
University of Tennessee, Knoxville

Program Coordinator: Dr. Shawn L. Spurgeon

Clinical Mental Health Counseling Program
Degree: M.S. in Counseling, with Concentration in Clinical Mental Health Counseling
Department: Educational Psychology and Counseling
University of Tennessee, Knoxville, TN 37996-3452
Program Secretary: Ms. Joy DuVoisin: 865-974-1319 (O)
Statement of Purpose

In the Clinical Mental Health Counseling (CMHC) Program at UT, we aim to make the world a better place for persons in need through educating excellent counselor-scholars. Our graduates excel in providing healing therapeutic relationships, optimally efficient and effective counseling services, and leading our field to better help persons in need through their work in clinical mental health counseling settings and beyond.

Statement of Expectations

From the UT Clinical Mental Health Counseling (CMHC) Program you should expect:

- High standards, experiential learning, and self-development for practical application
- Faculty expertise to support your passions across a wide range of counselor work settings and problem areas, and across the lifespan, from young children and families to adolescents to adults of all ages
- Special expertise for preparing counselors with interest in helping at-risk children, youth and families
- Opportunities for specialized course work, practica and internships in play therapy and other therapeutic modes of helping
- A learning community that is small enough to be close-knit and supportive, yet thriving among the great opportunities of a major flagship university.

Program Goals

The goal of the CMHC program is the preparation of graduates as:

- Strong, effective, self-aware counselors
- Persons ready to develop healing, therapeutic relationships
- Professionals well-skilled in the full range of task areas needed from clinical mental health counselors
- Scholars with a solid background of understanding and a personal and professional curiosity to guide their life-long study of counseling, mental health, and human development
- Persons and professionals ready to thrive in and embrace the increasingly diverse world in which we all live and work.

Program Objectives

1. Graduates will have foundation knowledge necessary for success as professional counselors
2. Graduates will be able to develop therapeutic relationships that are deeply healing, culturally sensitive, developmentally appropriate, and ethical.
3. Graduates will demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness.
4. Graduates will be culturally sensitive and ethical advocates for self, clients, and profession through counseling interventions, programming, and professional and community engagement.
5. Graduates will be well-skilled in the full range of tasks needed for clinical mental health counseling including interventions for prevention and treatment of a broad range of mental health issues; roles of mental health counselors; and settings and service delivery models.

Statement of Commitment to ACA Code of Ethics

As a CACREP--accredited program, all students are expected to adhere strictly to both letter and spirit of the American Counseling Association (ACA) Code of Ethics. During the first semester of enrollment in the Counseling Program, the student must become familiar with the American Counseling Association Code of Ethics and the relevant aspects of the Tennessee penal code. Any training relationship in which students take client/counselor roles is considered a client/counselor relationship and, therefore, subject to all the ethical and legal regulations governing such relationships.

Students are required to sign statements of ethical and legal awareness prior to beginning all clinical experiences. Applicants who accept an invitation to enter the University of Tennessee, Knoxville Clinical Mental Health Counseling Program (student counselors) are affirming their awareness of the ACA ethical standard that “counselors do not condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, socioeconomic status, or any basis proscribed by law.”

Non--discrimination includes a student counselor’s willingness to counsel any client representing any of these categories, even if the category involves a lifestyle that the student counselor does not agree with. Referral of such clients solely for reasons of personal beliefs and/or values constitutes discrimination and, thus, violation of the ACA Code of Ethics. Students who violate the Code of Ethics are subject to disciplinary action up to and including dismissal from the Counseling Program.

Academic Advisement, Mentoring, and Professional Development

The faculty believes in group process, human connections, and person to person interactions. These qualities are reflected in our courses and in our communications and interactions between faculty and students. We value the life and development of each student, and we strive to demonstrate this value by challenging students to be the best professional counselor they can and by supporting them when they need it.

