of the plan will be maintained in the student's file as well as by the student's advisor, the program coordinator, and the student. The monitoring faculty member will also retain notes documenting all meetings during the course of the remediation process.

3.5.3 RETENTION

Upon completion of the remediation plan, the advisor, the student and the faculty member responsible for monitoring the plan will meet (video conferencing if need be) to discuss the success of the remediation plan. If the evidence presented suggests that the plan has been successful, the advisor and responsible faculty member will advise the program faculty of the successful resolution of concerns. If the evidence of successful remediation is questionable, additional remediation activities may be deemed necessary. All the conditions of appropriate remediation will apply as outlined above. All discussions will be documented.

3.5.4 DISMISSAL

There are 4 entities that have published policies that determine enrollment at the University of the Southwest. The policies that determine continued enrollment are itemized here and clarified below:

1. Those determined by the University in terms of behavior.
2. Those determined by the Graduate program in terms of academic behavior.
3. Those determined by the College of Arts and Sciences in terms of criminal background checks, and



4. Those determined by the Mental Health Counseling program in terms of academic success, professional success, and personal success.

Determined by the University

Behavior that is deemed unacceptable by the University community may subject a student to dismissal from the University. Such behaviors are delineated on the USW website in the Student Handbook and in the Honor Code. However, as USW's graduate program in Mental Health Counseling is online, behaviors that might warrant possible dismissal from the University can include:

1. Academic misconduct (ie: plagiarism, cheating)
2. Threatening or harassing behavior (ie: instructor/classmate)
3. Endangering health or safety (ie: background check information)
4. Sexual misconduct (ie: background check information)
5. Destructive online behavior (ie: instructor/publisher/classmate written or printed materials/entries)
6. Dangerous weapons or devices (ie: reported/discovered/validated)
7. Theft/unauthorized use of property (ie: course material/online documents)
8. Other behavior deemed inappropriate for a counseling student and future counseling professional (ie: personal issues/behavior)

Determined by the Graduate Program

Academic standards are addressed by the Graduate program. These can be found on USW's website. Graduate students must maintain an overall GPA of 3.0 (B) and have an overall GPA of 3.0 at the time of graduation to receive their degree.

Determined by the College of Arts and Sciences

Evidence of a criminal background check that indicates criminal convictions that would preclude a student from becoming licensed as a professional mental health counselor would lead to a discussion of the student's purpose in remaining in the program.

Determined by the Mental Health Counseling Program

Should a student be unable or unwilling to complete a remediation plan as outlined in this document, the faculty of the program has the option of using *dismissal from the program* as an action of last resort. If this action is taken, the faculty will:

1. Document all evidence leading to this decision.
2. Inform the student of the decision.
3. Inform the Dean of the College of Arts and Sciences.
4. Inform the program Advisor of the Mental Health Counseling program.
5. Inform the student of his/her due process options, and



6. Provide the contact information for the person to whom an appeal could be made. (See the Office of the Provost for procedures and documentation).

**The University of the Southwest's Mental Health Counseling Program's Statement of Progressive Remediation, Retention, and Dismissal Policy has been modeled directly after The Ohio State University's policy, published on the worldwide web. USW thanks and appreciates the generosity of The Ohio State University's availability of their policy as well as their permission to use portions of their statement for USW's use.*

4 PROGRAM RESOURCES

4.1 TECHNICAL SUPPORT

The Information Technology Department (IT) at USW oversees all information services from USW to the students. The IT Department not only has staff available to meet individual student needs and maintain all software and hardware necessary to run all academic programs, but also has a dedicated staff member who works solely with faculty and students in the online learning environment. This staff member responds to all faculty/student needs and concerns, and addresses computer issues, access to research materials, course building, and tracking of assignment materials submitted to the online classes. Technology Services is located in the Mabee Teaching and Learning Center, Suite 116. We strongly encourage all of our off-campus students and faculty users to submit their initial request using the following methods, send an email to: it-helpdesk@usw.edu, complete the [Online Support Request Form](#) to call the Helpdesk support number at 833-587-9832 and leave a voicemail.

4.2 TEXTBOOKS

Access to e-books is provided in all Clinical Mental Health (CMHC) courses at no additional charge to students. Books are embedded in each course that can be read on a variety of electronic devices. Students who are interested in purchasing a hard copy of a textbook can do so at a discounted price by logging into Cengage Unlimited.

4.3 SAFE ASSIGN

The Clinical Mental Health (CMHC) faculty utilize SafeAssign, a tool in Blackboard to help identify content in a student's submission with matching content in several different databases. SafeAssign generates a report on each submitted work that shows the matching content. While this is a plagiarism detector, the



SafeAssign Originality Report can also be used to sharpen a student's awareness of more ethical aspects of professional writing.

To learn more about SafeAssign, students can click on the Blackboard Help tab in the course menu. On the opening Help page locate the column titled "Popular Issues" and click on the "Help with SafeAssign" option for specific topic areas.

4.4 GRAMMARLY TOOL

Learning to write at the graduate level is an important aspect of the Clinical Mental Health (CMHC) program. Access to Grammarly Premium is available to all USW students through Blackboard. To sign up for Grammarly Premium and set up an account, students can click on the Grammarly tab in the course menu and follow the instructions provided.

4.5 COUNSELING SERVICES FOR STUDENTS

As a counselor-in-training, you will participate in a graduate degree program that focuses on more than academic learning. Content in the classes you are taking is designed to engage students in self-reflective practice and personal evaluation.

Sometimes the things we learn about and practice in our courses can bring to awareness uncomfortable topics that affect us emotionally and psychologically as we apply the subject matter to our future clients and ourselves. As you have probably already heard about in your courses, self-care is a key imperative for counselors. Developing positive self-care habits can prevent burnout and the deterioration of mental health which may affect our ability to learn, interact with others, and develop into successful counselors.

The counseling faculty strongly encourage all Clinical Mental Health (CMHC) students to participate in personal counseling. Not only can you process concerns with a counselor, you can also experience what counseling is like first hand. Counseling is also a way to prevent the development of future concerns by exploring topics such as how to manage stress.

Our program is here to support you on your journey to become a professional counselor.



As a student at USW, you can receive free online counseling services through HealthiestYou, the university's medical benefits provider. To set up your HealthiestYou account, please contact Ms. Keim at kkeim@usw.edu.

A student can also contact the professional counselor located on the USW campus: Brian Arnold, MA, LPC University Counselor at 575.492.2104 or barnold@usw.edu

4.6 PROFESSIONAL INVOLVEMENT

Students enrolled at least half time in the Clinical Mental Health Counseling (CMHC) graduate program are eligible for membership in the American Counseling Association (ACA), the profession's primary organization. A student membership includes all the benefits of a full membership including but not limited to the quarterly research journal of the association, *Journal of Counseling and Development* and the monthly magazine *Counseling Today*. Student ACA members also have access to free and low cost educational opportunities, including monthly free online continuing education opportunities, and resources for Internship opportunities, advocacy, and scholarships. You are encouraged to join ACA as you begin and progress toward your ultimate goal of becoming a professional clinical counselor. Make time to visit and explore the American Counseling Association's website at www.counseling.org.

In various courses, students are also provided information about organizations that exist in specialty counseling areas, such as multicultural counseling, group counseling, play therapy, and addictions. Students in USW's CMHC program can be exposed to and participate in professional development opportunities by taking advantage of a variety of research projects. When such an opportunity becomes available, it is most often posted as an announcement on Blackboard by an individual faculty member.

4.7 PRACTICE COMPREHENSIVE EXAM

Upon completion of the Clinical Mental Health Counseling (CMHC) program all students, depending upon their state's professional counselor licensing statutes, will have to successfully complete either or both the National Counselor Exam (NCE) and the National Mental Health Counselor Exam (NMHCE). USW's CMHC CACREP program is designed to incorporate all relevant areas addressed on these exams. In an effort to help prepare, the CMHC program makes a Practice Comprehensive Exam available to students in the Practicum and Internship courses. The Practice Comprehensive Exam is similar in content and format to that of the national exam. The exam is scored for informational purposes only and will not be included



in the course average. Students may have up to three attempts at the practice exam per course. The practice exam may be taken during Practicum or Internship or both.

4.8 NCE OR NCMHCE EXAM

USW CMHC students can now take the National Counselor Examination (NCE) or the National Clinical Mental Health Counselor Exam (NCMHCE) during Internship I or II (COUN 5843/COUN 5853).

Taking the exam prior to graduation is not a requirement but may help to speed up the initial licensure process. If you would like to take the exam before graduation, please note that the cost of the exam is higher (\$335) because it includes the cost of the exam registration, NCC certification, and the certification maintenance fee for the first year. If you do not want to receive the NCC certification, the exam must be taken after graduation and you will need to apply directly through NBCC.

*Note- students who reside in New York and California are not eligible for this opportunity since these states will not honor exam scores taken before graduation and board approval.

