M.S. in Counseling
Policy and Procedure Handbook

2018-2019
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Program Introduction

The Counseling Program is designed to prepare professionals who possess a sense of vision, are committed to social justice, are effective communicators, and are skilled to assist diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Toward that end, the curriculum includes content about the history of clinical mental health, clinical rehabilitation, and school counseling, professional roles and responsibilities, structures and operations of professional organizations, social and cultural diversity and advocacy, ethical standards, counseling theories and techniques, human growth and development, career development, clinical assessment and diagnosis, co-occurring disorders, as well as research and evaluation, including methods to design, implement, and evaluate counseling programs and interventions that occur in mental health agencies, rehabilitation settings and schools. The Counseling Program has three separate concentrations: Clinical Mental Health Counseling (60 credits), Clinical Rehabilitation Counseling (60 credits) and School Counseling (48 credits). Post-master certificates are also available in each program area.

Graduates of the program may find employment in mental health centers, private, community and non-profit counseling agencies, addictions treatment centers, centers for counseling the elderly, child protective services, child counseling clinics, family counseling centers, vocational rehabilitation settings, academic and career advising or rehabilitation services in higher education, adjunct teaching positions, correction settings, hospitals, K-12 schools (both public and private), and business and industry.

The Master of Science in Counseling Program is fully accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools. The Clinical Mental Health Counseling concentration is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is on the list of approved education programs meeting the requirements necessary for initial licensure for Licensed Professional Counselor (LPC-IT) and initial licensure for Substance Abuse Counselor (SAC-IT) in the State of Wisconsin by the Department of Safety and Professional Services (DSPS). The School Counseling Concentration is approved by the Wisconsin State Department of Public Instruction (WDPI). In addition, the curriculum is consistent with national counseling standards.

Mission and Vision

Mission
Mount Mary University, an urban Catholic university for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles. Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Vision
Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.
Mount Mary provides graduate education that results in students who are committed to being critical and creative scholars, ethical and just human beings with global perspectives, and leaders who put knowledge into transforming action. The goals of graduate education include reflective thinking, development of in-depth knowledge and specialized skills in an area of concentration, and application of theoretical and empirical findings to relevant issues within the discipline.

Consistent with the institutional mission and vision of the University and Graduate Education, the Master’s in Counseling Program provides an educational environment that is fully dedicated to students’ total development. A holistic education places value on a student’s past experiences and integrates that experience into the academic activities of graduate school. This approach also encourages students to connect theory to practice through the process of personal reflection, through the application of students’ skills and knowledge in the broader community and through experiential learning. Graduate education in this manner is evidenced by a strong sense of personal identity and professional competence. The student’s life will reflect a commitment to personal wellness, service and world citizenship, along with pursuit of lifelong learning and leadership opportunities.

**Master of Science in Counseling Program Mission Statement**

The mission of the Counseling Program is to develop a holistic learning community that prepares students for professional practice while developing a strong counselor identity, advocacy and leadership skills, integrity, and a deep sense of social justice. Students are trained to become competent, culturally sensitive practitioners who are committed to the values and ethical principles of Mount Mary University and the counseling profession. The program fosters students’ development of theoretical knowledge and practical skills to counsel individuals, groups, couples, and families in mental health, rehabilitation, and school settings.

**Program Objectives**

The following objectives are relevant to all students in the program regardless of area of counseling concentration. The objectives are met through students’ involvement with course work, related experiences, practicum, and the internship. The objectives of the program are:

1. Students will acquire knowledge of the history and philosophy of counseling; professional roles, collaboration, professional organizations, credentialing, and ACA ethical standards. Students will know about public and private policy issues and advocacy processes.
2. Students will acquire knowledge of how culture, ethnicity, nationality, race, age, gender, sexual orientation, and other factors impact an individual, family, or group. Students will gain self-awareness regarding their culture in addition to developing a personal understanding of social justice, advocacy, ethical, and legal issues.
3. Students will acquire knowledge of adaptive and maladaptive individual and family development, developmental crises, disability, psychopathology, and theories of individual and family development. Students will apply theories of learning, personality development, and strategies for helping individuals throughout the lifespan. Ethical and legal issues that arise when counseling children, adolescents, and the elderly are addressed.
4. Students will know and apply career development theories, decision making models, vocational and occupational information, gender issues, assessment, and ethical/legal considerations. Students will understand basic career development program planning, organization, implementation, administration, and evaluation.
5. Students will demonstrate basic and advanced interviewing and counseling skills, including developing goals, counseling interventions, and consultation. Students will apply the ethical and legal principals in counseling and will gain awareness of how their own perspectives may affect the counseling relationship.

6. Students will know group theory and gain an experiential understanding of group development, dynamics, and leadership styles. Students will learn about various types of groups, ethical and legal issues in group work, and group counseling methods.

7. Students will develop the ability to conduct individual and group assessment and evaluation, standardized and non-standardized testing. Students will know statistical concepts, reliability, validity, multicultural issues in assessment, ethical and legal issues, as well as learn biopsychosocial assessment, case conceptualization, principles of diagnosis, and use of the current DSM.

8. Students will acquire knowledge of research methods, statistical analyses, needs assessment, and program evaluation, including qualitative and quantitative methods, technology uses, and ethical and legal issues.

9. Students will have knowledge of systems of care: fiscal and legal issues; collaboration; community needs assessment; interventions and outreach; individuals and communities served; and, community counseling services.

10. Students will develop and demonstrate clinical skills through internship experiences.

Counseling Program Concentrations

Clinical Mental Health Counseling – CACREP Accredited
The Clinical Mental Health Counseling Concentration prepares culturally competent and skilled clinicians who are dedicated to working for social justice and capable of identifying and removing barriers that impede equal access to mental health services. Through advocacy, collaboration, teamwork, leadership, and individual and group counseling interventions, a community of practice is created that supports graduate students as they move from novice status towards competent mental health practitioners. Specialized skills in the areas of Trauma-Informed Care and Addictions Counseling will be developed.

This program is on the list of approved education programs meeting the requirements necessary for initial licensure for Licensed Professional Counselor (LPC-IT) in the State of Wisconsin by the Department of Safety and Professional Services (DSPS), as well as outside of WI in most states requiring 60 credit programs for counselor licensure. There are additional requirements for full licensure as an LPC including obtaining a training license, completing 3,000 hours of post-master’s supervised clinical experience, and successfully passing the National Counselor Exam (NCE) or National Clinical Mental Health Counselor Exam (NCMHCE). Complete information regarding application and requirements for licensing are available from DSPS’s website at https://dsps.wi.gov/Pages/Professions/LPC/Default.aspx.

The Counseling Program is approved by the State of Wisconsin Department of Safety and Professional Services (DSPS), Division of Education and Examinations, to offer a Substance Abuse Counselor Pre-Certification Program. In order for students to take advantage of this program, they must be accepted into the Clinical Mental Health concentration, be in good standing, and be actively working on completing their M.S in Counseling degree. Students who have completed 21 credit hours (including
completion of CON 600, CON 610, CON 612, CON 714, and one of the following: CON 650, CON 700, CON 715, CON 740, CON 741, CON 775 are eligible to apply to the DSPS for their Substance Abuse Counselor (SAC-IT) license. Decisions regarding the granting of a SAC-IT are the sole function of the DSPS. After students have completed their degree, they will meet the educational standards for the initial stages of their SAC license, with a potential 2,700 hours towards the 4,000 needed for full SAC licensure application completed. Students can expect to receive 2,000 hours toward their licensure status upon graduation. In addition, with documented AODA hours in their practicum and internship experience (e.g. supervision at the practicum and internship site must have been provided by a person holding a certificate as a Clinical Substance Abuse Counselor Supervisor), they can request that up to 700 hours of that experience be added to their total hours towards licensure. Before reaching full licensure eligibility, students will need to take and pass the International Certification and Reciprocity Consortium (ICRC) counselor exam and the open book examination on the Wisconsin Statutes and Administrative Codes. Complete information regarding application and requirements for licensing are available from DSPS’s website at: https://dsps.wi.gov/pages/Professions/SubstanceAbuseCounselorInTraining/Default.aspx.

Clinical Mental Health Counseling Student Learning Objectives

1. Understands the history, philosophy, and trends, as well as the ethical and legal considerations specifically related to the practice of clinical mental health counseling. Knows the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

2. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.

3. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).

4. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.

5. Understands the impact of crises, disasters, and other trauma-causing events on people, as well as the operation of an emergency management system within clinical mental health agencies and in the community.

6. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

7. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs of networks that promote mental health in a multicultural society. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.

8. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

9. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. Knows the disease concept and etiology of addiction and co-occurring disorders.
10. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. Identifies standard screening and assessment instruments for substance use disorders and process addictions. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

11. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

12. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.

13. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

14. Knows current criteria for DSM-5 and aligns diagnostic process with DSM-5, as well as the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. Demonstrates the use of principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

15. Understands the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling services network.

16. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

Careers: Graduates of the program may find employment in mental health centers, private counseling agencies, addictions treatment centers, centers for counseling the elderly, child protective services, child counseling clinics, family counseling centers, vocational rehabilitation settings, adjunct teaching positions, psychiatric hospitals, and business and industry.

Clinical Rehabilitation Counseling
Mount Mary University’s Master of Science in Counseling’s specialization in clinical rehabilitation counseling prepares certified rehabilitation counselors to provide a full range of rehabilitation counseling services to facilitate the personal, educational, and vocational development of individuals with emotional, cognitive, physical, and neurological impairments. Clinical rehabilitation counselors utilize knowledge from psychology, medicine, sociology, organizational behavior, management, business, and social work to assist individuals with physical and mental disabilities to become or remain self-sufficient and productive members of society. Clinical rehabilitation counselors provide comprehensive counseling services in an array of counseling settings in partnership with persons with disabilities and chronic illnesses, including persons with mental health issues, to address the social, psychological, environmental, vocational, educational, and living needs of the individual and his/her family in order to assist the individual in achieving optimal access and community integration.

The Clinical Rehabilitation Counseling Concentration recruits, admits, and retains a culturally diverse student body that is prepared to work in a variety of rehabilitation counseling and allied settings by providing a high quality learning environment which stimulates interactions and communication with faculty and with other
students. Faculty will educate and train to students in developing the skills, knowledge, and attitude/disposition needed to provide counseling and related rehabilitation services to people with mental, physical and cognitive disabilities. To this end, the counseling program conducts systematic and ongoing program evaluation to ensure that the program is meeting the training needs of students and preparing them to effectively enter the field of clinical rehabilitation counseling. Students will develop the skills to work with a diverse range of individuals through culturally responsive/multiculturally competent approaches and in accordance with the Code of Professional Ethics for Rehabilitation Counselors and Scope of Practice for the Profession, as well as learn how to build connections and partnerships with leaders and counselors in the field, consumers, advocacy groups, and other helping professionals, and involve multidisciplinary professionals and community agencies in components of the training program (e.g. site visits, guest speakers, internship participation, advocacy).

Graduates of the clinical rehabilitation counseling concentration are eligible to become a Certified Rehabilitation Counselor (CRC) by completing rehabilitation counseling internship of 600 clock hours supervised by a CRC, passing the Certified Rehabilitation Counselor Examination (CRCE), and with twelve months of acceptable employment experience supervised by a CRC. Further national certification may also include Certificated Disability Management Specialist (CDMS), and Certified Case Manager (CCM). The students are also eligible to seek licensure as a Professional Counselor in the State of Wisconsin by completing a 3,000 of post-master’s supervised clinical counseling experience and passing the Certified Rehabilitation Counselor Examination (CRCE).

Clinical Rehabilitation Counseling Student Learning Objectives

The mission of the program is accomplished by training future professional counselors in knowledge most relevant to the practice of clinical rehabilitation and clinical mental health counseling. Before students can graduate, they must have demonstrated learning and competence in the following foundational areas:

1. History, philosophy, trends, and a variety of models and theories of clinical rehabilitation counseling.
2. Professional, ethical, and legal considerations that influence the practice of clinical rehabilitation counseling.
3. Role and function of clinical rehabilitation counselors within the context of a variety of clinical practice settings, including professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation and clinical mental health counseling.
4. Assistive technology principles to eliminate barriers and enhance client quality of life.
5. Medical and psychosocial aspects of chronic illness and disability including substance abuse, dependence, and the potential for coexistence with other disorders from a holistic perspective.
6. Mental disorders and disability related principles and diagnosis, treatment and referral using various models, and approaches to clinical intervention, including referrals for medication evaluation and access to a variety of community resources.
7. Intake, assessment, and clinical evaluation, case conceptualization, theories of human development, and concepts of wellness and pathology.
8. Rehabilitation and mental health counseling theory, evidence-based interventions, and continuum of care.
9. Case management skills including the utilization of community resources, family, social networks, and multidisciplinary team approaches in multiple clinical settings.
10. Multicultural counseling competencies, including client advocacy and influence of public policy to enhance equality of accessibility of services.
11. Crisis, disaster, and trauma assessment, intervention, and emergency preparedness.
12. Research methodology including program evaluation.
13. Critical evaluation of research and the ability to incorporate the evolving fund of knowledge in the professional literature into clinical counseling practice.
14. Work-related assessments (e.g., job analysis, work site modification, transferable skills analysis, job readiness, work hardening), career theories, employment trends, career counseling, and job demands in a dynamic 21st century.