Advisement

CMHC Master’s students are required to meet at least once each semester with an advisor to establish and maintain an individualized course of study and to address additional advisement questions. During this meeting, the student and the advisor discuss issues related to program matriculation, including: registration, course offerings, thesis and
elective options, and field placement. Additionally, these advising meetings include a discussion about time-, self-, and life-management while thriving in a rigorous graduate program. Students will receive email notification from their advisor about setting up the advising meeting. Students are expected to develop a preliminary plan of study by the end of their first semester in the program.

**Mentoring**

The counseling programs have an active chapter of Chi Sigma Iota (CSI). CSI is the international professional counseling honor society developed to promote and enhance the counseling profession. Upsilon Theta chapter of Chi Sigma Iota provides a wide range of opportunities for involvement including professional development, advocacy events, community engagement, social gatherings, and mentoring. The mentoring program provides incoming students with advanced graduate student mentors who help them navigate the program during their first year.

Furthermore, our students take responsibility for reaching out to each other. As each succeeds, all excel. Our faculty work to continue this tradition with each set of new students and with helping advanced students reach out to new students.

**Professional Development**

Students will have the opportunity to develop their professional and personal selves in a number of ways, including awareness of and participation in professional organizations. Given the program’s commitment to a counselor-first identity, the American Counseling Association (ACA) is recognized by the CMHC program as the national and international cornerstone of counselor identity development. As such, students are required to join ACA and to maintain membership throughout their course of study. Additionally, students will be made aware of other professional organizations that support counselor identity and development, including but not limited to:

- Tennessee Counseling Association (TCA)
- Smoky Mountain Counseling Association (SMCA)
- Tennessee Licensed Professional Counselors Association (TLPCA)

Leadership opportunities within these organizations will be made available to students for consideration both during their program of study and after graduation.

**Program Length and Pacing of Graduate Study**

The 60-credit hour CMHC program can be completed in 2.5 years. We are careful to help students meet this time frame, and we also want you to know that rigorous graduate studies in the CMHC program should be a critically important, significantly life-enhancing addition to your professional and personal development. Therefore, we encourage students to get the full value of all courses and experiences by studying at a pace that maximizes their individual learning and development experiences. The graduate school’s
policy is that the maximum time restriction courses can be used toward the master’s degree is six years.

**Summer Study Necessity**

The curriculum of the CMHC program is delivered across the calendar year, including summer sessions. Although this supports shorter time to degree, it also creates a necessity of summer study as some courses are offered in **summers only. You will need to make yourself available to summer study in at least 1-2 of your summers during graduate study at UT.**

**Part-time Study Option**

If you decide that it would not work well to study as a full-time graduate student, work with your advisor to design a course of study that serves your personal needs as well as your educational and graduate program needs. Be aware that Practicum and Internship often conflict with full-time work. You will very likely need to provide services at your site at the same time you would be at your job. Part-time students usually delay Practicum as long as possible, then leave or significantly reduce employment during Practicum and end outside employment during Internship. This can be an effective way to implement the curriculum for a student.

**Curriculum**

*Required Courses (48 hours)*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>When Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 480</td>
<td>Skills for Counseling</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>COUN 525</td>
<td>Formal Measurement in Counseling and Education</td>
<td>Spring</td>
</tr>
<tr>
<td>COUN 535</td>
<td>Professional Orientation and Ethics</td>
<td>Fall</td>
</tr>
<tr>
<td>COUN 540</td>
<td>Psychopharmacology for Mental Health and School Settings</td>
<td>Odd Summers</td>
</tr>
<tr>
<td>COUN 545</td>
<td>Critical Issues in Counseling</td>
<td>Spring</td>
</tr>
<tr>
<td>COUN 551</td>
<td>Theory and Practice of Counseling</td>
<td>Spring</td>
</tr>
<tr>
<td>COUN 552</td>
<td>Career Development</td>
<td>Fall</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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</tr>
<tr>
<td>COUN 554</td>
<td>Group Dynamics and Methods</td>
<td>Fall</td>
</tr>
<tr>
<td>COUN 555*</td>
<td>Practicum in Counseling</td>
<td>Spring</td>
</tr>
<tr>
<td>COUN 556</td>
<td>Mental Health Counseling and Related Professional Issues</td>
<td>Spring</td>
</tr>
<tr>
<td>COUN 559*</td>
<td>Internship in Clinical Mental Health Counseling</td>
<td>Fall, Spring, Summer</td>
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<tr>
<td>COUN 570</td>
<td>Cross-Cultural Counseling</td>
<td>Fall, some Summers</td>
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<tr>
<td>EDPY 550</td>
<td>Conceptual Statistics and Research Design</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>SCHP 690</td>
<td>Psychopathology in Schools and Mental Health Settings</td>
<td>Summer</td>
</tr>
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**Elective Courses (12 hours)**