4.8.1 ADDITIONAL RESOURCES FOR THE NATIONAL EXAMS:

1. Erford, B. T., Hays, D. G., & Crockett, S. (2020). *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination* (3rd ed). Columbus, OH: Pearson Merrill Prentice Hall. (ISBN: 978-0135192450)
2. Helwig, A. A. (2018). *Study guide for the National Counselor Examination and CPCE (Counselor Preparation Comprehensive Examination)* (8th ed.). Denver, CO: Author. (ISBN 9780964837782); also available at <http://www.counselor-examprep.com/about-dr-andrew-helwig.html>
3. Rosenthal, H. (2017). *Encyclopedia of counseling: Master review and tutorial for the National Counselor Examination, state counseling exams, and the Counselor Preparation Comprehensive Examination* (4th ed.). New York, NY: Routledge – Taylor and Francis Group. (ISBN 978-1138942653; also available at www.howardrosenthal.com)

More Resources: <https://nbcc.org/exams/examprep>
<https://www.pocketprep.com/exams/nbcc-nce/>

For information regarding testing accommodations for applicants with disabilities, please see the following documents:



NCE: <https://www.nbcc.org/Assets/StateLicensure/NCE.pdf>

NCMHCE: <https://www.nbcc.org/Assets/Exam/Handbooks/NCMHCE.pdf>

*This information is also listed in each CMHC Backboard course on the “State Licensure Info” tab in the Course menu.

5 ADMISSION & ENROLLMENT INFORMATION

5.1 BEFORE APPLYING

Talk to professionals in the counseling community to clarify your understanding of the rewards and the demands of counseling careers.

Assess how your personal strengths and challenges may impact your ability to be a competent counselor.

Join professional associations such as ACA, ACES, IAMFC, NMCA, and AACC. Students can greatly enhance their development by student membership in these groups. Students may access information about these groups at www.counseling.org.

Volunteer for community organizations that provide support for at-risk populations to gain valuable human service experience.

Check your interests, abilities, volunteer and paid work experiences for congruence with the requirements and expectations of the CMHC program.

5.2 ADMISSIONS PROCEDURES & POLICIES

University of the Southwest (USW) is committed to providing equal educational opportunities for candidates without regard to race, color, gender, disability, or national origin. As an independent educational institution, the university reserves the right to deny admission to any applicant whose academic preparation, character, or personal conduct is determined to be inconsistent with the mission and purposes of the university.



5.2.1 GRADUATE ADMISSIONS APPLICATION

Prospective students must apply online at www.usw.edu. Questions regarding admissions may be submitted by email to graduateadmission@usw.edu.

5.2.2 MASTER'S ELIGIBILITY CRITERIA

Admission to the master's graduate program is open to qualified applicants with a bachelor's degree from a college or university accredited by the appropriate accrediting association and recognized by University of the Southwest (USW). Admission preference will be given to applicants who have earned a cumulative 3.0 grade point average (GPA) on a 4.0 scale on their conferred bachelor's degree. Applicants who have earned less than a 3.0 cumulative grade point average are encouraged to apply and will be considered for acceptance to a graduate program on an individual basis.

Applicants to the graduate program are evaluated on the individual merits of their academic achievements and their potential to complete graduate level coursework and curriculum requirements. USW seeks applicants for graduate study who are academically well-prepared, have shown dedication to their professions, and are highly motivated. The graduate program attempts to attract well-qualified students from various cultural backgrounds, geographic areas, economic levels, and age groups.

5.2.3 ADMISSIONS PROCESS: MASTER OF SCIENCE (MS)

All students are encouraged to contact their Graduate Academic Advisor to ensure that the appropriate admissions documents are submitted and that their classes are taken in the proper sequence. Students seeking a second degree from University of the Southwest (USW) at the same academic level must receive admission approval by the Chief Academic Officer (CAO).

Admission Requirements:

- Complete and submit the online graduate application.
- Submit required transcript(s) to the College of Arts & Sciences Academic Advisor. For admission, an official transcript that reflects the conferral of a bachelor's degree from an accredited undergraduate institution must be submitted before the first term of being registered for graduate courses.
- Submit a 500-word personal essay describing the applicant's motivation to pursue the online CMHC degree, the relevance of career goals, ability to effectively engage in course work through



digital delivery, evidence of ability to form effective counseling relationships and respect for cultural differences.

- Submit a professional resume.

All the above processes must be completed, and all criteria must be met for full admission.

5.2.4 READMISSION

Students who have been granted admission are expected to register in the term for which admission is granted. Any student failing to register during any one-year period prior to graduation, and who does not have an official leave of absence from study granted by the program, will be required to apply for re-admission to the program according to the procedures and standards in effect at the time of reconsideration. Students originally admitted to the program, who elect to pursue another degree program or certificate (ex: teaching certificate), must re-apply for admission to the CMHC program. That is, readmission is not automatic. Faculty will collect any necessary information regarding student performance in other programs, as well as requiring a written statement from the student about the decision to leave the CMHC program and subsequently return.

5.3 NEW STUDENT ORIENTATION

5.3.1 NEW STUDENT ORIENTATION MEETING AGENDA

This meeting is required and takes place in the COUN 5133 Course: Clinical Mental Health Counseling - Foundations and Ethics

You will need to upload Zoom to your computer for this meeting. The access code is posted in Module 2 of Blackboard in the course along with documents for this meeting)

I. Introduction and Purpose of New Student Orientation Meeting

- a. USW faculty/staff present - brief introduction(s)
- b. CACREP description of "new student orientation" - "Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed." (CACREP 1.M.; 2016).



II. CMHC Program Handbook (be sure to have the e-version available to refer to as relevant topics are addressed)

- a. **Description** of CMHC Program Handbook - keep handbook throughout program. The program handbook is posted in every course on Blackboard. When it is revised annually, the newest version is posted on the USW website, on the CMHC Program Page in the College of Arts and Sciences. The Graduate Academic Advisor also emails (in USW's Mustang Mail) the newly revised program handbook to all current students in the CMHC program.
- b. **Student's ethical and professional obligations** - USW CMHC students are expected and held to conducting themselves at all times according to professional counseling standards as stated in the ACA Code of Ethics (2014); students can be referred for concerns by any CMHC faculty member at any time, to the Retention, Remediation and Dismissal Committee. The ACA Code of Ethics is posted in this course, as well as in some others. It is your responsibility to know and adhere to the Code of Ethics.
- c. **Personal growth expectations** – a process over time (Retention, Remediation and Dismissal Policy)
- d. **Professional Organizations and Professional Opportunities** - It is required that you join a professional counseling organization as you begin the CMHC program. The American Counseling Association (ACA) is the national organization for professional counseling. Other professional organizations are also open to students, and individual instructors can provide more information about some of these.
- e. **Current labor market information** relevant to opportunities for practice within the counseling profession (CACREP Section 2.F.1.h.)
- f. **Practicum/Internship Requirements for Degree/State:** When a student is within a few terms of the Practicum course, it is recommended that the student initiate contact with the Program Coordinator, for preparation tips in finding and securing a site, possible locations and types of sites, paperwork required prior to starting Practicum/Internship, and so on.
- g. **Discussion of Portfolio requirements and expectations** - Purpose of Portfolio as exit assessment; setting up an e-portfolio in Blackboard, designated portfolio assignments in core courses; Portfolio requirements are outlined in the CMHC Program Handbook.
- h. **Licensure and license eligibility** – It is your responsibility to know what your state requires for professional licensing. You must regularly check your state's professional licensing website to stay current on what is required; *keep all syllabi and graduate catalog you are admitted under;* upon program completion you will want to take the national exam required by your state as soon as possible; USW's CMHC program offers a free Practice Comprehensive Exam that is based on the National Counselor Exam (NCE). It is available to students toward the end of their coursework. The



Graduate Academic Advisor emails students who are just a few courses from Practicum each Fall and Spring semester, about the signup process and test administration. The test is contained and completed within Blackboard, and it is administered in a manner similar to the national exam.

- i. **Prohibitive circumstances**—circumstances that may not allow students to gain licensure: a felony on your record; your state’s not accepting as “equivalent” all of your courses; your state’s requiring something other than what you have completed as part of your studies, etc. It is strongly recommended that when you begin the process of licensing in your state, that you contact the Graduate Academic Advisor and/or the Program Coordinator about the paperwork involved in making application for licensure in your state. We are happy to help guide you in competing this process, and assist you where required

III. USW Graduate Catalog – Current Academic Year

- a. Click on Admissions tab on USW Home Page <https://usw.edu>
- b. Course Descriptions
- c. Addendums added periodically - these may include revised course descriptions, revised program requirements, newly adopted university policies etc.

IV. Grievance Policy and Chain of Command

- a. Students have the right to file a complaint or appeal a grade if desired. Students are required to follow all USW policies specific to their concern, as outlined in the current Graduate Academic Catalog, and/or specific course syllabus.
- b. The “chain of command” is to be adhered to as stated in university policy descriptions and course syllabi; specifically, the student should first speak to the instructor or person directly involved; if a resolution is not reached, then the student may follow the student appeal process outlined in the Graduate Academic Catalog.

5.4 ADVISING

Following admission to the program, students receive ongoing advising from the Academic Advisor. Students may also receive advising from Clinical Mental Health Counseling (CMHC) faculty as questions or concerns arise.

A student’s degree plan is the primary advisement tool and lists the courses needed for graduation. Students are apprised of this information as part of the New Student Orientation that takes place early in COUN 5113 Clinical Mental Health Counseling - Foundations and Ethics. The student is responsible for keeping the degree plan updated and for having it available for advisement sessions. Student advising is an ongoing process and advice is available if requested by the student.



As soon as possible after admission to the graduate program of study at USW, but no later than the end of the first term of coursework, the student will be provided a degree plan created by the Academic Advisor. Once the student receives their degree plan, they are expected to follow it as the basis for all subsequent course enrollment.

Students must take care to select courses on the degree plan that will also meet the requirements of the state in which they intend to seek professional licensure.