Careers: Graduates of the program may find employment in: State or federal rehabilitation agencies, Veteran’s administration programs, Community mental health programs, Community and nonprofit agencies; Hospital rehabilitation centers (psychiatric or physical disabilities); Private practice consultation in legal cases; Disability management consultation with insurance providers (e.g., worker’s compensation programs); Correctional facilities; College programs for students with disabilities; Substance abuse rehabilitation programs; School to work transition; Programs for injured workers; Employee assistance programs; Life care planning; Independent living centers

School Counseling
The school counseling program at Mount Mary University prepares culturally competent and skilled Professional School Counselors who are dedicated to working for social justice and capable of identifying and removing barriers that impede equal access to educational and career opportunities for all students. Through advocacy, collaboration, teamwork, leadership, individual and group counseling interventions, and the use of data and technology, the competency-based School Counseling program prepares Professional School Counselors to deliver comprehensive programs that promote success for all students (pre K-12) in the areas of academic, career, and personal/social development.

The School Counseling Concentration qualifies graduates of the Counseling Program for an Initial Educator license: License Code 54, under PI 34 in the State of Wisconsin. All students will be licensed at the K-12 grade levels. Additional information about requirements for licensing is available from the WDPI website at https://dpi.wi.gov/tepdl/elo/in-state.

School Counseling Student Learning Objectives
1. Demonstrate an understanding of the psychological, theoretical, and sociological foundations of human development, learning, and behavior.
2. Demonstrate an understanding of skills required to develop, organize, administer, evaluate, and promote a comprehensive developmental school-counseling program based on the Wisconsin Developmental Guidance Model in collaboration with educators, families and community resources.
3. Demonstrate the skills required to work effectively with school teams to promote a safe and healthy school climate, including prevention and intervention strategies such as conflict resolution, peer mediation, and crisis management.
4. Demonstrate an understanding of the role that diversity, inclusion, gender, and equity have on students’ academic achievement, social/emotional, and career development.
5. Demonstrate individual and group counseling skills, which facilitate students' social/emotional, academic, and career development throughout their PK-12 school experience.
6. Demonstrate an understanding of "PK-16" career development theories, practices, and programs, including the ability to facilitate student skill development.
7. Demonstrate knowledge of developmental approaches to assist all students and parents at points of educational transition such as home to elementary school, elementary to middle to high school, and high school to postsecondary options.

8. Demonstrate an understanding of relevant state and federal laws, institutional rules, regulations, and standards along with the national and ethical standards of the American School Counselor Association.

9. Demonstrate the ability to utilize research, student data, and institutional assessments to improve school counseling programs and recommend systematic changes that will improve the learning environment for all students.

10. Demonstrate an understanding of current and emerging technology in education and school counseling to assist students, families, and educators in making informed academic, career, and social/emotional choices.

11. Demonstrate an understanding of how to acquire ongoing professional development and reflection in helping to continually evaluate school-counseling services.

12. Demonstrate acquired skills in understanding the role, function, and responsibilities of a school counselor by acquiring a minimum of 600 hours of supervised internship as a school counselor in a school setting at the appropriate level(s).

In addition to these objectives, the School Counseling concentration is also designed to meet 2016 CACREP Standards for School Counseling, PI34 Pupil Service Standards set by the State of Wisconsin Department of Public Instruction. See: https://dpi.wi.gov/sspwp/pupil-services/school-counseling/models/pupil-services-standards.

Careers: School counseling positions are generally available in K-12 school settings. Other employment possibilities include: admission counseling in higher education, academic/career advising or student affairs in higher education, adjunct teaching positions, youth programs, and community centers.

**Overview of Curriculum and Requirements**

The Master of Science in Counseling Program includes a variety of courses and other requirements designed to achieve the above goals. These are designed to ensure broad preparation to practice competently as a licensed professional counselor or school counselor in current health care or educational systems. The Program includes a common core of foundational coursework and then more specialized courses that correspond to each of the specializations offered within the Program.

The core curriculum for the Master of Science in Counseling Program is based on current Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. As such, the Counseling Program includes coursework in each of the eight core curricular areas:

**Eight Core Curricular Areas (30 Credits) * **

1. Professional Orientation and Ethical Practice
   - CON 600 Professional Identity & Ethics (3 credits)
   - CON 601 Orientation to School Counseling/Orientation to Practicum-Internship (0 credits)

2. Social & Cultural Diversity
   - CON 700 Multicultural Counseling (3 credits)

3. Human Growth & Development
   - CON 610 Theories of Counseling (3 credits)
CON 750 Counseling Across the Lifespan (3 credits)

4. Career Development
   - CON 611 Career Development (3 credits)

5. Helping Relationships
   - CON 610 Theories of Counseling (3 credits)
   - CON 612 Techniques of Counseling (3 credits)
   - CON 741 Family Systems Theory, Assessment, and Practice (3 credits)

6. Group Work
   - CON 740 Group Procedures (3 credits)
   - CON 741 Family Systems Theory, Research, and Practice (3 credits)

7. Assessment
   - CON 720 Counseling Assessment and Program Evaluation (3 credits)

8. Research & Program Evaluation
   - CON 630 Behavioral Science Statistics & Research (3 credits)
   - CON 720 Counseling Assessment and Program Evaluation (3 credits)

**Context, Knowledge, and Skills (12-21 credits)**

CON 650 Trauma Counseling I (3 credits)
CON 651 Trauma Counseling II (3 credits)
CON 679 Special Topics in Counseling (3 credits)
CON 712 Child and Adolescent Counseling (3 credits)
CON 714 Addictions Counseling (3 credits)
CON 715 Professional Issues in Addictions Counseling (3 credits)
CON 730 Counseling in the Schools (3 credits)
CON 770 Psychopathology (3 credits)
CON 775 Psychopharmacology (3 credits)
CON 785 Advanced Issues in Clinical Mental Health Counseling (3 credits)
EDU 703 Exceptional Learners (3 credits; for school counseling)
EDU 742 Instructional Strategies (3 credits; for school counseling)

**Clinical Instruction (9 Credits)**

CON 795 Supervised Practicum (3 credits)
CON 796 Counseling Internship I (3 credits)
CON 797 Counseling Internship II (3 credits)
CON 798 Counseling Internship III (1-3 credits)

**Research/Thesis Option (6-12 credits)**

Students who are interested in developing their research skills or are committed to pursuing a Ph.D. in Counseling Psychology, Counselor Education, or equivalent Ph.D., have the option of completing six to 12 research/thesis credits to fulfill the Culminating Experience requirement.
Clinical Mental Health Counseling Concentration – 60 credits

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>CON 600</td>
<td>Professional Identity &amp; Ethics</td>
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<tr>
<td>CON 601</td>
<td>Orientation to Practicum/Internship (0 credits, 2nd Friday of Spring Semester)</td>
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<tr>
<td>CON 610</td>
<td>Theories of Counseling</td>
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<td>CON 611</td>
<td>Career Development</td>
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<td>Techniques of Counseling</td>
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<td>CON 630</td>
<td>Behavioral Science Statistics and Research</td>
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<td>CON 700</td>
<td>Multicultural Counseling</td>
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<td>CON 714</td>
<td>Addiction Counseling</td>
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<td>CON 715</td>
<td>Professional Issues in Addiction Counseling</td>
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<td>CON 720</td>
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<td>CON 741</td>
<td>Family Systems Theory, Assessment, and Practice</td>
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<td>CON 750</td>
<td>Counseling across the Lifespan</td>
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<td>CON 770</td>
<td>Psychopathology</td>
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<td>Psychopharmacology</td>
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<td>Advanced Issues in Clinical Mental Health Counseling</td>
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<td>Supervised Practicum (Clinical placement)</td>
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<td>CON 797</td>
<td>Counseling Internship II (Clinical placement)</td>
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Example of Clinical Mental Health Counseling Program: Full-Time Sequence

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<thead>
<tr>
<th>Fall Semester, Year I</th>
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<td>CON 750</td>
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<td>CON 612 or CON 630</td>
<td>CON 700 or CON 770</td>
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<td>CON 650</td>
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<td>Elective</td>
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<td>CON 712 or CON 651</td>
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<td>CON 796</td>
<td>Master’s Comprehensive Examination</td>
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</table>
Clinical Rehabilitation Counseling Concentration – 60 credits

- CON 600 Professional Identity & Ethics
- CON 601 Orientation to Practicum/Internship (0 credits, 2nd Friday of Spring Semester)
- CON 610 Theories of Counseling
- CON 611 Career Development
- CON 612 Techniques of Counseling
- CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management
- CON 630 Behavioral Science Statistics and Research
- CON 640 Medical & Psychosocial Aspects of Disabilities
- CON 650 Trauma Counseling I
- CON 700 Multicultural Counseling
- CON 714 Addiction Counseling
- CON 720 Counseling Assessment and Program Evaluation
- CON 740 Group Procedures in Counseling
- CON 741 Family Systems Theory, Assessment, and Practice
- CON 750 Counseling across the Lifespan
- CON 760 Psychiatric Rehabilitation & Intervention
- CON 770 Psychopathology
- CON 795 Supervised Practicum (Rehabilitation placement)
- CON 796 Counseling Internship I (Rehabilitation Community placement)
- CON 797 Counseling Internship II (Rehabilitation placement)

Elective Courses
CON 651 Trauma Counseling II (3 credits)
CON 715 Professional Issues in Addiction Counseling (3 credits)
CON 775 Psychopharmacology (3 credits)
CON 790 Research (3 credits)

Example of Clinical Rehabilitation Counseling Program: Full-Time Sequence

<table>
<thead>
<tr>
<th>Fall Semester, Year I</th>
<th>Spring Semester, Year I</th>
<th>Summer, Year I</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 600 or CON 611</td>
<td>CON 600 or CON 611</td>
<td>CON 630 or CON 740</td>
</tr>
<tr>
<td>CON 610 or CON 612</td>
<td>CON 610 or CON 612</td>
<td>CON 750 Lifespan</td>
</tr>
<tr>
<td>CON 615 Clin Rehab Couns/Case Mgt</td>
<td>CON 640 Med/Psychosocial Aspects of Disability</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester, Year II</th>
<th>Spring Semester, Year II</th>
<th>Summer, Year II</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 630 or CON 740</td>
<td>CON 720 Couns Assess/Prog Eval</td>
<td>CON 795 Practicum</td>
</tr>
<tr>
<td>CON 700 Multicultural Couns</td>
<td>CON 714* Addiction Counseling</td>
<td>Elective CON 715* or CON 775</td>
</tr>
<tr>
<td>CON 650 Trauma Counseling</td>
<td>CON 770 Psychopathology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester, Year III</th>
<th>Spring Semester, Year III</th>
<th>Summer, Year III</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 741</td>
<td>CON 760 Psychiatric Rehab/ Interv</td>
<td></td>
</tr>
<tr>
<td>CON 796 Internship I</td>
<td>CON 797 Internship II</td>
<td></td>
</tr>
</tbody>
</table>

*take earlier in sequence to get optional SAC-IT prior to Practicum.
School Counseling Concentration - 48 credits (51 credits beginning summer 2018)

- CON 600 Professional Identity & Ethics
- CON 601 Orientation to School Counseling (0 credits, 2nd Friday of Spring Semester)
- CON 610 Theories of Counseling
- CON 611 Career Development
- CON 612 Techniques of Counseling
- CON 630 Behavioral Science Statistics and Research
- CON 700 Multicultural Counseling
- CON 712 Counseling Children and Adolescents
- CON 720 Counseling Assessment and Program Evaluation
- CON 730 Counseling in Schools
- CON 740 Group Procedures in Counseling
- CON 741 Family Systems Theory, Assessment, and Practice
- CON 750 Counseling across the Lifespan
- CON 769 Internship I (School placement)
- CON 769 Internship II (School placement)
- EDU 703 Exceptional Learners *
- EDU 742 Instructional Strategies *

*WI Certified Teachers must complete 6 elective credits from the list below:
 CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management (3 credits)
 CON 640 Medical & Psychosocial Aspects of Disabilities (3 credits)
 CON 650 Trauma Counseling I (3 credits)
 CON 651 Trauma Counseling II (3 credits)
 CON 659 Conflict Mediation for Professionals (3 credits)
 CON 679 Special Topics in Counseling (1-3 credits)
 CON 711 Academic and Career Planning (3 credits)
 CON 714 Addictions Counseling (3 credits)
 CON 715 Professional Issues in Addictions Counseling (3 credits)
 CON 770 Psychopathology (3 credits)
 CON 775 Psychopharmacology (3 credits)
 CON 780 Independent Reading (1-3 credits)
 CON 790 Research or Thesis (1-3 credits)

Example of School Counseling Program: Full-Time Sequence

<table>
<thead>
<tr>
<th>Fall Semester, Year I</th>
<th>Spring Semester, Year I</th>
<th>Summer, Year I</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 600 Professional Identity/Ethics</td>
<td>EDU 742 Instructional Strategies</td>
<td>EDU 703 Exceptional Learners</td>
</tr>
<tr>
<td>CON 601 Orientation to School Counseling</td>
<td>CON 700 Multicultural Counseling</td>
<td>CON 730 Counseling in the Schools</td>
</tr>
<tr>
<td>CON 610 Theories of Counseling</td>
<td>CON 611 Career Development</td>
<td></td>
</tr>
<tr>
<td>CON 612 Techniques of Counseling</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester, Year II</th>
<th>Spring Semester, Year II</th>
<th>Summer, Year II</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 712 Counseling Children/Adolescents</td>
<td>CON 741 Family Systems</td>
<td>CON 740 Group Procedures</td>
</tr>
<tr>
<td>CON 630 Behavioral Science Statistics &amp; Research</td>
<td>CON 720 Counseling Assessment and Program Evaluation</td>
<td>CON 750 Counseling across the Lifespan</td>
</tr>
<tr>
<td>CON 796 Internship I – School Placement</td>
<td>CON 797 Internship II</td>
<td></td>
</tr>
<tr>
<td>CON 711 Academic &amp; Career Planning</td>
<td>Praxis II Prof School Counselor Exam</td>
<td></td>
</tr>
</tbody>
</table>
Sequence of Courses

The full-time sequence of courses shown above illustrate how students may progress through the program if enrolled on a full-time basis taking 9 credits in the fall and spring semesters and 6 credits during the summers. The intent is to provide an informative guide to use as a resource for program planning. The Counseling Program makes every effort to offer all of the required courses on an annual basis in the semesters that are indicated so that students and faculty can plan their schedules well in advance. See list of courses descriptions shared later in this handbook for information on prerequisites.