CMHC students complete four electives. Advisors give input and approve elective choices. CMHC students are encouraged to develop a set of electives around a theme or area of Specialization (see section on Elective and Specialization possibilities for ideas about coursework). Electives are available from within and outside the department. Some commonly selected electives include:

- **COUN 504 – Special Topics: Human Sexuality**
- **COUN 560 – Practicum in Grief Support**
- **COUN 562 – Child-centered Play Therapy**
- **COUN 563 – Crisis Intervention for Counselors**

**Practicum and Internship (12 hours)**

**COUN 555 Practicum in Counseling:** The CMHC program makes practicum placements for spring semesters only. Practicum is a one semester, 3-credit hour placement in an agency setting, providing mental health counseling services. Students MUST successfully complete the following courses in order to be eligible to apply for practicum: COUN 480 (Skills for Counseling), COUN 535 (Professional Orientation and Ethics), COUN 551 (Theory and Practice of Counseling), and COUN 554 (Group Dynamics and Methods). The work during practicum is closely supervised. Site supervisors carefully assign and monitor practicum students, who work directly with clients. Also, students engage in individual/triadic supervision, class meetings (group supervision), and assignments that enhance skill development and ensure quality client service. Students are required to complete a minimum of 100 total hours in this practicum placement, with at least 40 of those hours being direct service to clients.
Students must apply for practicum the semester prior. **Applications for practicum are due October 1st.**

*COUN 559 Internship in Mental Health Counseling:* After successful completion of practicum, CMHC students complete a 9-credit hour internship that spans a calendar year. Additionally, students are required to take SCHP 690 before internship or during their first semester of internship (if they choose to start internship in the Summer). The intern will continue to receive supervision from university faculty, advanced doctoral students, and site supervisors. Interns increase their levels of responsibility for client care and related services to that of an entry level professional counselor. Supplemental individual/triadic supervision by doctoral students under faculty supervision continues through at least the first six credit hours of internship. Interns complete a minimum of 900 total hours, with at least 360 of those hours being direct service to clients. CMHC interns also complete a professional quality, individually developed theory integration paper to address client needs through their internship. Students must apply for internship during their practicum placement. **Applications for internship are due March 1st.**

Practicum and internship sites are selected in communication with the CMHC Placement Coordinator, as well as advisors and other faculty. Sites are matched to students’ areas of interest as much as possible. Students are welcome to suggest sites and areas of interest as well as to ask for guidance and suggestions. Students are required to have all sites approved by the Placement Coordinator before engaging in significant communication with persons at the site regarding a practicum or internship placement.

**Suggested Course of Study**

**Fall Semester #1**

- COUN 480 – Skills for Counseling
- COUN 535 – Professional Orientation
- COUN 551 – Counseling Theories
- COUN 554 – Group Dynamics

**Spring Semester #1**

- COUN 540 – Psychopharmacology AND/OR
- SCHP 690 – Mental Health Diagnosis and Treatment
- Elective Course

**Summer Session #1**

- COUN 540 – Psychopharmacology AND/OR
- SCHP 690 – Mental Health Diagnosis and Treatment
- Elective Course

**Fall Semester #2**

- COUN 552 – Career Development
- COUN 559 – Internship
- COUN 570 – Cross-Cultural Counseling

**Spring Semester #2**

- EDPY 550 – Research
- COUN 559 – Internship
- Elective Course
Summer Session #2

