Master of Science
CLINICAL MENTAL HEALTH COUNSELING

UTAH VALLEY UNIVERSITY

Graduate Handbook

For the Academic Year 2025-2026

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The Clinical Mental Health Counseling Program Handbook

Welcome to the Clinical Mental Health Counseling (CMHC) Program at Utah Valley University. This handbook is designed to serve as a guide throughout your graduate training, providing essential information about program policies, academic requirements, professional expectations, and available resources. Our program is dedicated to preparing students to become competent, ethical, and compassionate clinical mental health counselors who are ready to serve diverse client needs. Within these pages, you will find details that will support your success in the classroom, in clinical training, and as you develop your professional identity.

Purpose of this Handbook
This handbook's purpose is to orient students, faculty, staff, and stakeholders of this program to its nature and requirements.

Section I: INTRODUCTION

The Clinical Mental Health Counseling (CMHC) Program at Utah Valley University is a **61-credit hour master's degree** designed to prepare you for licensure as a Clinical Mental Health Counselor (CMHC) in Utah. At its core, counseling is about building **meaningful, supportive relationships** that help clients navigate life's challenges. Our program is designed to help you gain the **knowledge, skills, and professional competencies** required by state licensure boards, employers, and national professional organizations—equipping you to become an effective and compassionate clinical mental health counselor.

Becoming a professional counselor is a **transformational journey**. It requires time, dedication, and a willingness to engage in deep self-reflection. Graduate education will challenge you intellectually and personally, but it will also offer opportunities for profound growth as you develop the mindset and skills needed to support others in meaningful ways.

The field of counseling is diverse and dynamic, with multiple philosophies, theories, and approaches—no single method is universally accepted. In our program, you will gain a foundational understanding of these perspectives and be encouraged to **develop your own counseling style and theoretical framework**—one that reflects your values, strengths, and professional identity while effectively serving your clients.

The CMHC Program is based upon the philosophy that students need to experience three types of learning:

CMHC Program faculty believe that personal growth and professional development go hand in hand on the journey to becoming an effective counselor. Academic learning is supported by a curriculum designed to build the knowledge, understanding, and skills essential for sound counseling practice. From the start of the program, students engage in experiential learning that begins in early coursework, expands through practicum experiences, and culminates with internship. These hands-on opportunities allow students to observe counseling in action, work directly with clients in supervised settings, and consult with experienced professionals—all of which contribute to the development of each student's unique counseling style. Self-exploration is an integral part of this process. Through feedback and support from faculty, staff, and peers, students are encouraged to reflect on their behaviors and interpersonal approaches. This reflection helps students understand how their personal style and presence impact those they serve, fostering both professional competence and personal insight.

Our faculty and staff recognize that content and subsequent reflection in this program can be difficult. The program includes courses that include readings, media, and discussion around topics such as sexual assault, domestic violence, stalking, physical violence, and identity-based discrimination and harassment. As such, we encourage students to care for their safety and well-being as they move through the program. We also highly recommend personal counseling for students to work through any unresolved topics and/or any topics that become painful during the program (see Personal Counseling section).

Section II: PROGRAM INFORMATION

Vision and Mission Statements

Vision Statement:
We educate clinical mental health counselor leaders and advocates who embody multicultural competence, ethical principles, and theoretically grounded practice.

Mission Statement:
As part of Utah Valley University, our mission is built on the following action commitments:

- *Include:* We cultivate a program culture of belonging for students from diverse backgrounds. In all courses, students engage in self-reflective exploration while gaining practical counseling knowledge and skills.
- *Engage:* We promote growth through experiential and engaged learning with a focus on practical application of counseling interventions for client well-being. We foster a clinical training environment that emphasizes lifespan development, professional advocacy, and community service.
- *Achieve:* We achieve excellence by preparing students to uphold rigorous ethical and theoretical standards in counseling practice, ensuring readiness to address the diverse needs of the communities they serve.

Program Learning Outcomes

The CMHC Program learning outcomes define the essential knowledge, skills, and professional dispositions required for effective clinical mental health counseling. These outcomes guide curriculum design, experiential training, and assessment to ensure students graduate prepared for licensure and ethical, culturally responsive practice. Together, they reflect our commitment to developing competent, compassionate counselors ready to meet diverse client needs,Develop a professional counselor identity that emphasizes wellness, interdisciplinary collaboration, and ongoing professional development.

- Implement safe, inclusive, and culturally responsive counseling services that respect and celebrate the uniqueness of all populations.
- Engage with self-exploration to understand how personal values and experiences influence professional counseling.
- Apply policy, ethical codes, and laws throughout the ethical decision-making process to ensure best practice.
- Evaluate counseling specific scholarly literature to inform practice.
- Establish intentional and collaborative counseling relationships with clients.
- Create theoretical case conceptualizations that inform counseling assessment, planning, and intervention.
- Utilize assessment tools for diagnosis, treatment planning, counseling outcomes, and program evaluation
- Employ a variety of therapeutic modalities, including interventions for individuals, groups, children, adolescents, couples, and families.

CMHC Key Performance Indicators

1. Articulate the importance of counselor self-care and integrate self-care strategies into ongoing professional development.
2. Demonstrates adherence to professional ethical standards and effectively collaborates with legal and judicial systems in mental health practice.
3. Articulate the multiple professional roles and functions of clinical mental health counselors, including interprofessional collaboration, consultation, community outreach, and emergency response roles.
4. Demonstrate foundational counseling skills in individual and group settings, including exploration, insight, and action skills.
5. Establish strong therapeutic relationships that facilitate meaningful client self-exploration and growth.
6. Develop a clear, research-driven personal guiding theory of counseling.
7. Assess, diagnose, and develop appropriate treatment and referral plans for clients presenting with mental, behavioral, and neurodevelopmental disorders.
8. Apply theories and models of career development, counseling, and decision-making.
9. Utilize clinical instruments for diagnosis and treatment of children, adolescents, and adults.
10. Apply theoretical foundations of group counseling as a leader of counseling groups.
11. Apply culturally responsive suicide prevention and crisis response strategies across diverse clinical settings, including the assessment and management of risks related to self-harm, suicide, aggression, and danger to others.
12. Apply developmental models of resilience, optimal development, and wellness to support individuals and families across the lifespan.
13. Implement culturally informed counseling strategies and advocacy approaches in therapeutic settings.
14. Evaluate counseling specific scholarly literature to inform practice.

Faculty and Staff

Our faculty and staff are dedicated to integrating rigorous academic study with meaningful experiential learning and self-reflection, fostering both professional and personal growth for students. They strive to create a supportive and respectful learning environment built on positive regard and authenticity. In addition, faculty actively engage in research and service to strengthen their teaching and enrich the overall student experience.

