



**UTTyler** COLLEGE OF  
EDUCATION & PSYCHOLOGY

# CLINICAL MENTAL HEALTH COUNSELING PROGRAM HANDBOOK

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## DESCRIPTION OF THE CLINICAL MENTAL HEALTH COUNSELING PROGRAM

The Master of Arts in Clinical Mental Health Counseling (CMHC) is intended to prepare students to counsel persons experiencing psychological distress due to developmental, educational, career, cognitive, emotional, behavioral, cultural, relational, or environmental issues. Students develop competencies in diagnosis and assessment, evidence-based counseling/psychotherapy techniques, group processes, human development, cultural diversity, and career counseling. Students who complete their degrees and meet state certification or licensing requirements may be employed in a variety of mental health settings.

All CMHC students complete a specified program that provides foundational knowledge and skills to be an effective mental health counselor. Students are admitted each fall and spring and may begin coursework upon admission. The program requires 60 credit hours of graduate course work and takes between two and a half and three years to complete, depending on initial semester of admission, course offerings, student workloads, and other factors.

UT Tyler's CMHC program is a [CACREP accredited program](#) designed to prepare graduates to become Licensed Professional Counselors with the appropriate post-graduation experiences.

The Department also offers a Master of Science in Clinical Psychology, with an optional specialization in neuropsychology and a Master of Arts in School Counseling, which is a fully online program. Further information for those programs is located on The University of Texas at Tyler (UT Tyler) website ([UT Tyler Psychology and Counseling](#)) and in the university catalog (<http://www.uttyler.edu/catalog/>).

## **MISSION AND VISION STATEMENTS AND LEARNING OBJECTIVES**

### **Core Purpose of the College of Education and Psychology**

To prepare competent, caring, and qualified professionals in the fields of education, psychology, and counseling, to foster discovery, and to advance the knowledge base in our respective disciplines.

### **Vision for the College of Education and Psychology**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

### **Mission for the College of Education and Psychology**

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.

### **Mission Statement for the Clinical Mental Health Counseling Program**

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere, encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity, integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able to pursue impactful mental health careers within the community.

### **CMHC Program Student Learning Objectives:**

1. Professional Counseling Orientation and Ethics: Students will demonstrate an understanding of the counseling profession, counselors' professional identity and roles, and the functions of professional organizations and credentialing bodies. This includes the relationship between applications of national and state ethical and legal standards and the effects of public policy on these issues.
2. Social and Cultural Diversity: Students will demonstrate an understanding of the nature and impact of human and cultural diversity on assessment and intervention, theories of multicultural counseling competencies, identity development, and social justice, individual, couple, family, group, and community strategies for working with and advocating for diverse populations and roles in eliminating biases, prejudices, processes of intentional and

unintentional oppression and discrimination.

3. Human Growth and Development: Students will demonstrate an understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including theories of individual and family development and transitions across the life- span, theories of learning and personality development, including current understandings about neurobiological behavior, and the effects of crisis, trauma and disasters on individuals of all ages.
4. Career Development: Students will demonstrate an understanding of career development and related life factors, including career development theories and decision-making models, career development program planning, organization, implementation, administration, and evaluation, assessment instruments and techniques that are relevant to career planning and decision making, and career counseling processes, techniques, and resources.
5. Counseling and Helping Relationships: Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.
6. Group Counseling and Group Work: Students will demonstrate an understanding of both theoretical and experiential aspects of group purpose, development, dynamics, theories, methods, and skills, and other group approaches in a multicultural society, including principles of group dynamics, group process components, group leadership or facilitation styles and approaches, and theories and methods of group counseling.
7. Assessment and Testing: Students will describe, explain, discuss, and competently apply the use of assessment methods in counseling, including individual appraisal and diagnosis of emotional and psychological disorders.
8. Research and Program Evaluation: Students will demonstrate an understanding of research methods and statistical analysis, including the critical appraisal of counseling and mental health research and applications to client care and program evaluations.
9. Diagnostic Skills: Students will be able to use and apply the Diagnostic and Statistical Manual of Mental Disorders to make appropriate diagnoses and treatment recommendations.

## CORE CLINICAL MENTAL HEALTH COUNSELING PROGRAM FACULTY



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## **CMHC PROGRAM COORDINATOR JOB DESCRIPTION**

The coordinator of the Clinical Mental Health Counseling academic program will oversee the essential academic functions of the program, including the curriculum, academic assessment, student recruitment and retention, and resource and budgetary needs. The coordinator must be a member of the core CMHC faculty. The specific duties and responsibilities of the coordinator include but are not limited to:

- 1) Serving as the liaison between the CMHC program and CACREP.
- 2) Organizing regular CMHC program meetings and setting the agendas of these meetings.
- 3) Attending monthly Program Coordinator meetings for the Department of Psychology and Counseling and the College of Education and Psychology.
- 4) Working with the Department Chair to ensure adequate budget for programmatic needs and serving as a standing member of the Chair's Budgetary Advisory Committee.
- 5) Overseeing any needed programmatic and curriculum changes at the department and university levels.
- 6) Working with the Graduate Admissions Coordinator to engage in targeted recruitment of prospective students.
- 7) Overseeing the annual review of student progress and addressing any areas of concern with individual students.
- 8) Convening and leading the first-semester student candidacy interviews.
- 9) Working with the college assessment coordinator to engage in continuous improvement of program assessment.
- 10) Ensuring orientation of new and adjunct faculty and new students.

## **CMHC PRACTICUM/INTERNSHIP COORDINATOR JOB DESCRIPTION**

The CMHC Practicum/Internship Coordinator will oversee the essential functions of clinical classes as students complete their practicum and Internship classes. The practicum/internship coordinator must be a member of the core CMHC faculty. The CMHC Practicum/Internship Coordinator has the following responsibilities:

- 1) coordination of practicum and internship experiences in the CMHC program, and
- 2) responding to inquiries regarding practicum and internship
- 3) maintaining CMHC Experiential Learning Cloud: Tevera
- 4) liaising with community clinical sites
- 5) holding site supervisor training at least once a year
- 6) coordinating CPCE exam scheduling and keeping track of student results for program records
- 7) Updating the program website regarding the internship and practicum-related information as needed.

## APPLICATION PROCESS AND ADMISSION REQUIREMENTS

Firm deadlines for application are March 1st for fall admission and October 1st for spring admission. Admission is based on a holistic review of multiple criteria, including (but not limited to) evaluations of an applicant's academic potential, a written statement of purpose, academic and professional reference letters, and grade point average (GPA).

### Transcripts

Applicants should submit complete transcripts reflecting the receipt of a Bachelor's degree and any other relevant undergraduate and graduate coursework. Applicants who have not completed their Bachelor's degree at the time of application should send their most recent incomplete transcript. Students should request that official transcripts be sent directly to the Office of Graduate Admissions. Applicants with foreign transcripts must submit a detailed, course-by-course international transcript evaluation. This program requires a four-year Bachelor's degree equivalent.

### Transfer of Existing Graduate Credit

Transfer of graduate credit from a regionally accredited institution is limited to 9 credit hours for master's degrees. All transfer credit(s) must have been completed with a grade of "B" or better and approved by the degree-granting program. The restrictions placed upon transfer work may vary from program to program. Forms for this purpose are available online or in the Office of Graduate Admissions.

Any request by the student for acceptance of graduate transfer credit should be directed to the student's faculty advisor and the program coordinator. Transfer credits for courses completed prior to admission to UT Tyler should be evaluated and approved during the first semester. **Transfer credit will not be evaluated prior to admission to the program.**

### Departmental Application

After applying to the Graduate School, students must also apply directly to the Department of Psychology and Counseling using our electronic application forms run through Qualtrics™. This includes the [Psychology and Counseling Departmental Information Sheet](#), a [Statement of Purpose](#), [Evaluations of Academic Potential](#), a completed [background check](#), and official copies of transcripts reporting all graduate and undergraduate coursework.

**Departmental Information Sheet.** Students should complete the Departmental Information Sheet as part of their departmental application. This form serves as a "cover sheet" for students' application packets and provides the faculty review committee with pertinent, summative information (I.e., Name, Bachelor's Degree Granting Institution, Cumulative GPA, etc.)

**Statement of Purpose.** As outlined in the Departmental Information Sheet, students should write a Statement of Purpose with the following prompt: "Describe your future educational and career goals and explain how this program at UT Tyler would fit into these goals. How does the program correspond to your particular plans, needs, and previous background and experiences? Note: This should be a well thought out response that is several paragraphs in length and reflects your sincere interest in the program. Please note that faculty reviewers will be considering both the quality and clarity of your document.

**Evaluations of Academic Potential.** Three evaluations of academic potential are required. The CMHC faculty review committee prefers at least two of these evaluations to come from a faculty member who can speak to the candidate's academic potential.

Evaluators should have the freedom to rate applicants without the applicant's influence; therefore, each evaluation should be completed using the secure Qualtrics™ form. References can be completed by previous or current faculty and mentors as well as coworkers and supervisor. Reference letters completed by family members or friends will not be reviewed.

**Background Check.** All applicants are required to submit a completed background check in order to be considered for admission. Students should use package code UM12bg within the electronic [Castle Branch portal](#). There is a \$45 fee associated with this background check. International applicants must also complete an international background check. For additional information on the rationale of this application requirement, please read our [Departmental Background Check Policy](#).

**Application submission.** The entire CMHC application can be completed digitally. For more information, visit our [admissions website](#) or contact our Graduate Admissions Coordinator, Ceselie Tobin, at [ctobin@uttyler.edu](mailto:ctobin@uttyler.edu).

### **Admissions Decisions**

Students will be notified of their fall admission status by June 1st and their spring admission status by December 15. The CMHC faculty pride themselves in a holistic review of applicants and consider many factors when evaluating each student's application. Great care and attention to detail is given to every student who applies to the program. Admission to the program is competitive. Only ~20 students each fall and spring are granted admission (full or provisional) to the program. To ensure continuous and systematic efforts in our admissions process, a minimum of two CMHC faculty members review each application and evaluate the applicants on holistic review of their statement of purpose, evaluations of academic potential, and transcripts. Students will receive letters from the Graduate Admissions Coordinator outlining one of four admissions decisions. Students will have several weeks to accept or deny their admission and register for classes.

**Full Admission:** Students awarded full admission to the CMHC program can be considered to have met all admission criteria and are able to enroll in up to 9 hours of graduate coursework in their first semester.

**Provisional Admission:** Individuals may be admitted provisionally to a graduate program before all admission documents have been submitted if they complete a graduate application and provide evidence of having completed or that they will complete a baccalaureate degree prior to matriculating in a graduate program. For an applicant to be eligible for provisional admission, the materials provided by the individual must provide persuasive evidence that the applicant is likely to meet the standards for full admission or conditional admission. Students who are provisionally admitted are allowed one semester to furnish all the materials needed for a program to make a decision whether to deny the applicant.

**Waitlist:** Students whose applications demonstrated great potential but were not selected for full admission are offered a place on the waitlist. The waitlist is comprised of a small group of

applicants who will be re-evaluated by the admissions committee should spaces become available in the cohort.

**Deny:** Students who fail to meet admission criteria according to the faculty review committee will be denied admission to the program. Because the reviews are completed in a holistic fashion, it is not customary for students who are denied admission to receive feedback on what his/her application was lacking. However, students are welcome to apply for the program again.

## **CLINICAL MENTAL HEALTH COUNSELING PROGRAM CURRICULUM**

The Clinical Mental Health Counseling (CMHC) program of study includes didactic and clinical courses designed to prepare students to become highly competent and ethical professional counselors.