Post-Master’s Certificates

Post-Master’s Certificates in Counseling are designed for students who have previously received a master’s degree in the counseling field and who seek an additional area of concentration in which to be licensed. In most cases specific licenses are granted by a state regulating and licensing boards and in some cases licensing or credentialing may be awarded by a national professional organization.

Post-Master’s Certificates are designed to meet the needs of the individual student, requirements may vary based on length of time since obtaining the original master’s degree, type of credentialing/licensure seeking, and curriculum content of the original master’s degree. In most cases, if the time period since obtaining the original counseling degree has been less than 7 years, students will typically need to complete 15-33 credit hours of course work. In some cases, students may also need to complete a minimum of 700 hours in a relevant practicum/internship experience. Please see Appendix A for “Post-Master’s Certificates Curriculum Needs Bases on Previous Degree”.

Trauma Counseling Certificate of Completion

Students who wish to become a trauma informed therapist may take Trauma I (CON 650) and Trauma II (CON 651). Each three-credit course provides 45 clock hours of instruction by qualified educators. The pre-requisite for Trauma I is the successful completion of CON 600, CON 610, and CON 612. Because the trauma series is designed to provide information on a wide range of trauma experiences, as well as clinical applications, students with significant personal trauma histories are encouraged to seek support and counseling prior to and during the courses. Students must have completed Trauma I with a grade of AB or higher and have instructor’s consent in order to enroll in Trauma II.

Students who complete both courses with grades of “B” or better (B/C does not count), for a total of 90 clock hours of instruction, will receive a certificate of completion. Although not intended to be a Certificate Program, this series of courses is designed to document a level of educational competency once completed. The certificate of completion may be applied towards application for the designation that is offered through the Association of Traumatic Stress Specialists (http://www.atss.info/certification) or the Figley Institute (http://www.figleyinstitute.com/certifications.html). This trauma series does not offer supervised clinical hours. Students would need to take professional responsibility for securing a post-master’s 3,000-hour experience that would meet certification standards.
Other Program Requirements

1. Students must follow all rules and procedures as specified in the Mount Mary University Graduate Student Handbook.
2. After completion of 18 credits in the program, students will conduct a self-assessment. In addition, at the completion of internship, students will be asked to use the same format to assess growth and learning over time.
3. Prior to starting Practicum or Internship, students must register for CON 601 “Orientation to Practicum/Internship” or CON 601 “Orientation to School Counseling”. Orientation is a zero-credit course that is offered in a one-time three-hour workshop format.
4. Prior to starting Practicum or Internship, students must pass a background check. Information on the background check requirement and exclusion policy is included in concentration-specific handbooks.
5. Each fall, all practicum/internship students accompany the Practicum/Internship Program Coordinator to a Ropes and Challenge Course. Those students who have documented medical issues that prohibit active participation can elect to either attend the event and have limited participation OR complete an interview with an experiential therapist and write a paper that details the use of no less than five experiential activities with clients seeking mental health services. A fee for each student may be assessed at the start of the semester and is based on the number of students participating. Only Post-Masters students and students enrolled in CON 798 (Internship III) are exempt from this requirement.
6. Students in the Clinical Mental Health and Clinical Rehabilitation Counseling concentrations must complete 100 clock hours, on-site, of supervised counseling experience (practicum) before enrolling in a Counseling Internship course. Practicum and Internship courses are taken consecutively and the sequence begins each summer.
7. Internship I & II are intended to be 300 hours EACH. The essential criterion is that a student’s hours must add up to 700 by the end of the Practicum/Internship sequence. Students in the School Counseling Concentration complete a year-long (August/September to June), 600-hour internship that extends across the PK-12 school experience (i.e., elementary school, middle school, high school).
8. Students in the Clinical Mental Health and Clinical Rehabilitation Counseling concentrations are required to:
   a. Create a Professional Counselor Portfolio.
   b. Pass the CPCE or complete a thesis
9. Students in the School Counseling concentration are required to:
   a. Create a School Counselor PI 34 Pupil Services Standards Portfolio (licensing requirement)
   b. Pass the PRAXIS II Professional School Counselor Exam.
10. Comprehensive Examination (CPCE) or Thesis Requirement
    a. Students who elect to take the Comprehensive Exam will be required to take the exam during the final semester of their graduate studies or in spring for summer graduates.
    b. Students who select the thesis option must meet with their advisor a minimum of 12 months prior to their scheduled graduation date and are not required to take the Comprehensive Examination.
11. Application for Graduation must be filed with the Program Director and the Registrar by the date established by the Registrar.
Endorsement of Graduates

If students have successfully completed all the components of the program outlined in this handbook, they will be recommended for licensure and/or certification in areas closely aligned with their specific concentration. Should other endorsements be requested by the student (i.e. employment, doctoral programs, scholarships, or specific honors), faculty will make decisions on an individual basis by assessing the student’s known performance in the particular area.

Clinical Experience: Practicum and Internship

(All details for the School Counseling Internship are in the School Counseling Policy & Procedure Manual & more information for the CMHC practicum/internship can be found in the Practicum/Internship Manual. Both documents are posted on the M.S. in Counseling Group Page in the Handouts section.)

For the Clinical Mental Health and Clinical Rehabilitation Counseling concentrations, the clinical component of the program consists of three courses, generally taken in three consecutive semesters. Each course builds upon the skills and knowledge acquired in the previous course so that by the completion of the clinical component, students have demonstrated clinical competence. The clinical courses are as follows:

1) CON 795 Supervised Practicum – 3 credits (100 hours)
2) CON 796 Counseling Internship I – 3 credits (300 hours)
3) CON 797 Counseling Internship II – 3 credits (300 hours)
4) CON 798 Counseling Internship III – 1-3 credits (taken when students have not met the 700-hour total by the end of the Internship II experience)

Although Practicum is intended to be 100 hours on site, and Internship I & II are intended to be 300 hours EACH, the essential criterion is that a student’s hours must add up to 700 by the end of the Practicum/Internship sequence.

Students unable to reach the 700 hours total by the end of internship II will be required to register for Internship III and choose between 1-3 credit hours. **Students may register for no more than 2 semesters of CON 798 (Internship III) in order to meet program requirements for completion of 700 supervised hours in practicum/internship experience.** There will be no class room component to this course. Those students enrolled in Internship III will be required to meet for individual faculty supervision with the Practicum/Internship Coordinator or other assigned faculty throughout the semester based on the number of credit hours taken. Practicum and Internship hours are typically unpaid.

Culminating Experience

A culminating experience is required for each student earning a graduate degree. Specifically, all Master’s in Counseling Program students are required to either pass a comprehensive examination or successfully defend a thesis as part of their graduation requirements. The exam is taken or the thesis defended at the end of students’ programs after all or nearly all of their coursework has been completed.
Comprehensive Examination
The purpose of the comprehensive examination is to provide students the opportunity to review, study, assimilate, and demonstrate their knowledge of growth and development in the counseling profession and their chosen area of concentration.

CMHC and CRC students will take the CPCE as the comprehensive examination in the final semester of graduate studies (or spring semester for summer graduates) and must be registered for a minimum of one credit during the semester the Comprehensive Exam is taken. Please refer to the Handout section of the M.S. in Counseling Group Page for details on CPCE.

For the School Counseling students, the PRAXIS II Professional School Counselor Exam (0421) will be used as the comprehensive examination. During the semester prior to graduating, students register for this exam on their own and can opt to take a written or computerized version of the exam. Score results must be provided to the Program Director to verify the exam requirement has been met. Students who do not pass the Praxis II will need to take a written comprehensive exam prior to graduating. Please go to: https://www.ets.org/s/praxis/pdf/0421.pdf for details on this exam.

For the Clinical Mental Health Counseling and Clinical Rehabilitation Counseling Concentrations, the Counselor Preparation Comprehensive Exam (CPCE) will be used as the required exit examination. The CPCE will be administered electronically via an authorized Pearson VUE facility. The cost of the testing is $150. This fee can be paid by credit card by the student at the CPCE registration website. This change is nationwide as NBCC is no longer printing the CPCE exam and only making it available in this format. MMU CPCE coordinator will send the detailed instruction of the online testing registration to the students who apply for the CPCE. Students with documented disabilities must make arrangements for accommodations at least one month prior to taking the examination. Students who do not pass the exam will be required to meet with their graduate advisor to develop a plan to retake the exam and meet the requirements of the program. This may involve students delaying graduation. For more information on this exam and accompanying policies, see the Handouts section of the Counseling Group page.

Thesis Research
The graduate thesis provides an opportunity for a student to explore a topic relevant to the field of counseling in more depth and intensity. This exploration is done in collaboration with the advisor. Because of the nature of that study, the thesis is designed as a two-semester (minimum), six to 12-credit experience. In each semester, the student will work with the advisor and thesis committee to create, conduct and report his/her research. It is important that the student work intentionally and directly with the thesis chair and committee to design the research.

The completed thesis is evaluated on a pass/fail basis, and credits are counted as non-required electives in the program. Evaluation of progress toward completion of thesis is made with a mark of SP (satisfactory progress) or UP (unsatisfactory progress). The advisor determines the appropriate mark and informs committee members of the mark. All committee members are involved with final deliberations about the pass/fail for the completed thesis. Graduate school policies apply related to the length of time to complete project (7 years in program unless exception is granted). Please refer to the “Thesis Guidelines” document that is posted on the Counseling Group Page of your MMU account for detailed information.
Assessment & Feedback

Students receive comprehensive and regular feedback regarding their progress toward the training goals and objectives of our Master’s in Counseling Program. The Program relies on three levels of assessment to provide this feedback. These occur within each class every semester, prior to the start of practicum/internship semester, and near the end of one’s program (i.e., final site evaluation and the comprehensive examination).

Professional and personal development of students throughout the program depends on feedback from faculty, as well as on-going self-reflection by each person. Many forms of assessment will be used by faculty to facilitate learning including written exams, integrative papers and projects, oral presentations, videotape reviews and presentations, and group projects. These specific assessments will be chosen to reflect the learning objectives and outcomes in the course. Faculty will provide positive and constructive feedback to enhance and build on learning.

In addition to in-class assessments, there are self-assessments that will be a part of the student’s work (see Appendix B). For all students, the review of progress (a written self-assessment then reviewed by faculty members of the department) is an opportunity to reflect overall on the learning they have done; more specific description will follow, but it is important to note that it occurs in the semester after a student completes 18 credits in the program. At the completion of internship, students will be asked to use the same format to assess growth and learning over time. Supervisors will provide this feedback as well, using the same format.

The Program Faculty believe that counselors' personal awareness, knowledge base, and skill evolve throughout their professional careers. As students progress through the Counseling Program, faculty provide an ongoing review of students' progress within the program (see Appendix C), while encouraging students to monitor their own development as well.

Faculty will meet to discuss the review of progress of all students, identify concerns, and provide feedback to the students. This individually written feedback will include comments on progress in academic, professional, and personal development, as well as an overall assessment of progress. The review will conclude with one of the following:

1. a commendation related to present development with encouragement for future progress
2. an identification of concerns which need to be addressed with the student's advisor and plans for further review
3. an assessment that professional direction needs to be reexamined via consultation with the student's advisor

A review of progress will be included as part of the process of application to the internship. Applicants' progress toward the program objectives will be discussed prior to determining eligibility and appropriateness of the internship experience.

Other program assessment includes students’ evaluation of faculty at the end of each course that is taken, as well as students’ evaluation of the Internship Site and Site Supervisor. For a complete picture of how assessment is utilized within the M.S. in Counseling Program, please see the Student Assessment Timeline (Appendix D).
School Counseling Students Only

All school counseling candidates are required to complete three critical program assessment standards:

First, upon the completion of 18 credits, the student will meet with their advisor, discuss their goals related to school counseling, complete a program of study utilizing the School Counseling Advising Guide, as well as complete a self-evaluation and submit it to their academic advisor. Students will be given access to all instructor evaluations of their classroom performance and competency as necessary to complete the self-evaluation (Appendix C). The student is responsible for scheduling an appointment with their advisor, no less than two weeks after submission of the self-evaluation, to review their progress in the program. As a result of this meeting, students will either proceed through their course of study until they reach the final critical assessment standard or they will follow the remediation procedure outlined in this handbook.