Name	Role	E-Mail
Dr. Carrie Merino	Program Director, Associate Professor	cmerino@uvu.edu
Dr. Russ Bailey	Associate Professor	Russ.Bailey@uvu.edu
Dr. Paige Lowe	Assistant Professor	Paige.Lowe@uvu.edu

Dr. Jamison Law	Director of Clinical Education, Assistant Professor	Jamison.Law@uvu.edu
Dr. Shantelle Tdajen	Assistant Professor	Shantelle.Tjaden@uvu.edu
Ashley Hansen, M.S.	Program Manager	Ashley.Hansen@uvu.edu

The CMHC Program is housed within the Department of Psychology and Counseling within the College of Humanities and Social Sciences.

Name	**Role**	**E-mail**
Dr. Acacia Overono	**Department Chair,** Associate Professor, Department of Psychology and Counseling	Acacia.Overono@uvu.edu

Admissions Requirements for the CMHC Program

1. A Bachelor's degree from an accredited university
2. A cumulative GPA of at least 3.4
    - Or a last 60 credits GPA 3.4 or higher
    - Or Major GPA of 3.4 or higher
        - If a or b above are true, you will need to make your GPA explicit in your letter of application and how it was computed
    - If you have completed a graduate degree, please use that GPA
3. Completion of the following courses is required:
    - General or Introductory Psychology
    - Abnormal Psychology
    - Research Methods
    - Statistics
4. Unofficial Transcripts uploaded in .pdf format

    - This is to verify your GPA and the required prerequisite courses.
        - If any of the prerequisite courses are in progress, please address this in your letter of application
        - You will still be required to request Official Transcripts from other institutions as part of the application process
5. Three letters of recommendation.
    - If you have attended university in the past two years, at least one of the letters needs to be academic.
    - If you have not attended university in the past two years, all three may be professional
    - If you have not worked in the past two years, then please provide letters that clearly document your ability to succeed in this program
    - Applications will submit Recommender Names and Email Addresses.
    - Recommenders will be asked to indicate their relationship to the applicant.
    - Recommenders will speak to the applicant's academic readiness for the CMHC program, ethical behavior, interpersonal skills, and potential to work with diverse clients.
    - Recommenders will attach a letter in .pdf or .docx format.
6. Clinical (paid or volunteer) and research experience are preferred (please document in CV or resume and discuss in the application letter).
7. **CMHC Curriculum Vita:** Applicants need to submit a copy of their current Curriculum Vita (CV). The CV should include:
    - Educational and practical experiences related to professional helping. These experiences could include things like psychoeducation, mentoring, or volunteer work with vulnerable populations.
    - Specific experiences, skills and/or preparation that demonstrate commitment to working with diverse populations.
    - This document needs to be in .doc, docx, or .pdf format

8. **CMHC Letter of Application/Personal Statement/CV Explanation:**
    - For this letter consider introducing yourself to the admissions committee, and include the following elements
        - An explanation of relevant experiences listed on the CV.
        - Personal and professional experiences that led to an interest in CMHC.
        - Skills gained that will lead to success as a student in a CMHC graduate program.
        - Interactions with populations that created a foundation for training in CMHC.
        - Specific interest in CMHC at UVU.
        - This document needs to be in .doc, docx, or .pdf format
9. The university charges a $50 USD application fee.

*The UVU CMHC admissions committee reserves the right to consider modifying some prerequisites if a candidate demonstrates extraordinary potential.

Student Recruitment Practices

The Clinical Mental Health Counseling (CMHC) Program is committed to recruiting and supporting students and faculty from a wide range of backgrounds and experiences. The program's vision and mission emphasize creating an academic environment where all students are welcomed and supported. Students are the heart of our learning community, and we encourage individuals from various life experiences and perspectives to join the program, enriching both the classroom and the counseling profession.

Recruiting and Retaining Diverse Students and Faculty

The Program Director supports recruitment of students and faculty from a variety of backgrounds by ensuring fairness and openness in faculty searches and student recruitment processes. Additionally, the Program Director will ensure that counseling faculty engage in active recruitment practices that promote a welcoming and supportive learning environment.

Program Matriculation

The CMHC Program admits for Fall semester only. Once admitted to the CMHC Program, students receive a UVU ID number and can register for classes. If admitted with required prerequisites pending, students must submit proof of those courses being completed prior to the first day of classes.

The CMHC Program at UVU is an accelerated, full-time 61 credit Master's Program designed to be completed in 5 sequential semesters. Students are expected to enroll full-time at 15 credits for Fall and Spring semesters, at least part-time for summer semester, and are strongly advised to complete the courses as scheduled. Courses build on prior semesters as students develop competence across the program. Subsequently, courses are only offered once a year. Students who do not enroll in the sequence will need to wait until the course is offered again to take (or retake, if necessary) a course. According to UVU policy, the maximum time frame for completing this program is 4 years. Students requesting to attend part-time will need to be attentive to these policies. A student interested in part-time will need to speak with their advisor to obtain approval. After being admitted and enrolling for the first time, students are required to maintain continuous course registration. This refers to the student's enrollment within each semester until graduation or the termination of the graduate program. Students may also apply for a leave of absence through the Graduate Studies office if needed.

Advising: You will be assigned an advisor upon admission acceptance. This advisor is a CMHC faculty member who will provide assistance and support throughout your time in the program. Your advisor will notify you via email by the end of the first week of the Fall semester of requests for meetings, check-ins, etc. Your advisor will also help with the Practicum placement process. You are encouraged to reach out to your advisor at any time. Your advisor will remain the same throughout your program, barring any changes in faculty. Your advisor will serve as a professional mentor for you and is an important relationship to cultivate!

Curriculum

The sequence of courses is as follows:

Fall of First Year	Course Title	Credit Hours
CMHC 6000	ACA Ethics & Professional Orientation	3
CMHC 6010	Theories of Counseling	3
CMHC 6020	Techniques of Counseling	3
CMHC 6130	Multicultural Counseling	3
CMHC 6030	DSM Diagnostics	3
	Semester total:	15
Spring of First Year	**Course Title**	**Credit Hours**
CMHC 6100	Crisis Management	3
CMHC 6060	Psychological Assessment	3
CMHC 6070	Group Counseling	3
CMHC 6160	Human Development	3
CMHC 6150	Cognitive Therapies	3
	Semester total:	15
Summer of First Year	**Course Title**	**Credit Hours**
CMHC 671R	Practicum	3
CMHC 6120	Addictions Counseling	3
	Semester total:	6
Fall of Second Year	**Course Title**	**Credit Hours**
CMHC 6110	Research Methods	3
CMHC 6163	Couples and Family Counseling	3
CMHC 6090	Psychopharmacology	3
CMHC 689R	Internship 1	3
	Semester total:	12
Spring of Second Year	**Course Title**	**Credit Hours**

CMHC 6162	Counseling Children and Adolescents	3
CMHC 6081	Current Trends in Counseling	3
CMHC 6050	Career Counseling	3
CMHC 689R	Internship 2	3
	Semester total:	12

Methods of Instruction

Each semester, courses will be offered in varying modalities, including online, hybrid, or in-person.