Required didactic courses include:

<b>Didactic Course</b>	<b>Required for first semester students</b>
COUN 5308 Diagnosis and Treatment Planning in Counseling	
COUN 5312 Counseling Theories and Applications	Recommended during the first semester
COUN 5313 Family Therapy	
PSYC 5320 Advanced Human Growth and Development	
COUN 5324 Cultural Diversity and Advocacy	
COUN 5326 Addictions Counseling	
COUN 5328 Foundations and Ethics of Clinical Mental Health Counseling	X
COUN 5335 Career Counseling and Assessment	
COUN 5340 Research and Program Evaluation	
COUN 5345 Group Counseling: Theory and Practice	
COUN 5368 Assessment Techniques in Counseling	
COUN 5370 Trauma Informed Counseling	
COUN 5395 Professional Practice in CMHC	

Required clinical courses include:

<b>Clinical Course</b>	<b>Required for first semester students</b>
COUN 5391 Essential Counseling Skill	X
COUN 5392 Helping Relationships and Clinical Interviewing	
COUN 5393 Practicum in Clinical Mental Health Counseling	
COUN 5396 Internship I	
COUN 5397 Internship II	

Additionally, students must take two elective courses of their choosing. A student's formal degree plan should be completed and approved/signed by both the student and their Faculty Advisor during their first semester in the CMHC program.

Students must earn a grade of “B” or higher in COUN 5312 Counseling Theories and Applications, COUN 5328 Foundations and Ethics of Clinical Mental Health Counseling, and COUN 5391 Essential Counseling Skills before entering the clinical skills course sequence. Each clinical skills course must be successfully completed with a grade of either “B” or better or credit (CR) to move into the next course in the sequence. Students in COUN 5396 Internship I who have earned at least 75% of the required direct hours (90 hours) and have met all other course requirements may be granted a notation of In Progress (IP) and be permitted to register for COUN 5397 Internship II.

For a full degree plan, refer to **Appendix A**. For a recommended full-time and part-time progression through the program, please refer to **Appendix B**. For a full course periodicity chart, please refer to **Appendix C**.

## **COURSE DESCRIPTIONS & PREREQUISITES**

### **REQUIRED COURSES**

#### **COUN 5308 – DIAGNOSIS AND TREATMENT PLANNING**

This course is designed to assist students in the recognition and categorization of psychological and behavioral patterns (syndromes), which are considered dysfunctional according to the classification system utilized by the American Psychiatric Association in the most current edition of the Diagnosis and Statistical Manual of Disorders. The history, theories, symptoms, and etiology of mental and emotional disorders, including the impact of crisis, trauma, and sociocultural factors on diagnosis, and the assessment of mental health disorders, are provided. Additionally, case conceptualization and treatment planning strategies using best practice and evidenced-based treatment approaches and models are reviewed. Prerequisites - COUN 5312, COUN 5328, COUN 5391.

#### **COUN 5312 - COUNSELING THEORIES AND APPLICATIONS**

Overview of theoretical approaches to counseling and psychotherapy, including fundamental concepts, assessment, client and counselor roles, cultural relevance, and intervention strategies/techniques. Includes role-played practice of fundamental counseling response skills.

**RECOMMENDED FIRST SEMESTER COURSE.**

#### **COUN 5313 - FAMILY THERAPY**

Instruction in theoretical approaches and interventions in family therapy, grounded in human systems theory. Includes the process of conducting family therapy and special aspects of family therapy. Prerequisites: COUN 5312 or PSYC 5312, COUN 5328 or PSYC 5328, COUN 5391 or PSYC 5392.

#### **COUN 5324 - CULTURAL DIVERSITY AND ADVOCACY**

Examines client diversity with respect to ethnographic, demographic, and status variables, and challenges culturally biased assumptions which influence the provision of mental health services. Prerequisites: COUN 5328 or COUN 5334.

#### **COUN 5326 - ADDICTIONS COUNSELING**

This course will examine substance abuse and addiction disorders (e.g. gambling, sex, gaming,

eating, tobacco) in multiple client populations, and their treatment. Students will learn how to conduct assessment for and diagnosis of substance abuse and addiction disorders, including co-occurring disorders; the effects of substances and addictions on the client and others; etiology; and best practices in counseling and treatment. Prerequisites: COUN 5312, COUN 5328, COUN 5391.

### **COUN 5328 - FOUNDATIONS AND ETHICS OF CLINICAL MENTAL HEALTH COUNSELING**

This course is a survey of the history, foundations, ethics and practices of the clinical mental health counseling profession. Consideration of rules of counseling licensure boards, ethical case studies, and professional practices is included. **REQUIRED FIRST SEMESTER COURSE.**

### **COUN 5335 - CAREER COUNSELING AND ASSESSMENT**

Interrelationships among lifestyle, workplace, and career planning are explored. Topics include the career counseling process, career theory, assessment instruments, information systems, and developmentally-appropriate techniques. Prerequisites: COUN 5328.

### **COUN 5340 - RESEARCH AND PROGRAM EVALUATION.**

Principles, models, and applications of research in counseling, including needs assessment, program evaluation, statistical analyses of data, and the critical appraisal of psychological and counseling research.

### **COUN 5345 - GROUP COUNSELING: THEORY AND PRACTICE**

The Group Counseling course is designed to provide students with an understanding of the theory and practice of group counseling. In this course, students will become familiar with different theoretical approaches to counseling groups; basic principles of group dynamics and therapeutic factors, group development models and group design, leadership tasks, and member roles. The course will introduce students to basic group counseling skills including establishing, leading, and evaluating various types of counseling groups. Consideration will be given to ethical, legal, and multicultural issues, and each student will have the experience of being a member in a counseling group. Prerequisites: Grades of “B” or better in COUN 5312, COUN 5328, COUN 5391.

### **COUN 5368 - ASSESSMENT TECHNIQUES IN COUNSELING**

Examines the principles of educational, psychological, and vocational assessment in a counseling context, including concepts necessary for the selection, administration, scoring and interpretation of individual and group tests. Prerequisites: COUN 5312, COUN 5328, COUN 5391.

### **COUN 5370 – TRAUMA INFORMED COUNSELING**

This course explores the rapidly expanding literature in the field of psychological trauma and attempts to delineate its common concerns, research basis, and practice guidelines. It presents the roles and responsibilities of counselors in interventions post trauma exposure. The course covers types of potentially traumatic events, effects of trauma, assessment and potential outcomes, and common elements in treatment interventions for trauma. Prerequisites: COUN 5391, COUN 5328, COUN 5312.

### **COUN 5391 - ESSENTIAL COUNSELING SKILLS**

Essential counseling skills development with role-playing lab practice with video. Focus on building therapeutic relationships, accurate empathy, and prioritizing client concerns. Develops

proficiency in basic counseling response skills. Grade of B or better required to take more Clinical Skills courses. **REQUIRED FIRST SEMESTER COURSE.**

### **COUN 5392 - HELPING RELATIONSHIPS AND CLINICAL INTERVIEWING**

This is a clinical skills course emphasizing the acquisition of therapeutic helping relationship skills and interviewing through role playing and modeling. Video and audio feedback as well as direct supervision is provided. Prerequisites: “B” or better in COUN 5312, COUN 5328, and COUN 5391.

### **COUN 5393 - PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING**

This practicum involves the supervised application of counseling/therapy processes with clients. Includes weekly small group and individual supervision using video recorded client sessions. Must complete a minimum of 100 clock hours, including at least 40 client contact hours. CR/NC only. Prerequisites: COUN 5392, COUN 5324; Corequisite: COUN 5308.

### **COUN 5395 - PROFESSIONAL PRACTICE IN CMHC**

This capstone course addresses business, legal and ethical aspects of professional counseling practice, including advanced application of state ethics, detailed coverage of Texas counselor licensure statutes and rules, records management, national credentialing, and third-party payer procedures and practices. Prerequisites: COUN 5393 or PSYC 5393.

### **COUN 5396 - INTERNSHIP I**

A minimum of 300 clock hours of supervised experiences in which counseling services are provided, including 120 client contact hours. Required supervision on-site and in-class. The semester prior to enrollment, the student must complete the internship application process. CR/NC only. Prerequisites: COUN 5393, COUN 5345, COUN 5308, PSYC 5320, COUN 5324, COUN 5368, COUN 5340, COUN 5335, and departmental consent.

### **COUN 5397 - INTERNSHIP II**

A minimum of 300 clock hours of supervised experiences in which counseling services are provided, including 120 client contact hours. Required supervision on-site and in-class. The semester prior to enrollment, the student must complete the internship application process. CR/NC only. Prerequisites: Credit in COUN 5396 and departmental consent.

### **PSYC 5320 - ADVANCED HUMAN GROWTH AND DEVELOPMENT**

An advanced study of human development, including theories and research regarding biological, social, cognitive, and identity development across the lifespan. Prevention, intervention, and treatment techniques are discussed in the context of differing developmental needs and multicultural contexts.

### **ELECTIVE COURSES**

Students must choose 6 hours of counseling or psychology graduate-level electives in consultation with their advisor. Courses currently offered by the department may be viewed in the UT Tyler catalog (<http://www.uttyler.edu/catalog/>) in the Education and Psychology Graduate Course Descriptions section. Possible electives include:

### **COUN 5315 – COUPLES THERAPY**

Instruction in the research, theory, and processes involved in couples therapy. Includes selected

modalities of couples therapy, special ethical and professional issues, and role-playing practice of skills for working with couples. Prerequisite: COUN 5312 or PSYC 5312.

### **COUN 5384 - ADVANCED COUNSELING THEORIES AND EVIDENCE-BASED PRACTICES**

This course is designed to provide students with a greater depth of theoretical understanding about evidence-based practices (i.e., Motivational Interviewing, CBT, DBT) and a major counseling theory covered in the COUN 5312 Counseling Theories course. Prerequisites: COUN 5312, COUN 5392.

### **PSYC 5330 - COUNSELING CHILDREN AND ADOLESCENTS**

Examines the relevant counseling theories and techniques as they apply to children and adolescents. Includes interventions with emotionally disturbed and behaviorally disordered children. Prerequisites: COUN 5391 or PSYC 5392, COUN 5328 or PSYC 5328, COUN 5312

### **PSYC 5350 - CLINICAL NEUROPSYCHOLOGY**

Introduction to historical background of brain-behavior relationship. Focus upon brain pathologies and underlying brain structures: aphasia, alexia, agraphia, body schema disturbances, apraxia, agnosia, neglect syndromes, late and early onset dementias, frontal lobe syndrome, seizure disorders, and related brain syndromes.

### **PSYC 5352 - BEHAVIORAL NEUROSCIENCE**

A survey of the basic anatomy and neurochemistry of the brain as it relates to both normal and abnormal behavior. Includes every major neurotransmitter of the brain and abnormalities of these systems as they relate to human behavior.

### **PSYC 5354 - PSYCHOPHARMACOLOGY**

A survey of physiological and behavioral effects of the major classes of psychoactive drugs, specifically, therapeutic agents and drugs of abuse with respect to their mechanisms of action and side effects. Students are expected to have successfully completed a course in physiological psychology.

### **PSYC 5366 - ASSESSMENT OF INDIVIDUAL MENTAL ABILITY I**

Examines the historical background of selected individual scales of intellectual functioning. Special emphasis will be given to supervised practice in the administration, scoring, interpretation, and psychological report writing of the WISC, WAIS, and WPPSI.

### **PSYC 6381 – ADVANCED SEMINARS OF TOPICAL INTEREST IN SPECIALIZED AREAS OF PSYCHOLOGY.**

The topic of the seminar will rotate among the areas of focus/specialization in our PhD program, including but not limited to rural populations, aging populations, and veteran populations. Students will work with a faculty member with expertise working with this special population in the semester it is offered.