COUN 540 – Psychopharmacology OR
SCHP 690 – Mental Health Diagnosis and Treatment
COUN 559 – Internship
Elective Course

Fall Semester #3

Elective Course
Elective Course

Dual Licensure Preparation

Students admitted to the Clinical Mental Health and School Counseling programs have the opportunity to complete dual-track licensure preparation requirements. The completed coursework will provide the student with a structured method for meeting the academic requirements for licensure as a Professional Counselor (LPC) and as a Professional School Counselor in the state of Tennessee. The dual licensure preparation requires a total of 63 hours. Faculty permission and an application are required, and students must declare their intentions during the first semester in their program. Faculty will make a determination of all submitted applications and inform students before the Fall semester ends. Selected students remain in the program for which they were admitted (i.e., school or clinical mental health) but agree to and are expected to complete all of the dual licensure preparation requirements. The dual licensure preparation requirements consist of the following courses:

Core Courses: COUN 480, COUN 504 (children and adolescents), COUN 525, COUN 535, COUN 545, COUN 551, COUN 552, COUN 554, COUN 570, EP 550 (30 credit hours)

Fieldwork: COUN 555 (Practicum in a school counseling setting), COUN 558 (Internship in a School setting – 6 hours), COUN 559 (Internship in a Mental Health setting – 6 hours) (15 credit hours)

Specialty Courses: COUN 540, COUN 550, COUN 556, SCHP 690, SPED 566, SPED 570 (18 credit hours)

Total Hours: 63
Policy for Comprehensive Examinations

Every school counseling and mental health counseling student must take a proctored examination prior to graduation. The exams cover all core curricular areas. Therefore, students need to complete core courses prior to or during the academic year semester of their comprehensive exams. The following information outlines the comprehensive examination policy.

- All students must complete an application form for the exam the semester prior to their final semester of classes.

- **Students must be in their last semester of classes in order to take the comprehensive examination.**

- The master’s examination is a proctored examination.

- All mental health students and school counseling students take the same examination.

- Comprehensive examination scores are Fail or Pass.

- According to the Graduate Catalogue, “In case of failure, the candidate may not apply for reexamination until the following semester. The results of the second examination are final.” ([http://diglib.lib.utk.edu/dlc/catalog/index.html](http://diglib.lib.utk.edu/dlc/catalog/index.html)). To be eligible to retake the comprehensive examination, students must register for COUN 502 during the semester the comprehensive is retaken.

- Each semester the faculty meets with interested students to discuss the comprehensive examination and to provide guidelines on how to study for the examination.

The master’s comprehensive exam will be administered in **two parts**.

**Part 1: Counselor Preparation Comprehensive Examination (CPCE)**

The CPCE is a standardized examination administered by the Center for Credentialing & Education. This is a computerized examination used by over 400 counseling programs across the country. It will provide the program – and you – immediate feedback regarding your performance in the eight CACREP core areas:

- Professional counseling orientation and ethical practice
- Social and cultural diversity
- Human growth and development
- Career development
- Counseling and helping relationships
- Group counseling and group work
- Assessment and testing
- Research and program evaluation

Coincidentally, this examination is written by the same company that offers the NCE; both the CPCE and the NCE cover the same eight core areas. The cost of the CPCE is $75.

**Scoring.** The CPCE is an objective examination. To pass the CPCE, students must score no lower than one standard deviation below the mean of the CACREP-accredited norm group. Additionally, students must pass at least 6 of the 8 cores PLUS the total score.

**Part 2: Essay Response**

The afternoon following the CPCE, you will have up to two hours to write one locally-developed essay question. The question will be designed to help you demonstrate integration of knowledge with attention to counseling setting, demonstrate professional and clinical writing skills, demonstrate ability to conceptualize key issues in counseling relationships, and demonstrate understanding of counselors’ roles within systemic context of schools and community agencies. The question will be based on a current issue and case/scenario.

**Scoring.** The essay will be blind-reviewed by three faculty members who use a standardized program rubric. Students pass this section with majority (at least 2 of 3) ratings of pass on the rubric.