- **In-Person Courses**: These courses meet for 2.5 hours once per week, typically in the evening. These follow a traditional course format, including additional readings, assignments, and preparation outside of class.
- **Hybrid Courses:** These courses meet in-person for approximately 1.5 hours in the evening, typically following an In-person course. Because class time is reduced, students will spend additional time in CANVAS on class discussions and other interactive elements in addition to assignments and readings.
- **Online Courses:** These are asynchronous courses with weekly due dates and interactions that students will complete away from the classroom. Although online, CMHC faculty are actively involved in providing support and interactions to assist with meeting learning competencies. Typically, only one course per semester is online.

Technology Requirements

For the best learning experience, CMHC students should have the following technology specifications on a personal device:

- A laptop or desktop computer running Windows 10 and above or macOS 10.13 and above.
- Memory: 4 GB or higher (RAM)
- Hard Drive/SSD: 60 GB (macOS and Windows 10 require 18 GB) Solid State Drives are recommended for optimal speed.
- Processor: Intel i3 (equivalent or higher)
- Note: Chromebooks (Chrome OS), iPads (iOS), Android devices and iPhones should not be a primary device.
- A built-in or external microphone and webcam.
- Must have consistent access to the internet. With at least 2 MB upload and download speed; a high-speed broadband connection is recommended.
- Chrome or Microsoft Edge are preferred browsers.

The CMHC program may utilize several programs to help manage clinical courses as well as for additional counseling skills practice. More information on these programs will be provided in relevant courses. These programs do not require additional technology beyond that specified above.

Graduation Requirements

To graduate, a student must complete all courses in the program (60 credits) while maintaining a 3.0 GPA. Below are additional criteria that must be met by the student:

- A minimum grade of a B+ in the following courses: CMHC 6020 Techniques of Counseling, CMHC 6070 Group Counseling, 6710R Practicum and 6890R Internship I and II.
- All other courses require a minimum grade of "B-" or 80%
- Meet all hours requirements for Practicum (100 clock hours with 40 direct hours), Internship I and II (600 clock hours 240 direct) with minimum supervisor and faculty skills evaluations

Expectations of Students

The CMHC Program is a professional training program designed to prepare students for the responsibilities and ethical standards of clinical mental health counseling. As such, students are expected to demonstrate professional behaviors and attitudes consistent with the counseling profession, both in academic and clinical settings.

Attendance and Engagement

Please note that this is a Master's program which leads to eventual licensure to work as a professional in the community. Students are expected to be on time, present, prepared, and engaged in all classes,. Active participation in class discussions, activities, and assignments is an essential part of the learning process and professional development. Please note that while some courses may have different attendance requirements, you are required to be present in class and to limit absences. **In general, most courses have a 2 absence limit.** Clinical Courses (Techniques, Group, Practicum, or Internship) have stricter attendance requirements based in state law. These requirements are not negotiable. If attendance becomes a problem, students are encouraged to take a leave of absence or to enroll in the course at a different time.
Please note that options to join via online methods (TEAMS) for a live class is not available for courses under MOST circumstances. Doing so impedes your ability to engage in class fully, and often causes challenges for other students. Confidentiality when discussing clinical material is an additional concern. As such, please refrain from asking to join a face-to-face class online!! This is not an accommodation that we will approve. Please reach out to your faculty advisor with concerns.

Communication

Timely and respectful communication with faculty, supervisors, and peers is required. Students should regularly check their university email and learning management system for updates, respond to messages within a reasonable time frame, and notify faculty in advance when absences or scheduling conflicts arise.

Academic Honesty and Integrity

Students are expected to adhere to university policies regarding academic honesty. Plagiarism, cheating, or any form of academic dishonesty is strictly prohibited and may result in disciplinary action. All work submitted must represent the student's own efforts, with appropriate credit given to sources when used.

Professional Conduct
As emerging professionals, students are expected to behave in a manner that reflects ethical practice and respect for clients, peers, faculty, and the community. This includes maintaining confidentiality in clinical and classroom discussions, using professional language, and demonstrating cultural awareness and respect for differing perspectives.

Responsibility for Learning
Students are responsible for meeting course requirements, seeking assistance when needed, and taking an active role in their learning and professional development. This includes regular self-reflection, openness to feedback, and commitment to growth in both knowledge and interpersonal skills.

Additional Program Disclosures

Accreditation: This program was designed to meet the criteria for accreditation with the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This program has a site visit schedule with CACREP Fall 2025 and will continue to pursue accreditation.

Licensure and Degree Portability: This program meets the criteria for licensure in the State of Utah. From the Utah Rules, applicants are required to have "a master's or doctorate degree conferred to the applicant in Clinical Mental Health Counseling, clinical rehabilitation Counseling, or counselor education and supervision from a program accredited by CACREP; or a Master's or Doctorate program in Clinical Mental Health Counseling or an equivalent field from a program affiliated with an institution that has accreditation recognized by CHEA (Council for Higher Education Accreditation)." UVU, institutionally, is accredited by Northwest Commission on Colleges and Universities, which is recognized by CHEA and meets the criteria. Other states have other requirements for licensure, which may inform the portability of this license. To see a list of each state and what they require for licensure as a counselor, please click here: https://www.counseling.org/docs/licensure/72903_excerpt_for_web.pdf . Additionally, Utah participates in the Counseling Compact that will allow those independently licensed to practice in other specific states that have passed legislation, without having to re-take licensure examinations or fulfill the specifics of other states' requirements for licensure. Additional information on this Compact is available here: https://counselingcompact.org/map/.

Tuition and Fees: CMHC program tuition and fees are determined by the Board of Trustees and the Board of Regents. Tuition and fees are adjusted and published each spring for the following year, beginning the summer semester at https://www.uvu.edu/tuition/graduate.html.

Financial Aid and Scholarships: Students are encouraged to work with the Financial Aid and Scholarship Office to explore available options at https://www.uvu.edu/financialaid/.

Transfer Credits: In consultation with their advisor, students can investigate relevant and related graduate credits from other departments or accredited colleges/universities. Some courses, including Techniques of Counseling, Group Counseling, Practicum, and Internship cannot be transferred. All transferred credits must meet guidelines at: https://www.uvu.edu/graduatestudies/policies.html.

Leave of Absence

Students who need to interrupt their graduate program for necessary reasons may request a leave of absence for a specific period that may not exceed one year. To initiate this process, the student is required to meet with the program directorship. Upon this initiation with the Program Director, the required materials are to be sent to the Graduate School at least one month before the first day of the term. An approved leave of absence needs to be completed no later than four years from the initial start date.

Withdrawal from the Program

Students considering withdrawal from the program are strongly encouraged to meet with their faculty advisor and the Program Director before making a final decision. These meetings provide an opportunity to discuss options, address challenges, and review potential impacts on academic and professional goals. Students wishing to withdraw need to contact the registrar to complete this process.

Section III: RETENTION, STANDARDS, and CONFLICT RESOLUTION

Retention Policy

UVU Faculty are committed to the success of each student. The program has a rigorous assessment plan with points where students receive individual feedback related to their academic performance, professional development, and personal development. See Section IV below int his handbook for specific information. Students experiencing academic or personal difficulties that may impact performance are encouraged to proactively meet with their faculty advisor and/or the Program Director to explore available resources and support options. Below are additional policies related to retention.