## CLINICAL EXPERIENCES: PRACTICUM & INTERNSHIP

Obtaining a master's degree in Clinical Mental Health Counseling (CMHC) from the University of Texas at Tyler (UTT) involves completing a minimum of 3 semesters of clinical experience (one semester of practicum and two semesters of internship). The purpose of these experiences is to provide students with opportunities to further develop and advance their clinical skills through the role of counselor-in-training. Per CACREP (2016), "professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community" (p. 15). CMHC student internships fulfill the following CACREP (2016) Requirements:

### **COUN 5393 Practicum:**

The Clinical Mental Health Counseling (CMHC) student practicum is the first formal clinical experience in the CACREP-Accredited CMHC program at UT Tyler. Practicum provides CMHC students with the opportunity to step into the role of a counselor-in-training at a community-based site outside of the CMHC Program. CMHC student practicum fulfills the following CACREP (2016) requirements:

- Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term (at least 40 of these 100 hours must be direct service with actual clients that contribute to the development of counseling skills).
- Practicum students have weekly interaction with site supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by the site supervisor.
- Practicum students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision is provided through the practicum class at UT Tyler.

Practicum takes place over one semester. Students are expected to be physically present in the practicum class each time it meets throughout the semester.

### Practicum Prerequisites:

Prior to beginning COUN 5393 Practicum, CMHC students must complete the following prerequisite and co-requisite courses (*these are a bare minimum; most students complete more than the courses listed below prior to starting practicum*):

### Prerequisites:

COUN 5392 Helping Relationships

COUN 5324 Cultural Diversity and Advocacy

**\*\*Students must have earned credit (CR) in COUN 5392 and a B or better in COUN 5312, COUN 5328, and COUN 5391.**

### Co-requisite (*must be taken before or concurrently with practicum*):

COUN 5308 Diagnosis and Treatment Planning in Counseling

### **COUN 5396/7 Internship I and II:**

The CMHC student internship is the final clinical experience in the CACREP-Accredited CMHC program at UT Tyler. Internship provides CMHC students with the opportunity to step

into the role of counselor-in-training at a community-based site outside of the CMHC Program. CMHC student internships fulfill the following CACREP (2016) Requirements:

- CMHC Internship students acquire 600 clock hours of supervised counseling internship in roles and settings with clients (including at least 240 clock hours of direct service).
- CMHC Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by the site supervisor.
- CMHC Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision is provided through the internship class at UT Tyler.

Internship is taken at the conclusion of the CMHC student's program. Students can only take one field experience course (i.e., Internship I, Internship II) per semester; therefore, internship is taken over two semesters. Students are expected to be physically present in internship class each time it meets while enrolled in internship.

Internship Prerequisites:

COUN 5312 Counseling Theories and Applications  
COUN 5328 Foundations & Ethics  
COUN 5308 Diagnosis and Treatment Planning in Counseling  
PSYC 5320 Advanced Human Growth and Development  
COUN 5324 Cultural Diversity and Advocacy  
COUN 5368 Assessment Techniques in Counseling  
COUN 5345 Group Counseling: Theory and Practice  
COUN 5340 Research and Program Evaluation  
COUN 5335 Career Counseling and Assessment  
COUN 5391 Essential Counseling Skills  
COUN 5392 Helping Relationships  
COUN 5393 Practicum in CMHC

\*\*Students must have earned credit (CR) in COUN 5392, COUN 5393, and a B or better in COUN 5312, COUN 5328, and COUN 5391

For more information regarding the CMHC program practicum and internship, please see the full Practicum and Internship Manual.

## EXAMINATIONS

### **The Counselor Preparation Comprehensive Examination (CPCE)**

The Clinical Mental Health Counseling Program has adopted the Counselor Preparation Comprehensive Examination (CPCE) as its comprehensive exam. Students are expected to take CPCE in the same semester as COUN 5396: Internship 1. All students enrolled in the Clinical Mental Health Counseling Master's Degree programs must pass this comprehensive examination to receive their degrees. The CPCE is developed by the Center for Credentialing and Education (CCE), an affiliate of the National Board for Certified Counselors (NBCC). It is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs and covers the same eight knowledge areas as the National Counselor Examination for Licensure and Certification (NCE).

The CPCE covers the following eight content areas:

- Counseling Orientation and Ethics
- Social and Cultural Diversity
- Human Growth and Development
- Career Counseling
- Counseling and Helping Relationships
- Group Counseling
- Assessment
- Research and Program Evaluation

#### **Qualifications to Test:**

To be approved for testing by The University of Texas at Tyler, students must:

- be in or entering their second-to-last semester of the program
- be enrolled in COUN 5396 Internship I
- have satisfactorily completed all prior coursework (i.e., no incompletes or in progress grades with the possible exception of COUN 5396 Internship I)
- have a completed degree plan (**Appendix A**) on file
- have a minimum GPA of 3.0 on all program coursework

#### **Registration and Exam Procedures:**

The CPCE is offered each fall, spring, and summer (usually in October, March, and July), and students sign up to take the exam through the CPCE exam coordinator at the beginning of the semester they intend to take the exam (i.e., the semester they are enrolled in COUN 5396 Internship I). The cost of the first two attempts of the CPCE exam is covered by the Department of Psychology and Counseling. The cost of each subsequent attempt to take the CPCE exam will be paid by the student. Students can re-take the CPCE exam an unlimited number of times within 6 years since they started the program. Students who must re-take the exam must meet with their advisor to develop a plan of study for the exam re-take.

The exam is administered in the on-campus testing center. Students must bring a valid form of state-issued photographic identification with them during the exam and their unique login information provided by NBCC. The CPCE consists of 160 multiple-choice questions, and the examination administration time is four hours. After the examination has been administered and

scored, an email indicating the examination results (Pass or Fail) will be sent to students approximately 3-4 weeks after the examination.

### **The National Counselor's Exam (NCE)**

The National Counselor's Exam is the exam individuals are required to take and pass to obtain LPC licensure in Texas. This exam also qualifies students for National Certified Counselor credential (NCC) through the National Board of Certified Counselors (NBCC). Students/alumni pay the examination fee for the NCE (currently \$335.00, but subject to change).

#### **NCE Exam Registration:**

Students in the CACREP Accredited CMHC program at UT Tyler are eligible to take the NCE prior to graduation. This exam is offered prior to graduation each fall and spring and allows students to start the application process to become a National Certified Counselor (NCC). Students are also eligible to take the exam at any time after their master's degree has been conferred. Information regarding pre-graduation NCE sign up is distributed each fall and spring from the NCE Exam Coordinator.

The NCE covers the following eight content areas:

- Counseling Orientation and Ethics
- Social and Cultural Diversity
- Human Growth and Development
- Career Counseling
- Counseling and Helping Relationships
- Group Counseling
- Assessment
- Research and Program Evaluation

#### **Study Materials for CPCE and NCE:**

There is no official study guide for the CPCE. Since the CPCE and NCE are based on the same eight knowledge areas, any study materials developed for the NCE should be useful for the CPCE. In addition to reviewing materials from courses taken in the program, some students have found the following works helpful:

- Erford, B. T., Hays, D. G., Crockett, S., & Miller, E. M. (2020). *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination*. (3<sup>rd</sup> ed.). Columbus, OH: Pearson Merrill Prentice Hall. (ISBN 978-0-137-01750-8)
- Rosenthal, H. (2017). *Encyclopedia of counseling: Master review and tutorial for the National Counselor Examination, state counseling exams, and the Counselor Preparation Comprehensive Examination* (4th ed.). New York, NY: Routledge – Taylor and Francis Group. (ISBN 978-0-415-95862-2; also available at [www.howardrosenthal.com](http://www.howardrosenthal.com))

This list is not intended as an endorsement by the Department of Psychology and Counseling, UT Tyler, or affiliated entities. The aforementioned materials may be purchased through a variety of online and face-to-face vendors. Where noted, the author's website, which may include contact information, additional study material, and alternate formats, is provided.

## CLINICAL MENTAL HEALTH COUNSELING PROGRAM & DEPARTMENT OF PSYCHOLOGY AND COUNSELING POLICIES

### **Informed Consent Statement for Counseling Courses**

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

- The counseling profession encourages counselors to fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
- Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

### **Endorsement Policy**

The *2014 American Counseling Association Code of Ethics* (Section F.6.b) states that faculty members:

*Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.*

Counselor Educators are charged with the responsibility of acting as “gatekeepers” for the counseling profession. This means that the program faculty helps students consider other areas of study when the counseling profession is not appropriate. The process of determining appropriateness for the profession is conducted by the faculty as a group and not as individual faculty members. As stated in the Retention Policy, in the event that a student demonstrates a behavior incompatible with the goals or values of the counseling profession, program faculty members meet to determine the best method of assisting the student by developing a remediation plan or by advising the student out of the counselor education program.

In the event that a student is required to follow a remediation plan or is dismissed from the program, the student has the right to appeal the decision by following the Academic Grievance Policy outlined below.

### **Psychology and Counseling Retention Policy**

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large. As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of

issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004.]

### **Evaluating student fitness and performance.**

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. If a student is enrolled in practicum or internship, the faculty may share with the students' site supervisor details of the student's progress and evaluations in the program.

### **First Semester Candidacy Interview**

A formal evaluation will occur at the end of the semester when each CMHC student completes COUN 5328 Foundations and Ethics of Clinical Mental Health Counseling and COUN 5391 Essential Counseling Skills. This formal evaluation occurs during the Candidacy Interview, and each student must complete it within one year of starting the program. The Candidacy Interview committee will be comprised of at least three CMHC faculty members. During this interview, the student and committee will review the student's academic progress, dispositions related to work as a professional counselor, and any intra/interpersonal elements that pertain to work as a professional counselor. The formal evaluation of professional counselor dispositions will be conducted using the Assessment of Professional Counseling Dispositions (APCD). The APCD will be used to both educate and assess students on dispositional expectations (see **Appendix D**). The purpose of this interview is to recommend continuation in the program (i.e., Candidacy) or determine areas of improvement needed to continue. The following areas are considered for admission to Candidacy:

- **Academic Progress** – All students must demonstrate adequate academic progress. During the Candidacy Interview students need to demonstrate that they are in good academic standing in their courses (i.e., their grades indicate that they are projected to earn a grade of B or better in each of their initial courses).
- **Counselor Dispositions** – Counseling is a profession that requires interacting with a diverse population. Professional counselors must be able to interact with individuals, families, and groups and demonstrate unconditional positive regard, an attitude of respect for individual values and beliefs, good interpersonal skills, and effective communication skills. Due to the nature of the work and ethical obligations to protect future clients, faculty must evaluate an individual's fitness for the profession. This is an ongoing process and concerns are addressed as they arise. Depending on the nature, severity, frequency, and duration of a concern, members of the faculty may develop a remediation plan to provide an opportunity for the student to demonstrate growth and improvement. Ultimately, if the student does not meet the goals of the remediation plan or demonstrates a lack of fitness for the profession, dismissal

from the program can occur.

- **Personal Concerns** – There are times in which the training processes trigger intra/interpersonal concerns that may interfere with the ability to be an effective counselor. When this occurs, faculty members may develop a remediation plan which may include a requirement that the student engages as a client in personal counseling related to the concern(s). Counseling services are available at no cost to students through the UT Tyler Student Counseling Center. At the request of the student or the discretion of the counseling faculty, the counseling faculty may provide referrals to three appropriate alternatives. The student is fully responsible for any costs associated with partaking in counseling services other than the UT Tyler Student Counseling Center. Serious or persistent impairments and/or violations of personal or professional ethics can result in dismissal from the program. This includes issues related to a violation of the UT Tyler Student Standards of Academic Conduct. All counseling students are expected to adhere to the current version of the American Counseling Association Code of Ethics.