Next, all students seeking licensure as a school counselor, including those who already hold teacher certification, must pass the Praxis II Professional School Counselor Exam (0421) within the last 12 credits of the program. Post Master’s Certificate students will need to pass the Praxis II prior to internship. Please go to: http://www.ets.org/s/praxis/pdf/0421.pdf for details on this exam.

Finally, students must make satisfactory progress towards completing the School Counseling Portfolio. The Counseling Program utilizes the School Counselor Portfolio as a method of developing, integrating, and assessing a student’s ability to document competency in the Wisconsin Department of Public Instruction’s (DPI) Pupil Services Standards (PI 34.04) and licensure program school counselor content guidelines. All students enrolled in the School Counseling Concentration will be expected to take CON 601 “Orientation to School Counseling” in which the criteria for and the function of the portfolio will be defined. This orientation class takes place in fall and must be taken prior to the start of Internship I.

See the School Counseling Concentration Policy and Procedure Handbook for portfolio requirements.

The portfolio will be submitted for evaluation and feedback two times prior to the final submission. Satisfactory progress at the final check-in point will satisfy program requirements. PI34 Pupil Services Standards prevent students from turning in the final portfolio before the final day of internship. Students may graduate from the program before turning in the portfolio or receiving the final evaluation of the portfolio.

Clinical Mental Health & Clinical Rehabilitation Counseling students only:

All clinical mental health and clinical rehabilitation counseling candidates are required to complete four critical program assessment standards:

Upon completion of the first semester of classes, the student will meet with their advisor, prepare their personal goals related to clinical mental health counseling or CRC, and complete a program of study utilizing the appropriate Advising Guide.

Next, after the student has completed 18 credit hours in the program, the student will complete a self-evaluation (Appendix C) and submit it to their academic advisor. Students will be given access to all instructor evaluations of their classroom performance and competency evaluations as necessary to complete the self-evaluation. The student is also required to submit a copy of their current curriculum vitae and cover letter for review. The student is responsible for scheduling an appointment with their advisor, no less than two weeks after submission of the self-evaluation, to review their progress in the program.
program. As a result of this meeting students will either proceed through their course of study until they reach the final critical assessment standard, or they will follow the student improvement procedure outlined in this handbook. Students must complete the 18 credit hour self-evaluation by the end of the semester following the milestone. Failure to complete this aspect of the program will result in one of the following: 1). Denial of ability to register for Orientation to Practicum (CON 601); or 2). Ineligibility to register for Practicum (CON 795) due to not meeting program pre-requisites.

The student is required to meet with their faculty advisor during the semester they are enrolled in CON 796 to obtain their PES scores for course work beyond their 18 credit self-evaluation. The focus of the meeting with the faculty advisor is for the student to have a clear understanding of their strengths and growth areas and to begin writing the final “Culminating Reflection” for the Professional Counselor Job Search Portfolio. The student will obtain signed verification that they have met with their faculty advisor and submit that to their CON 796 instructor.

Finally, students must complete the Professional Counselor Job Search Portfolio. The M.S. in Counseling Program at Mount Mary University utilizes the Professional Counselor Job Search Portfolio as a method of developing, integrating, and assessing students’ ability to document competency in the core curricular areas outlined in the CACREP (Council for Accreditation of Counseling and Related Educational Programs) 2009 standards. (See Appendix G for the Professional Counselor Job Search Portfolio Evaluation and Rating Form).

To meet graduation requirements, students must submit all elements of the Professional Counselor Portfolio and the Exit Survey to their faculty advisor no later than the ninth Friday of the semester they intend to graduate (or spring semester for summer graduates). Individual items within the portfolio will be evaluated on a 3-point scale Counseling faculty will review and evaluate portfolios and return them to students, with feedback, during the required exit survey process.

**Exit Survey**
In approximately the 9th week of students’ final semester, after the portfolio has been submitted for review, students should complete the exit survey form (See Appendix H) and then schedule an in-person exit interview with their faculty advisor. The purpose of the exit survey-interview is twofold: To provide the M.S. in Counseling Program an opportunity to receive feedback from pending graduates regarding their experiences during their graduate work; and to provide a final opportunity for the advisor to give the student feedback on their preparation for work as a professional counselor. During the exit interview, the advisor will also return the portfolio and give the student feedback and commendations. All students are required to have an exit interview or they will not be permitted to graduate.

**Student Improvement Plan and Dismissal of Students**

Students must follow all rules and procedures as specified in the Mount Mary University Graduate Student Handbook. In addition, all students need to follow professional, ethical, and legal standards throughout their graduate studies in the Master’s in Counseling Program. The ACA has developed a code of ethics which all members of the Association are expected to observe (http://www.counseling.org/Resources/aca-code-of-ethics.pdf). Students are expected to fully observe the ACA ethics code, regardless of level in the program. The faculty expects professional behavior from students throughout their program. This includes respectful behavior, attendance, and punctuality in class, colloquia, and meetings with faculty or administrators on campus as well as in all clinical and other professional settings. Failure to conduct oneself in a professional manner and/or meet academic
expectations may result in the student being placed on a student improvement plan or, in the most egregious incidences, recommended for dismissal from the program.

A. Non-Academic behaviors resulting in University Disciplinary Action
Some cases involve multiple components which are governed by different offices on campus (e.g., the Dean of the School of Natural and Health Sciences reviews many academic issues, the Associate Dean for Academic Affairs may review student conduct problems). In these cases, components of the problem may be separated and reviewed independently by the appropriate authorities. The department normally retains responsibility for reviewing components involving academic and training issues. Conduct violations by a student off-campus in university related activities (e.g. internship) will be handled the same as if the violation had occurred on-campus. The M.S. in Counseling Program normally retains responsibility for reviewing components involving academic and training issues.

B. Academic Behaviors Resulting in Disciplinary Action by the Counseling Program
“Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance. Counselor educators: 1. assist students in securing remedial assistance when needed; 2. seek professional consultation and document their decision to dismiss or refer students for assistance; and 3. ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures,” (2014 ACA Code of Ethics, F.9.b). During the on-going evaluation of students in the program, the faculty will consider performance and behavior that provides relevant information as to their likely performance as professional counselors as academic in nature. When a student’s behavior or performance raises concerns about the student’s ability to perform satisfactorily in the practice of counseling, that behavior and/or performance will be considered as grounds for academic discipline, in accordance with the procedures outlined in this document.

Academic disciplinary action (Student Improvement Plan or recommend dismissal from the program) may be initiated when a student exhibits the following behavior in one discrete episode that is a violation of law or of the ACA Code of Ethics and/or when a student exhibits a documented pattern of recurring behavior which may include, but is not limited to the following:

- **Performance or behaviors that demonstrate poor interpersonal skills and an inability to effectively communicate with others**, often evidenced by repeated complaints from the field supervisor, other students or departmental faculty.
- **Behaviors that place clients at risk during field placement**, including current substance abuse problems; exploitation of clients; emotional, physical or verbal abuse; vindictive action toward clients; or stealing from clients.
- **Behavioral displays of mental or emotional difficulties that represent a risk to others**.
- **Consistent inability or unwillingness to carry out academic or field placement responsibilities**.
- **Frequent excuse making when tasks, assignments, tests, appointments are not completed in a timely manner or require rescheduling**.
- **Consistent non-attendance and/or tardiness in classes, at field placement, and other required departmental functions**.
- **Lack of insight into negative consequences of own behavior and frequent blame of others or external factors for failures and difficulties in the academic or field placement environment**.
- **Inability to tolerate different points of view, constructive feedback, or supervision**.
• Failure to maintain regular contact with supervisors, which includes keeping them apprised of clinical and ethical issues pertaining to clients.
• Dishonest academic practices, including but not limited to, plagiarism, cheating, fabrication, aiding and abetting deception or dishonesty, and the falsification of records or official documents.
• Verbal or physical aggressiveness toward others.
• Inadequate academic performance (e.g., grades, early alerts, Professor Evaluation of Student).
• Ethical Violations of the ACA Code of Ethics or applicable laws and regulations.

C1. Procedures for Handling Academic Issues
Per Graduate School policy (see the Graduate Bulletin), students enrolled in the M.S. in Counseling Program are expected to maintain an average of at least a “B” (3.0 cumulative GPA) in all graduate level courses.

Grades and expectations of students in CON courses will be determined by the individual instructor of each course as outlined in the course syllabus. The following grading scale is used for all CON courses:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>AB</td>
<td>91-94.99</td>
</tr>
<tr>
<td>B</td>
<td>87-90.99</td>
</tr>
<tr>
<td>BC</td>
<td>83-86.99</td>
</tr>
<tr>
<td>C</td>
<td>79-82.99</td>
</tr>
<tr>
<td>CD</td>
<td>75-78.99</td>
</tr>
<tr>
<td>D</td>
<td>70-74.99</td>
</tr>
<tr>
<td>F</td>
<td>69.99 and below</td>
</tr>
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</table>

C2. Academic Probation, Warning, and Dismissal
Note that course grades of BC and C are considered passing grades that are below average, with the exception of any practicum or internship course which requires a grade of B or higher to pass the course. Any graduate student who receives a grade of BC or below will be given an academic warning. Course grades of CD and below are not acceptable for graduate credit, are grounds for academic probation, and students receiving these grades must repeat the course. Any graduate student admitted on probation, who earns an additional grade of BC or below, may be dismissed from the University. A student who has received an academic warning and receives another grade of BC or lower may be dismissed. Failure to pass a practicum or internship, a grade of Unsatisfactory Progress (UP), or a grade of No Pass (NP) on a project or thesis shall be grounds for academic warning or dismissal.

Probationary status is removed when the subsequent nine credits of Mount Mary University graduate coursework are completed with a grade of B or better in each course.

Any graduate student who receives an unsatisfactory decision in an academic matter (e.g. grades, probation) or dismissal has the right to appeal the decision. The appeal process is intended to ensure that students and faculty have access to procedures that ensure due process. Please refer to the Graduate Bulletin or Graduate Student Handbook for details how to proceed for academic grievances or dismissal appeals.
A student who is dismissed for failure to meet graduate program academic standards may request reinstatement by submitting a written request for reinstatement to the graduate program director. The request should include reasons why the reinstatement should be considered. The program faculty will review the request for reinstatement and make a recommendation to the Dean of the School of Natural and Health Sciences. If the request is denied at the departmental level, the student may then direct a written appeal to the Dean of the School of Natural and Health Sciences for the final decision. In all cases, the Dean makes the final decision.

C3. Scholastic Performance Issues Resulting Department Action
A student who is being placed on University academic warning must meet with her or his graduate advisor. The purpose of the meeting is to assist the student in finding ways to improve his or her performance or to explore the option of the student voluntarily leaving the program. A Student Improvement Plan will be required for continuation in the program. Note: In the case of an academic appeal, a Student Improvement Plan may be postponed until the appeal process is complete.

Academic procedures specific to practicum and internship
Students must receive a grade of B or better in CON 795 “Supervised Practicum” and have taken and passed CON 700 “Multicultural Counseling”, CON 740 “Group Counseling”, and CON 770 “Psychopathology” in order to register for CON 796 “Counseling Internship I”. Students must receive a grade of B or better in CON 796 in order to register for CON 797 “Counseling Internship II”. Students must pass CON 797 with a grade not lower than a “B” and must have documented competencies in the above areas by their faculty supervisor and/or their site supervisor. If any of these requirements are not met, the student will not be given credit for the course in question, will be placed on a student improvement plan, and will have to repeat coursework determined by the Practicum/Internship Coordinator.

Any student released from the Practicum or Internship experience by one’s site, for student related reason(s), will receive an “F” in the course and will be recommended for dismissal from the program after final grades are posted.

D1. Procedures for Handling Behavior Issues
Informal Review Process
When a possible impairment or problematic behavior has been identified (by a faculty member, student, practicum/internship supervisor), core Counseling faculty will discuss the student issue in a Faculty Review Meeting to determine necessary action. In addition to the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, which may include observations of student outside the training environment or reports from other interested parties.

Areas to be reviewed in an investigation of a possible problem include the nature, severity, and consequences of the reported impairment or problem behavior. While each case is different and requires individual assessment, the following factors may indicate that the problem may represent a more serious impairment rather than a problematic behavior that is easier to remediate:

- The student does not acknowledge, understand or address the problematic behavior when it is identified.
- The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
- The quality of service delivered by the student suffers.
• The problematic behavior is not restricted to one area of professional functioning.
• The behavior has the potential for ethical or legal ramifications if not addressed.
• A disproportionate amount of attention by training personnel is required.
• The behavior does not change as a function of feedback.
• The behavior negatively affects the public image of the agency, university, or training site.