Academic Standards

1. Students in graduate programs at Utah Valley University are required to adhere to the academic policies of the Graduate School. (https://www.uvu.edu/graduatestudies/policies.html)
2. Clinical Mental Health Counseling master's students are expected to adhere to the previously mentioned policies regarding minimum grade requirements.

Conflict Resolution

Managing conflict appropriately reflects a student's professional development, identity, and competence as a counselor. Appropriate conflict resolution is a tool with which faculty and program directorship can evaluate student dispositions. The below outlined concern/conflict resolution is designed to have appropriate documentation for program assessment.

Course Concerns: Occasionally, concerns arise about course issues. The Department of Psychology and Counseling has a standard set of procedures to deal with these situations. Please follow these steps if you have an area of concern related to the course:

Appeal Policy: If your concern is related to ordinary course issues, you MUST address the issue with your instructor FIRST. Examples of ordinary course issues include concern about a grade, deadlines, or course topic concern. If your issue is an ordinary course issue and you don't reach out to your instructor first, you will be referred to your instructor. Minor issues may be resolved via email or a meeting. You may also call or email your instructor to schedule an appointment outside of class time to discuss the concern. At any point during this process, you can receive support, help, and assistance from the UVU Student Ombuds (https://www.uvu.edu/ombuds/).

If your issue is not resolved after reaching out to your instructor, or if it involves a significant concern (e.g., they always cancel class), your next step is to contact the Psychology and Counseling department chair.

Student Concerns: The CMHC program touches on topics that may cause discomfort. An overarching goal of the program is to support the emotional growth and development of students to ensure professional counseling development. If a student concern arises, the faculty member will schedule a one-on-one meeting with the student to create an open dialog. The faculty member will share the process of student development with the CMHC faculty to support the student's continued growth across all aspects of the program. Example of student concerns: students' knowledge of counseling, clinical skills, ethical skills, and interpersonal dispositions in their relationships with their supervisors, colleagues, instructors, and clients.

Program Concerns: If a student has a concern about the program or a faculty member, the Program Director can be contacted directly for assistance. Should this not resolve the concern, the student can contact the Department Chair for additional assistance.

Student to Student Concerns: If a student has a concern with another student, the first step is to attempt to resolve the concern between the students. The student with the concern will initiate contact with the other student following these guidelines: 1) Communicate, respectfully share your point of view; 2) Listen, allow your peer to share their point of view; 3) Dialog, discuss differences in ideas and identify common themes. If further assistance is needed, you may reach out to a faculty member or the Program Director for support.

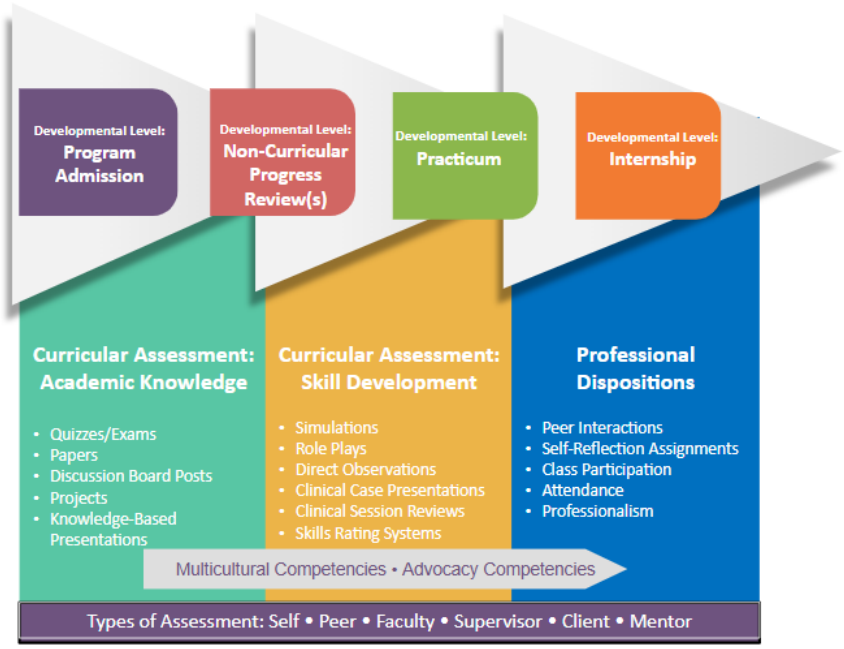
If meeting with your peer is not an option, students may address their concerns with a faculty member when the concern is related to a specific course. If the concern is not related to a specific course, the student may bring the concern to the Program Director. If resolution is unattainable, the Program Director will advise the student on additional resources.

Section IV: STUDENT ASSESSMENT

Formative Assessments

The CMHC program addresses the assessment and evaluation of the students in several key ways. Below is a graphic of the numerous ways that assessments are utilized within the program.

UVU Clinical Mental Health Counseling Program Assessment Model



Student assessment is both formative and summative, with some assessments tied to academic coursework, clinical coursework, and overall development across the program. Assessment is tied to University Policy 548, which can be found here: https://policy.uvu.edu/getDisplayFile/5ea1dc117c74a7773fe30647 . If there is a seeming conflict between these guidelines and university policy, university policy supersedes these guidelines. The following assessments are utilized with students in the program.

Student Reviews of Progress

There are two formal Reviews of Progress which are in place to provide developmentally appropriate feedback to CMHC students. There are two points at which CMHC students will complete a Review of Progress.

- The semester immediately following completion of their first 15 credits in the program (Typically Spring semester of their first year)
- The Semester immediately following completion of Practicum (Typically Fall semester of their second year)

This review assesses student development academically, professionally, and personally as identified in specific program objectives. The ROP is submitted electronically in Qualtrics, and each faculty advisor reviews the form and reflections prior to the scheduled meeting to discuss student progress. Information related to this review is provided via email with firm deadlines in place. Students are unable to continue into the next semester until they have successfully completed the ROP, which includes program faculty meeting, response, and discussion with their assigned advisor.

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

- A commendation related to present development with encouragement for future progress.
- An identification of concerns which need to be addressed with the student's advisor and plans for further review. May lead to Remediation Plan as needed.
- An assessment that professional direction needs to be reexamined via consultation with the student's advisor.

Students are encouraged to meet with their advisor to discuss their feedback and progress as part of forming their professional identity.

Curriculum-based Signature Assignments

The CMHC Program includes signature assignments in all core courses as part of monitoring student progress as well as aggregate data for ongoing program evaluation. In addition to CACREP Standards, the program has 11 program objectives which are evaluated across the curriculum. Specific rubrics and requirements are found in individual course syllabi.

Clinical Skills & Dispositions Assessments

The CMHC faculty believes that counselors' personal awareness, knowledge base, and skills evolve throughout their professional careers. As students progress through the program, faculty members provide an ongoing review of students' progress while encouraging students to monitor their own development. To facilitate this review, formal skills assessment surveys are conducted in clinical courses. The chart below indicates the assessments utilized in clinical courses.