Students will be notified via e-mail of the faculty's decision regarding their status, which are as follows:

- Approved for Candidacy to the CMHC program
- Approved for Candidacy with reservations. These students will be required to meet with their academic advisor to address areas of growth or concerns identified during the Candidacy Interview.
- Denied Candidacy provides a remediation plan and a timeline for completion. A copy of the remediation plan will be signed and retained by the student's faculty advisor, the Department Chair, and the student. Thorough documentation of communication between the student and facilitating advisor during the remediation process will be kept. Once the remediation plan has been completed, students may sit for the Candidacy Interview one additional time. If admission is denied a second time, the student will be dismissed from the program.
- Dismissal from the CMHC program may result due to serious concerns in the aforementioned categories (i.e., counselor dispositions, personal concerns), or violations of the [Graduate School's academic policies](#), the [University's Code of Student Conduct](#), the [Department of Psychology and Counseling Graduate Student Code of Conduct](#), the [ACA Code of Ethics](#), or as deemed necessary to protect the public.

### **Minimum Grade Requirements**

In addition to the Graduate College policies on GPA requirements, probation, and suspension, the Department has additional criteria for satisfactory progress and graduation, as follows. Regardless of GPA, no more than two (2) graduate courses with grades of "C" may be counted toward the graduate degree in Clinical Psychology, Clinical Mental Health Counseling, or School Counseling. No courses with a grade lower than a C may be counted toward the graduate degree in Clinical Psychology, Clinical Mental Health Counseling, or School Counseling. After receiving a third "C" grade, or a single "D" or "F" grade, a student will be placed on departmental probation. To be reinstated from departmental probation, the student must retake one of the courses in which a "C" or lower was earned (under the University grade replacement policy) in the next semester in which the course is offered, and achieve a "B" or better grade. Courses that are graded on a "Credit", "In Progress", "No Credit" basis, reflect the same policy. Students are only permitted to retake a course once. Unsuccessful completion of a course on the second attempt will result in dismissal from the program.



Students on academic or departmental probation may not enroll in or begin their practicum course(s) until the academic or departmental probation has been removed. After an unsuccessful attempt to replace a grade, the student will be suspended from the department for a minimum of one semester. A petition for reinstatement must then be submitted, and approved by the advisor, Department Chair, and College Dean for a student to be reinstated. If reinstated, the student must first enroll only in courses in which "C" grades were earned, and successfully replace them, leaving no more than two "C's", and no grade lower than a "C". If a student fails to be reinstated from departmental suspension, the student will be dismissed from the program.

### **Information in the Sections Outlined Below Pertain to the CMHC Program's Student Remediation Policies and Process**

***Due Process.*** Due process ensures that CMHC program faculty members' decisions about graduate students are not arbitrary or personally biased. Due process requires that programs identify specific evaluative procedures which are applied to all trainees and have appropriate appeal procedures available to students so they may challenge the program's action. General due process guidelines include:

- presenting graduate students, in writing the program's expectations related to professional functioning;
- stipulating the procedures for evaluation, including when and how evaluations will be conducted (such evaluations should occur at meaningful intervals);
- instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies;
- ensuring that the graduate student has sufficient time to respond to any action taken by the program;
- considering possible input from multiple professional sources when making decisions or recommendations regarding the graduate student's performance, and;
- documenting, in writing and to all relevant parties, the action taken by the program and its rationale;
- providing written procedures to the graduate student that describe how the graduate student may appeal the program's action.

***Student Appeal Process.*** Students can appeal the decision made by CMHC faculty members at the remediation meeting. To make an appeal, the student should contact the Psychology and Counseling Department Chair within fifteen working days of receiving their decision from CMHC faculty members. After receiving the student appeal, the Department Chair will schedule time to meet with the student. The Department Chair will also schedule a time to meet the CMHC faculty members to discuss the group's decision. The student will then be notified of the Department Chair's decision regarding their appeal within fifteen working days of the student's meeting with the Chair. If the student is dissatisfied with the Department Chair's decision, they may appeal to the Dean of the College of Education and Psychology. However, in order for an appeal to the Dean to be considered, the student must submit a written notice of appeal to the Dean within fifteen working days of receiving the Chair's decision. The Dean will consider the matter based on input from the student, Department Chair, and CMHC faculty members, and notify the student of their decision within fifteen working days of their receipt of the appeal from the Chair.

***Evaluation Procedures and Timelines Regarding Due Process.*** All students in the CMHC program are continually evaluated by CMHC faculty members. Evaluation of students involves all members of the CMHC faculty and occurs across the following domains:

- **Academic Progress** – All students must demonstrate adequate academic progress. Regardless of GPA, no more than two (2) graduate courses with grades of "C" may be counted toward the graduate degree in Clinical Mental Health Counseling. No courses with a grade lower than a C may be counted toward the graduate degree in Clinical Mental Health Counseling. After receiving a third "C" grade, or a single "D" or "F" grade, a student will be placed on departmental probation.
- **Counselor Dispositions** – Counseling is a profession that requires interacting with a diverse population. Professional counselors must be able to interact with individuals, families, and groups and demonstrate unconditional positive regard, an attitude of respect for individual values and beliefs, good interpersonal skills, effective communication skills, openness to feedback, and professionalism. Due to the nature of the work and ethical obligations to protect future clients, faculty must evaluate an individual's fitness for the profession. Therefore, a systematic assessment of student dispositions occurs throughout the entirety of students' time in the CMHC program at The University of Texas at Tyler. The formal evaluation of professional counselor dispositions will be conducted using the Assessment of Professional Counseling Dispositions (APCD; see **Appendix D**).
- **Personal Concerns** – There are times in which training processes may trigger intra/interpersonal concerns that can interfere with the ability to be an effective counselor. Ineffective management of personal stress, adjustment problems, or emotional responses may result in a student's inability to maintain appropriate level of concentration, focus, and commitment to graduate study and professional demeanor in academic, social, and field-based settings.

Concern(s) experienced by student in one or more of the aforementioned domains may indicate *Impairment*. *Impairment* is defined as an interference in a CMHC student's professional functioning, which is reflected in one or more of the following ways:

An inability and/or unwillingness to:

- acquire and integrate professional standards into one's repertoire of professional behavior,
- acquire professional skills in order to reach an accepted level of competency, and/or
- control personal stress, and/or cognitive, behavioral, and/or emotional reactions which interfere with professional functioning.
- Demonstrate openness to, reflect on, and integrate feedback.

It is the professional judgment of CMHC faculty members as to when a graduate student's behavior becomes severe enough to be considered *impaired* rather than just a *concern*. For purposes of this document, a *concern* is an expected and commonplace problem that is not excessive for a trainee in professional settings. Concerns are identified as impairments when they include one or more of the following characteristics:

- the student does not acknowledge, understand, or address the concern when it is identified,

- the concern is not merely a reflection of a skill-deficit which can be reflected by academic or didactic training, the quality of services delivered by the student is sufficiently negatively affected,
- a disproportionate amount of attention by training personnel is required, and/or,
- the trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

CMHC students will receive formal feedback from CMHC faculty members during the *First Semester Candidacy Review* and *Annual Evaluations*. Additionally, students may receive formal feedback at any point during the semester if a significant performance or functioning concern is identified. When a significant performance or functioning concern(s) is identified for a student, the following procedures will be implemented:

- The student will be formally notified of the specific concern areas noted by CMHC faculty.
- Unless the concern(s) are severe enough to warrant a forced withdrawal, a plan to remedy the concern(s) will be developed by the CMHC faculty. This plan will, as much as possible, define the student's area(s) of concern, identify the expected behavior or attitude (i.e., desired outcome), specify possible methods that could be used to reach those goals, and designate a date for goal attainment and/or reevaluation. During this remedial period, the student is on programmatic probation. If the student chooses not to accept the remedial plan, they will be dismissed from the program.
- At the time of re-evaluation, four options exist for the CMHC faculty:
  1. a decision that the specified concerns no longer present a significant problem, and the student is allowed to continue in the program,
  2. continued probation and remediation, an updated remedial plan, and a date set for another re-evaluation,
  3. recommending that the student that they leave the program, or
  4. recommendation of formal dismissal from the program to the Department Chair.

**Remediation Considerations.** It is important to have meaningful ways to address impairment once it has been identified. Several possible, and perhaps concurrent, courses of action designed to remedy impairments may include, but are not limited to:

- increasing supervision, either with the same or other supervisors,
- increasing field work experience,
- changing the format and/or emphasis of supervision,
- recommending and/or requiring personal counseling in a way that all parties involved have clarified the manner in which counseling contacts will be used in the graduate student's progress,
- reducing the graduate trainee's clinical or other workload and/or requiring a specific academic coursework, and/or
- recommending, when appropriate, a leave of absence and/or repeating a particular experience (e.g., practicum).

When a combination of the above interventions does not rectify the impairment within a reasonable period of time, or when the trainee seems unable or unwilling to alter his/her behavior, the CMHC program may take more formal actions that include recommending dismissal from the program.

### **Dismissal from Program**

The department may dismiss students from their degree programs for failure to make satisfactory progress toward degree completion. Students may also be dismissed for violations of the ethical and professional standards of the American Psychological Association, American Counseling Association, or the American School Counselors Association, or the Departmental Student Code of Conduct.

New students are required to read and pass a quiz on both the Departmental Student Code of Conduct and the Department Faculty Code of Conduct (Graduate Catalog, p. 176).

## **UT TYLER GRADUATE SCHOOL POLICIES**

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonest, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

a. “Cheating” includes, but is not limited to:

- Copying from another student’s test paper;
- Using test materials not authorized by the person administering the test;
- Failure to comply with instructions given by the person administering the test;
- Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- Collaborating with or seeking aid from another student during a test or other assignment without authority;
- Discussing the contents of an examination with another student who will take the examination;
- Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- Paying or offering money or other valuable thing to or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
- Falsifying research data, laboratory reports, and/or other academic work offered for credit;
- Taking, keeping, misplacing, or damaging the property of UT Tyler or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- Misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or

financially.

- b. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any other means another’s work and the submission of it as one’s own academic work offered for credit.
- c. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

Additional information on scholastic dishonesty, including procedures and appeals, can be found in the Manual of Policy and Procedures, Chapter 8. The information is summarized on the website of the UT Tyler Judicial Affairs website at <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>.

**Academic Grievance Policy** (as noted in the graduate handbook):

Academic related grievances, such as disputes regarding grades, must be initiated within sixty (60) days by contacting the instructor who assigned the grade. If the student is not satisfied with the decision, the student may appeal in writing to the appropriate Chairperson of the department from which the grade was issued. Grievances may then be appealed to the Academic Dean and the Dean of The Graduate School. Grade appeal forms are available in each academic dean’s office.

Please see the Graduate Handbook at <https://www.uttyler.edu/registrar/policies/academicgrievance.php> for additional details.

**Academic Probation and Suspension for Graduate Students**

A graduate student who has a cumulative grade point average of less than 3.0 will be placed on academic probation. For the purposes of determining compliance with the policies of academic probation, all summer sessions are treated as one semester.

Students placed on probation will automatically be dropped from the subsequent semester. Students will need to meet with their advisor, in-person or via Patriot email, and secure approval on the Graduate Student Probation Petition for Readmission form. Non-degree seeking students must obtain the signature of the Dean of the Graduate School in the place of the academic advisor. Students must submit the form to the One-Stop Services Center before they can be re-enrolled and should not register for more than nine hours (or fewer, at the discretion of the academic department.)