5.4.1 TRANSFER CREDITS

A maximum of 12 approved semester hours of graduate coursework from an accredited graduate counseling program may be transferred, pending approval from the Clinical Mental Health Counseling (CMHC) Program Coordinator. Transfer credits may not be older than 6 years at the time of admission to USW's CMHC program. Transfer courses may not include Counseling Skills and Techniques (COUN 5313), Practicum (COUN 5833 and 5933), or Internship (COUN 5843/5853).

5.4.2 CLASS AVAILABILITY

Students should recognize that not all classes are offered every term and plan their course of study accordingly.

5.5 EVALUATION OF CMHC STUDENTS

A formal skills and dispositions tool (Counseling Skills Assessment) is completed (self-assessment) in COUN 5133 Clinical Mental Health Counseling - Foundations and Ethics, COUN 5513 Multicultural Counseling, COUN 5313 Counseling Skills and Techniques, COUN 5833 Practicum, and COUN 5843 and 5853 Internship I and II. Faculty also meet annually to evaluate each student on the following professional dispositions:

Interactions with peers

Interactions with faculty, staff, site supervisors, clients

Openness to new ideas

Flexibility

Cooperativeness with others

Willingness to accept feedback (from peers, faculty, and supervisors)

Awareness of own impact on others



Ability to deal with ambiguity
Ability to deal with conflict
Ability to accept personal responsibility
Ability to express feelings effectively and appropriately
Attention to ethical and legal considerations
Awareness of one's own values, biases, prejudices
Ability to take initiative
Ability to self-evaluate

Students are evaluated using a four-point scale:

N/O Not observed or candidate did not have opportunity to develop or demonstrate this component

- Unsatisfactory– candidate consistently fails to demonstrate this component
- Developing- candidate begins to address this component but not consistently
- Competent – candidate consistently demonstrates this component
- Exemplary – candidate consistently performs well above average for this component

The scale is designed to be developmental and student performance in these areas is expected to improve as they progress through the program. Students are expected to score a 2 or above in each category. Students who do not meet this minimum requirement will be asked to have a meeting with the faculty to determine the course of action.

Outside of these formal evaluations, individual faculty may express concerns about a particular student at any time. These concerns are presented to the faculty as a whole, and discussed in program faculty meetings where consultation is sought from the group. These meetings and discussions are documented, and as a result, a student at any time in his/her program may be referred for remediation. Please see the CMHC Retention, Remediation, and Dismissal Policy located near the end of this handbook. (NOTE: Issues of academic performance that go beyond the limits of USW's Graduate Program in Mental Health Counseling will be subject to the Graduate Program's retention policy. Any behavior that is deemed unacceptable according to the USW Honor Code <http://usw.edu/Student-Life/Honor-Code> and/or Expectations and Standards as outlined in the USW Student Handbook found at <https://www.usw.edu/Admissions/Office-of-the-Registrar/Academic-Catalogs> will result in the student's immediate dismissal from the program. The Dismissal section of this policy statement provides further explanation).



The results of ongoing assessment, in addition to a comprehensive review of the student's performance prior to the student's enrollment in practicum, will require that the faculty of USW's CMHC program agree that each individual student has: (a) attained and demonstrated mastery of the didactic material and experiences to this point in the program, and (b) demonstrated skills and behaviors appropriate to the profession thus far in the program. Once these conditions are met, the student will be approved for practicum placement.

Faculty of USW's CMHC program will document student evaluations. Additionally, there are specific track-related requirements that must be completed and submitted to the Field Placement Director prior to entry into practicum (ie: completed individual information form, background and/or fingerprint check results for working with children if required by the placement facility, proof of student's individual liability insurance coverage as well as signed and received ethics statement, and the on-site supervisor's written, signed, and received agreement to facilitate student's practicum experience). These things are documented in USW's Practicum and Internship manuals.

Continuous evaluation of each student will occur during both practicum and internship experiences in order to facilitate and accomplish success academically, in professional counseling skill development (professional issues), and in appropriateness for the field of professional counseling (personal issues). The review of field performance will be conducted and noted in program faculty meetings, and a field experience evaluation form signed by the student will be maintained in the student's file.

5.6 ALUMNI SURVEY & EMPLOYER SURVEY

Following up with students who have successfully completed USW's CMHC program is an important part of our overall evaluation plan. A survey of recent graduates is emailed in October each year. Data regarding student status (ie: completion of national exam, current employment as a counselor) is gathered and utilized by CMHC faculty in an effort to continuously strengthen and improve the program for current and future students. *Your participation in this annual survey is greatly appreciated!*

The final component of the CMHC's overall program evaluation plan is the **Employer Survey**. A question requesting contact information for an alumnus' current employer is included on the Alumni Survey. Knowing how our graduates are performing in the field is an important component of our efforts to continuously improve our training of competent, successful counseling professionals. *Please share your employer's contact information on your annual Alumni Survey!*



6 GRADUATION REQUIREMENTS & PROCEDURES

6.1 INTRODUCTION

In 1997, the American Counseling Association (ACA) adopted a definition of professional counseling as, "... the application of mental health, psychological or human development principles, through cognitive, affective, behavioral or systemic interventions, strategies that address wellness, personal growth, or career development, as well as pathology."

In the fifth edition to his text, *Counseling: A Comprehensive Profession* (2003), Professor Samuel T. Gladding, a counselor educator at Wake Forest University, has expounded on the implicit and explicit points contained in the above definition: Counseling is a profession. This denotes that (1) counselors complete prescribed courses of study leading to a graduate degree, (2) counselors belong to organizations that have professional and ethical standards, (3) counselors are certified or licensed by state and national associations, (4) counselors must meet minimal educational and professional standards, and (5) counselors are proactive in dealing with different life and societal problems. Counseling deals with wellness, personal growth, career, and pathological concerns. This part of the definition suggests that counselors work with both intra- and interpersonal concerns in areas that include schools, families, and careers.

6.2 DEGREE COMPLETION

A graduate degree cannot be completed in less than one academic year. After the student first enrolls in a graduate program, all work for that program must be completed within six (6) years, including the internship, and comprehensive assessment. At the time of completion, a student's cumulative GPA must be a 3.0 or higher.

6.3 PORTFOLIO

The CMHC Program at USW requires each student to produce a portfolio during the Internship II semester at the university. This portfolio serves as a capstone of the degree at USW. It is a representation of the student's growth in knowledge of human development, cultural differences, mental health, mental illness, addictions, and crises. The portfolio also serves to document the student's understanding of the counseling profession, as well as counseling theories and practices. As a testament to the student's skill

development, proficiency, and identity as a clinical mental health counselor, the portfolio encourages the student to reflect on the course materials presented and helps the student integrate those experiences into a complete package. It is representative of the personal and professional journey to becoming a graduate of the CMHC program.

The portfolio is introduced to students in COUN 5133 Clinical Mental Health Counseling - Foundations and Ethics. It is reviewed in COUN 5513 Multicultural Counseling, and again in COUN 5313 Counseling Skills and Techniques. Students are provided with instructions for setting up a portfolio in Blackboard and a supplemental information sheet that gives the guidelines to follow in gathering materials to include in the portfolio.

To set up a portfolio in Blackboard 9.1 the user must log on with USW credentials (user name and password). When the Blackboard page opens, the user name should appear at the upper right corner of the screen. Check the user name and a drop down list appears. In the dropdown list there is a "Tools" option. Upon clicking this option the user is taken to a page where the portfolio can be set up. If the "Create Portfolio" option is chosen, a screen with 2 portfolio templates appears. Either one can be chosen for the CMHC portfolio. You will have 4 pages to start with where you can submit and arrange different "artifacts" or assignments/papers/items.

To retrieve assignments from completed courses and assemble your portfolio:

1. Click on your name at the top right corner in Blackboard
2. Click Tools
3. Click Portfolios
4. Click My Artifacts on left side
5. Click Add from Course
6. Select one course then click all you want to add
7. Select more classes and add
8. Submit
9. Create Portfolio
10. When adding a section, click add from artifacts rather than upload

The portfolio is due by the end of Week 5 during the Internship II semester (not Continuing Internship II) and consists of four parts:



1. A reflection component: In this 5 - 7 page paper each student will address how they have grown/changed through the program. The student will present the ideas, skills and theories they brought to the program. They explore what changed in their understanding and their practice of counseling. Students share the new perspectives they have toward the counseling process. Students must include information on their understanding of how human personality develops, and how that process is sometimes disabled. They also explain their understanding of how the change process happens in counseling. They describe how the counselor works to help individuals move toward better mental health. This paper should include the student's perception of their own personal strengths in the area of counseling. They also identify skills and knowledge that they feel are still lacking.