The faculty will schedule an initial meeting with the student within two weeks from the date of the Faculty Review Meeting. The purpose of this meeting is not to be interpreted as disciplinary, but rather as an effort to assist the student in finding ways to improve his/her performance or to explore the option of the student voluntarily leaving the program. This meeting will consist of the student, the student’s advisor and the faculty member. If the faculty member with the concern is also the student’s advisor, the faculty member and the student can mutually agree to either meet without a third person, ask another faculty member to sit in on the meeting or take the issue directly to the formal review process. After the initial meeting with the student, the core faculty meets to determine necessary action, which may include No Additional Action, the development of a Student Improvement Plan (SIP) and/or a recommendation of a Formal Review. If the recommendation is No Additional Action, a Student Performance Review form (Appendix E) will be completed and signed by the faculty member and student. It will be placed within the student’s file.

If the recommendation is a development of a Student Improvement Plan (SIP) (Appendix F), the student is invited to submit her/his own ideas for student improvement to the faculty through their advisor, and the faculty will consider the student’s recommendations in developing her/his SIP. The SIP must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the improvement plan are an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual psychotherapy. Progress must be reviewed at least once every semester for the fall and spring semesters. Additional reviews may be scheduled as necessary. After each review, a copy of the SIP form including the student’s comments and faculty signatures must be completed and filed in the student’s departmental file. If progress is viewed by the faculty as insufficient, they may recommend either a change in the improvement plan or a formal review that could result in a recommendation for dismissal. If the student refuses to be a part of the student improvement plan process, challenges portions of the SIP or refused to sign the SIP, the student will go to the Formal Review Process.

If the recommendation is a Formal Review, see Formal Review process outlined below.

D2. Formal Review Process
Composition of the Formal Review Committee – The Formal Review Committee will consist of two (2) CON faculty members, one (1) Administrator. The Counseling Department Chair will appoint the Formal Review Committee annually and will select the following: two (2) full-time CON faculty members for the committee plus one (1) full-time CON faculty member as an alternate; and one (1) graduate faculty member from a different department. Upon their appointment, the three members of the Formal Review Committee will then select one member to serve as chair for the academic year.

A review committee member must be impartial and able to render a just and fair decision. A member not able to do so should disqualify him/herself from the review.

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Should a student be enrolled in the practicum-internship sequence at the time of the formal review process, s/he may be suspended from the practicum-internship site until the outcome is determined by the formal review committee.

**Notice to Student** – The advisor will notify the student, in writing, at least two weeks before the review date, that there will be a formal review by the Formal Review Committee. The notice will be sent to the student’s last known address registered with the Office of Records and Registration and will set forth the following:

1. Date, time and place of the review meeting.
2. Allegations against the student, stated with specificity and detailed particulars.
3. Student’s rights during the review meeting.
4. Possible evidence to be presented by the student’s graduate advisor and witnesses likely to be called during the review.
5. Names of Formal Review Committee Members and Chair.
6. The student undergoing review may challenge any member of the Formal Review Committee on grounds of prejudice or impartiality and request the removal of that particular member from the review meeting. The challenge will be submitted, in writing, to the Counseling Department Chair no less than five (5) business days prior to the review.

**Formal Review Meeting** – During the review, the individual who raised concerns about the student’s behavior or performance will summarize the concerns to the committee. The student will have the opportunity to speak on his/her behalf, bring witnesses to speak at the review, and present any written or other type of evidence to be considered by the Review Committee. If the student does not attend the scheduled meeting, the Formal Review Meeting will proceed as scheduled. The meeting will be audio-recorded.

After the review meeting, the committee will determine whether or not the allegations have been substantiated by “clear and convincing” evidence. If the committee determines that the evidence is lacking, the case will be dismissed. If the evidence is sufficient, the committee will make a decision about the student’s continuation in the program, which can include, but is not limited to:

1. Requiring that a course be satisfactorily repeated.
2. Placing the student on a behavioral contract with stipulated conditions for remaining in the program.
3. Suspending a student for a specified or unspecified length of time with or without stipulated conditions for re-admission to the program.
4. Permanently dismissing the student from the program.

The Chair of the Formal Review Committee will notify the student, in writing, of the decision within five (5) business days of the review.

**Right to Appeal** – Any graduate student who receives an unsatisfactory decision in an academic matter (e.g. grades, probation) or dismissal has the right to appeal the decision. Please refer to the Graduate Bulletin or Graduate Student Handbook for details how to proceed for academic grievances or dismissal appeals.

**D3. Rights of Students during a Formal Review**

In order to protect a student’s legal rights and guarantee adequate due process during a Counseling
Program Formal Review, the student is entitled to the following:

1. The student shall have the right to remain silent during the review.
2. The student shall have the right to a voluntary witness of her/his choice. This witness may be an active participant in the review. The witness must be a member in good standing of the University community (i.e. any person who is an MMU student, faculty member, staff member, or any other person employed by the University). The student does not have the right to have an attorney present at the Formal Review.
3. The student undergoing review may challenge any member of the Formal Review Committee on grounds of prejudice or impartiality and request the removal of that particular member from the review meeting. The challenge will be submitted, in writing, to the Counseling Department Chair no less than five (5) business days prior to the review.
4. The student will have the right, within reason, to question anyone presenting information to the committee during the review.
5. The student will have the opportunity to speak on his/her behalf, bring a witnesses to comment at the review, and present any written or other type of evidence to be considered by the Review Committee. All evidence must be presented at the review in order to be considered.

Additional Program Information

Changing Counseling Concentrations
Direct admission is required for entry into both counseling concentrations. Consideration for entry into School Counseling for currently enrolled students in a different concentration may be based on available space and academic excellence in the program. A written expression of interest should be given to the Program Director in such cases.

Students enrolled in the School Counseling Concentration should confer with the Program Director in cases where a move from the school to the Clinical Mental Health Counseling Concentration is preferred. All classification changes must be officially made with the Director of Academic and Career Advising.

Program Policy on Disclosure of Personal Information
The Counseling program believes that becoming a good counselor requires personal self-reflection and growth as well as academic and clinical preparation. Many learning experiences in the program call upon students to share and reflect upon personal values, attitudes, experiences, and ways of handling life situations to consider their effects on professional development. The program does not provide personal therapy. Students determine the extent of their own self-disclosure and are encouraged to respect their own privacy. If faculty members identify issues of program participation behaviors that appear to interfere with professional development, the faculty member(s) will meet with the student to recommend possible solutions that may include being referred to the remediation process.

Transfer Credit
A maximum of 12-18 credits (30% of the credits required by the concentration) may be transferred from another graduate program at Mount Mary University or from other regionally accredited institutions with the approval of the Program Director. All transfer credits must be at a grade B or better and documented with an official transcript. Credit earned prior to admission will be evaluated during the
admission process only. The seven year time limit applies to such credit because the material that was covered is likely to be outdated.

**Withdrawal & Re-Entry**
A student who is accepted into a program but who subsequently does not enroll in coursework for the fall or spring terms must withdraw from the University. A student desiring to re-enroll in coursework must complete an Application of Re-Entry. See the Graduate Bulletin for more information.

**Time Limit**
Program completion must be accomplished within seven years from the beginning of coursework that meets a program requirement.

**Incompletes**
The grade of Incomplete may be given only at the end of a course for reasons of health and/or other serious emergency. The student must make arrangements with the instructor to receive an Incomplete by filing a Course Completion Agreement Form (Registrar’s Office) indicating a plan for completing outstanding work and a timeline for completion. Generally, outstanding work for the course in question must be completed by the end of the semester following that in which the Incomplete is granted or as determined by the instructor (not including the summer). The course agreement form must be signed by the student and the instructor, and filed in the Registrar’s Office by the student. An incomplete grade must be converted to a permanent grade or the Incomplete grade converts to an “F”.

**Plagiarism**
ALL incidences of plagiarism must be reported to the Counseling Program Director. A Documentation of Concern form will need to be completed and University Administration will be notified. Students will be given a zero for the assignment on which plagiarism occurs.

**Student Services & Support**

**Orientation**
New students attend a graduate school orientation program. The orientation program is designed to acquaint new students with their department, fellow students, and the university. Orientation also affords the opportunity to ask a number of questions and explore issues most important at that time in the program. Other programs are offered periodically throughout the semester (practicum, internship meetings, etc.) to address immediate questions and concerns of students. Orientation to the clinical experience is also offered for students prior to seeking a site placement. School Counseling orientation occurs the fall prior to internship; Clinical Mental Health and Clinical Rehabilitation Counseling orientation occurs in the spring prior to Practicum. More details are given in the Program Requirements section.

**Correspondence**
All official email communication to and from Mount Mary University (messages from students, faculty, announcements, etc) are to come from Mount Mary email accounts. Students are asked to also keep their personal contact information (e.g. address and email) current. Share changes to address, email, and phone with assigned advisor. Program announcements can found on the M.S. in Counseling group page at https://my.mtmary.edu.
Graduate Assistantships
Two Counseling Graduate Assistantship positions are assigned to the Counseling Department to support the organizational and co-curricular aspects of the department and program assessment. Graduate assistants work 150 during each semester, an average of 10 hours per week during a 15-week semester and receive tuition remission for 3 graduate credits per semester.

Accommodations for Disabilities
Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the university will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see the Coordinator of Accessibility Services (first floor of Haggerty Library), 414-930-3368, or email Marci Ocker at ockerm@mtmary.edu so that such accommodations may be arranged.

Student Success Center
Learning and accessibility services are provided through the Student Success Center. Students may schedule an appointment for tutoring in a number of areas or have papers proofread or to get assistance with APA style and formatting. Students with identified learning or other disabilities should discuss specific accommodations with the Coordinator of Accessibility Services.

Advising
Upon admission into the Master’s program, each student is assigned a faculty member who serves as the student’s graduate advisor. Advising is a collaborative and interactive process between advisee and advisor. Throughout this process, students make important decisions regarding their educational path and goals, assisted by their advisors. One’s advisor is also normally the first faculty member that a student consults with regard to academic advising issues, problems that have emerged, and other issues of concern. While advisors are available for guidance and support, students are ultimately responsible for satisfying all degree requirements. It is important that students, as they progress through the program, maintain close contact with their advisors. The advisors stand ready to assist the students to plan and schedule a sequence of course work, including appropriate electives, which will provide the best possible preparation to meet students’ professional goals.

Counseling
Personal counseling services are offered to Mount Mary students free of charge. Short-term counseling is offered for a variety of personal concerns including: coping with life transitions, multiple roles and responsibilities, anxiety, depression, loss, relationships, food and body image concerns, substance abuse, self-esteem, and motivation and concentration. Referrals to outside mental health service providers will be made if long-term counseling is needed.

Student Involvement
Graduate Counseling Student Organization
The Graduate Counseling Student Organization (GCSO) was established in 2016 for counseling students within the M.S. in Counseling Program to participate in leadership, fellowship, and professional activities related to counseling. The GCSO has been recognized as a registered student organization by the MMU Student Government Association and membership is open to all current M.S. in Counseling Program
students. Board positions are available for students in good academic standing who have completed 9 credits in the M.S. in Counseling Program. Benefits of membership include opportunities for networking, professional development, leadership, advocacy, and development of counseling professional identity.

**Spring Intensive Workshop**
The Counseling Department holds an annual spring conference in late April of each year at Mount Mary University. The conference includes a poster session designed to showcase high quality student work. Students writing a thesis are expected to present their work-in-progress.

**Service Learning**
Early in the program, service to the community at large is incorporated into specific counseling courses. Service learning is used as a personal and professional growth experience, as well as to expose students to the mission of Mount Mary University and the Counseling program.

**Professional Organizations**
Students are encouraged to participate in professional organizations that reflect their chosen area of interest. Such participation helps facilitate professional identity formation, provides important opportunities for professional development and introduces you to a network of colleagues. Faculty members will be glad to introduce you to and assist you in joining an organization that best meets your professional goals.

- [www.aca.org](http://www.aca.org) American Counseling Association
- [www.wisconsin-counseling-association.com](http://www.wisconsin-counseling-association.com) Wisconsin Counseling Association
- [www.nbcc.org](http://www.nbcc.org) National Board for Certified Counselors
- [www.schoolcounselor.org](http://www.schoolcounselor.org) American School Counselor Association
- [www.wscaweb.org](http://www.wscaweb.org) Wisconsin School Counselor Association
- [http://www.arcaweb.org](http://www.arcaweb.org) American Rehabilitation Counseling Association
- [www.wcda.org](http://www.wcda.org) Wisconsin School Counselor Association
- [http://multiculturalcounseling.org](http://multiculturalcounseling.org) Association of Multicultural Counseling and Development
- [https://ncre.org](http://https://ncre.org) National Council on Rehabilitation Education (NCRE)

**National Board for Certified Counselors**
The Master’s in Counseling Program is a participant in the National Board for Certified Counselors’ national certification program - Graduate Student Administration - National Counselor Certification Examination (GSA-NCC Exam). Clinical Mental Health Counseling students who are currently enrolled are eligible to participate in this program. The NCC credential is the only master’s level, professional counselor certification that students can apply for while enrolled in graduate school. This National Counselor Exam is required for licensure as a professional counselor in Wisconsin and most other states.