**Admission to Candidacy**

1. Students must pass both Part I and Part II to be admitted to candidacy

2. Students who do not meet passing cut-point on Part I must work with advisor and examination chair to develop a paper or project in which they demonstrate proficiency in CACREP standards related to the area(s) of concern. Students who do not receive at least 2 (of 3) holistic passes on Part II must work with advisor and examination chair to (1) rewrite response/s to satisfactory level and (2) develop a paper or project in which they demonstrate proficiency in CACREP standards related to the area(s) of concern as indicated on rubric ratings.

3. Students will present remediation paper and/or project to an examination committee and, if committee indicates approval to proceed, meet with committee for an oral defense of Part I and/or II.

4. Students who do not receive committee approval to move forward with written papers/projects OR who do not pass oral defense must register for at least one credit of COUN 502 Use of Facilities to allow time for mentored study in preparation for a second attempt at the entire examination.
5. Students have two opportunities to pass the examination. Students who are unable to pass both Parts I and II by the second attempt will be dismissed from the program.

**Research Options**

Many of our students are interested in participating in research. We encourage you to consider and discuss your level of interest in research with your advisor. Participating in research is not required – you will develop as a thinker, a counselor and a scholar through the program, whether you add research participation or not. **Your first and highest priority should be your development as a counselor.**

If you are additionally interested in participating in research, there are two main paths you can consider while a student in the CMHC program: joining ongoing research and faculty sponsorship of a student led study (thesis). The two options are noted below.

- If interested in participating in research, let your advisor know and consider faculty research interests that might also interest you. Joining ongoing projects and faculty interests is a great way to learn and develop as a researcher.

- If you wish to consider leading the way in a study of your own (thesis), with faculty support, discuss this option with your advisor very early in your graduate study (typically during the first semester). It is important to plan ahead and allow the time you will need for a great study. For example, you may need to use one of your electives or an additional course to prepare you to implement the research methods needed in your study.

**Elective & Specialization Possibilities**

Electives are selected with input from advisors, mentors and others, and must be approved by advisors. Course descriptions and additional course information is made available to students in the program via the Graduate Catalog. A sample list of specialization areas and sample elective courses follows.

**At-Risk Children and Youth**

- COUN 504/604 – Special Topics, as available
- COUN 560 – Practicum in Grief Facilitation
- COUN 562 – Child-Centered Play Therapy
- COUN 563 – Crisis Intervention for Counselors
- CFS 540 – Parent-Child Relations
- CFS 566 – Theories of Family Therapy
- CFS 511 – Survey of Research in Child and Family Studies
- CFS 515 – Children in Contemporary Society
- CFS 530 – Families of Children with Disabilities
- CFS 552 – Diversity in Children and Families
CFS 562 – Families and Children Coping with Stress
CFS 570 – Research Methods in Child and Family Studies
CFS 631 – Adolescent Development in Families
NURS 528 - Well Child Care: Assessment of Growth, Development, and Behavior
NURS 562 - Acute Illnesses in Children
NURS 563 - Care of the Child with a Chronic Condition
PSYC 432 - Childhood Psychopathologies
PSYC 475 – Adolescent Development
PSYC 463 – Community Sociology
CFS 511 - Survey of Research in Child and Family Studies
CFS 530 – Families of Children with Disabilities
CFS 540 – Parent-Child Relations
CFS 550 – Theory and Research in Family Studies
CFS 552 – Diversity in Children and Families
CFS 562 – Families and Children Coping with Stress
CFS 566 – Theories of Family Therapy
CFS 567 – Family Violence
CFS 570 – Research Methods in Child and Family Studies
CFS 631 - Adolescent Development in Families
CFS 652 - Men and Families
CFS 653 - Women and Families
EDPY 522 – Adult Development
NURS 555 - Care of the Pregnant Woman
NURS 528 - Well Child Care: Assessment of Growth, Development, and Behavior
NURS 562 - Acute Illnesses in Children
NURS 563 - Care of the Child with a Chronic Condition
NUTR 616 - Maternal and Child Nutrition
SOCI 463 - Community Sociology

Counselor Education and Supervision

Counselor education and supervision courses may be available as elective options near the end of the 60-credit hour MHCP and following discussions with advisors regarding this option. These courses provide advanced learning in areas such as counselor supervision and theories. This option would be most relevant to a master's student who is interested in completing a doctoral program and who has demonstrated academic and dispositional excellence.