2. Examples of the student's work: There is one "Portfolio" assignment in all 15 of the core courses within the CMHC program. These assignments correspond to the eight CACREP standards listed in Section 2.F. These are designed to show the student's understanding and growth in several key phases of clinical mental health counseling.
 - a) Professional Counseling Orientation and Professional Practice (CACREP Sec 2.F.1)
 - i. COUN 5123: Clinical Mental Health Counseling - Foundations and Ethics – Counselor Response Exercise
 - ii. COUN 5413: Marriage, Family, and Couples Counseling - Family Shadow Box Project
 - b) Social and Cultural Diversity (CACREP Sec 2.F.2)
 - i. COUN 5513: Multicultural Counseling – Cultural Self Awareness Project
 - c) Human Growth and Development (CACREP Sec 2.F.3)
 - i. COUN 5203: Learning and Human Development – Final project on Learning Domains
 - ii. COUN 5553: Introduction to Addictions Counseling – Paper: Trauma, Disabilities, and Disorders and How They Correlate to Addictions
 - iii. COUN 5423: Child and Adolescent Counseling - Special Topics Project
 - d) Career Development (CACREP Sec 2.F.4)
 - i. COUN 5103: Career Development and Transition Planning - Career Battery Assessment Paper
 - e) Counseling and Helping Relationships (CACREP Sec 2.F.5)
 - i. COUN 5323: Theories and the Helping Relationships - Major Theory Paper
 - ii. COUN 5313: Counseling Skills and Techniques – Paper: Response to the Video of Carl Rogers' lecture on Empathy
 - iii. COUN 5453: Psychopathology - Case Conceptualization Paper



- iv. COUN 5543: Crisis and Trauma Counseling and Intervention - Case Studies (Choose from one of the six case studies to include in the portfolio; for Program Evaluation- average of all six case studies)
- f) Group Counseling and Group Work (Sec 2.F.6)
 - i. COUN 5403: Theory and Practice of Group Counseling - Paper: Effective Leadership in a Group
- g) Assessment and Testing (Sec 2.F.7)
 - i. COUN 5463: Testing and Assessment in Counseling - Test Review and Critique
- h) Research and Program Evaluation (Sec 2.F.8)
 - i. COUN 5523: Research and Program Evaluation - Program Evaluation Project

A 20 to 30 minute video: The student will present a video recording of a counseling session where the student demonstrates therapeutic techniques and an overall sense of helping clients move through whatever difficulties they face.

Once the Clinical Mental Health Counseling Program faculty have reviewed the Portfolio, a conference is scheduled with the student. During the conference, the discussion will focus on the student's reflection paper and that student's overall experience in the program. This will be a live conference, either face to face or through video conferencing.

This is a pass/fail project. If the student fails the Portfolio, a referral to the CMHC Retention, Remediation and Dismissal Committee. Once the student has satisfactorily completed the remediation, a second Portfolio should be submitted. If a student fails the Portfolio a second time, the result will be dismissal from the program.

7 INTERNSHIP & PRACTICUM

7.1 COURSE DESCRIPTIONS

7.1.1 PRACTICUM

Students must complete a minimum of 100 hours of supervised placement in a counseling setting. Practicum I and II together constitute the required 100 hours of supervised placement in a counseling setting. If the student does not reach 50 hours of supervised counseling in the Practicum I or II semester, the student will enroll in Practicum the following semester(s) until the 50 hours is reached.



7.1.2 INTERNSHIP

Students must complete a minimum of 300 hours of supervised placement in a mental health counseling setting for each Internship (for a total of 600 hours). The entire internship experience must last at least 16 weeks (At least 8 weeks for Internship I, and at least 8 weeks for Internship II).

7.1.3 PREREQUISITES

Completion of all core courses in the degree plan.

7.2 DEFINITION OF CONTACT HOUR FOR PRACTICUM & INTERNSHIP

In each section (Practicum I, Practicum II, Internship I, and Internship II), students are required to gain both direct and indirect contact hours.

Direct Contact is defined as: providing counseling sessions for individuals, couples, and/or families, co-counseling with another clinician; leading a group therapy session; conducting an intake interview; conducting assessments, and crisis intervention.

Non-Contact (or indirect) hours are defined as: writing case notes and reports; preparing for sessions; on-site supervision, USW group supervision; and on-site training.

All services must be conducted under the supervision of a licensed supervisor on site, as well as a USW supervisor. After completing Practicum I & II and Internship I & II, a student will have at least 280 hours of direct contact with clients and at least 700 hours total of direct contact and non-contact/indirect hours (100 for Practicum and 300 each for Internship I and Internship II).

7.3 COURSE OBJECTIVES

1. To practice and refine counseling skills with clients who have issues in personal, social, educational, and career areas.
2. To integrate and apply counseling competencies, theories, techniques, and skills in a counseling program.
3. To demonstrate good verbal and written communication skills.
4. To demonstrate ability with diverse populations and diversity issues.



- 5. To apply ethical standards to counseling services and related activities.

7.4 DOCUMENTS REQUIRED

Prior to beginning the Practicum semester, candidates are required to have successfully completed the core coursework for the degree plan and submit the following documents located at Appendix A of the handbook:

- 1. Professional Liability Insurance Form with a copy of the Insurance Certificate. Students can acquire insurance from one of the professional associations, such as the American Counseling Association or the American Psychological Association
- 2. Supervision agreement If a new site is established for the internship, all documents that were required for the practicum will need to be re-submitted:
- 3. Signed form that the student has read the 2014 ACA Code of Ethics and will adhere to this code during Practicum and both Internships.
- 4. Submission of completed and signed Appendix A Application for Mental Health Counseling Practicum
- 5. Submission of completed and signed MOU (Memorandum of Understanding): site agreement.

7.4.1 PRACTICUM & INTERNSHIP DOCUMENT CHECKLIST

DOCUMENT CHECKLIST TO BEGIN PRACTICUM AND INTERNSHIP
<input type="checkbox"/> Application for Practicum or Internship
<input type="checkbox"/> Professional Liability Insurance Information Sheet
<input type="checkbox"/> Memorandum of Understanding
<input type="checkbox"/> Ethics Statement
<input type="checkbox"/> Supervision Agreement



Please return all the required documents before the 6th week of the term either by mail or email to:
Kitty Keim (Lkeim@usw.edu)
University of the Southwest
6610 Lovington Highway, Ste. T-40
Hobbs, New Mexico 88240

7.5 BEGINNING PRACTICUM & INTERNSHIP

1. Prior to beginning the Practicum semester, candidates are required to have successfully completed the coursework for the degree plan and submit the following documents located at the end of this document:
 - a) Professional Liability Insurance Form (Appendix C) with a copy of the Insurance Certificate. Students can acquire insurance from one of the professional associations, such as the American Counseling Association or the American Psychological Association. Student Professional Liability insurance is included with ACA student membership.
 - b) Supervision agreement (Appendix B), If a new site is established for the internship, all documents that were required for the practicum will need to be re-submitted:
 - c) Signed form (Appendix D) that the student has read the 2014 ACA Code of Ethics and will adhere to this code during the Practicum and Internship.

Please return all of the required documents before the 6th week of the term either by email to:
Kkeim@usw.edu or by mail to:

University of the Southwest
Attn. Kitty Keim
6610 Lovington Highway, Ste. T-10
Hobbs, New Mexico 88240

Once documents are received and approved, the student will be placed in the appropriate Practicum or Internship course. All coursework must be submitted through Blackboard.

2. Each student must counsel with clients under the supervision of an independently Licensed Professional Counselor (LPC), or independently Licensed Professional Clinical Counselor (LPCC), Licensed Independent Social Worker (LISW, LCSW), or licensed psychologist (counseling). The site supervisor must have two or more years of experience and be located physically on-site where the student is conducting their practicum/internship. The student should make a copy of Appendix O for the



on-site supervisor and discuss the supervisor's responsibilities (Appendix J-1) with the on-site supervisor.

- a. Site supervisors must have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training and experience in counseling supervision using a digital platform.
3. Each student must complete a minimum of 50 Clinical Hours (Direct Contact and Non-Contact) for each Practicum (for a total of 100) and a minimum of 300 Clinical Hours (Direct Contact and Non-Contact) for each Internship (for a total of 600) under supervision in a variety of counseling activities, for 700 Clinical Hours at the conclusion of Internship II.
4. Each student must keep a daily log of counseling activities, which will be reviewed by the university supervisor each week. Logs should be submitted according to prescribed timelines, with the last log submission due at completion of the minimum hours for that semester. The hours can be logged on the spreadsheet listed in the coursework section of Blackboard.
5. For individual, couple, family, and group sessions, each student must keep records as required by their site.
6. Each student is required to submit two video recordings of a counseling session during Practicum I, Practicum II, and Internship I (for a total of six) for evaluation. Recordings should be about 15 minutes long and focus primarily on the counselor rather than the client. Sound quality must be good enough to clearly hear everyone present in the session. Visual quality must be good enough to clearly see the actions of the Counselor. Submit recording #1 by the fourth week of the regular semester and #2 by the seventh week of the regular semester. If recordings are not allowed by the student's site, you may find a friend or colleague and role play with them.
7. Each student must complete the Counseling Skills Assessment (CSA, Appendix H) and submit for each recording.
8. Each student is required to lead at least one, one-hour session of psycho-educational material with a group of clients or colleagues OR one, one-hour session of psycho-social counseling with a group during the Practicum and each of the Internships for a total of at least three hours.
9. Written work:
 - a. During Practicum I, each student will write a DSM diagnosis paper; the details are listed in the coursework section of Blackboard. This can be done in a PowerPoint presentation; include history of the diagnosis, background, research, and possible treatment options. You must cite at least four references for your work.