Students who meet the eligibility requirements must submit the NCC online application and application fee by the appropriate deadline. Testing occurs in October and April of each year. Please be aware that participation in this testing is completely voluntary and is not used as an exit requirement for the program. Additional information regarding the NCE exam can be found at the National Board for Certified Counselors website, [https://procounselor.nbcc.org/](http://https://procounselor.nbcc.org/) and the Handouts section of the M.S. in Counseling Group Page.
**WI Licensure and Certification of Counselors**

The **Clinical Mental Health Counseling concentration** is on the approved list of institutions meeting the educational requirements necessary to obtain the Licensed Professional Counselor – Initial Training license (LPC-IT) in the state of Wisconsin by the Department of Safety and Professional Services. The Clinical Mental Health Counseling concentration is designated as an approved substance abuse counseling program by the Wisconsin Department of Safety and Professional Services. In addition to the LPC-IT license, students graduating from the Clinical Mental Health Counseling concentration are eligible in Wisconsin for a training license for **Substance Abuse Counselor – Initial Training** (SAC-IT).

The **Clinical Rehabilitation Counseling concentration** prepares student for eligibility to apply for several credentials as a result of successful completion of the training. Graduates are eligible to become a Certified Rehabilitation Counselor (CRC) by passing the National Certified Rehabilitation Counseling Exam and by obtaining twelve months of acceptable employment experience supervised by a CRC. Further national certification may also include Certificated Disability Management Specialist (CDMS), and Certified Case Manager (CCM). The students may be eligible to seek licensure as a Professional Counselor Licensure (LPC) in the State of Wisconsin with qualifying internship experience and elective course.

Additional requirements for LPC include completion of 3,000 hours of post-master’s clinical experience and passing the National Counselor Exam (NCE). Specific and current rules and procedures for obtaining those licenses can be located at the following web sites:

- [http://dsps.wi.gov/Default.aspx?Page=0a35138c-09f9-4ca5-9944-43e9b0ce8f8](http://dsps.wi.gov/Default.aspx?Page=0a35138c-09f9-4ca5-9944-43e9b0ce8f8) – Substance Abuse Counselor –IT
- [http://www.legis.state.wi.us/statutes/Stat0457.pdf](http://www.legis.state.wi.us/statutes/Stat0457.pdf) - Chapter 457 (LPC)

The **School Counseling concentration** is approved by the Wisconsin State Department of Public Instruction (WDPI). Curriculum is consistent with nationally recognized training standards and qualifies graduates of the program for an Initial Educator license: License Code 54, under PI 34 in the State of Wisconsin. All students will be licensed at the K-12 grade levels. Additional information about requirements for licensing is available from the WDPI website at [https://dpi.wi.gov/tepdl/elo/in-state](https://dpi.wi.gov/tepdl/elo/in-state). School counselor students will need additional course work, as well as internship experiences, to meet the academic requirements for licensure as an LPC in the State of Wisconsin. Please consult with the program director.

**DEPARTMENT FACULTY FOR 2017-2018**

**Titles and Specializations**

**Full-Time M.S. in Counseling Faculty**

Terri Jashinsky, Ph.D., CRC (Urban Education, Specialization Counseling Psychology, from University of Wisconsin-Milwaukee). Assistant Professor; career development, addictions, counseling techniques, counseling assessment, clinical supervision.

Carrie King, Ph.D., LPC, NCC, Licensed School Counselor (Urban Education, Specialization Counseling Psychology, from University of Wisconsin-Milwaukee). Director of Master’s in Counseling Program
and Associate Professor; multicultural counseling, career development, counseling in the schools, clinical supervision, counseling children/adolescents.

Melissa Kraemer Smothers, Ph.D. (Urban Education, Specialization Counseling Psychology, from University of Wisconsin-Milwaukee); Licensed Psychologist. Assistant Professor; counseling techniques, theories, trauma, clinical supervision.

Lee Za Ong, Ph.D., LPC, CRC (Rehabilitation Psychology, from University of Wisconsin-Madison). Assistant Professor; clinical supervision, statistics and research, multicultural counseling, career development.

Tammy Scheidegger, Ph.D., LPC, NCC (Marriage and Family Therapy, from Ohio State University). Assistant Professor and Practicum and Internship Coordinator; trauma counseling, couples counseling, family systems, eating disorders, clinical supervision.

Victoria Sepulveda: B.S., Central Michigan University; M.A., Central Michigan University; Ph.D., University of Toledo; Assistant Professor, Counseling.

Other Department Faculty

Jill Braasch, B.S., Cardinal Stritch University; M.S., University of Wisconsin – Milwaukee; Instructor, career development.

S. Michele Cohen, B.A., Southern Illinois University-Carbondale; M.A., John F. Kennedy University; Ph.D., Capella University; LPC-WI; LCPC-IL, Instructor, clinical supervision, trauma counseling.

Christine Eckblad, M.S., Mt Mary University; LPC; Instructor, group, lifespan.

Kari Erickson, M.A.; LPC, Licensed School Counselor; Instructor, counseling children/adolescents, counseling in schools, multicultural.

Sheila Gissibl, Psy.D., Wisconsin School of Professional Psychology; Licensed Psychologist; Instructor, addictions.

Tim Kujawa: B.S., University of Wisconsin-Whitewater, M.S., University of Wisconsin-Whitewater; Licensed School Counselor; Instructor, Counseling.

Richard Korducki, B.A., Ripon College; M.S., University of Wisconsin-Milwaukee; Ph.D., University of Wisconsin-Milwaukee; Licensed School Psychologist; Instructor, psychopathology, counseling assessment.

Khyana Pumphrey, B.S.E. University of Wisconsin-Whitewater, M.S., Ph.D. University of Wisconsin-Milwaukee. LPC; Instructor, career development, clinical supervision.

Ben Rader, B.S., Capital University; M.S., Ph.D., Adler Professional School of Psychology; Licensed Psychologist; Instructor, theories, techniques.

Christine VanDerGeest, BA, University of Wisconsin-Madison; MA, Lakeland College, Licensed School Counselor; Instructor, school counseling supervision.
COUNSELING COURSE DESCRIPTIONS

CON 600 Professional Identity & Ethics 3 credits
Provides an understanding of professional functioning, including an overview of the history and philosophy of the counseling profession, as well as professional roles, functions, and relationships with human services providers. Other topics include ethical standards of the American Counseling Association (ACA) and related entities, and other contemporary issues. Prerequisite: graduate standing; priority given to students enrolled in Counseling Program.

CON 601 Orientation to School Counseling 0 credits
This workshop is specifically designed to introduce school counseling students to the Wisconsin Pupil Services Standards and the development of their professional portfolio in which they will show evidence of meeting those standards at a level appropriate for an entry level school counselor. Students will be introduced to the structure of the portfolio and the evaluation process.

CON 601 Orientation to Practicum-Internship 0 credits
This workshop is specifically designed to inform clinical mental health students of the process of choosing and securing a clinical practicum/internship, as well as the expectation of students during their clinical experience.

CON 610 Theories of Counseling 3 credits
Addresses evolution in counseling theories and systems. Students are provided with consistent models to select appropriate interventions for differing client presentations. Emphasizes theories that are consistent with current research and practice in order for students to develop their own personal practice of counseling. Prerequisite: graduate standing; priority given to students enrolled in Counseling Program.

CON 611 Career Development 3 credits
Focuses on career development theories and technological information resources for occupational and educational guidance. Covers career and educational planning, including interrelationships between work, family and other life roles. Addresses diversity and gender in the context of career development. Students become familiar with the career counseling processes, techniques and resources. Prerequisite: graduate standing.

CON 612 Techniques of Counseling 3 credits
Provides students with essential interviewing techniques that allow students to develop an appropriate therapeutic relationship. Topics include developing counseling goals, designing intervention strategies, establishing personal boundaries, and assessing outcomes. Also focuses on student self-assessment to allow for a beneficial counselor-client relationship. Prerequisite: graduate standing; priority given to students enrolled in Counseling Program.

CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management 3 credits
Provides an overview of the Vocational Rehabilitation Counseling profession including information on case management, budgeting, ethics, professional identity, history of legislation, and available careers. Prerequisite: graduate standing.
CON 630 Behavioral Science Statistics and Research Methods 3 credits
Provides students with an understanding of behavioral science statistics and both qualitative and quantitative research methods. Technological competence in use of statistical analyses is achieved. Prerequisites: undergraduate statistics course & graduate standing.

CON 640 Medical & Psychosocial Aspects of Disabilities 3 credits
Provides an overview of medical terminology, and anatomy/physiology of organ system; outlines vocational implications of major diseases and associated etiologies, pathologies and disabilities. Prerequisite: CON 615.

CON 650 Trauma Counseling I 3 credits
As a foundational course, students will develop an understanding and competency in the physiological, psychological, socio-cultural, and familial aspects of treating trauma. Prerequisites: CON 600, 610 & 612 or ATH 758, 764, & 773.

CON 651 Trauma Counseling II 3 credits
Advanced treatment techniques with a variety of populations and settings are explored. Program planning, prevention, evaluation strategies, crisis intervention, and psychological first aid are addressed. Prerequisites: CON 650 with grade of AB or higher & instructor’s consent; priority given to students enrolled in Counseling Program.

CON 659 Conflict Mediation for Professionals 3 credits
Provides the student a solid foundation in the theories and practice of conflict resolution using a mediation process. Students practice applying specific skill sets for conflict transformation, including formal mediation, dialogue circles, and problem-solving meetings. Students will complete required training for mediation certification. Prerequisite: Graduate Standing.

CON 679 Special Topics in Counseling 1-3 credits
Current and emerging issues/trends in counseling. Specific topics and prerequisites announced in schedule of classes. May be retaken with different topics up to a maximum of nine credits. Prerequisite: graduate standing.

CON 700 Multicultural Counseling 3 credits
Students become familiar with counseling techniques to address the cultural context of relationships between and within groups, as well as issues and trends in a culturally diverse society. A comprehensive treatment of diversity factors including age, ethnicity, nationality, spirituality, gender, sexual orientation, mental and physical characteristics, and socioeconomic status included. The counselor’s role in social justice and client advocacy are investigated. Prerequisites: CON 610 or concurrent with 610 and instructor’s consent.

CON 711 Academic and Career Planning 3 credits
This course prepares students to provide P-12 academic and career instruction and intervention, as well as, development and implementation of 6-12 academic and career plans. Prerequisites: Concurrent enrollment with CON 796.

CON 712 Counseling Children and Adolescents 3 credits
Describes various counseling issues and strategies applicable to working with children and adolescents. Topics address the concerns of clients in both school and community settings. Prevention and intervention techniques, the role of developmental factors, and issues of special populations are discussed. Prerequisites: CON 610 & 612.
CON 714 Addictions Counseling          3 credits
Overview of theories and issues related to substance and other addictions. Developing competencies in assessment, prevention, and treatment are emphasized as well as work with individuals, couples, and groups coping with addictive disease. Ethical and cultural issues and current research will be explored. Prerequisites: CON 600, 610 & 612 or ATH 758, 764, & 773.; can take concurrent with 795 with instructor’s consent.

CON 715 Professional Issues in Addictions Counseling        3 credits
Focus is placed on assessment, case management, and professional practice within the field of addictions treatment. Treatment planning, legal issues and psycho-educational aspects are addressed. Prerequisite: CON 714.

CON 720 Counseling Assessment and Program Evaluation       3 credits
Provides students with an understanding of assessment in counseling, as well as program evaluation in the context of the counseling profession. Prerequisites: CON 600 & CON 630.

CON 730 Counseling in Schools          3 credits
Focus on the history, philosophy, and trends in school counseling. Topics include the ethical and legal issues related to the practice of school counseling, the understanding of roles, functions, settings and professional identity of the school counselor, and the American School Counselor Association National Model for school counseling programs. Prerequisites: CON 600, 610 & 612.

CON 740 Group Procedures in Counseling         3 credits
Emphasizes applied work in group counseling methods. Group dynamics, leadership styles, and purpose are considered. Students learn theories, concepts, and skills related to working with groups. Prerequisites: CON 600, 610 & 612; can take concurrent with 795 with instructor’s consent.

CON 741 Family Systems Theory, Assessment, and Practice       3 credits
Provides students with an introduction to a Family Systems approach to therapy and counseling emphasizing the importance of interpersonal factors in understanding human behavior. Client behavior is examined in the context of families and/or primary relationships including but not limited to nuclear or biological family units. Prerequisites: CON 600, 610 & 612 or ATH 758, 764, & 773.

CON 750 Counseling Across the Lifespan         3 credits
Addresses counseling practice in the context of lifespan development. Developmental theories such as learning and personality are addressed, as well as those that are related to individuals, their family, and the larger environment. Life transitions and events are examined including developmental crises, psychopathology, addiction, and exceptional behavior. Emphasizes counseling techniques that promote optimal life experiences. Prerequisites: CON 610 & 612.

CON 760 Psychiatric Rehabilitation & Intervention     3 credits
Focuses on evidence-based psychiatric vocational rehabilitation interventions for adults diagnosed with mental health disorders that interfere with functioning in work, education and social roles. Prerequisite: CON 640, concurrent with CON 795.

CON 770 Psychopathology     3 credits
An overview of the study of psychopathology designed to address the etiology, assessment, diagnosis, and treatment of individuals with maladaptive behaviors, and psychological disorders. Explores the delivery of services, legal aspects, community assessment, consultation, outreach, and crisis
intervention. Evidence-based treatments as well as cultural and ethical issues are addressed. Prerequisites: CON 600, 610 & 612 or ATH 758, 764, & 773.