Marriage and Family

COUN 504/604 – Special Topics, as available
COUN 566 – Theories of Family Therapy
CFS 511 - Survey of Research in Child and Family Studies
CFS 530 – Families of Children with Disabilities
CFS 540 – Parent-Child Relations
CFS 550 – Theory and Research in Family Studies
CFS 552 – Diversity in Children and Families
CFS 562 – Families and Children Coping with Stress
CFS 566 – Theories of Family Therapy
CFS 567 – Family Violence
CFS 570 – Research Methods in Child and Family Studies
CFS 631 - Adolescent Development in Families
CFS 652 - Men and Families
CFS 653 - Women and Families
EDPY 522 – Adult Development
NURS 555 - Care of the Pregnant Woman
NURS 528 - Well Child Care: Assessment of Growth, Development, and Behavior
NURS 562 - Acute Illnesses in Children
NURS 563 - Care of the Child with a Chronic Condition
NUTR 616 - Maternal and Child Nutrition
SOCI 463 - Community Sociology
Probation and Correctional and Offender Counseling

COUN 504/604 – Special Topics, as available  
COUN 562 – Child-Centered Play Therapy  
COUN 563 – Crisis Intervention for Counselors  
SOCI 451 – Criminal Justice  
SOCI 452 – Race, Ethnicity, Crime, and Justice  
SOCI 453 – Gender and Crime  
SOCI 455 – Society and Law  
SOCI 459 – White-Collar Crime  
SOCI 463 - Community Sociology  
SOCI 505 – Foundations of Criminology  
SOCI 551 – Juvenile Delinquency and the Social Structure

Substance Abuse Counseling

COUN 504/604 – Special Topics, as available  
SWK 564 – Evidence--Based Substance Abuse Treatment  
CFS 540 – Parent-Child Relations  
CFS 562 – Families and Children Coping with Stress  
CFS 566 – Theories of Family Therapy  
CFS 567 – Family Violence  
CFS 631 - Adolescent Development in Families  
CFS 652 - Men and Families  
CFS 653 - Women and Families  
EDPY 522 – Adult Development  
SOCI 451 – Criminal Justice  
SOCI 452 – Race, Ethnicity, Crime, and Justice  
SOCI 453 – Gender and Crime  
SOCI 455 – Society and Law  
SOCI 463 - Community Sociology  
SOCI 505 – Foundations of Criminology  
SOCI 551 – Juvenile Delinquency and the Social Structure

Women’s Issues

CFS 566 – Theories of Family Therapy  
CFS 653 – Women and Families  
EDPY 520 – Survey of Adult Education  
EDPY 522 – Adult Development  
NURS 554 – Care of the Well Woman and Minor Acute Illnesses  
NURS 555 – Care of the Pregnant Woman  
NUTR 616 – Maternal and Child Nutrition  
KRSS 543 – Women, Sport, and Culture  
Women’s Studies 434 – Psychology of Gender  
Women’s Studies 469 – Sexuality and Cinema
Women’s Studies 484 – African-American Women in Society
Women’s Studies 512 – History of Women in Education