- b. During Internship I, each student is required to submit a case study of a client, protecting the client's identity and confidentiality. This includes a bio-psycho-social work up, an initial diagnosis, and possible treatment options. This is due during the sixth week of the regular semester.
- c. During Internship II, each student will create and submit a portfolio. The CMHC Program at USW requires each student to produce a portfolio during the Internship II semester at the university. This portfolio serves as a capstone of the degree at USW. It is a representation of the student's growth in knowledge of human development, cultural differences, mental health, mental illness, addictions, and crises. The portfolio also serves to document the student's understanding of the counseling profession, as well as counseling theories and practices. As a testament to the student's skill development, proficiency, and identity as a clinical mental health counselor, the portfolio encourages the student to reflect on the course materials presented and helps the student integrate those experiences into a complete package. It is representative of the personal and professional journey to becoming a graduate of the CMHC program. The portfolio is due by the end of Week 5 during the Internship II semester and consists of four parts:
 - i. A reflection component: In this 5 - 7 page paper each student will address how they have grown/changed through the program. The student will present the ideas, skills and theories they brought to the program. They explore what changed in their understanding and their practice of counseling. Students share the new perspectives they have toward the counseling process. Students must include information on their understanding of how human personality develops and how that process is sometimes disabled. They also explain their understanding of how the change process happens in counseling. They describe how the counselor works to help individuals move toward better mental health. This paper should include the student's perception of their own personal strengths in the area of counseling. They also identify skills and knowledge that they feel are still lacking.
 - ii. Examples of the student's work: There is one "Portfolio" assignment in all 15 of the core courses within the CMHC program. These assignments correspond to the eight CACREP standards listed in Section 2.F. These are designed to show the student's understanding and growth in several key phases of clinical mental health counseling. Specific assignments are listed in the syllabus for Internship II.
 - iii. A 20 to 30-minute video: The student will present a video recording of a counseling session where the student demonstrates therapeutic techniques and an overall sense of helping clients move through whatever difficulties they face.



- iv. Once the Clinical Mental Health Counseling Program faculty have reviewed the Portfolio, a conference is scheduled with the student. During the conference, the discussion will focus on the student's reflection paper and that student's overall experience in the program. This will be a live conference, either face to face or through video conferencing. This is a pass/fail project. If the student fails the Portfolio, they receive a referral to the CMHC Retention, Remediation and Dismissal Committee. Once the student has satisfactorily completed the remediation, a second Portfolio should be submitted. If a student fails the Portfolio a second time, the result will be dismissal from the program.
10. Students must attend weekly 1 ½ hour Group Supervision conference sessions with the University Faculty Supervisor. These are currently held on Mondays for Internship and Thursdays for Practicum.
11. On-site supervisors will complete a mid-term and a final evaluation for each student. The on-site supervisor and the student will both sign the evaluations, and the student will submit them through Blackboard.
12. Each student will complete an end-of-course survey using the link provided through Blackboard.
13. Each student will be assigned a university supervisor. On-site visits may be made by the university supervisor and periodic supervisory conferences may be scheduled.
14. Each student is expected to communicate on a regular basis with the university supervisor and participate in all online activities.
15. Each student must join the American Counseling Association (ACA).

7.5.1 RESPONSIBILITIES OF PRACTICUM & INTERNSHIP

It is the responsibility of the student to:

1. Secure a site to do the Practicum and Internship.
2. Submit required documents and receive approval for Practicum and Internship one term prior to starting the course.
3. Complete and submit all assignments through Blackboard.
4. Arrange for an hour of weekly supervision with the on-site supervisor which is to be documented and submitted to the university supervisor. This hour may be shared by at most one other student. Any group larger than one supervisor and two students does not count toward this requirement.
5. Arrange any requested meetings between involved parties (intern, university supervisor, field supervisor).



6. Keep the field supervisor and university supervisor informed of any problems or concerns which may arise during the Practicum or Internship and to discuss any problems or concerns with the appropriate supervisor.
7. Perform all Practicum and Internship duties in a professional, legal, and ethical manner.
8. Notify all clients, that as a student, you are in training and you will be discussing the client's case with your supervisor(s). This must be done in writing with signature of client signifying they have read and understand the situation; a copy of this must be placed in the client's file
9. Become knowledgeable of and follow the policies and procedures of the host agency.
10. Follow Agency and University policies and procedures regarding recordings.

7.5.2 RESPONSIBILITIES OF UNIVERSITY SUPERVISORS

It is the responsibility of the University Supervisor to:

1. Represent the University, the College of Arts and Sciences, and the Clinical Mental Health Program, and to function as Instructor of Record, and to submit the student's official grade to the University.
2. Provide an orientation for prospective Practicum and Internship students regarding clinical counseling experiences.
3. Meet with candidates and site supervisors, if possible, during the semester to evaluate the experience and to assist with any problems or issues which may arise.
4. Conduct an evaluation of the experience with interns and field supervisors.
5. Collect, review, and evaluate the student's completed course requirements.

7.5.3 RESPONSIBILITIES OF ON-SITE SUPERVISORS

1. Complete and return the Supervision Agreement. On-site supervisor must be certified or an independently licensed counselor, licensed marriage & family therapist, licensed independent clinical social worker, or Licensed Psychologist (Counseling). The on-site supervisor must be fully licensed for a minimum of three years and must be physically located at the internship site.
2. Have met the state or specific country regulation and requirements necessary to be a qualified supervisor.
3. Provide both individual and group counseling experiences in personal, educational, and career counseling activities.
4. Discuss and demonstrate the methods you use and share some of the expertise you have on what makes a good counselor.



5. Provide the student counselor with specific suggestions on ways to improve his/her counseling skills.
6. Provide consultation and supervision for the student counselor, that is, conference at least once weekly with the candidate. New Mexico licensure regulations require that supervisors maintain supervision records for a minimum of 5 years. The candidate will provide the on-site supervisor with a copy of the counseling log.
7. Advise the program supervisor of any problems that occur concerning this student.
8. Advise the program supervisor of any type of assignment that is not possible on your site, so that an appropriate substitution can be provided.
9. Evaluate the student counselor, using the forms provided. You will not be responsible for the final grade, but if this candidate doesn't have the skills necessary for you to recommend him/her as a counselor, please let the program supervisor know why his/her performance was not adequate in the comments section of the evaluation form. It may be necessary for this candidate to receive additional skills training and to repeat Practicum/Internship.
10. Certify that this student counselor has completed the required Direct and Non Contact clinical hours (100 for Practicum, 300 for each Internship) in state-recognized counseling activities.

Please feel free to contact:

Dr. Alan Lobaugh
Practicum and Internship Coordinator
(817) 781-2346
alobaugh@usw.edu

8 COUNSELORS COMPETENCIES

The student counselor is expected to develop the following competencies during the Practicum and Internship experiences.



8.1 CLINICAL MENTAL HEALTH PROGRAM COMPETENCIES

8.1.1 COMMUNICATION SKILLS

1. Expresses her/himself clearly and concisely in daily interactions with agency staff members and other professionals.
2. Communicates pertinent information about clients and participates effectively in interdisciplinary treatment team meetings and case conferences.
3. Educate clients and to provide appropriate information on a variety of issues in an easily understandable manner.
4. Communicate with clients' families, significant others, and designated friends in a helpful fashion. She/he is able to provide, as well as to obtain, information concerning the client, while respecting the clients' rights concerning privacy, confidentiality, and informed consent.
5. Communicate effectively with referral sources, both inside and outside the agency, concerning all aspects of client needs and well-being.
6. Prepare complete, written, initial intake assessment, including a mental status evaluation, a psychosocial history, a diagnostic impression, and recommended treatment modalities.
7. Prepare a written treatment plan, including client problems, therapeutic goals, and specific interventions to be utilized. This plan is concrete, behaviorally specific, and individualized to the client.
8. Prepare and present a formal, written case study.
9. Use computer skills to work with word processing programs and to maintain and search databases.
10. Thoroughly know professional terminology pertaining to counseling, psychopathology, treatment modalities, and psychotropic medications.
11. Understands professional counseling jargon and is able to participate in professional dialogue.
12. Describe a strategy you might use to improve communication with and the involvement of parents in the education of their children.

8.1.2 INTERVIEWING SKILLS

1. Structures the interview according to a specific theoretical perspective.
2. Use appropriate counseling techniques to engage the client in the interviewing process, to build and maintain rapport, and to begin to establish a therapeutic alliance. This includes attending behaviors, active listening skills, and a knowledgeable and professional attitude to convey



empathy, genuineness, respect, and caring, and to be perceived as trustworthy, competent, helpful, and expert.

3. Uses appropriate counseling techniques to increase client comfort and to facilitate collection of data necessary for clinical assessment. This includes observation, use of open-ended and closed-ended questions, the ability to help the client stay focused, reflection of content and feeling, reassuring and supportive interventions, and the ability to convey an accepting and nonjudgmental attitude.
4. Strives to see things from the client's frame of reference and to develop a growing understanding of the client's phenomenological perspective.
5. Aware at all times of the crucial importance of understanding the client from a multicultural perspective and will be aware that socio-cultural heritage is a key factor in determining the client's unique sense of self, worldview, values, ideals, patterns of interpersonal communication, spiritual/religious views, family structure, behavioral norms, and concepts of wellness as well as of pathology.

8.1.3 DIAGNOSTIC SKILLS

1. Understands the most commonly used assessment instruments, such as personality and intelligence tests, anxiety and depression scales, and interest inventories.
2. Developed a working knowledge of the DSM - 5 classification of disorders and is able to identify particular constellations of client problems as specific diagnostic categories.
3. Able to review and consider all pertinent data, including interviews, medical records, previous psychiatric records, test results, psychosocial history, consultations, and DSM - 5 classifications, in formulating a diagnostic impression or preliminary diagnosis.
4. Able to explain how to go about interpreting an achievement test score to a student, parent, and teacher

8.1.4 TREATMENT SKILLS

1. Conducts therapy using accepted and appropriate treatment modalities and counseling techniques based on recognized theoretical orientations and outcome research.
2. Makes treatment recommendations, formulates a treatment plan, establishes a treatment contract, implements therapy, and terminates the therapeutic relationship at an appropriate time.
3. Effectively conducts individual and group therapy, crisis intervention, family therapy, and play therapy as appropriate.