CON 775 Psychopharmacology 3 credits
This course examines the major categories of psychiatric/psychotropic medications along with their use, effects, potential for abuse, and applications to mental health issues. Prerequisite: CON 770.

CON 780 Independent Reading 1-3 credits
For graduate students who wish to study in-depth, selected counseling topics. Also available for students who are unable to secure needed content in regular courses. Prerequisites: graduate standing and consent of instructor.

CON 785 Advanced Issues in Clinical Mental Health Counseling 3 credits
Explores professional roles (e.g. prevention, intervention, consultation, education, and advocacy) and the operation of programs and networks that promote mental health in a multicultural society. Prerequisite: CON 795 or ATH 737.

CON 790 Research or Thesis 1-3 credits
For graduate students who wish to complete a master’s thesis. Prerequisites: graduate standing and consent of instructor.

CON 795 Supervised Practicum 3 credits
Placement in a cooperating agency to explore the field of counseling, or a particular specialty area. Emphasizes development of practice and counseling techniques. 100 clock hours on-site required. Prerequisites: CON 600, 610, 612, 740 (concurrent) & consent of the instructor.

CON 796 Counseling Internship I 3 credits
Placement at a cooperating site that is reflective of student’s competencies and career goals. Student works with clients under the supervision of a qualified field supervisor at the site, and a faculty supervisor. 300 clock hours on-site required. Prerequisites: (for Community & Clinical Mental Health concentrations) CON 770 (concurrent) & 795; (for School Counseling concentration) CON 730 & Passing score on Praxis II Exam.

CON 797 Counseling Internship II 3 credits
Placement in a cooperating site that is reflective of student’s competencies and career goals. Student works with clients under the supervision of a qualified field supervisor at the site, and a faculty supervisor. 300 additional clock hours on-site are required. Prerequisite: CON 796 or consent of instructor.

CON 798 Counseling Internship III 1-3 credits
This course is for students unable to reach 700 hours by the end of Internship II. See below for number of credits needed per hours intending to be completed. Students may take Internship III as many times as needed. There is no class room component to this course. Students will be required to meet for individual supervision with the Practicum/Internship Program Coordinator throughout the semester based on the number of credit hours taken. Prerequisites: CON 797 and consent of instructor.

1 credit hour = <100 hours @ site = 1/2 hour of faculty supervision every week
2 credit hours = 101-200 hours @ site = 1 hour of faculty supervision every week
3 credit hours = 201> hours @ site = 1 ½ hours of faculty supervision every week
CON 799 Continuing Registration 0 credits
If a student is unable to complete the written research project and oral presentation within the time frame of the allotted credits, continuing registration until completion is required. Such continuous registration does not result in additional credit, but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary University services, such as library circulation, interlibrary loan, use of the computer center and statistical consultation. Also refer to additional pages in the Graduate Bulletin.
## Appendix A

### Post-Master’s Certificates Curriculum Needs Based on Previous Degree

<table>
<thead>
<tr>
<th>CERTIFICATE CONCENTRATION:</th>
<th>CLINICAL MENTAL HEALTH</th>
<th>SCHOOL</th>
<th>CLINICAL REHABILITATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT M.S. DEGREE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNITY</td>
<td>15-24 credits needed:</td>
<td>CON 650, 714, 715, 741, 775, 785 &amp; up to 700 hours in a clinical mental health/addictions internship, dependent on previous internship placement (CON 796 &amp; 797)</td>
<td>24-27 credits needed: CON 615, 640, 650, 714, 741, 760, &amp; up to 700 hours in a clinical rehabilitation internship, dependent on previous internship placement (CON 795, 796 &amp; 797)</td>
</tr>
<tr>
<td></td>
<td>Non-certified teachers (18-21 credits typically needed): CON 601, 712, 730, 741 EDU 703 &amp; 742, &amp; 600 hours in a school counseling internship (CON 796 &amp; 797)</td>
<td>18 credits needed: CON 601, 712, 730, EDU 703 &amp; 742, &amp; 600 hours in a school counseling internship (CON 796 &amp; 797)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Certified teachers (12-15 credits typically needed) -- CON 601, 712, 730 741 &amp; 600 hours in a school counseling internship (CON 796 &amp; 797)</td>
<td>9-15 credits needed: CON 615, 640, 760, &amp; up to 700 hours in a clinical rehabilitation internship, dependent on previous internship placement (CON 795, 796 &amp; 797)</td>
<td></td>
</tr>
<tr>
<td>CLINICAL MENTAL HEALTH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL</td>
<td>27-30 credits needed:</td>
<td>CON 650, 714, 715, 741, 770, 775 785, &amp; up to 700 hours in a clinical mental health/ addictions internship (CON 795, 796 &amp; 797)</td>
<td>27-33 credits needed: CON 615, 640, 650, 714, 741, 760 &amp; up to 700 hours in a clinical rehabilitation internship, dependent on previous internship placement (CON 795, 796 &amp; 797)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td>Curriculum Based On Previous Degree</td>
<td>Curriculum Based On Previous Degree</td>
<td>Curriculum Based On Previous Degree</td>
</tr>
</tbody>
</table>
Appendix B

Student Self-Evaluation Form

Student’s Name ____________________________________ Date ______________

This form is to be completed and submitted, along with appropriate documentation, to a student’s advisor after the completion of 18 credit hours in the M.S. in Counseling Program and again upon submission of the final portfolio.

Month & year when entered program: _______________
Student’s career goal: ____________________________________________________

1. Courses taken, grades received, and mean Professor Evaluation of Student Form ratings for each course (report mean rating for each of the three sections; see Appendix B):

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course number</th>
<th>Grade</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g., Fall,09)</td>
<td>CON 600</td>
<td>AB</td>
<td>3.16</td>
<td>3.10</td>
<td>3.45</td>
</tr>
</tbody>
</table>

2. Reflect on the grades and feedback received from your professors this past year, covering each of the four areas noted above.
   Grades:
   Knowledge:
   Skills:
   Dispositions:

3. Discuss your progress toward developing multicultural counseling competencies.

4. Level of participation in service learning (e.g., My Life! My Plan! Workshop) and leadership projects this past year:

5. List all current professional memberships (including local, state, and national):

6. List other professional development activities (e.g., professional organization involvement, annual student conference, and workshops):

7. If you are working on developing competencies in any specialized area of practice (e.g., trauma, child and adolescence, or substance abuse), discuss your plan for developing those competencies.

8. Assess both your strengths as well as areas where change, growth, or improvement is desired or needed with respect to your educational and career goals.

9. Identify your educational and professional goals for the coming year.

10. What are your plans for obtaining licensure?

Additional comments based on discussion of the self-evaluation:

Status at conclusion of self-evaluation:

___ No action required   ___Remediation plan warranted

   Date plan is due to advisor __________

Both should then sign as indicated below.

Student’s signature ________________________________ Date ______________

Advisor’s signature ________________________________ Date ____________
Appendix C

Professor’s Evaluation of Student Form

Student ____________________________  Date form completed ___________________

(Scale: 1 = improvement definitely needed, 2 = a focus for growth, 3 = developmentally appropriate, 4 = advanced, NEI = not enough information)

**KNOWLEDGE AND ACADEMIC SKILLS**

1. Knowledge of course content. 1 2 3 4 NEI*
2. Quality of contributions in class. 1 2 3 4 NEI
3. Writing ability. 1 2 3 4 NEI*
4. Research skills. 1 2 3 4 NEI
5. Critical thinking ability. 1 2 3 4 NEI
6. Integration of professional and personal experience to the evaluation of course content. 1 2 3 4 NEI

**PROFESSIONAL SKILLS**

Understands the roles and functions of a counselor. 1 2 3 4 NEI
 Applies research findings to clinical practice. 1 2 3 4 NEI
 Displays acceptance and awareness of diverse populations. 1 2 3 4 NEI*
 Displays the ability to establish rapport with diverse populations. 1 2 3 4 NEI*
 Displays appropriate use of self-disclosure. 1 2 3 4 NEI
 Displays appropriate level of warmth & sensitivity. 1 2 3 4 NEI
 Is open and responsive to clinical feedback. 1 2 3 4 NEI
 Is able to work collaboratively with colleagues. 1 2 3 4 NEI
 Develops appropriate case conceptualizations. 1 2 3 4 NEI
 Can effectively implement a variety of therapeutic interventions. 1 2 3 4 NEI

**DISPOSITIONS**

1. Treats other (e.g., colleagues, clients, professors) respectfully. 1 2 3 4 NEI
2. Completes assigned responsibilities (incl. class attendance) promptly. 1 2 3 4 NEI
3. Completes assigned responsibilities well. 1 2 3 4 NEI
4. Open to supervision and feedback. 1 2 3 4 NEI
5. Acts in an appropriately professional manner. 1 2 3 4 NEI
6. Exhibits high ethical standards. 1 2 3 4 NEI*
7. Possesses appropriate level of self-awareness in regard to clinical issues. 1 2 3 4 NEI*

Place comments on back of form

*Denotes items that if scored <2.5 may result in further faculty review

(From adapted from Texas A&M University, Counseling Psychology Program)
## Appendix D

### Student Assessment Timeline

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Assessment</th>
<th>Assessed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing (Fall, Spring, Summer)</td>
<td>Professor Evaluation of Students</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>CON 611 “Career Development”</td>
<td>Career Counseling Self-Efficacy Scale</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>CON 612 “Techniques”</td>
<td>Communication Habits Assessment (Counseling Self-Estimate Inventory)</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>Completion of 18 Credits</td>
<td>Self-Evaluation CV</td>
<td>Student/Advisor</td>
</tr>
<tr>
<td>Fall Prior to Practicum</td>
<td>Practicum Internship Application</td>
<td>Practicum/Internship Coordinator</td>
</tr>
<tr>
<td>Orientation</td>
<td>Credit Audit CV</td>
<td>Practicum/Internship Coordinator/(Director for School Con.)</td>
</tr>
<tr>
<td>CON 795 “Practicum” (CON 730 School Concentration)</td>
<td>Communication Habits Assessment Skill Demonstrations:</td>
<td>Practicum Instructors</td>
</tr>
<tr>
<td></td>
<td>• Basic Counseling Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clinical Intake Interview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Suicide Risk Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Goal Setting/Treatment Planning</td>
<td></td>
</tr>
<tr>
<td>CON 797 “Internship II”</td>
<td>Communication Habits Assessment CPCE (CMHC) Praxis II (SC)</td>
<td>Faculty Supervisor/Faculty/Director</td>
</tr>
</tbody>
</table>
Appendix E

Student Performance Review Cover Sheet

Student: __________________________ Date of Initial Meeting with Student: ___________

Faculty Members Present (may include the Practicum and Internship Coordinator and/or Student’s Advisor):

Summary of Problem (include specific behaviors, setting, and who first identified the problem):

__________________________________________________________________________

Date of Faculty Review Meeting: _____________

Faculty Recommendation:

___ No action required
___ Student Improvement Plan required (attach copy of plan)
___ Dismissal recommended (must be reviewed and approved by Department Chair and Dean)

RECOMMENDATION APPROVED:

Student’s Advisor ____________________________ Date ____________

____________________________________________________________________________

Date of Student Feedback Meeting: _______________

Student Comments:

Signature of Student ____________________________ Date ______________

(Does not necessarily indicate agreement)
Appendix F

Student Improvement Plan

Student: _______________________________________________________

(check one) ____ Initial Plan Review     ____ Follow-up     ____ Final Review

Student Improvement Plan:

<table>
<thead>
<tr>
<th>Areas of Concern (Identified during self-evaluation process)</th>
<th>Goals/Objectives</th>
<th>Strategies to meet goals/objectives – list specifics and give end dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Progress Since Last Review (if applicable): ___ Sufficient ___ Insufficient

Comments and Recommendations:

Date of Next Review (if applicable): __________________

Student Reactions:

I understand and agree to the conditions of this document. Any breach of this agreement constitutes grounds for being removed from the counseling program. I understand that I can appeal this plan prior to signing the agreement/plan. I understand and agree to all of the conditions of this document. If I do not follow through on completing all of the tasks outlined in this contract within 1 year, I understand that I will be terminated from the counseling program. I also understand the program’s retention policy and am clear that there are certain behaviors that, if violated, will supersede this agreement and may result in immediate removal from the program (e.g., ethics violations).

Student Signature:  _________________________________________ Date: _____________

Advisor Signature:  _________________________________________ Date: _____________
APPENDIX G

The Professional Counselor Job Search Portfolio will function as the final evaluative tool in students' preparation as professional counselors in conjunction with the necessary course work and internship experiences. Students will utilize the instructions for completion of competencies (below) and information contained in Appendix G (PROFESSIONAL COUNSELOR JOB SEARCH PORTFOLIO EVALUATION & RATING FORM) to guide them in completion of the portfolio.

All students enrolled in the Clinical Mental Health Counseling Concentration and the Clinical Rehabilitation Concentration are required to take CON 601 - Orientation to Practicum/Internship - in which the criteria for and the function of the portfolio will be defined. This orientation class takes place in spring and must be taken prior to the start of Practicum.