Clinical Course	Clinical Skills and Dispositions Assessment
CMHC 6010: Techniques of Counseling	Techniques Skills Assessment by Faculty
CMHC 6070: Group Counseling	Group Counseling Skills Assessment by Faculty
CMHC 671R: Counseling Practicum	Skills & Dispositions Evaluation by Site Supervisor Skills & Dispositions Evaluation by Faculty
CMHC 689R: Counseling Internship	Skills & Dispositions Evaluation by Site Supervisor Skills & Dispositions Evaluation by Faculty

Standardized Assessments

At the end of their second year, prior to graduation, students take a mock National Counselor Examination (NCE) which is administered by faculty and consists of prior NCE questions. Students are expected to pass with 70% or above. This exam is based on actual past questions on

the NCE and is given to students in their final semester of the program through Canvas (typically Spring of internship year).

Student Review & Retention Policy

Potential counseling effectiveness cannot be assessed like academic performance in typical college courses. In addition to mastering academic knowledge and clinical skills, students training to become effective counselors must recognize various behaviors and value systems and how these value systems affect behavior and must communicate effectively, be open-minded, tolerate ambiguity, exhibit a high degree of patience, and demonstrate emotional stability and self-acceptance.

The following includes major considerations of the three primary review areas: academic performance, professional development, and personal development. These characteristics are included in the above assessment instruments and as needed.

1. Academic performance includes one's ability to (1) successfully complete academic course work required in the program as evidenced by grades of B or higher; (2) abide by the academic policies of the UVU Graduate School; (3) demonstrate academic integrity; and (4) participate fully in learning. Ordinarily, students who receive two unsatisfactory grades (grades other than A or B) in any combination of clinical courses will be withdrawn from the program. Students who receive grades other than A or B in didactic courses must repeat them until they earn A or B grades.

2. Professional behaviors and dispositions influence one's ability to provide ethical and effective services.
   These include the ability to (1) respect and adhere to all aspects of the American Counseling Association Code of Ethics (2005), the Ethical Standards of the Utah UMCHA, DOPL, and standards relevant to one's specialty area of practice (e.g., school, couple, or group counseling); (2) demonstrate multicultural competence; communicate, cooperate, and relate with others in meaningful ways; (3) think concretely and reason abstractly; (4) accept and make use of feedback in supervisory and other experiences; (5) develop appropriate boundaries with clients, supervisors, and/or colleagues; (6) show initiative and motivation; and (7) be dependable in meeting professional expectations and obligations.

3. Personal development includes intrinsic dispositions, self-reflective abilities, and skills in managing personal wellness and life difficulties. Intrinsic dispositions include openness to new ideas, tolerance of ambiguity, future-mindedness, patience, humor, creativity, self-acceptance, maturity, flexibility, ability to express feelings appropriately, and integrity. Self-reflective abilities include self- and other-awareness, openness to self-examination, awareness of emotional limitations, and acceptance of personal responsibility. Skills in managing wellness include demonstrating emotional stability, personal security, strength, and confidence; the capacity to handle stress, frustration, and conflict; and the ability to recognize and minimize the impact of impairment.

Procedures for Student Review & Retention

Faculty members who identify concerns via any of the review mechanisms outlined in the Methods for *Student Review & Retention* are responsible for initiating remediation of concerns as

soon as possible. Depending on the context and nature of the concerns, an initial meeting with the student may be conducted one-on-one with the faculty member or may include other relevant parties designated by the faculty member. Typically, these parties include site supervisors, program advisors, or other faculty members.

1. At the initial meeting or within one week of the initial meeting, the faculty member(s) will develop a Remediation Plan in which the concern is summarized and a plan for addressing the concern is presented. The student will be asked to sign the Remediation Plan or will be advised of the appeal process.

2. If the student believes the evaluation and/or remediation plan is inequitable and is unwilling to follow the specifications on the *Remediation Plan*, the faculty member will inform the student to contact the Program Director within three business days to discuss appeal procedures.

3. If the student does not contact the Program Director within three (3) business days following the conference with the faculty member, the student forfeits the right to an appeal, and the faculty member's specifications in the current Remediation Plan stand.

4. Students who refuse to sign a receipt of the plan and/or do not respond to faculty members' attempts to remediate concerns are subject to the same time limits.

5. In case of appeal, the Program Director will seek a resolution with the faculty members and students. If no resolution is reached, or if the Program Director was involved in the development of the plan, the Program Director will refer the matter to the Department Chair. UVU Policies 541 & 548 will then be followed.

It is impossible to list all the reasons why remediation may be needed. Some common reasons include:

1. Instructors of clinical courses in which students will not earn grades of A or B (or who may meet grade cut-offs but who are likely to struggle in future courses),
2. Instructors of didactic courses in which students earn grades other than A or B and/or do not meet SLOs for the course and
3. Faculty members who become aware of academic performance, professional development, or personal development concerns.
4. UVU policy specifies that, ordinarily, grades of W and WF count as failed attempts at clinical courses. Instructors who assign grades of W and WF must document, via Academic Report and/or Professional Competency Report, whether the withdrawal was related to a clinical competency concern. For master's students, grades of Incomplete should never be assigned in cases where there are concerns regarding student clinical competency.

CMHC Student Support

The faculty and staff members of the CMHC program are committed to provide support to ensure academic success. To that end, students are strongly encouraged to reach out to program faculty and staff when they have questions and when they may need support. Students are encouraged to view faculty and staff as mentors in their professional and clinical development. In addition to program faculty and staff, students may seek further support from any of the following resources:

- UVU Office of Accessibility Services
- UVU Student Success Center
- UVU Student Health Services, including Mental Health Services
- UVU Ombuds Office
- UVU Title IX Office
- Psychology and Counseling Chair

While seeking support, students may also seek individual counseling services. Students admitted to the program are strongly encouraged to participate in a personal counseling experience. The purpose is to provide students with an important opportunity for personal exploration that is essential for their development as effective counselors. An additional benefit is that students experience counseling from the client perspective. Student Health Services is located in SC 221, telephone 801-863-8876. The following community resources are available 24/7- the National Suicide Prevention Lifeline 1-800-273-8255 and the Safe UT Crisis Chat & Tip Line. You may also access the Crisis Text Line 741-741 or call 9-1-1. If an emergency is happening on campus, call campus police 801-863-5555. Students may also seek referrals through their own family physicians or insurance.

Accommodations/Students with Disabilities*:*
Students needing accommodations due to a disability, including temporary and pregnancy accommodations, may contact the UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747. Accessibility Services is located on the Orem Campus in LC 31.

Please note: Accessibility Services makes general accommodation suggestions which do not always align with requirements for the State of Utah licensing board or our accreditor CACREP. As such, faculty may request to meet with Accessibility Services and the student to discuss accommodations and requirements for a clinical master's degree that leads to licensure.