4. Knowledgeable about different client populations and different types of problems that may respond best to varying therapeutic approaches and techniques.
5. Sensitive to the impact of multicultural issues and diversity on the counseling relationship and on treatment, and will modify therapeutic approaches and techniques to respect multicultural differences and to meet multicultural needs.
6. Has a thorough knowledge of community resources and understands agency procedures for referring clients to outside sources for help.
7. Able to participate in all areas of discharge planning, including arranging follow-up visits with a mental health professional, communicating with third-party payers, and providing help with housing, transportation, vocational guidance, legal assistance, support groups, medical care, and referral to other services or agencies.
8. How does an understanding of human development relate to your choice of counseling strategies?
9. Describe stages that groups tend to move through and how you can facilitate each stage.
10. Which play therapy techniques do you view as most effective in the school setting?
11. Choose a resenting problem involving a typical developmental transition and describe how you would address the issue with the child/adolescent and parent.
12. Explain the relationship of parenting skills to family counseling.
13. How is Piaget's cognitive development theory helpful to counselor?
14. Describe the decision-making steps you would teach to young students/clients.
15. Explain your protocol for dealing with a suicidal client/student.

8.1.5 PROFESSIONAL ORIENTATION

1. Understands the philosophy, mission, and goals of the agency and knows the agency's policies and procedures.
2. Knows all ethical and legal codes for counselors, provided by professional counseling associations as well as state law, and adheres to these standards at all times.
3. Familiar with agency regulations and policies regarding ethical and legal issues and adheres to these standards at the placement site.
4. Seek guidance from the on-site supervisor and the academic program supervisor with any questions concerning ethical or legal issues or professional behavior.
5. Discuss the major ethical and legal issues related to counseling practices.
6. Explain the ethical decision-making model.
7. Explain the function of the professional associations' codes of ethics.



**UNIVERSITY OF
THE SOUTHWEST**

Clinical Mental Health
Counseling



9 APPENDIX A: DEGREE PLAN



MASTER OF SCIENCE CLINICAL MENTAL HEALTH COUNSELING

Student:	Date:	
Address:	Student ID #:	
City	State:	Zip:
Home:	Work:	Cell:
Email(s):		

<u>CORE COURSE REQUIREMENTS - 42 Units</u> <u>(All Core Courses must be taken before starting Practicums)</u>	<u>CREDITS</u>	<u>TERM</u>	<u>GRADE</u>
COUN 5133 CMHC- Foundations and Ethics (ALL)	3	_____	_____
COUN 5323 Theories and the Helping Relationship (ALL)	3	_____	_____
COUN 5203 Learning & Human Development (FAA/SPA/SUA)	3	_____	_____
COUN 5513 Multicultural Counseling (FAB/SPB/SUB)	3	_____	_____
COUN 5313 Counseling Skills and Techniques (ALL)	3	_____	_____
COUN 5523 Research and Program Evaluation (FAB/SPB/SUB)	3	_____	_____
COUN 5553 Introduction to Addictions Counseling (FAA/SPA/SUB)	3	_____	_____
COUN 5103 Career Development and Transition Planning (FAA/SPA/SUA)	3	_____	_____
COUN 5403 Theory and Practice of Group Counseling (FAA/SPA/SUA)	3	_____	_____
COUN 5413 Marriage, Family and Couples Counseling (FAB/SPB/SUB)	3	_____	_____
COUN 5423 Child and Adolescent Counseling (FAA/SPA/SUA)	3	_____	_____
COUN 5463 Testing and Assessment in Counseling (FAB/SPB/SUB)	3	_____	_____
COUN 5453 Psychopathology (FAA/SPA/SUA)	3	_____	_____
COUN 5543 Crisis and Trauma Counseling and Intervention (FAA/SPA/SUB)	3	_____	_____
<u>ELECTIVE COURSES - 6 Units (Pick 2 from list)</u>	3	_____	_____
_____	3	_____	_____
COUN 5433 Introduction to Play Therapy (FAA/SUA)			
COUN 5533 Mental Health Programs: Development and Management (SPA)			
COUN 5563 Clinical Supervision of Counselors (FAB)			
COUN 5333 Abnormal Behavior (SPB) Prerequisite: Psychopathology			
COUN 5113 Spirituality in Counseling (FAB)			
COUN 5233 Human Sexuality (FAB/SUA)			
COUN 5723 Special Topics (SUB)			
COUN 5473 Psychopharmacology (SPB)			
<u>PRACTICUM/INTERNSHIPS - 12 Units</u> <u>(Must be taken in order. Contact Advisor for necessary preparation materials)</u>			
COUN 5833 Practicum I - 50 hours ** (ALL)	3	_____	_____
COUN 5933 Practicum II - 50 hours ** (ALL)	3	_____	_____
COUN 5843 Internship I - 300 hours ** (ALL)	3	_____	_____
COUN 5853 Internship II - 300 hours ** (ALL)	3	_____	_____
TOTAL:	60		

PROFESSIONAL PORTFOLIO – Submit and present at start of Internship II.

**If counseling skills are marginal, students will be required to repeat the course (ie. Repeat 5313, 5833, 5843, 5853, 5933)

Revised 1-2024



10 APPENDIX B: INTERNSHIP & PRACTICUM DOCUMENTS



10.1 INTERNSHIP APPLICATION



INTERNSHIP APPLICATION

Candidate's name: _____

E-Mail: _____ Phone: _____

Address: _____

Work Address: _____ Work Phone: _____

Cell Phone: _____

The Internship (or Practicum) will begin: Fall ____ Spring ____ Summer ____ 20____

Agency name: _____

Site name: _____

Site Supervisor's name: _____ Phone: _____

Candidate's signature: _____ Date: _____

Special Circumstances needing to be addressed:



10.2 SUPERVISION AGREEMENT



SUPERVISION AGREEMENT

I have read the requirements and responsibilities of the on-site supervisor and have agreed to supervise_____.
(Name of Candidate)

I am an independently licensed counselor practicing on site (which will be the site of supervision):

Agency Name:_____

Agency Address:_____

Counselor Supervisor's Name

Signature

Position

Telephone Number

Date

Email Address

Counselor License Information:

Type:_____ State:_____

Number:_____ Expiration Date:_____

Three or more years of experience as a fully licensed professional counselor? Yes or No

Credentialed as a state or national supervisor? Yes or NO

Type of supervisor credential: _____

MATERIALS FOR THE ON-SITE SUPERVISOR

- Copy of responsibilities
- Letter of Agreement to Supervisor
- Site Supervisor's Manual



10.3 PROFESSIONAL LIABILITY INSURANCE



PROFESSIONAL LIABILITY INSURANCE

Time period: _____ to _____

Agency _____

Address _____

Telephone _____

INSURANCE COMPANY _____

Address _____

Telephone _____

Period of Coverage _____

Policy Number _____

NAME OF STUDENT: _____ SSN: _____

SIGNATURE OF STUDENT: _____ DATE: _____

Please attach policy page showing coverage limits.

SEND TO:
University of the Southwest
Kitty Keim, Senior Graduate Academic Advisor
lkeim@usw.edu
6610 Lovington Highway, Ste. T-40
Hobbs, NM 88240



10.4 MEMORANDUM OF UNDERSTANDING



MEMORANDUM OF UNDERSTANDING/AFFILIATION AGREEMENT

Instructions for completing this form. Please print the form, complete it, have your on-site supervisor sign it. Then scan it and email it back to Kitty Keim at Kkeim@usw.edu

**MEMORANDUM OF UNDERSTANDING/AFFILIATION AGREEMENT
and Request for Intern Placement for**

_____ Student

Between

_____ *Practicum and/or Internship Site and*

University of Southwest (USW)

College of Arts and Sciences

Masters of Science – Clinical Mental Health Counseling Program

Hobbs, New Mexico

This letter and Memorandum of Understanding (MOU) serves as a facilitating document toward a partnership between _____ (*Name of the site*) and the USW for Mental Health Counselor Practicum or Internship Placement for _____ (*Student's name*).

The University of the Southwest's (USW) Clinical Mental Health program has been ranked number four in the nation by *The Best Colleges* website. The University is also accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The College of Arts and Sciences is particularly distinguished for its Master of Science in Clinical Mental Health Counseling degree, which is accredited by CACREP.

USW is "a Christ-centered educational community dedicated to developing men and women for a lifetime of servant leadership by emphasizing individual faith, responsibility, and initiative." The USW and the College of Arts and Sciences provide a diverse educational program. The faculty and students are actively involved in field-based and clinical experiences. The faculty's teaching activities, which are competency- and research-based, and their areas of content and pedagogical expertise, are equally diverse, including educating both traditional and nontraditional students, who are enrolled in graduate and professional degree programs.

Long Term Objectives:

- To formally establish a collaboration between the professionals at the above named site and the faculty of the College of Arts and Sciences at the University of the Southwest.
- To build a partnership that benefits clients by receiving Clinical Mental Health Counseling services provided by well- prepared USW Graduate Students.

Collaborative Partnership Proposal:



The USW College of Arts and Sciences is requesting a one-year partnership with _____ in order to initiate a variety of formal and informal efforts that can lead to a mutually-beneficial partnership and to building collaborative efforts for Clinical Mental Health Counseling Practicum and Internship Students.