Health and Wellness

EDPY 522 – Adult Development
NURS 409 – Genetic Disorders, Vulnerable Families and Health Advocacy
NURS 504 – Advanced Health/Physical Assessment
NURS 554 – Care of the Well Woman and Minor Acute Illnesses
NURS 555 – Care of the Pregnant Woman
NURS 556 – Care of Complex Health Problems in Women
NURS 562 – Acute Illnesses in Children
NURS 563 – Care of the Child with a Chronic Condition
NUTR 509 – Graduate Seminar in Public Health
NUTR 616 – Maternal and Child Nutrition
NUTR 511 – Advances in Carbohydrate, Lipid and Protein Metabolism
NUTR 512 – Advances in Vitamin and Mineral Metabolism
NUTR 616 – Maternal and Child Nutrition
NUTR 618 – Nutrition and Aging
NUTR 621 – Physiological Basis for Diet and Disease
PSYC 430 – Health Psychology
PUBH 536 – Research Methods in Health
PUBH 550 – Principles and Practices of Community Health Education
PUBH 552 – Community Health Problem Solving
PUBH 555 – Health and Society
PUBH 634 – Physical Activity and Positive Health
SPED 459 - Physical and Health Impairments: Educational Implications

Gerontology and Older Adults

EDPY 522 – Adult Development
EDPY 528 – Psychology of Aging
NURS 400 – Aging and Society
NUTR 618 – Nutrition and Aging
SOWK 566 – Social and Cultural Aspects of Aging

Evaluation and Retention of Students

Program faculty review student progress on a regular basis and attend carefully to assist students in need, as well as to celebrate excellence in each developing counselor. In alignment with the ethical guidelines of the American Counseling Association and accreditation standards for the Council for Accreditation of Counseling & Related Educational Programs (CACREP), the Counselor Education faculty has developed the following student evaluation and retention procedures. Respecting these guidelines, the faculty considers academic abilities, clinical skills, and professional dispositions when making retention decisions about students’ awareness.
The program dispositions serve as the focal point for identifying and confronting concerns related to professional dispositions. As such, students are expected to adhere to and strive for excellence in each of the identified dispositional areas. Each student is assessed each semester on dispositional behavior and provided with feedback regarding their progress. And each faculty member provides feedback regarding student progress in the classroom. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

Commitment: Counseling identity, Investment, Advocacy, Collaboration, Interpersonal competence
Openness: Ideas, Learning, Change, Feedback, Others, Self-development
Respect: Self, Others, Diversity, Self-Care, Wellness
Integrity: Personal responsibility, Maturity, Honesty, Courage, Congruence
Self-awareness: Humility, Self-reflection, Understanding place in history

All students are assessed using these dispositional characteristics as the focal point of the assessment and receive feedback regarding their progress in the program. The feedback is posted in the student's Taskstream account; written feedback is placed in the student’s central file, including student responses to feedback received. Students who are identified as having deficiencies in one or more of the five areas evaluated are provided the following assistance in order to improve their performance:

1. Meeting with your Advisor

   The advisor meets with the student and gives specific examples of difficulties which have been identified by the faculty member in class, during field experience, or during regular student review meetings. The student and the advisor discuss minimal change expectations and procedures. The advisor documents the interaction with written feedback regarding the meeting, salient points made during the meeting, and steps agreed upon by both parties. A decision is made at this time as to the seriousness of the problem. Steps for resolution are recommended and both parties agree upon a time frame for remediation. The student’s progress will be reviewed by the faculty.

2. Recurring or Critical Problems

   If the problem is a continuing one, or is critical, the program coordinator may appoint a team of faculty members to meet with the student. This meeting serves as a formal Problem Identification Meeting (PIM). The concerns are delineated in writing and given to the student prior to this meeting. During this meeting, the student is given an opportunity to respond to the concerns. The student is given specific information about the particular problem, the steps needed for solution, and the time frame allowed prior to determining whether or not further action is merited. A contract clearly stating areas that need to be improved and the methods and time frame needed for improvement is written and signed by the
A copy of this agreement is given to the student, and the original is placed in the student’s central file. This meeting serves as a behavioral contract designed to remediate concerns and foster positive student development and growth.

3. Insufficient Progress, Withdrawal, Advising

If the student does not make progress toward resolution of the identified problem(s) in the timeframe set forth during the PIM, and if the faculty agrees that the student will not be able to successfully achieve the academic content, clinical skills, or professional dispositions needed to meet program, the faculty may consider recommending withdrawal or dismissal from the program. If this decision is made by vote of the counselor education faculty, it is then forwarded to the department head. Academic and vocational advising will be offered to the student.