Academic Integrity:
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for a free exchange of ideas and enables all community members to achieve their highest potential. We aim to foster an intellectual atmosphere that produces integrity and imaginative thought scholars. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their original academic work. Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students are responsible for promoting academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and

writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible for clearly stating expectations and modeling best practices. Further information on academic dishonesty is detailed in UVU Policy 541: Student Code of Conduct.

Religious Accommodation:
UVU values and acknowledges a wide range of faiths and religions as part of our student body and as such, provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event. The UVU campus has a place for meditation, prayer, reflection, or other forms of individual religious expression, as is described on their website.

Equity and Title IX:
Title IX states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Students who believe they have been excluded from participation in, denied the benefits of, or discriminated against because of their sex may contact the EO/AA office to make a report, ask questions, or share concerns by email at: titleix@uvu.edu, in-person at BA-203, or by phone at: (801) 863-7999. To learn more about the Equity and Title IX office please visit us online at: https://www.uvu.edu/equityandtitleix.

Basic needs:
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the program, is urged to visit UVU Care Hub. for access to a variety of resources. You may also email care@uvu.edu for assistance.

Section V: DISCRIMINATION AND HARASSMENT

Utah Valley University's policies and procedures pertaining to discrimination and harassment are described in detail at the following Internet site:
https://www.uvu.edu/equalopportunity/titleix/sexual-misconduct.html
Utah Valley University (UVU) is committed to maintaining an educational and work environment free from discrimination and harassment. Our commitment includes maintaining a campus environment in which no student, faculty, or staff member is excluded from participation in or denied the benefits of its programs and activities because of one's gender. The University has an obligation to take immediate and effective steps to eliminate gender discrimination, including sexual harassment, sexual assault, and sexual violence.

Section VI: ENDORSEMENT POLICY

The CMHC degree at Utah Valley University provides education and training that can lead to licensure as a mental health counselor exclusively. This program does not prepare students to license or certify in any other discipline, related or otherwise. Should students wish to pursue further certifications and licenses, they will need to do so by taking on additional coursework and training that meets the requirements for those disciplines. See https://dopl.utah.gov/clinical-mental-health-counseling/ for additional requirements for state licensure. Students are responsible for working with DOPL directly following graduation.

Section VII: PRACTICUM AND INTERNSHIP

Practicum and Internship Experience Overview

The purpose of the Practicum course and Practicum placement is to provide supervised clinical experience in which the student develops basic counseling skills, integrates professional knowledge, and is a prerequisite for the Internship course. The Internship course and Internship placement aim to provide supervised clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates and authenticates professional knowledge and skills related to program objectives. Completion of Internship serves as a prerequisite for graduation and post-graduation progress towards state licensure in Utah.

For both Practicum and Internship hours, students are required to enter their hours, by type (direct service, indirect, supervision) on a weekly basis through the Time2Track software. They are to verify these hours with their on-site supervisor during leadership (supervision?) each week. The site supervisor also needs to review and approve/disapprove the hours entered. The Director of Clinical Education monitors these hours, and individual Practicum and Internship Faculty are responsible to review these hours with their respective students every term. Students are ultimately responsible for completing their own hours or seeking assistance from their clinical site, their instructor, or the Director of Clinical Education.

General Requirements

Background Checks

The CMHC requires a background check at the time of practicum. Students receive email notification to complete these at the end of Spring semester. Please note that students may be required to pay for the background check. If background checks indicate any concern, program faculty will consult and determine the appropriate intervention. The individual's advisor will meet with the student and discuss the concerns and eligibility for the clinical experience. Any interventions/ plans will need to be approved by the program faculty.

Student Malpractice Insurance Coverage

All practicum and internship students are required to obtain professional liability/malpractice insurance. **Proof of insurance is required on or before your first day of practicum and internship class. You may forward an electronic copy of proof of confirmation to the Director of Clinical Education and the Program Manager.**

There are several insurance companies that offer insurance to student trainees at discounted rates. The American Counseling Association (ACA) Insurance Trust offers student rates, as does

AMHCA. You can also obtain professional liability insurance free as part of your student ACA membership which is a cost-effective way to get all ACA membership benefits.

Site Specific Drug Tests and/or Required Immunizations
Please note that you may be placed at a site that has specific requirements for drug testing or immunizations. Your agreement to complete hours at this site indicates your agreement with these individual site policies. Please direct any questions or concerns to the clinical site.

Eligibility for Practicum

To be eligible to begin Practicum, students must have a minimum 3.0 GPA, and have completed the following courses:

- CMHC 6000- Ethics and Professional Orientation (B- or better)
- CMHC 6010- Theories of Counseling (B- or better)
- CMHC 6020- Techniques of Counseling (B+ or better)
- CMHC 6070- Group Counseling (B+ or better)

Students must also complete an Application for Practicum and meet with their advisor who will assist with finding a site.

Eligibility for Internship

To be qualified for Internship, students must have completed a minimum of 40 direct service clock hours and a minimum of 100 clock hours during their Practicum course and maintained satisfactory academic standing in the CMHC program. If students are changing sites between the completion of Practicum and the start of Internship, students must work directly with the Director of Clinical Education.

Practicum Course Outcomes & Evaluation

Practicum Course Description
Provides a forum for students to attain supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) Counseling, (3) psycho-educational activities, and (4) consultation. Requires students to complete a minimum of 100 clock hours of field training in a clinical mental health setting, including attaining 40 direct clock hours. Provides students with individual supervision by faculty and group supervision in seminar which is designed to be responsive to students' Practicum experiences and needs for their clients and sites. Evaluates students' ability to apply Counseling theories and techniques assessment and diagnostic information, clients' characteristics in case conceptualization, and treatment planning. Provides peer support and consultation.

Practicum Learning Outcomes
The primary goal of this course is to enhance students' clinical skills and foster their confidence in professional clinical mental health practice.

Objectives

	CACREP 2016 Standard:	Measured:
2.F.1.k	Strategies for personal and professional self-evaluation and implications for practice	End of Semester Skills Self-Evaluation
2.F.1.m	The role of counseling supervision in the profession	End of Semester Skills Self-Evaluation
2.F.3.F	Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	Final Clinical Hours Log
2.F.3.G	Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills	Final Clinical Hours Log
2.F.3.H	Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum	Final Clinical Hours Log
2.F.3.I	Practicum students participate in an average of 1.5 (2.5 per program guidelines) hours per week of group supervision on a regular schedule throughout the practicum.	Final Clinical Hours Log
CMHC Specific Standard 5.C.3.a	Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	End of Semester Site Supervisor Evaluation End of Semester Instructor Skills & Dispositions Evaluation
CMHC Specific Standard 5.C.3.b	Techniques and interventions for prevention and treatment of a broad range of mental health issues	End of Semester Site Supervisor Evaluation End of Semester Instructor Skills & Dispositions Evaluation

Practicum Requirements

The following documents are REQUIRED to receive **a grade** for Practicum.