Students on academic probation must earn a minimum cumulative grade point average of 3.0 or above in the subsequent semester. Failure to do so results in continued probation. Students on continued probation must earn a minimum cumulative grade point average of 3.0 or above in the subsequent semester. Failure to do so results in a second term of continued probation. Continued probation status is allowed for only two terms, and failure to reach a minimum cumulative grade point average of 3.0 or above following the second semester in this status will result in suspension (see Graduate Academic Suspension policy). Students placed on continued probation will also be dropped from the subsequent semester(s) and must follow the same procedure to re-enroll as described above for students placed on probation.

Grade points earned at other institutions are not used in computing the grade point average and may not be used to remove a deficiency. A student who leaves the University on academic

probation or continued probation will be readmitted on academic probation or continued probation even if he or she has attended another institution in the interim.

**Graduate Academic Probation:**

A graduate student who has a cumulative grade-point of less than 3.0 will be placed on academic probation. For the purposes of determining compliance with the policies of academic probation, the three summer sessions are treated as one semester. **NOTE:** Students who do not maintain a minimum grade point average of 3.0 during the semesters in which they are provisionally admitted will be denied full admission to that program.

Students placed on probation will automatically be dropped from subsequent semester. Students will need to meet with their advisor, in-person or via Patriot email and secure approval on the official probation form (<https://www.utt Tyler.edu/registrar/forms/GRAD%20Probation%20Web%20Version.pdf>). Students must submit the form to Enrollment Services Center before they can be re-enrolled.

Students on academic probation must earn a minimum grade-point average of 3.0 or above in subsequent semesters until the cumulative grade point deficiency is removed. Failure to do so results in academic suspension. A student on academic probation should not register for more than nine hours (or fewer, at the discretion of the academic department) and must obtain his/her advisor's approval on a [Graduate Student Probation Petition for Readmission form](#) to register.

Grade points earned at other institutions are not used in computing the grade-point average and may not be used to remove a deficiency. A student who leaves the University on academic probation will be readmitted on academic probation even if he or she has attended another institution in the interim.

**Graduate Academic Suspension:**

A graduate student whose cumulative grade point average has not reached 3.0 or above following their second semester of continued probation will be suspended from the University for one semester or full summer for failure to meet the terms of continued probation. A student suspended from the University for the first time will be dropped from the subsequent semester(s) and must receive approval for readmission from the program advisor and the appropriate dean.

A student readmitted to the University after having been suspended must complete a Graduate Student Suspension Petition for Readmission form, with signatures from both their academic advisor and the appropriate college dean, to register. Non-degree seeking students must obtain the signature of the Dean of the Graduate School in the place of the academic advisor and college dean. The student will return on final probation.

Students returning from suspension and on final probation must earn a minimum cumulative grade point average of 3.0 or above in the subsequent semester. Failure to do so will result in permanent dismissal from the graduate program and the University.

## LICENSURE AND CERTIFICATIONS

### Texas Licensed Professional Counselor (LPC) Licensure

The Texas Behavioral Health Executive Council and Texas State Board of Examiners of Professional Counselors (“the LPC Board”) determine the rules to obtain LPC status. Current academic requirements for licensure include:

A graduate degree in counseling or a counseling-related field of at least 60 semester hours of coursework in counseling or a counseling-related field including at least one course in each of the following areas:

1. Normal human growth and development
2. Abnormal human behavior
3. Appraisal or assessment techniques
4. Counseling theories
5. Counseling methods or techniques
6. Research
7. Lifestyle and career development
8. Social, cultural, and family issues
9. Professional orientation
10. Practicum (internship) – a minimum of 300 clock hours, of which 100 must be direct client counseling (*the CMHC program at UT Tyler is CACREP-Accredited and as such requires a minimum of 600 clock hours, of which 240 must be direct*)
11. Addictions counseling
12. Additional course in counselor ethics
13. Couples or family counseling
14. A course in psychopathology

The UT Tyler M.A. in Clinical Mental Health Counseling is a 60 hour CACREP-Accredited program and meets the academic requirements for Texas LPC licensure. Additionally, the program fully intends to remain compliant with licensure requirements as modifications occur.

In addition to fulfilling the academic requirements, those interested in LPC-Associate licensure must:

- Obtain a passing score on the National Counselor’s Exam (NCE) or National Clinical Mental Health Counselor Exam (NCMHCE)
- Obtain a passing score on the no-fail Texas Jurisprudence Exam
- Submit an FBI background check and fingerprinting
- Enter into a supervisory agreement with a Texas based LPC-S

After obtaining LPC-Associate licensure, individuals can work towards full LPC (independent) licensure. To obtain full LPC licensure:

- An LPC-Associate (formally LPC-Intern) must then accrue and document at least 3000 clock-hours under supervision from a board-approved supervisor (LPC-S) for a period of at least 18 months. At least 1500 of the hours must consist of direct client contact.

For a more detailed description of the existing process, forms, and contact information that applies anywhere in the State of Texas, please visit [TSBEPC Applying for a License](#).

**National Certified Counselor (NCC).** Certification as a National Certified Counselor (NCC) is available from the National Board for Certified Counselors (NBCC) to those who have obtained a master's degree in counseling who pass the National Counselor Examination (NCE) and pay the appropriate fees. Additional information and applications for both the exam and certification are available at [www.nbcc.org](http://www.nbcc.org).

Please note that NCC status **does not** authorize the holder to practice counseling in any state, though some states choose to certify, or license holders based, in whole or in part, on this credential. Also please be aware that NBCC is in the process of making changes to the requirements for NCC status, including a minimum requirement of 48 graduate hours. Further information is available on the NBCC website: [www.nbcc.org](http://www.nbcc.org).

**Other Credentials.** Credentials for other many areas of specialization in counseling are also available. Examples include additional training in addictions counseling, career counseling, teletherapy counseling, and play therapy. Students are encouraged to explore areas of interest and to discuss possible options with members of the faculty and the profession.

## COUNSELING PROFESSIONAL ORGANIZATIONS

The field of counseling is ever-changing. Professional development and continuing education are two of the most important functions counselors can perform to maintain and improve their levels of competence and training while keeping in touch with newer developments. In Texas, Licensed Professional Counselors are required to obtain 24 hours of continuing education in every 24-month period, including 4 hours of counselor ethics. Additional details are available at: <https://www.bhec.texas.gov/statutes-and-rules/index.html>

### Professional Organizations and Conferences

Each CMHC student is encouraged to participate in local, state, and national professional organizations such as:

1. **Chi Sigma Iota (CSI).** CSI is an international honor society that values academic and professional excellence in counseling. UT Tyler's CMHC program has a chapter which students are eligible to join after completing the equivalent of one full academic term in the CMHC program with a GPA of 3.5 or higher. More information can be found by talking with our Chapter Faculty Advisor, the program's chapter [website](#) or at the CSI website: <https://www.csi-net.org>
2. **American Counseling Association (ACA).** ACA is the national flagship professional counseling organization. ACA offers student memberships which come with free student professional liability insurance. ACA membership is a wonderful way for students and professionals to engage in advocacy work, professional networking, and continuing education. ACA holds an annual conference each spring. ACA also has many professional interest divisions which are wonderful opportunities for students. More information about ACA can be found at their website <https://www.counseling.org>
3. **Texas Counseling Association (TCA).** TCA is Texas' state branch of the American Counseling Association. They offer wonderful opportunities for professional networking and



advocacy work. TCA holds a conference each fall. More information about TCA can be found at their website: <https://www.txca.org>

Members of TCA may choose to join a variety of divisions, including:

- [TAARC](#): Texas Association for Assessment and Research Counseling promotes research, development, technical competency and ethical practices for measurement and evaluation in counseling.
- [TAADA](#): Texas Association for Adult Development and Aging promotes resources and leadership on the development process of adults through the life span and the problems of aging.
- [TACES](#): Texas Association for Counselor Education and Supervision promotes the preparation of professional counselors through accreditation, certification, supervision and professional development.
- [TxSAIGE](#): Texas Society for Sexual, Affectional, Intersex, and Gender Expansive Identities promotes tolerance and non-threatening counseling environments that support the unique needs of clients and reduce stereotypical thinking and prejudice.
- [TAHEAD](#): Texas Association for Humanistic Education and Development promotes human development practices that emphasize education of the whole person and instructional strategies that foster humanistic approaches.
- [TAMFC](#): Texas Association of Marriage and Family Counselors promotes issues, interests and the delivery of services in the area of marriage and family therapy, divorce counseling and mediation.
- [TCCA](#): Texas College Counseling Association promotes college counseling programs that foster student development, support ethical practices and encourage cooperation within higher education.
- [TCDA](#): Texas Career Development Association promotes a greater understanding of the meaning of work; fosters career development over the life span; and establishes standards of professional service in the field of career development.
- [TexAMCD](#): Texas Association for Multicultural Counseling and Development promotes the understanding and appreciation of ethnic, racial and cultural diversity; human and civil rights, and multicultural counseling.
- [TMHCA](#): Texas Mental Health Counselors Association promotes improvements to the availability and quality of mental health counseling services for professionals in private practice, agency, hospital, business and industrial settings.
- [TxCSJ](#): Texas Counselors for Social Justice fosters optimal social, emotional, and cultural development with dignity for all individuals by actively promoting societal equity, access, participation, harmony, empowerment, and advocacy.

4. **Piney Woods Counseling Association (PWCA).** PWCA is East Texas' regional chapter of TCA. They offer opportunities for continuing education, professional networking, and advocacy work that directly impacts our local area. For more information about PWCA and how to join please visit their website: <https://www.pineywoodscounseling.org>

## FINANCIAL AID

As described in the university catalog, the university offers financial aid to students on the basis of need and Institutional Scholarships on the basis of merit. Financial aid consists of grants, employment, and loans. Students may receive one or more awards and must apply each year for all types of funding. Current rates for tuition and fees are available at:

<https://www.uttyler.edu/catalog/tuition/>

Please see the UT Tyler catalog (<http://www.uttyler.edu/catalog>) or contact the Office of Financial Aid and Scholarships at <http://www.uttyler.edu/financialaid/>, by phone at 903.566.7180, or by e-mail at [enroll@uttyler.edu](mailto:enroll@uttyler.edu)

### New Graduate Fellowship

The New Graduate Fellowship is a \$1,000 award available to domestic and international, Texas and non-Texas residents. With this award, non-Texas residents also qualify for in-state tuition during their first academic year of graduate study only (see the savings for [non-resident](#) and [international students](#)). The academic year begins each fall and ends the following summer.

The \$1,000 is awarded in \$500 increments in each fall and spring semester. You must be enrolled in each semester to receive the full award. No awards are made in the summer.

### Minimum Qualifications:

- Be accepted into a graduate, degree-seeking program.
- Be in your first semester of graduate school at UT Tyler.
- Enroll full-time. (Nine credit hours for the semester awarded. No awards will be made for semesters in which the student is not enrolled full-time.)
- Meet or exceed at least one of the following criteria:
  - Final undergraduate GPA of at least 3.25
  - Final GPA of at least 3.25 on a prior master's degree (official transcript required for verification)
  - Combined GRE score of 307
  - Total GMAT score of 500
  - Total MAT score of 410

Meeting minimum requirements does not guarantee an award. All students, awarded and denied, will be notified via their Patriots Email.

### Important Notes:

- NGF recipients who violate the UT Tyler Honor Code (which includes violations of F-1 status) will have their NGF revoked.
- Those with foreign transcripts who wish to be considered for the award based on their GPA must submit an international transcript evaluation. Even if it is not required for admission, it is required if you want to be considered for the New Graduate Fellowship. The evaluation fee

will be reimbursed (up to \$200) after enrollment.