Dr. Alan Lobaugh leads this effort and is named as the main contact.

By formalizing this relationship, initially through this memorandum of understanding and, once all aspects of this collaborative relationship are agreed upon, more formally through any additional signed addendum the Dean of the College of Arts and Sciences at USW and the University Supervisor for Practicum and Internship hope to establish a basis for any future contacts and proposed collaborations.

In order to support the development of a continuing partnership, both institutions may agree to have a review of progress after the first calendar year. If the partnership proves to be mutually beneficial, discussions could begin for developing a long-term agreement, which could be renewed every five years or as deemed appropriate.

USW's Institutional Role:

Additional collaborative activities/projects for Clinical Mental Health Counselors are outlined in the appendixes to this MOU. Implementation of such collaborations will require review and mutual agreement of both parties. Furthermore, there are **NO** financial responsibilities associated with the proposed partnership. The only staff support needed will be a current Practicum/Internship site supervisor for the Clinical Mental Health Counseling student. Any additional or future collaborations or projects may require additional review by the site and the USW-College of Arts and Sciences leadership and a new signed addendum to this Memorandum of Understanding.

WHEREAS, this agreement states USW wishes to provide its students with practicum/internship experiences as part of the completion of their respective academic program.

The parties agree to the following:

I. Definitions:

The following definitions shall apply to this Agreement

- A. *Practicum student/Intern* shall refer to a student enrolled in the University's Clinical Mental Health Counseling program who needs experience to complete his /her degree.
- B. *USW Supervisor* is that clinically licensed person who, as a faculty member of the University, shall be designated by the University to monitor and supervise the clinical progress of the Practicum student/Intern during the course and scope of the Practicum/Internship assignment.
- C. Student Practicum shall refer to the active participation by a practicum student in the day-to-day counseling duties and responsibilities at the health-care facility under the direct supervision of a Practicum Site Clinical Supervisor. Some of the experiences a practicum student should have (but not limited to) are:



1. Shadowing assigned counselor/mental health professionals who can guide the on-site experience.
 2. Observing and associating different practices common to the counseling field (e.g., theories, methods, and techniques). 40 hours must be direct service (see definition below).
 3. Face to face counseling by Practicum student alone &/or with a licensed counselor.
 4. Participate fully in supervision.
 5. Assisting with data or other tasks as directed and supervised by on-site supervisors.
 6. Completing assigned tasks from practicum class while at the practicum site.
- D. *Student Internship* shall refer to the active participation by an Intern in the day-to-day duties, skills and responsibilities of a clinical mental health counselor at the health-care facility under the direct supervision of an approved Internship Site Clinical Supervisor. 120 hours need to be direct service. Direct service refers to:
1. Face to face individual, couple, family counseling, and Psycho-therapy or Psycho-educational groups.
 2. Up to 180 of the hours can be Non-Contact Hours which include:
 - a) Staffing/consultation regarding clients
 - b) Filling out reports of sessions
 - c) Supervision sessions with the On-Site supervisor
 - d) Supervision sessions with the USW supervisor
 - e) Pre-approved (by USW Supervisor) Mental Health Counseling training

II. General Provisions:

- A. The selection of a Supervisor shall be undertaken and determined by the clinic/location director where the Intern/Practicum student shall be assigned.
- B. Interns/Practicum students may be subject to appropriate academic and criminal background screening requirements before the program begins, if required by the site. This may include completion of an on-line application.
- C. Interns/Practicum students will not be compensated by the facility nor will they be eligible for any fringe benefits or statutory rights attendant to employees – unless they are an employee of the site.

III. Mental Health Site Responsibilities:

- A. The facility shall provide each participating Intern/Practicum student with experience in the mental health setting. This shall be done under the direction of an Independently Licensed Clinical Supervisor who shall work with the student.
- B. The Clinical Supervisor shall be provided with the opportunity to consult with the school's clinical mental health faculty on an ongoing basis in order to evaluate the Intern's work performance and progress.



- C. The Mental Health Site may refuse to accept, or may terminate, any Practicum/Intern student assigned to the setting based upon a good faith determination that the student is not meeting performance and professional standards and expectations or is deemed otherwise unfit to commence or continue Mental Health work.
- D. Professional dispensation, including video recording, is to be used for internal purposes only. If recording is not permitted by the site, please provide feedback on how other arrangements can be made to assess how the student's progress will be determined.

IV. University Responsibilities:

- A. The University shall be responsible for monitoring and evaluating individual student progress as well as curriculum planning, admission, administration, matriculation requirements, and other issues required by its academic program.
- B. The University shall be responsible for the overall final evaluation of the Intern/Practicum student for his/her academic program upon receipt and review of the Supervisor's evaluative reports and feedback.
- C. The University shall require that the student be responsible for all insurance and liability risks in conjunction with the student's work and activities having to do with counseling, etc. during the period of the practicum/internship. Proof of insurance is documented in the student's file.
- D. The University of the Southwest College of Arts and Sciences does not furnish workers' compensation insurance for Practicum/Intern students. The University shall indemnify and hold *the site named above* harmless from any and all claims, demands, causes of action and/or damages arising out of the negligent or willful acts of the given Intern/Practicum student during the course and scope of his/her assignment.

V. Final Provisions:

- A. This Agreement shall become effective on the date hereof and shall continue for the remainder of the school year. It shall be renewed upon mutual agreement of the parties for the next school year unless otherwise terminated.
- B. The Mental Health site acknowledges that the education records of Interns assigned to the district are protected by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 123g, The Parties agree to comply with the requirements of FERPA and its implementing regulations at 34 C.F.R Part 99 and to protect the privacy of educational records concerning any Intern assigned to the District under this Agreement.
- C. The parties hereto may terminate this Agreement upon ninety (90) day advance written notice to one another.

Signatures: Only the authorized agents listed below may make changes to this MOU and future addendum provided if necessary.

Name of Practicum /Internship Site

Signature of Authorized Agent for Practicum/Internship Site Date

Lauren Irwin, Department Chair Date
University of the Southwest

Alan Lobaugh, Ph.D. Date
Practicum and Internship Coordinator
Clinical Mental Health Counseling Program



10.5 ETHICS STATEMENT



ETHICS STATEMENT

I have read and intend to follow the American Counseling Association (ACA) Code of Ethics and Standards of Practice and will be supervised through the University of the Southwest and my site supervisor during my Mental Health Counseling practicum.

Printed Name of Student

Signature of Student

Date

SEND TO:
CMHC Senior Graduate Academic Advisor
University of the Southwest
6610 Lovington Hwy., Ste. T-40
Hobbs, NM 88240
Email: Lauren Keim Ikeim@usw.edu



11 APPENDIX B: CONTACT HOURS LOG



Cumulative Direct	
Cumulative Indirect	
0	

1-1 Cslg	Group Cslg	Couples Cslg	Fam Cslg	Intake/ Assess	Case Mgmt	Notes	Other	Supervision	Sup Type
0	0		0	0	0		0	0	NA



12 APPENDIX C: COUNSELING SKILLS ASSESSMENT



COUNSELING SKILLS ASSESSMENT

Rate the counselor on a scale of zero to ten (zero being poor or non-existent and ten being excellent) in the following areas. Feel free to offer comments or criticism, suggestions for improvements, and/or encouragement in areas where the counselor did well.

Counselor: _____ Date of Session: _____

Facilitating the Relationship

Physical attending skills; Making frequent eye contact; Attentive body posture; Presenting a calm demeanor; Listening skills; Positive regard for the client; Being present to the moment; Offering immediacy; Asking open ended questions; Building rapport; Recognizing presenting problem(s)

1 2 3 4 5 6 7 8 9 10

Observations:

Facilitating Client Self-Disclosure

Building trust; Summarizing; Clarifying details; Offering accurate empathy; Reflecting emotions; Matching the demeanor of the client; Tracking the client’s words, thought process, body language and behaviors; Using appropriate techniques, including silence; Identifying themes and connecting patterns; Finding the meaning behind the words

1 2 3 4 5 6 7 8 9 10

Observations:

Facilitating Client Growth

Reflecting feelings; Positively reframing statements; Challenging the client on irrational beliefs, discrepancies, or misinformation; Recognizing resistance; Using appropriate techniques; Encouraging deeper exploration; Planning for actions between sessions

1 2 3 4 5 6 7 8 9 10

Observations:

Facilitating Client Resolution

Helping the client set goals; Reinforcing positive ideas and changes; Sharing problem solving strategies; Encouraging/confirming progress; Exploring alternative choices and their consequences

1 2 3 4 5 6 7 8 9 10

Observations:



Facilitating Termination of the session(s)

Managing the session; Planning for post-counseling care; Assessing the coping skills of the client

1 2 3 4 5 6 7 8 9 10

Observations:

General Observations:

Signature of Observer/Instructor: _____ Date: _____

Additional Questions for the Counselor's Self Critique

Counselors should fill out the first page of the CSA and this page as well.

Counselor: _____ Date of Session: _____

How did I feel during the session?