Assignment	Submitted by	Grading Criteria

End of Semester Site Supervisor Evaluation	Submission from site supervisor(s) required. Score criteria also apply. See next column.	Part I: Minimum score of 40, no "harmful" ratings. Part II: Minimum score of 31, no "harmful" ratings.
End of Semester Instructor Skills & Dispositions Evaluation	Course Instructor	Part I: Minimum score of 40, no "harmful" ratings. Part II: Minimum score of 31, no "harmful" ratings.
End of Semester Skills Self-Evaluation	Student Submission.	Points awarded for completion.
End of Semester Evaluation of Site Supervisor and Site	Student Submission.	Points awarded for completion.
Mid-Semester Clinical Hours Log	Student Submission.	Points awarded for completion.
Final Clinical Hours Log	Student Submission. Score criteria also apply. See next column.	Practicum: Minimum Hour Totals: Direct: 40 Indirect: 60 • Must include 11 hours of individual/triadic weekly supervision on site

A copy of the Skills and Dispositions Evaluation is available in the Appendices below.

If Hours are Incomplete
If a student has not fulfilled the required hours for Practicum (a minimum of 40 direct service clock hours and 100 total clock hours) then the student will need to register for and complete CMHC 6710R Practicum 2. If a student completes the minimum clock hours mid-semester they are still required to engage in and fulfill all knowledge, skill, and professional disposition requirements of their Practicum class and their Practicum site.

Approved Supervisor Adjustment
In the case that a supervisor is not present during scheduled supervision times, a student can meet with another licensed clinician at the site no more than two times per semester. If it is more than two times, then the site supervisor will need to go through the formal approval process for the UVU CMHC Program.

Termination from an Approved Practicum Site
If a Practicum site is terminated due to cause on their end and through no responsibility of the student, the student is to contact the Director of Clinical Education immediately to avoid client neglect and abandonment and facilitate placement at a new site.

If a Practicum site is unilaterally terminated due to cause on the student's end, then they must immediately contact the Director of Clinical Education and the Program Director as soon as possible to engage in the required remediation assistance (see "Remediation Plans").

Internship Course Outcome & Evaluation

Internship Course Description
Provides a forum for students to attain clinical experience in which they develop more advanced Counseling skills and integrate course knowledge into their work. Requires that students

complete at least 600 clock hours in a clinical setting in which they provide 240 clock hours of direct service. Internship students participate in an average of 2.5 hours per week of group supervision on a regular schedule throughout the Internship, in addition to weekly interaction with their site supervisor that averages one hour per week of individual and/or triadic supervision throughout the Internship. Assists student development of their advanced clinical skills, particularly interviewing and assessment, case conceptualization, Counseling treatment and crisis intervention plans, and demonstration of cultural sensitivity.

Internship Learning Outcomes

The primary goal of this course is to enhance students' clinical skills and foster their confidence in professional clinical mental health practice.

Objectives

CACREP Standard:		**Measured:**
2.F.1.k	Strategies for personal and professional self-evaluation and implications for practice	End of Semester Skills Self-Evaluation
2.F.1.m	The role of counseling supervision in the profession	End of Semester Skills Self-Evaluation
2.F.3.J	After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.	Final Clinical Hours Log
2.F.3.K	Internship students complete at least 240 clock hours of direct service.	Final Clinical Hours Log
2.F.3.L	Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.	Final Clinical Hours Log
2.F.3.M	Internship students participate in an average of 1½ hours (2.5 per program guidelines) per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	Final Clinical Hours Log

CMHC Specific Standard 5.C.3.a	Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	End of Semester Site Supervisor Evaluation End of Semester Instructor Skills & Dispositions Evaluation
CMHC Specific Standard 5.C.3.b	Techniques and interventions for prevention and treatment of a broad range of mental health issues	End of Semester Site Supervisor Evaluation End of Semester Instructor Skills & Dispositions Evaluation

Internship Requirements

The following documents are REQUIRED to receive **a grade** for Internship I and Internship II.

Assignment	**Submitted by**	**Grading Criteria**
Individual Case Assessment & Video Presentation #1	Student/ Course Instructor	Minimum criteria determined by individual instructor rubric. See course syllabus for details.
Individual Case Assessment & Video Presentation #2	Student/ Course Instructor	Minimum criteria determined by individual instructor rubric. See course syllabus for details.
Individual Case Assessment & Video Presentation	Student/ Course Instructor	Minimum criteria determined by individual instructor rubric. See course syllabus for details.
Class (Group Supervision) Attendance Requirements	Student/ Course Instructor	Minimum criteria determined by individual instructor rubric. See course syllabus for details.
End of Semester Site Supervisor Evaluation	Submission from site supervisor(s) required, both Fall and Spring. Score criteria also apply. See next column.	Part I: Minimum score of 40, no "harmful" ratings. Part II: Minimum score of 31, no "harmful" ratings.
End of Semester Instructor Skills & Dispositions Evaluation	Course Instructor, both Fall and Spring.	Part I: Minimum score of 40, no "harmful" ratings. Part II: Minimum score of 31, no "harmful" ratings.
End of Semester Skills Self-Evaluation	Student Submission, both Fall and Spring.	Points awarded for completion.
End of Semester Evaluation of Site Supervisor and Site	Student Submission both Fall and Spring.	Points awarded for completion.
Mid-Semester Clinical Hours Log	Student Submission. Fall only.	Points awarded for completion.
Final Clinical Hours Log	Student Submission. Score criteria also apply. See next column.	Internship: Minimum Hour Totals over Internship I & II: Direct: 200 10 hours minimum of Group Counseling**

		Indirect: 400 · Must include 16 hours per semester of individual/triadic weekly supervision on site for a minimum total of 32. If clients are seen during semester breaks, an additional 1 hour is required for each week.
Personal Guiding Theory/Theoretical Orientation Paper	Student Submission. Fall only.	Minimum criteria determined by individual instructor rubric. See course syllabus for details.
Professional Identity Presentation	Student Submission, Spring only	Minimum criteria determined by individual instructor rubric. See course syllabus for details.

A copy of the Skills and Dispositions Evaluation is available in the Appendices below.

How to Apply for a Practicum or Internship Site

Your faculty Advisor will be the primary contact for you throughout the Practicum placement process. In your first semester, you will meet with your advisor to discuss your Practicum Application which will include information related to the type of site you may be looking for or the type of population you would like to consider. We recommend flexibility throughout the process, as many factors may contribute to the suitability of a site. We also invite many of our sites to participate in Practicum Site Fairs which you are encouraged to attend to get to know possible sites and supervisors.

Faculty meet to discuss initial meetings and possible recommendations for sites late in the fall. Your advisor will then reach out to you with recommended sites that we are already partnered with. If you would like a new site to be considered, your advisor will work with the Director of Clinical Education, who will ensure the site meets the State's requirements for a clinical site. Your advisor will help you contact the desired sites. Please note that sites have individual criteria and processes for interns, which you will need to follow. Once you have been accepted to a site, you will notify your advisor and complete the Petition to Start Hours available on Canvas. This will allow us to generate the paperwork needed for the site and the supervisor. You will continue to be in contact with your site about logistics such as onboarding. Please note that no official hours can accrue outside of the actual semester that you begin Practicum.