- You must be admitted to your program BEFORE you apply for this award; applications for those who have not yet been admitted will be deleted. Be sure to complete all fields on the application; incomplete applications will not be considered.

Application Portal: <https://www.uttyler.edu/graduate/fin/new-graduate-fellowship-apply/index.php>

Deadlines: [See Graduate School Calendar](#)

### **Returning UT Tyler Graduate Students**

UT Tyler has college scholarship opportunities available for students who have attended for at least one semester and have earned a UT Tyler GPA. These awards are managed by the One Stop Service Center, and you can find more information on their [website](#).

### **Graduate Assistantships**

Graduate Assistantships in the Department of Psychology and Counseling are available on a limited basis, depending on the needs of faculty for instructional support (Graduate Teaching Assistantships), research support (Graduate Research Assistantships), and/or lab support (Graduate Assistantships). Typically our administrative assistant will post a “call for GA’s” ad on Handshake, our student employment portal (<https://uttyler.joinhandshake.com/login>), and students are asked to submit their resume. The faculty and staff who are hiring will then review all the resumes and make hiring decisions from there.

Appointments are all hourly part-time positions, ranging from less than 5 hours/week to a maximum of 19.5 hours/week. The beginning pay rate is \$11.50/hour. Appointments are made for one semester at a time but may be renewed based on satisfactory performance and continuing need and funding. You can find out more by reviewing the [Graduate Assistantship policy](#).

## GRADUATION

Students file a degree plan upon entering the program (**Appendix A**). A faculty advisor assists students in developing their degree plan and schedule. However, students must assume responsibility for meeting all requirements for their degree program.

All degree plans must be approved by both the faculty advisor and the Coordinator of Graduate Studies for the department. Any changes must also be approved by those persons. Students are discouraged from taking courses that are not listed in their degree plan without a conference with their advisor. An advisor is under no obligation to accept coursework that is not listed on the degree plan. Additionally, not all coursework offered in the Department or at the University qualify for consideration toward program completion.

The degree must be completed within 6 calendar years from the time of initial enrollment in the graduate program. Exceptions may be made for extenuating circumstances such as military service or serious illness. Exceptions must be approved by the graduate coordinator for the college and the Dean of the Graduate School.

### Graduation Requirements

Per the Graduate catalog, to become a candidate for graduation a student must:

1. Complete a Graduate Transfer Credit Approval form within the first semester following admission to a program that identifies the transfer credit awarded and specifies any special requirements.
2. Complete the total number of semester credit hours and other requirements of the degree plan (including transfer credit) within a six-year period. Courses completed on a credit-granting basis (CR) may not be applied toward a graduate degree without approval of the graduate coordinator or the appropriate department chair.
3. Earn a "C" or better in all courses applied to the degree.
4. Earn a cumulative grade point average of 3.0 or higher on all work counted toward the degree.
5. Pass and/or complete comprehensive examination(s) if required for the program.
6. Submit an approved thesis, if required for the program, by the deadlines published by The Graduate School. See Thesis in this section.
7. Follow the steps to apply for graduation on the Registrar's Office website: [uttyler.edu/registrar/graduation/applying\\_for\\_graduation.php](http://uttyler.edu/registrar/graduation/applying_for_graduation.php).
8. See the Graduation section of the Office of the Registrar website for additional information on this process.
9. Complete the Application for Graduation form and return it to the Enrollment Services Center.

### **Application for Graduation**

Students must file for graduation according to the timeline established by the university.

Procedures are available through the Office of the Registrar at

[http://www.utt Tyler.edu/registrar/graduation/applying\\_for\\_graduation.php](http://www.utt Tyler.edu/registrar/graduation/applying_for_graduation.php). Once an application for graduation is filed with the registrar's office, an initial evaluation is conducted to ensure all university requirements described in the catalog have been met. It is then forwarded to the appropriate advisor for a thorough examination of records and degree requirements. After the advisor's approval, it must also be endorsed by the Chair of Psychology and Counseling and the Dean of the College of Education and Psychology. The final review, after the posting of final grades, takes place in the Office of the Registrar. All candidates who have successfully completed all degree requirements will then have their degrees posted. Due to the length of time this process takes, students are strongly encouraged to submit their application for graduation by the beginning of their final semester rather than waiting for final filing deadlines.

### **Application Deadlines**

Students are highly encouraged to file for graduation as soon as possible. The application opening dates are as follows:

Fall graduation: January 2 Spring graduation: June 1

Summer graduation: September 15

Students **must** file for graduation no later than the Final Filing Deadline for the term in which they wish to graduate: Fall graduation: October 1, Spring graduation: March 1 Summer graduation: June 15.

All final filing deadlines will be extended to the next available business day in the event they fall on a weekend or holiday. ***Late applications will be automatically deferred to the next available term.*** Because there is no summer commencement ceremony, summer graduates may participate in the fall commencement.

Census dates are published in each year's academic calendar

(<https://www.utt Tyler.edu/academics/academic-calendar.php>).

### **Commencement Ceremony**

Commencement information, including dates, times, and seating, is available through the Office of the Registrar at <http://www.utt Tyler.edu/registrar/graduation/commencement.php>.

### **Academic Regalia**

The cap, gown, and hood for master's degrees differ significantly from bachelor's regalia. The velvet lining of hoods worn by counseling graduates are light blue in color. To order regalia, please contact the University Bookstore. Contact information may be found at <http://utt Tyler.bncollege.com/webapp/wcs/stores/servlet/BNCBLocationAndContactView?catalogId=10001&langId=-1&storeId=65060>. Stoles, honor cords, and medals representing Chi Sigma Iota, the international academic and professional honor society for counseling, may be obtained from the chapter advisor. Honor regalia must be approved through the Office of Student Affairs at <http://www.utt Tyler.edu/studentaffairs/regalia.php>.

## **Appendices**



# Appendix A

## UT Tyler COLLEGE OF EDUCATION & PSYCHOLOGY

### MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING (CMHC) DEGREE PLAN

Student Name:	Student ID:
Telephone:	Advisor:
E-mail Address:	Prior Degree Held:
Street Address:	Prior Degree Major:
City, State, ZIP:	Prior Degree School:
Semester & Year of first UTT Graduate Enrollment:	Required Completion Date: (First + 6 years)

#### I. Didactic Core Requirements:

Course No. & Prefix	Course Title	Pre-requisites	Credit Hours	Semester/Year
	Didactic Core			
COUN 5312*	Counseling Theories and Applications		3	
COUN 5328*	Foundations & Ethics of CMHC		3	
COUN 5308	Diagnosis and Treatment Planning in Counseling	COUN 5312, COUN 5328, COUN 5391	3	
COUN 5340	Research and Program Evaluation		3	
COUN 5370	Trauma Informed Counseling	COUN 5312, COUN 5328, COUN 5391	3	
COUN 5368	Assessment Techniques in Counseling	COUN 5312, COUN 5328, COUN 5391	3	
PSYC 5320	Advanced Human Growth & Development		3	
COUN 5345	Group Counseling: Theory and Practice	COUN 5312, COUN 5328, COUN 5391	3	
COUN 5335	Career Counseling & Assessment	COUN 5312	3	
COUN 5324	Cultural Diversity & Advocacy	COUN 5312, COUN 5328, COUN 5391	3	
COUN 5326	Addictions Counseling	COUN 5312, COUN 5328, COUN 5391	3	
COUN 5395	Professional Practice in CMHC	Pre/Co-requisites: COUN 5393	3	
COUN 5313	Family Therapy	COUN 5312, COUN 5328, COUN 5391	3	
	Subtotal		(39)	

Section numbers that end in .x68, .x69, and .x70 are reserved for school counseling students. All other section numbers are courses within the CMHC program.

#### II. Clinical Skills Core Requirements:

Course No. & Prefix	Course Title	Pre-requisites	Credit Hours	Semester/Year
COUN 5391*	Essential Counseling Skills		3	
COUN 5392	Helping Relationship & Clinical Interviewing	"B" or better in COUN 5312, COUN 5328, and COUN 5391	3	
COUN 5393	Practicum in CMHC (100hrs, 40 direct)	COUN 5392, COUN 5324 Co-requisites: COUN 5308	3	
COUN 5396	Internship I (300hrs on site, 120 direct)	COUN 5393, COUN 5308, PSYC 5320, COUN 5324, COUN 5368, COUN 5345, COUN 5340, COUN 5335	3	
COUN 5397	Internship II (300hrs on site, 120 direct)	COUN 5396	3	
	Subtotal		(15)	

\*First-semester coursework

#### III. Electives

Course No. & Prefix	Course Title	Pre-requisites	Credit Hours	Semester/Year
			3	
			3	
		Subtotal	(6)	
		TOTAL	(60)	

### Degree Plan Outline

_____ Semester _____ _____ _____ _____	_____ Semester _____ _____ _____ _____	_____ Semester _____ _____ _____ _____	_____ Semester _____ _____ _____ _____
_____ Semester _____ _____ _____ _____	_____ Semester _____ _____ _____ _____	_____ Semester _____ _____ _____ _____	_____ Semester _____ _____ _____ _____
_____ Semester _____ _____ _____ _____	_____ Semester _____ _____ _____ _____	_____ Semester _____ _____ _____ _____	_____ Semester _____ _____ _____ _____

☐ By checking this box, the student acknowledges that they have read the CMHC Student Handbook in its entirety.

**Disclaimer:** The course descriptions and class periodicity provided on the UT Tyler website serve as student resources. The Department of Psychology and Counseling reserves the right to change, add, and delete course offerings and to alter, add or cancel course sections. The best way to ensure you progress toward degree completion is to consult regularly with your faculty advisor.

<u>Student Signature</u>	<u>Date</u>
<u>Advisor Signature</u>	<u>Date</u>



## Appendix B

### CMHC Suggested Course Order

#### Fall Start Full Time Suggested Course Order (7 Semesters)

Semester	# of Classes	Course Number: Course Name	Pre/Co-Requisites
Fall 1	3	COUN 5312: Counseling Theories and Application	
		COUN 5328: Foundations & Ethics of CMHC	
		COUN 5391: Essential Counseling Skills	
Spring 1	3	COUN 5368: Assessment Techniques in Counseling	5312, 5328, 5391
		PSYC 5320: Advanced Human Growth and Development	
		COUN 5392: Helping Relationship and Clinical Interviewing	5312, 5328, 5391
Summer 1	3	COUN 5340: Research and Program Evaluation	
		COUN 5324: Cultural Diversity and Advocacy	5312, 5328, 5391
		Elective 1/COUN 5335: Career Counseling and Assessment	Pre-requisite for COUN 5335: 5328 and 5391
Fall 2	3	COUN 5345: Group Counseling: Theory and Practice	5392
		COUN 5326: Addictions Counseling	5312, 5328, 5391
		COUN 5313: Family Therapy	5312, 5328, 5391
Spring 2	3	COUN 5308: Diagnosis and Treatment Planning in Counseling	5312, 5328, 5391
		COUN 5335: Career Counseling and Assessment/Elective 1	Pre-requisite for COUN 5335: 5328 and 5391
		COUN 5393: Practicum in CMHC	5324, 5392, Pre/Co-requisite:5308
Summer 2	2	COUN 5396: Internship 1	5308, PSYC 5320, 5324, 5368, 5345, 5340, 5335, 5393
		COUN 5395: Professional Practice in CMHC	Pre/Co-requisite: 5393
Fall 3	3	COUN 5370: Trauma Informed Counseling	5312, 5328, 5391
		COUN 5397: Internship 2	5396
		Elective 2	