The Professional Counselor Job Search Portfolio for CMHC and CRC Students – This portfolio is an opportunity to integrate skill development and professional development. The portfolio will be completed over 3 semesters, placed in a three-ring binder or other similar professional display binder, clearly labeled with section tabs, and placed in the following order:

A. Title/Cover page includes in this order:
   MOUNT MARY UNIVERSITY
   JOB SEARCH PORTFOLIO
   Name

B. Students’ CV
C. Copies of all licenses/certifications etc.
D. Statement of Counseling Practice to include the “Culminating Reflection” (identified below)
   a. Statement of Counseling Practice:
      i. Part 1: 1-3 sentences on your intended future professional goals/practice area(s)
      ii. Part 2: One paragraph statement of your personal theory of counseling
      iii. Part 3: Practicum/Internship goals from each semester
   b. Culminating Reflection
      i. Artifacts:
          1. Final case conceptualization assignment from CON 797
          2. Two student chosen examples of coursework that reflects/highlights core competencies (i.e., see a list of suggested assignments below)
          3. Competency rubric from CON 795 with complete signatures

E. All site supervisor evaluations
F. Syllabi from all classes taken during your program of study
G. Summary sheet of practicum & internship hours – current/up to date
H. Ethics and Commitment to Ethical Practice signature sheet and the current ACA Code of Ethics

Instructions for Culminating Reflection of chosen Artifacts and Related Competencies
Students are required to write a culminating reflection for artifacts identified in D. b. i. 1-3. above.
Reflection

The reflection will precede the artifacts in section b. of the Job Search Portfolio, will be no less than 5 pages not to exceed 10 pages, and will contain the following elements:

1. An APA formatted cover page identifying the name Job Search Portfolio Reflection, Mount Mary University, and the date the reflection was completed
2. Review the CACREP STANDARDS (http://www.cacrep.org/wp-content/uploads/2013/12/2009-standards.pdf) and link the general CACREP standards to the group of artifacts you have included. Reflect on the following in relation to group of artifacts:
   a. What knowledge or skills did you utilize while conducting the activities for the artifacts?
   b. In regards to the artifacts chosen, what might you do to improve your knowledge/skill if you were given another opportunity?
   c. At the time of completion, in what ways did the activities challenge you to become a more effective counselor?
   d. How did these activities inform your personal philosophy of counseling?
3. Your conclusion must address your current knowledge and skills as a counselor in training, the growth you experienced during your internship, and the growth and development that is still needed in relation to the core CACREP competencies. End your culminating reflection by identifying the plan you have to further develop your competency through continued professional development (i.e. The next step I will take to increase my competency is ...).

Suggested assignments to reflect/highlight core competencies:

- Professional orientation and ethical practice (i.e., Ethics papers from CON 600 and CON 797)
- Social and cultural diversity (i.e., Immersion Project from CON 700)
- Human growth and development (i.e., Life stage intervention presentation CON 750)
- Career Development (i.e., Picture of intervention Poster from CON 611 or the corresponding paper)
- Helping Relationships (i.e., Theories Case Presentation from CON 610 and CON 612 final transcription and assignment corresponding documents)
- Group work (i.e., Group Curriculum Project from CON 740)
- Assessment (i.e., Artifact from CON 720 – paper for administration of MSE, BDI, etc.; or CON 714 – Report/paper from interview and screening tool [e.g. AUDIT] administration assignment)
- Research and program evaluation (i.e., Program Evaluation from CON 720)
- Foundations (i.e., Professional Development Plan from CON 785 and Psychological 1st Aid certificate of completion from 650)
- Counseling, prevention, and intervention (i.e., Case Conceptualization and Treatment Plan from 770 or Film case study from 715)
- Diversity and advocacy (i.e., Group Presentation from CON 700)
- Assessment (i.e., Artifact evidence from any two of the following CON 714 – Report/paper from interview and screening tool [e.g. AUDIT] administration assignment; 770 – assignment 3; 775 –group presentation assignment)

To meet graduation requirements, students must submit all elements of the Professional Counselor Portfolio and the Exit Survey to their faculty advisor no later than the ninth Friday of the semester they intend to graduate (or spring semester for summer graduates). Individual items within the
portfolio will be evaluated on a 3-point scale (See Appendix G for the Professional Counselor Job Search Portfolio Evaluation and Rating Form). Counseling faculty will review and evaluate portfolios and return them to students, with feedback, during the required exit survey process.

Mount Mary University
M.S. in Counseling Program
Statement of Commitment to Ethical Practice
As you near the end of your journey as a student in the M.S. in Counseling Program at Mount Mary University, it is expected you have read and reviewed the most recent edition of the American Counseling Association (ACA) Code of Ethics. Because you are about to enter the counseling profession as an alum of Mount Mary University, we ask you to once again read the ACA Code of Ethics in order to commit yourself to practicing with the utmost in ethical decision-making and integrity. Please acknowledge you have read the ACA Code of Ethics by initialing next to each item below and signing this statement.

______ I have read, reviewed, and understand the ACA Code of Ethics.

______ I agree with, support, and commit myself to uphold the principles contained within the ACA Code of Ethics.

______ I will commit to abiding by the ACA Code of Ethics as it continues to be reviewed and revised during my counseling career.

______ I understand my role as a counseling professional and will seek consultation, supervision, and continuing education in order to serve both clients and the counseling profession to the best of my abilities.

______________________________  ______________________
Signature                          Date

______________________________
Printed Name
APPENDIX H

PROFESSIONAL COUNSELOR JOB SEARCH PORTFOLIO EVALUATION & RATING FORM

Student: 

Date:

PORTFOLIO CONTENTS:
Initial reviewer: Please indicate by an “X” that all components of the portfolio are presented.

<table>
<thead>
<tr>
<th>Item</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV</td>
<td></td>
</tr>
</tbody>
</table>
| Statement of Counseling Practice (SCP)  
  • Part 1  
  • Part 2  
  • Part 3 | |
| Culminating Reflection | |
| Artifact #1: Final case conceptualization assignment from CON 797 | |
| Artifact #2: Two examples of coursework that reflect/highlight core competencies | |
| Artifacts #3: Competency rubric from CON 795 with complete signatures | |
| Site Supervisor Evaluations (i.e. One from each CON 795, 796; 797 to be added once completed) | |
| Syllabi from all classes taken during your program of study | |
| Summary Sheets from all Practicum & Internship Hours | |
| ACA Code of Ethics and Statement of Commitment to Ethical Practice | |

Rating Scale:

3 = **Skilled Demonstration.** Student has mastered the main concepts and principles for this task, shows the ability to consistently use this knowledge or the skills in a professional counseling capacity, and makes appropriate adjustments based on the needs of the clients. The student is also functioning at the level of a new professional counseling professional and demonstrates the ability to perform this task under the minimal and appropriate supervision of a Licensed Professional Counselor.

2 = **Acceptable Demonstration.** Student understands the main concepts and principles of the task but shows some inconsistency in the use of this knowledge in a professional counseling capacity. As such, the student needs time and experience practicing the task and should continue to perform this critical task while monitored by a Licensed Professional Counselor.

1 = **Deficient Demonstration.** Student does not fully understand the main concepts and principles of the critical task and as such, s/he is unable to use this knowledge appropriately in a professional counseling capacity. The student needs additional instruction to understand the task and should not practice in a professional counseling setting unless closely monitored by a Licensed Professional Counselor.
CV Evaluation:

<table>
<thead>
<tr>
<th>Item</th>
<th>Reviewer Ratings</th>
<th>Reviewer Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STATEMENT OF COUNSELING PRACTICE:

Your Statement of Counseling Practice (SCP) should have 3 parts:
- Part 1: 1-3 sentences on your intended future professional goals/practice area(s)
- Part 2: One paragraph statement of your personal theory of counseling
- Part 3: Practicum/Internship goals from each semester (i.e., 795, 796, & 797)

<table>
<thead>
<tr>
<th>Item</th>
<th>Reviewer Ratings</th>
<th>Reviewer Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCP Part 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCP Part 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCP Part 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CULMINATING REFLECTION

Your written Culminating Reflection should include the following in relation to the group of artifacts:
- What knowledge or skills did you utilize while conducting the activities for the artifacts?
- In regards to the artifacts chosen, what might you do to improve your knowledge/skill if you were given another opportunity?
- At the time of completion, in what ways did the activities challenge you to become a more effective counselor?
- How did these activities inform your personal philosophy of counseling?

Address your current knowledge and skills as a counselor in training, the growth you experienced during your internship, and the growth and development that is still needed in relation to the core CACREP competencies. End your culminating reflection by identifying the plan you have to further develop your competency through continued professional development (i.e. The next step I will take to increase my competency is ...).

<table>
<thead>
<tr>
<th>Item</th>
<th>Reviewer Ratings</th>
<th>Reviewer Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culminating Reflection</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Decision on this portfolio (check one):

☐ Demonstrated - passed

☐ Items identified for continued growth and competency.
List items rated as “1” or needing work:

____________________________________________________________________________
☐ Student has 2 or more items rated as “inadequately demonstrated”; therefore, this portfolio must be evaluated by a 2nd reviewer.

Signatures

Reviewer #1: _____________________________ Date: _____________

Comments/Recommendations:

Reviewer #2 (when necessary): _____________________________ Date: _____________

Comments/Recommendations:

Student: _____________________________ Date: _____________

This document has been reviewed during the exit interview process:

__________________________________________  _____________________________  ______
Student Signature    Faculty Signature    Date
APPENDIX I

Exit Survey
In approximately the 9th week of students’ final semester, after the portfolio has been submitted for review, students should complete the exit survey form and then schedule an in-person exit interview with their faculty advisor. The purpose of the exit survey-interview is twofold: To provide the M.S. in Counseling Program an opportunity to receive feedback from pending graduates regarding their experiences during their graduate work; and to provide a final opportunity for the advisor to give the student feedback on their preparation for work as a professional counselor. During the exit interview, the advisor will also return the portfolio and give the student feedback and commendations. All students are required to have an exit interview or they will not be permitted to graduate.

Exit Survey Form

Name: ________________________________ Date: ____________

Permanent e-mail address: ________________________________

Do you have a job offer (or a tentative offer) for your post-master’s hours?

___ No  ____ Yes (if yes, where: ______________________________)

SECTION I: Courses and program

1. Please rank order the three courses that were most significant in contributing to your personal growth.
   1. 
   2. 
   3. 

2. Please rank order the three courses that were most significant in contributing to your professional and career growth.
   1. 
   2. 
   3. 

3. Identify the one, most significant MMU experience that has contributed to both your personal and professional growth.
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. What did you like best about the program and why?
   ____________________________________________________________
   ____________________________________________________________
5. What did you like least about the program and why?

______________________________________________________________________________

______________________________________________________________________________

6. After completing the Professional Counselor Job Search Portfolio where do you see:

Your greatest gains in competency ________________________________

and

Areas needing continued growth ________________________________

7. Now that you are finished with the program, would you recommend it to others? Why or why not?

___ Yes, _________________________________

___ No, _________________________________

SECTION II: Performance at exit

1. How satisfied are you with your ability to deliver the following services?:

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Counseling</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Psychoeducation Groups</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Crisis Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How satisfied are you with your KNOWLEDGE in the following areas?:

<table>
<thead>
<tr>
<th>Knowledge Area</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Theories</td>
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<tr>
<td>Assessment &amp; Evaluation</td>
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<td>Ethical &amp; Legal Standards</td>
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<tr>
<td>Diversity Issues</td>
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<td>Client Advocacy</td>
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<td>Professional Development</td>
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<td>Social Justice</td>
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<td>Professional Role &amp; Identity</td>
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<td>Developmental needs of clients</td>
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<td>across the lifespan</td>
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<td>Career development</td>
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</table>
3. How satisfied are you with your **SKILL** in the following areas?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
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</thead>
<tbody>
<tr>
<td>Use of assessments/evaluations</td>
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<tr>
<td>Applying counseling interventions</td>
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<td>Case Conceptualization</td>
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<td>Treatment planning/goal setting</td>
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<td>Writing progress/case notes</td>
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<tr>
<td>Collaborating with colleagues</td>
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<tr>
<td>Collaborating with client’s support systems</td>
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<tr>
<td>Seeking assistance from supervisors</td>
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<td>Receiving feedback from supervisor</td>
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<td>Using evidence based practices</td>
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<td>Working within client’s belief systems</td>
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<tr>
<td>Abiding by ethical/legal standards</td>
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</table>

4. How would you rate your **DISPOSITION** in the following areas?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>I appreciate individual differences</td>
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<tr>
<td>Recognize the importance of client advocacy &amp; serving as a change agent</td>
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<td>Use supervision effectively</td>
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<td>Committed to professional growth and development</td>
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<tr>
<td>Values engaging client’s support systems</td>
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<tr>
<td>Recognizes the importance of supervision and case consultation</td>
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<tr>
<td>Appreciates learning and cultural differences</td>
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<td>Recognizes the importance of self-awareness/reflection</td>
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<td>Values the integration of culture, race, sexual orientation, gender, abilities/disabilities, SES, and spirituality into counseling</td>
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</table>

5. What aspects of the M.S. in Counseling Program at MMC could be enhanced to better prepare our students for practicum/internship experiences?

______________________________________________________________________________
______________________________________________________________________________

This document has been reviewed during the exit interview process:

________________________________________  _____________________________  ______
Student Signature    Faculty Signature    Date

*To be completed by the student in advance and turned in at the time of the scheduled, in-person exit interview with advisor. THIS IS REQUIRED. No student will be allowed to graduate unless this form and an exit interview have been completed.*