4. Due Process Procedures

Unless the problem involves a major disciplinary action, all of the preceding steps are handled by the Counselor Education faculty. The University and the program policies are written to assure students that their rights are respected and due process is followed. If a student wishes to challenge a decision of the program regarding retention in the program, the student has the right to an appeal process, as detailed in the student handbook, Hilltopics. The stated procedures are in accord with the accepted educational practices and guidelines of the American Counseling Association 2014 Code of Ethics. Faculty members, through continual student evaluation and appraisal, must be aware of the personal limitations of the learner that might impede future performance. Faculty members must not only assist the learner in securing remedial assistance but also screen from the program those individuals who are unable to provide competent services.

Academic Appeals Policy

Ideally, academic concerns or problems are addressed initially at the departmental level. Students first consult their advisor, then their program coordinator, and then the department head before pursuing other courses of action. The Graduate Council Appeal Procedure can be obtained via web or at the Graduate School. Normally, grievances should be handled first at the department level. Further appeal may be made to the dean of the respective college, the Graduate Council Appeals Committee through the Assistant Dean of the Graduate School, and ultimately to the Dean of the Graduate School. Appeals may involve the interpretation of and adherence to university, college, and department policies and procedures as they apply to graduate education and the issuance of grades based on specific allowable reasons stipulated in the Graduate Council Appeal Procedure. Appeal procedures in regard to allegations of misconduct or academic dishonesty are presented in
Hilltopics under “Disciplinary Regulations and Procedures.” Students with grievances related to race, sex, color, religion, national origin, age, disability or veteran status should file a formal complaint with the Office of Equity and Diversity, 1840 Melrose Avenue.

Written Endorsement Policy

Students who matriculate through and graduate from the CMHC program are prepared to work with clients in different clinical mental health settings. Faculty members within the program work directly with students as they develop their self-awareness, clinical acumen, and theoretical orientation. Additionally, faculty members make students aware of potential employment opportunities throughout the program; notifications are made by email, during individual advising meeting, and during group advising meetings. Student employment is an ongoing part of student development and faculty members are keenly aware of community opportunities for students.

Student endorsement is an essential component of this process. Endorsement includes a faculty member’s willingness to provide a reference for employment, to note program completion for certification as a national counselor (National Certified Counselor, NCC), and to provide a letter of support for licensure as a professional counselor (LPC). Typically, the program coordinator serves as the contact person for certification and licensure endorsement; however, any faculty member can serve as a reference for employment. It is important to note that faculty members are not required to endorse students. Student endorsement is based on student performance during their program of study, including a commitment to dispositional behaviors and academic performance in the classroom.

Student Data Management (TaskStream)

We are required to maintain student information for CACREP accreditation purposes. The data management system we will use is TaskStream. Taskstream is a cloud-based software solution that promotes educational excellence and enables students to create e-portfolios that demonstrate their skills and accomplishments, and to submit their work online for assessment and accreditation purpose. You will receive specific information regarding taskstream usage during your first semester of study, including how to set up the account, how to upload relevant data, and frequently asked questions regarding its usage. You are required to purchase a taskstream account during your first semester of studies. Throughout your program of study and in specific courses, you will be required to upload coursework to your taskstream account.

Statement of Student Expectations

The CMHC program is designed to be rigorous, challenging, comprehensive, and clinically relevant. As such, students are expected to maintain a level of professionalism during their course of study that will maintain during their careers as clinical mental health counselors. The commitment to professionalism includes a number of expectations we have for our students:
• Awareness of and adherence to the Graduate School’s policies and procedures, as outlined in the Graduate Student handbook
• Awareness of and adherence to program policies and procedures as outlined in this document
• Maintenance of professional liability insurance throughout their program of study (students are required to maintain membership in ACA throughout their program of study; liability insurance is free for master’s students who are ACA student members)
• Dispositional behaviors as outlined by the program dispositions (CORIS)