#### Spring Start Full Time Suggested Course Order (7 Semesters)

Semester	# of Classes	Course Number: Course Name	Pre/Co-Requisites
Spring 1	3	COUN 5312: Counseling Theories and Application	
		COUN 5328: Foundations & Ethics of CMHC	
		COUN 5391: Essential Counseling Skills	
Summer 1	3	COUN 5308: Diagnosis and Treatment Planning in Counseling	5312, 5328, 5391
		COUN 5335: Career Counseling and Assessment	5328 & 5391

		COUN 5340: Research and Program Evaluation	
Fall 1	3	COUN 5324: Cultural Diversity and Advocacy	5312, 5328, 5391
		COUN 5326: Addictions Counseling	5312, 5328, 5391
		COUN 5392: Helping Relationship and Clinical Interviewing	5312, 5328, 5391
Spring 2	3	COUN 5368: Assessment Techniques in Counseling	5312, 5328, 5391
		PSYC 5320: Advanced Human Growth and Development	
		COUN 5345: Group Counseling: Theory and Practice	5392
Summer 2	2	COUN 5393: Practicum in CMHC	5324, 5392, Pre/Co-requisite: 5308
		COUN 5395: Professional Practice in CMHC/Elective 2	Pre/Co-requisite for COUN 5395: 5393
Fall 2	3	COUN 5370: Trauma Informed Counseling	5312, 5328, 5391
		COUN 5396: Internship 1	5308, PSYC 5320, 5324, 5368, 5345, 5340, 5335, 5393
		Elective 1	
Spring 3	3	COUN 5313: Family Therapy	5312, 5328, 5391
		COUN 5397: Internship 2	5396
		Elective 2/ COUN 5395: Professional Practice in CMHC	Pre/Co-requisite for COUN 5395: 5393

## Appendix C

### Clinical Mental Health Counseling Schedule of Course Offerings

<b>Core Courses</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
COUN 5312 Counseling Theories and Applications	X	X	
COUN 5328 Foundations and Ethics of Clinical Mental Health Counseling	X	X	
COUN 5308 Diagnosis and Treatment Planning in Counseling		X	X
COUN 5340 Research and Program Evaluation		X	X
COUN 5370 Trauma Informed Counseling	X		X
COUN 5368 Assessment Techniques in Counseling	X	X	
COUN 5345 Group Counseling: Theory and Practice	X	X	
COUN 5335 Career Counseling and Assessment		X	X
COUN 5324 Cultural Diversity and Advocacy	X		X
COUN 5326 Addictions Counseling	X		X
COUN 5395 Professional Practice in Clinical Mental Health Counseling		X	X
PSYC 5320 Advanced Human Growth and Development	X	X	
COUN 5391 Essential Counseling Skills	X	X	
COUN 5392 Helping Relationships and Clinical Interviewing	X	X	
COUN 5393 Practicum in Clinical Mental Health Counseling	X	X	X
COUN 5396 Internship I	X	X	X
COUN 5397 Internship II	X	X	X
COUN 5313 Family Therapy	X	X	
<b>Electives</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
COUN 5384 Advanced Theories and Evidence Based Practice*	X		
COUN 5315 Couples Counseling			X
COUN XXXX Special Topics: Study Abroad *			X
COUN XXXX Special Topics: Play Therapy*			X
PSYC 5330 Counseling Children and Adolescents*	X	X	
PSYC Electives	For other electives please check the PSYC Schedule of Course Offerings		

\* Rotating, offered some semesters. (Check with your advisor for availability)

## Appendix D

**Student/Supervisee:** \_\_\_\_\_ **Site Supervisor/Instructor:** \_\_\_\_\_ **Date completed:** \_\_\_\_\_

**Instructions:** Please read the definition for each of the professional dispositions listed below. Then, rate the student or supervisee as demonstrating *Unacceptable*, *Acceptable*, or *Optimal* ratings for each disposition. The scale includes descriptions for each of these ratings including some examples of behaviors, reactions, and cognitions demonstrating merit for the rating of Unacceptable, Acceptable, and Optimal.

Professional Dispositions	Definition	Description of Ratings for Each Criterion			Score
		Unacceptable	Acceptable	Optimal	
		1	2	3	
<b>1. Openness to new ideas</b>	Demonstrates an openness to learn, grow, and change behavior based on hearing about new concepts and ideas, including openness to learning about bias, power, and privilege. This also includes a willingness to receive and integrate new ideas into thinking and behaviors (cognitive flexibility).	<ul style="list-style-type: none"> <li>Was dogmatic about own perspective and ideas.</li> <li>Ignored or was defensive about constructive feedback.</li> <li>Showed little or no evidence of incorporating constructive feedback received or willingness to change own behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Was amenable to a discussion of perspectives other than own.</li> <li>Accepts constructive feedback without defensiveness.</li> <li>Evidence of an effort to incorporate relevant feedback received to change own behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Solicited others' opinions and perspectives about their own work.</li> <li>Invited constructive feedback and demonstrated interest in others' perspectives.</li> <li>Strong evidence of incorporation of feedback received to change own behavior.</li> </ul>	
<b>2. Flexibility and adaptability</b>	Demonstrates an ability to respond to environmental demands independently, including showing adaptability to unforeseen events or changes, and an acceptance of encountering challenging unexpected circumstances. This disposition also includes the ability to assess and adapt to demands accordingly and a demonstrated tolerance to ambiguity.	<ul style="list-style-type: none"> <li>Showed little or no effort to recognize changing demands in the professional &amp; interpersonal environment.</li> <li>Showed little or no effort to flex own response to changing environmental demands.</li> <li>Refused to flex own response to changing environmental demands despite knowledge of the need for change.</li> <li>Was intolerant of unforeseeable or necessary changes in established schedule or protocol.</li> </ul>	<ul style="list-style-type: none"> <li>Effort to recognize changing demands in the professional and interpersonal environment was evident but sometimes inaccurate.</li> <li>Effort to flex own response to new environmental demands was evident but sometimes inaccurate.</li> <li>Flexed own response to changing environmental demands when directed to do so.</li> <li>Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.</li> </ul>	<ul style="list-style-type: none"> <li>Showed accurate effort to recognize changing demands in the professional and interpersonal environment.</li> <li>Showed accurate effort to flex own response to changing environmental demands as needed.</li> <li>Independently monitored the environment for changing demands and flexed own response accordingly.</li> <li>Works to understand needs behind unexpected changes in established process, schedule, or protocol to avoid resentment.</li> <li>Accepted necessary changes in established schedule and attempted to discover the reasons for them.</li> </ul>	
<b>3. Cooperativeness with others</b>	Demonstrates an ability to collaborate with classmates, faculty, colleagues, and supervisors in the pursuit of a shared goal and understanding. This disposition includes the willingness to compromise when the situation demands.	<ul style="list-style-type: none"> <li>Showed little or no engagement in collaborative activities.</li> <li>Undermined goal achievement in collaborative activities.</li> <li>Was unwilling to compromise in collaborative activities.</li> </ul>	<ul style="list-style-type: none"> <li>Engaged in collaborative activities but with minimum allowable input.</li> <li>Accepted but rarely initiated compromise in collaborative activities.</li> <li>Was concerned mainly with their own part in collaborative activities but demonstrated some assistance to others.</li> </ul>	<ul style="list-style-type: none"> <li>Worked actively toward reaching consensus in collaborative activities.</li> <li>Was willing to initiate compromise to reach group consensus.</li> <li>Showed concern for the group as well as individual goals in collaborative activities.</li> </ul>	
<b>4. Willingness to accept and use feedback</b>	Demonstrates the ability to listen to reflect on, and integrate feedback into future thinking and actions. This disposition includes showing an openness to hear feedback and acknowledging that it was received. This disposition also includes engaging in self-reflection and integrates feedback from the program faculty with self-awareness to support professional growth.	<ul style="list-style-type: none"> <li>Discouraged feedback from others through defensiveness and anger.</li> <li>Showed little or no evidence of incorporation of feedback.</li> <li>Took feedback contrary to own position as a personal affront.</li> <li>Demonstrated greater willingness to give feedback than receive it.</li> </ul>	<ul style="list-style-type: none"> <li>Was generally receptive to supervisory feedback.</li> <li>Showed evidence of incorporating feedback into own views and behaviors.</li> <li>Showed minimal defensiveness to critique as evidenced by over explanation of own actions with appropriate affect.</li> <li>Demonstrated greater willingness to receive feedback than to give it.</li> </ul>	<ul style="list-style-type: none"> <li>Invited feedback by direct request and positive acknowledgment when received.</li> <li>Showed evidence of active incorporation of supervisory feedback into own views and behaviors.</li> <li>Demonstrated a balanced willingness to give and receive supervisory feedback.</li> </ul>	

<b>5. Awareness of own impact on others</b>	Demonstrates insight into how one's words and actions can positively and negatively affect the people around them. This disposition includes an active pursuit to learn about how one's words and actions are affecting others and the incorporation of feedback to create positive change.	<ul style="list-style-type: none"> <li>Words and actions reflected little or no concern for how others were impacted by them.</li> <li>Ignored feedback about how words and actions negatively affected others.</li> <li>Used physical presence (demeanor, interactions, and behaviors) in a way that negatively affected others.</li> </ul>	<ul style="list-style-type: none"> <li>An effort to determine how their own words and actions impacted others was attempted but sometimes inaccurate.</li> <li>Responded as necessary to feedback regarding the negative impact of own words and actions on others.</li> <li>Used physical presence (demeanor, interactions, and behaviors) appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Made effort toward recognition of how own words and actions impacted others.</li> <li>Initiates feedback from others regarding the impact of own words and behaviors.</li> <li>Incorporates feedback regarding the impact of own words and behaviors to effect positive change.</li> <li>Used physical presence (demeanor, interactions, and behaviors) to positive impact others.</li> </ul>	
<b>6. Ability to deal with conflict</b>	Demonstrates willingness and ability to take others' perspectives and recognize one's role in a challenging or conflictual situation. This disposition includes the active pursuit of approaches to resolving the conflict and a willingness to use strategies to actively resolve the problem.	<ul style="list-style-type: none"> <li>Provoked conflict with peers or others.</li> <li>Showed little to no willingness to examine own role in a conflict.</li> <li>Ignored advice that did not agree with own position.</li> <li>Showed little to no effort at problem solving.</li> <li>Displayed hostility when conflicts were addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Attempted but sometimes had difficulty grasping conflicting points of view.</li> <li>Would examine own role in a conflict when directed to do so.</li> <li>Was responsive to supervision in a conflict if it was offered.</li> <li>Participated in problem solving when directed.</li> <li>Avoided unnecessary conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Was consistently willing and able to consider others' points of view.</li> <li>Regularly examined own role in a conflict.</li> <li>Was always open to supervisory critique about own role in a conflict.</li> <li>Initiated and participated in problem-solving efforts in conflicts.</li> <li>Anticipated and prevented unwanted conflict.</li> </ul>	
<b>7. Ability to accept personal responsibility</b>	Demonstrates the willingness and ability to take responsibility for own role in a problem or challenging situation, including an accurate appraisal of the situation that is genuine and truthful regarding the events that transpired. This disposition also includes being able to accept mistakes and avoid placing blame on others.	<ul style="list-style-type: none"> <li>Refused to admit mistakes or examine own contribution to problems.</li> <li>Minimized or embellished the truth to extricate themselves from problems.</li> <li>Overestimated role in problems.</li> <li>Consistently blamed others for problems without self-examination.</li> <li>Unable to receive feedback from peers, instructors, or supervisors.</li> </ul>	<ul style="list-style-type: none"> <li>Was willing to examine own role in problems when informed of the need to do so.</li> <li>Was accurate and honest in describing own and others' roles in problems.</li> <li>Might blame initially, but was open to self-examination about own role in problems</li> <li>Accepted feedback from peers, instructors, or supervisors</li> </ul>	<ul style="list-style-type: none"> <li>Monitored own level of responsibility in professional performance.</li> <li>Invited constructive critique from others and applied it toward professional growth.</li> <li>Accepted own mistakes and responded to them as an opportunity for self-improvement.</li> <li>Avoided blame in favor of self-examination.</li> </ul>	
<b>8. Effective and appropriate expression of feelings</b>	Demonstrates the ability to recognize and manage feelings in oneself effectively and control emotional reactivity. This includes the ability to communicate and respond to emotions in an appropriate manner for the setting and situation. This disposition also includes an openness to discuss feelings genuinely with the aim of improving reflectivity and self-awareness.	<ul style="list-style-type: none"> <li>Showed little evidence of willingness and ability to articulate own feelings.</li> <li>Showed little to no evidence of willingness and ability to recognize and acknowledge the feelings of others.</li> <li>Acted out negative feelings (via unhealthy behaviors) rather than talking about them.</li> <li>Expressions of feeling were inappropriate given professional setting/situation.</li> <li>Was unable to control emotional reactions.</li> <li>Was resistant to a discussion of feelings in supervision and/or faculty interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Showed evidence of willingness and ability to express own feelings, but with limited range.</li> <li>Showed evidence of willingness and ability to acknowledge others' feelings, sometimes in an inaccurate way.</li> <li>Expressions of feeling usually appropriate to the setting, responsive to feedback when not.</li> <li>Willing to discuss own feelings in supervision and faculty interactions when directed.</li> </ul>	<ul style="list-style-type: none"> <li>Showed consistent willingness and ability to articulate the full range of own feelings.</li> <li>Showed evidence of willingness and accurate ability to acknowledge others' feelings.</li> <li>Expression of own feelings was consistently appropriate to the setting.</li> <li>Initiated appropriate discussion of own feelings in supervision and faculty interactions.</li> <li>Consistently able to control emotional reactions.</li> </ul>	