Strengths I experienced in myself:

Areas for my improvement:

Signature of Counselor: _____ Date: _____



13 APPENDIX D: PRACTICUM & INTERNSHIP EVALUATION FORMS



13.1 SITE SUPERVISOR EVALUATION FORM



SITE SUPERVISOR EVALUATION FORM

Student Counselor Agency

Date of Evaluation Agency Phone/Email

USW Supervisor Title

Site Supervisor Title

Practicum Dates: ___/___/___ to ___/___/___

Number Client Contact Hours: _____ Total Number Supervision Hours: _____

Communication Skills

Summary of Observations:

Rank Communication Skills Using the Following Scale

NA=Not Applicable 1=Poor 2=Fair 3=Satisfactory 4=Good 5=Outstanding

Verbal Skills_____ Writing Skills_____ Knowledge of Nomenclature_____

Interviewing

Summary of Observations:

Rank Interview Skills Using the Following Scale

NA=Not Applicable 1=Poor 2=Fair 3=Satisfactory 4=Good 5=Outstanding

Structure of Interview_____ Attending Behaviors_____ Active Listening Skills_____
Professional Attitude_____ Interviewing Techs_____ Mental Status Evaluation_____
Psychosocial history_____ Observation_____ Use of Questions_____



Reflection_____

Empathy_____

Respect for Differences_____

Diagnosis

Summary of Observations:

Rank Counseling/Diagnosis Skills Listed Using the Following Scale

NA=Not Applicable 1=Poor 2=Fair 3=Satisfactory 4=Good 5=Outstanding

Draw up Treatment Plan_____ Counseling_____

Conjoint

Marital Counseling_____

Individual Counseling_____ Family Counseling_____

Group Counseling_____

Consultation Skills_____ Progress Notes_____

Performing Brief Models of Counseling_____

Ability with populations/diversity issues_____

Professional Orientation

Summary of Observations:

Rank Professional Orientation Issues Listed Using the Following Scale

NA=Not Applicable 1=Poor 2=Fair 3=Satisfactory 4=Good 5=Outstanding

Knowledge of Ethical Codes_____ Knowledge of Professional Policies_____

Ability of Candidate to Seek & Accept Supervision_____

Knowledge/Demonstration of Agency Polices & Procedures_____

Knowledge of Cultural Issues

Summary of Observation:

Rank Professional Orientation Issues Listed Using the Following Scale

NA=Not Applicable 1=Poor 2=Fair 3=Satisfactory 4=Good 5=Outstanding



The counselor understands the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual beliefs, socioeconomic status, and unique characteristics of individuals, couples, families, ethnic groups, and communities_____

General Counseling Knowledge

Summary of Observations:

Rank General Counseling Skills Listed Using the Following Scale

NA=Not Applicable 1=Poor 2=Fair 3=Satisfactory 4=Good 5=Outstanding

Knowledge of Dual Relationships_____ Response to Ethical Dilemmas_____ Confidentiality_____
Suicide Protocol_____

Printed Name of Supervisor Signature Date



13.2 SITE SUPERVISOR FINAL EVALUATION FORM



**FINAL EVALUATION
MENTAL HEALTH PRACTICUM/INTERNSHIP EVALUATION SITE SUPERVISOR EVALUATION FORM**

Student Counselor Agency

Date of Evaluation Agency Phone/Email

USW Supervisor Title

Site Supervisor Title

Practicum Dates: ___/___/___ to ___/___/___

Number Client Contact Hours: _____ Total Number Supervision Hours: _____

Communication Skills Summary of Observations:

Rank Communication Skills Using the Following Scale

NA=Not Applicable 1=Poor 2=Fair 3=Satisfactory 4=Good 5=Outstanding

Verbal Skills_____ Writing Skills_____ Knowledge of Nomenclature_____

Interviewing

Summary of Observations:

Rank Interview Skills Using the Following Scale

NA=Not Applicable 1=Poor 2=Fair 3=Satisfactory 4=Good 5=Outstanding

Structure of Interview_____ Attending Behaviors_____ Active Listening Skills_____
Professional Attitude Interviewing Techs_____ Mental Status Evaluation_____



Psychosocial history_____ Observation_____ Use of Questions_____
Reflection_____ Empathy_____ Respect for Differences_____

Diagnosis

Summary of Observations:

Rank Counseling/Diagnosis Skills Listed Using the Following Scale

NA=Not Applicable 1=Poor 2=Fair 3=Satisfactory 4=Good 5=Outstanding

Draw up Treatment Plan_____ Conjoint Marital Counseling_____
Counseling_____ Family Group Counseling_____
Individual Counseling_____ Progress Performing Brief Models of
Counseling_____ Notes_____ Counseling_____
Ability with populations/diversity issues_____

Professional Orientation Summary of Observations:

Rank Professional Orientation Issues Listed Using the Following Scale

NA=Not Applicable 1=Poor 2=Fair 3=Satisfactory 4=Good 5=Outstanding

Knowledge of Ethical Codes_____ Knowledge of Professional Policies_____
Ability of Candidate to Seek & Accept Supervision_____
Knowledge/Demonstration of Agency Polices & Procedures_____

Knowledge of Cultural Issues Summary of Observation:

Rank Professional Orientation Issues Listed Using the Following Scale

NA=Not Applicable 1=Poor 2=Fair 3=Satisfactory 4=Good 5=Outstanding

The counselor understands the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual beliefs,



socioeconomic status, and unique characteristics of individuals, couples, families, ethnic groups, and communities_____

General Counseling Knowledge

Summary of Observations:

Rank General Counseling Skills Listed Using the Following Scale

NA=Not Applicable 1=Poor 2=Fair 3=Satisfactory 4=Good 5=Outstanding

Knowledge of Dual Relationships_____ Response to Ethical Dilemmas_____ Confidentiality_____
Suicide Protocol_____

Please write a brief summary statement of the candidate as a future counselor:

I verify that _____ has completed a minimum of supervised hours (100 in Practicum, 300 in each Internship) in a professional counseling setting and has received at least the minimum hours of supervision (one hour of on-site supervision to every 10 hours of Direct Contact).

Recommended Grade: _____

On-site Agency Supervisor (printed name): _____

Signature: _____ Date: _____

Student Counselor’s Signature: _____ Date: _____

University Supervisor (printed name): Dr. Alan Lobaugh

Signature: _____ Date: _____

A formal conference will be held on _____ with the evaluator. I acknowledge each of the characteristics from the evaluation above that were discussed, and the specific suggestions that were recommended. I understand my signature below does not necessarily mean I agree with the evaluation. I realize I may respond to the evaluation, in writing, within 10 calendar days.

Student Counselor: _____ Date: _____



14 APPENDIX E: REMEDIATION, RETENTION & DISMISSAL FORMS



14.1 NOTIFICATION & REQUEST FORM



**University of the Southwest
Clinical Mental Health Program**

**Remediation, Retention and Dismissal
Notification and Request Form**

1. Submitted by: _____ Date: _____
2. Student name _____ USW ID# _____
3. Semester and course number/ title: _____
4. Brief description of the nature of the concern causing the notification and request:

4. Brief description of how this has been handled to date, directly with the student:

5. Have you consulted with any other CMHC faculty member about this student? If so, please give a brief explanation:

6. In your opinion, is the student in need of a plan for remediation and retention, or dismissal from the program?

7. What would be your recommendation regarding this student's present and future successful participation in the CMHC program?



Name/Position (printed)

Date

Signature of person completing this form

Program Coordinator (sign upon receipt of this form)

Date of receipt



14.2 COMMITTEE MEETING REPORT, ACTION PLAN, & RECOMMENDATIONS



**University of the Southwest
Clinical Mental Health Counseling Program**

**Retention, Remediation and Dismissal
Committee Meeting Report, Action Plan, and Recommendations**

1. Today's Date_____ Student_____
2. Date of Submitted Notification and Request Form_____
3. Committee Members Present:
4. Faculty member's presentation of concern.
5. Presentation (student) of evidence/response.
6. Decision of Committee regarding remediation and retention, or dismissal.

Committee Chair Date _____

Committee Member Date _____

Committee Member Date _____



14.3 STUDENT NOTIFICATION OF COMMITTEE MEETING FORM



**University of the Southwest
Clinical Mental Health Counseling Program**

Student Notification of Committee Meeting and Results

Date_____ Person/Position Completing report_____

Student's name_____

Date of Filing of Remediation, Retention, and Dismissal Form _____

Committee Meeting Summary:

Date of Meeting _____ Did student attend? _____yes _____no

Name of Individual making referral to the Committee:_____

Committee members present:

Outcome of Meeting:

Recommendations of Committee:

Printed name of Committee Chair

Signature of Committee Chair

Student signature

Date



15 APPENDIX F: PROGRAM HANDBOOK & ACKNOWLEDGEMENT FORM



Policy Acknowledgement Statement

The Clinical Mental Health Counseling (CMHC) Program Handbook will be reviewed during the New Student Orientation in COUN 5133 Clinical Mental Health Counseling - Foundations and Ethics. The statement below must be signed and submitted to the Instructor immediately following the orientation. Students are responsible for knowing the policies of the program. Please be sure to ask questions any time you have them so you understand what is expected.

POLICY STATEMENT

I certify that the information contained in this application is true and correct. I understand that misrepresentation or omission of information may be cause for denial of admission or dismissal from the CMHC program. I understand I am applying for the Master of Science, Clinical Mental Health Counseling Program and have read the USW Student Handbook and the CMHC Program Handbook and fully understand all school and program policies and procedures. I understand, too, that the USW CMHC program is currently CACREP accredited. More information on CACREP can be found at www.cacrep.org

In addition, I understand that this Program Handbook and Policy statement must be signed by me and submitted electronically to the Instructor of COUN 5133 for the CMHC program as part of my course requirements.

As part of its commitment to the University of the Southwest's policy of affirmative action, and to the professional ethics and values of the field of counseling, the CMHC program strives to seek a diverse student population.

Student's Signature: _____ Date: _____