<b>9. Attention to ethical and legal considerations</b>	Demonstrates adherence to ethical guidelines (ACA Code of Ethics) and legal mandates for the counseling profession, including sensitivity to ethical concerns, seeking supervision when experiencing an ethical or legal concern and following appropriate site procedures and policies. This disposition also includes managing professional boundaries, sensitivity to diversity, ensuring client welfare, and maintaining confidentiality.	<ul style="list-style-type: none"> <li>• Engaged in behaviors that violated applicable ethical codes or laws.</li> <li>• Engaged in inappropriate or unethical dual relationships.</li> <li>• Acted with prejudice toward those of different race, culture, religion, gender, sexual orientation/affection, and other areas of difference than self.</li> <li>• Endangered the safety and the wellbeing of clients, peers, faculty, and supervisors.</li> <li>• Breached established rules or procedures regarding confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaved ethically and used sound ethical decision-making processes.</li> <li>• Was responsive to supervision for occasional personal-professional boundary confusion.</li> <li>• Was responsive to feedback on occasional insensitivity to diversity in professional interactions.</li> <li>• Used judgment that could have put client, peer, faculty, or supervisor safety and wellbeing at risk.</li> </ul> <p>Used judgment that could have put client confidentiality at risk.</p>	<ul style="list-style-type: none"> <li>• Led ethical decision-making processes and taught others appropriate ethical behavior.</li> <li>• Maintained clear boundaries with clients, peers, and supervisors.</li> <li>• Demonstrated consistent sensitivity to diversity.</li> <li>• Satisfactorily ensured client, peer, faculty, or supervisor safety and wellbeing. Appropriately safeguarded the confidentiality of clients.</li> </ul>	
<b>10. Initiative and motivation</b>	Demonstrates engagement in the learning process and development of counseling skills and knowledge. This includes completing assignments by scheduled due dates and meeting class expectations. This disposition also includes taking initiative in the program, classes, and extracurricular activities.	<ul style="list-style-type: none"> <li>• Often missed deadlines and classes.</li> <li>• Rarely participated in class activities.</li> <li>• Often failed to meet minimal expectations in assignments.</li> <li>• Displayed little or no initiative and creativity in assignments or supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Missed no more than the allowable number of classes or deadlines.</li> <li>• Usually participated in class activities.</li> <li>• Met only the minimal expectations in assigned work.</li> <li>• Showed some initiative and creativity in assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Met all attendance requirements and deadlines.</li> <li>• Regularly participated in class activities.</li> <li>• Exceeded expectations in assigned work.</li> <li>• Consistently displayed initiative and creativity in assigned work.</li> </ul>	
<b>11. Orientation to multiculturalism and social justice advocacy</b>	Demonstrates a way of being with classmates, faculty, supervisors, and clients that attends to issues related to culture and social justice. This disposition includes an ability to remain objective about clients and to develop one's self-awareness with regards to multiculturalism. The disposition also includes striving to understand and respect the worldviews of clients, colleagues, and other stakeholders. This also includes being attentive to social justice issues and use of advocacy interventions.	<ul style="list-style-type: none"> <li>• Showed little to no willingness to increase cultural self-awareness.</li> <li>• Unable to remain objective about client needs and values.</li> <li>• Little to no effort to understand the cultural worldview of others.</li> <li>• Rarely, if ever, demonstrated a social justice perspective.</li> <li>• Refused to acknowledge marginalization and racism affecting people in our society and community.</li> <li>• Engaged in active or passive perpetuation of social privilege.</li> </ul>	<ul style="list-style-type: none"> <li>• Expressed willingness to increase cultural self-awareness.</li> <li>• Responded to clients' need separate from personal views.</li> <li>• Tried to understand the cultural worldview of others and applied it to counseling sessions, conceptualization, or other interactions.</li> <li>• Communicated a social justice perspective and engaged in social justice advocacy activities.</li> <li>• Acknowledged marginalization and racism affecting people in our society and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively pursued opportunities to increase cultural self-awareness.</li> <li>• Regularly evaluated personal views to ensure they were not impacting client needs.</li> <li>• Consistently tried to understand the cultural worldview of others and apply it to counseling sessions, client conceptualization, or other interactions.</li> <li>• Engaged actively in social justice activities and encouraged others to do the same.</li> <li>• Recognized and acted often to help those impacted by marginalization and racism in our society and community.</li> </ul>	
<b>12. Professional wellness and self-care</b>	Demonstrates the ability to implement strategies to prevent burnout related impairment that may impact clients and counselor competency. This includes using professional self-care strategies to limit the impact of stress on one's professional wellness, and making choices that promote balanced school-life-work interactions.	<ul style="list-style-type: none"> <li>• Showed problematic stress or burnout resulting from limited use of self-care strategies.</li> <li>• Demonstrated lack of school-life-work balance or took on too much work.</li> <li>• Acted in an inappropriate manner in class, during clinical experiences, or in other interactions due to unmanaged stress or signs of burnout.</li> <li>• Did not demonstrate the use of self-care strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Did not show problematic stress or burnout.</li> <li>• Usually exhibited a school-life-work balance.</li> <li>• Stress and burnout did not negatively impact behavior in class, during clinical experiences, or in other interactions.</li> <li>• Demonstrated the use of some self-care strategies to maintain professional wellness.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintained a high rate of professional wellness, and supported the professional wellness of others in the program.</li> <li>• Exhibited a good school-life-work balance and took on an appropriate workload.</li> <li>• Modeled for others ways to promote professional wellness.</li> <li>• Actively used self-care strategies to maintain professional wellness and encouraged others to use them.</li> </ul>	

<b>13. Humility</b>	Demonstrates a sense of humility related to own knowledge and expertise, including a modest perspective regarding own counseling skills, ability, and understanding of the profession. This disposition also includes an effort to engage in cultural humility regarding peers, faculty, supervisors, and clients.	<ul style="list-style-type: none"> <li>• Conveyed messages that they did not need to learn new material or skills.</li> <li>• Took a rigid perspective on whether new learning mattered.</li> <li>• Claimed a sense of mastery or expertise in a situation where it was not the case.</li> <li>• Assumed to know cultural factors or characteristics of a peer, faculty, supervisor, or student/client.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to approach learning from a position of modesty.</li> <li>• Showed a willingness to learn course topics.</li> <li>• Admits to gaps in counseling knowledge, skills, or understanding.</li> <li>• Held an openness to learn about the culture of peers, faculty, supervisors, and students/clients.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively expressed the desire to learn and grow knowledge and skills.</li> <li>• Constantly put aside prior experience to learn new topics.</li> <li>• Acknowledged gaps in counseling knowledge and skills and pursued supervision or new learning.</li> <li>• Actively pursued opportunities to learn               <ul style="list-style-type: none"> <li>• about the culture of peers, faculty, supervisors, and students/clients.</li> </ul> </li> </ul>	
<b>14. Professionalism</b>	Demonstrates professional behavior and integrity with supervisors, peers, and clients, including being respectful, honest, thoughtful, and appropriate within all professional interactions. This disposition also includes effective and appropriate communication verbally, electronically, and in writing with classmates, faculty, and supervisors.	<ul style="list-style-type: none"> <li>• Acted in an unprofessional manner with an instructor, supervisor, or client.</li> <li>• Was disrespectful or dishonest.</li> <li>• Communicated in an unprofessional manner in verbal or nonverbal form.</li> <li>• Reached out to faculty or supervisors abruptly, with short notice, repeatedly over a limited timeframe or in a demanding tone or reached out to multiple faculty/staff with the same issue/question.</li> <li>• Regularly dressed inappropriately or unprofessional at clinical site or class.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactions with faculty or supervisors were professional.</li> <li>• Showed respect to peers, faculty, supervisors, and clients.</li> <li>• Was honest in all interactions.</li> <li>• Exhibited ability to be professional in verbal and/or written communication.</li> <li>• Communication was responsive.</li> <li>• The tone of communication was professional, welcoming, and timely.</li> <li>• Dressed professionally at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Showed a high rate of professionalism and integrity in interactions.</li> <li>• Held a high degree of respect for others and procedures.</li> <li>• Communicated with faculty well ahead of pending events or concerns in an effective and appropriate tone.</li> <li>• Demonstrated prompt and timely responses.</li> <li>• Showed flexibility during challenging, lengthy, or delayed communications.</li> </ul>	
<b>15. Willingness to seek help</b>	Demonstrates the ability to seek out help from supervisors, instructors, or other stakeholders that can assist with personal, academic, or professional difficulties. This includes the active pursuit of help when career uncertainty, academic issues, or clinical challenges arise. This disposition also includes a willingness to seek personal counseling and consultation to manage mental health and personal concerns.	<ul style="list-style-type: none"> <li>• Was unwilling to seek out assistance for help to resolve a deficit in understanding, knowledge, or skills.</li> <li>• Refused to seek help when asked to by a site supervisor or course instructor.</li> <li>• Unwilling to seek training to help with an identified deficit in knowledge or skills.</li> <li>• Rejected the idea that personal counseling may help address a personal need.</li> <li>• Articulated stigma towards help-seeking behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated a willingness to get help regarding academic or clinical skill development after being prompted by a course instructor or supervisor.</li> <li>• Sought out professional development for knowledge or clinical skills when prompted.</li> <li>• Held open mind to getting help to support academic and personal needs.</li> <li>• Articulated the benefits of seeking help in times of personal and professional need.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively sought help for academic and clinical skill development without prompting.</li> <li>• Frequently sought out professional development for knowledge or clinical skills on own without prompting.</li> <li>• Regularly sought help when facing difficulties at their clinical site or during program courses.</li> <li>• Engaged in personal counseling or mentorship to address a need to prevent potential concerns without prompting.</li> </ul>	