UVU Practicum and Internship Alignment with Utah Licensure

Per Utah DOPL, students are required to obtain a combined 700 documented hours of supervised clinical training across a Practicum semester and two Internship semesters, of which 240 hours consists of providing therapy directly to clients. Additionally, the UVU CMHC Program requires a minimum of 10 group counseling hours during Practicum and/or Internship. Between Practicum and Internship requirements students will have a total of at least 700 hours of clinical hours and 240 direct service hours which satisfies these DOPL requirements. See Clinical Mental Health Counseling - dopl.utah.gov.

Supervision Requirements

Students in Practicum and Internship are required to meet weekly with their on-site supervisor on a regular schedule throughout the entire duration of Practicum and Internship (including the weeks between semesters). Supervision *must* be individual or triadic based on the supervisor's

assessments of the needs of the student. Site supervisor qualifications include each of the following: have (1) a minimum of a master's degree, preferably in Counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in Counseling supervision.
Additionally, written supervision agreements define the roles and responsibilities of the site supervisor and student during Practicum and Internship. Supervisors ensure that clients are aware of the services rendered and the qualifications of the student rendering those services. They document and provide the student with ongoing feedback regarding their performance and schedule periodic formal evaluative sessions throughout the supervisory relationship.

Supervisors are responsible for incorporating into their supervision the principles of informed consent and participation and they inform students of the policies and procedures to which supervisors are to adhere and the mechanisms for due process appeal of individual supervisor actions. They make the student aware of professional and ethical standards and legal responsibilities. Most importantly, supervisors establish and communicate to the student procedures for contacting supervisor or, in their absence, an alternative on-call supervisor to assist in handling crises.

Employment at Practicum or Internship Site Placements

Students may be employed at their Practicum or Internship site insofar as the following criteria are met:

1. The students' purpose, role, and function in that organization is Practicum or Internship Trainee. If it is not before the beginning of the Practicum or Internship, it becomes so at the beginning of the placement.
   Reminder: The CMHC Program reserves the right to cap the number of Direct Hours allowed per week for students in clinical placements. Due to the nature of our program being 2 years (60 credits), students will have multiple other classes that they are taking simultaneously. The current caps for direct hours per week are as follows:

   - Practicum: Up to 5 client hours per week. Summer semester is 13 weeks long and 5 hours per week on average would give them well over the required 40 direct service hours (plus their 60 non-direct service hours).

   - Internships 1 and 2 (two semesters—Fall and Spring): Up to 10 client hours per week. With 15 weeks semesters (30 total), this will give them ample amount of client hours to complete their 240 required direct service hours minimum (plus all the other hours to add up to700 at the end).

2. If the student is expected to maintain two roles in the same organization, their Trainee role and their other employed role, the roles for each are clearly delineated separately in writing and each role will involve a different supervisor. It is incumbent upon the employer, supervisor, and student to guarantee that dual employment roles are continuously avoided.

a. If the students have two roles in the same organization, the evaluations must be different. The evaluation of their performance in one role must not impinge on the other.
b. Students must not interact with the same clients from two different roles. If they are in a position to do so, this must be rectified by their supervisor immediately, and clients must be fully informed of any anticipated consequences (e.g., financial, legal, personal, therapeutic) of student role changes.

3. Financial expediency is not to interfere with training. Organizational changes, restructurings, budgetary changes, and the like are not to interfere with the training of the student. It is incumbent on the training site to maintain their signed agreement of the expectations delineated above. If they are unable to execute this agreement with fidelity, then the Director of Clinical Education must be notified immediately to facilitate the placement of the student at a different site.

Issues of Consent and Confidentiality in Clinical Training

Before providing counseling services, supervisees disclose their status as students from Utah Valley University's CMHC program and explain how this status affects the limits of confidentiality. Students obtain client permission before they use any information concerning the counseling relationship in the training process.

Telehealth Services

During their Practicum and Internship, students can become familiar with various professional activities and resources, including technological resources. This can involve delivering counseling services and receiving site supervision using Telehealth or other remote technologies. As defined by Utah law, *remotely* means communicating via Internet, telephone, or other electronic means that facilitate real-time audio or visual interaction between individuals when they are not physically present in the same room at the same time [see Utah Code §58-60-102(8)]. All students will be required to complete an online training module as part of Practicum related to telehealth. Faculty will require some hours be obtained in person, which may necessitate a secondary placement if the student's primary placement is virtual only.

CMHC Program Recording Requirements

The CMHC program at UVU requires recording all sessions to uphold best practices in the counseling field. Our goal is to create strong counselors who will positively impact the mental health field, and this requires close inspection of their developing skills. The following are other reasons for this measure.:

- Recorded sessions can be a valuable tool for counselors to review their work with clinical supervisors and meet requirements for evidence-based treatment practices.
- The recordings allow counselors to refer to key points within the session, better understand the client's concerns, and evaluate their therapeutic interventions.
- By reviewing recorded sessions, counselors can also identify areas for improvement in their therapeutic approach, reflect on their biases or reactions, and enhance their skills. This process can contribute to ongoing professional development and growth.

- Therapy notes, on the other hand, are written records that mental health professionals use to document and evaluate conversations that occur during therapy sessions. But these do not give a full picture.
- Both recorded sessions and therapy notes are essential in supporting the therapeutic process, facilitating supervision and evaluation, and maintaining appropriate documentation and accountability in mental health practice.

Please feel free to reach out with any questions or concerns about this protocol.

Practicum and Internship students must do the following:

- All clients sign paperwork for consent to be recorded, shared with supervisors, and group supervision. Most sites have a form they already use. Feel free to use those. UVU also has provided one in your CANVAS course room. Once you have it signed, please keep track of all releases of information AND upload them to the appropriate assignment in CANVAS.
- All sessions MUST be recorded on a HIPPA-compliant device. You can record the meeting with TEAMS or a paid version of ZOOM. TEAMS would be best for UVU and is HIPPA compliant. Do not record them on your cell phone, please.
- All videos must be double encrypted
- Transfer the video to a computer and then place the video on an encrypted hard drive
- Keep the drive in a locked area (filing storage, lock box)

Section VIII: RESOURCES

CMHC students are encouraged to actively identify with the Counseling profession by participating in professional Counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth. This last year, many of our students were involved in various Counseling organizations!

Below are websites for many counseling organizations. Ask faculty for ways to get involved!!

American Counseling Association (ACA)
http://www.counseling.org/
ACA Code of Ethics
https://www.counseling.org/resources/aca-code-of-ethics.pdf
Utah Division of Occupational and Professional Licensing for CMHC
https://dopl.utah.gov/cmhc/
Utah DOPL Checklist for ACMHC Application
https://dopl.utah.gov/docs/Associate_CMHC_checklist.pdf
Utah DOPL Checklist for LCMHC Application
https://dopl.utah.gov/docs/CMHC_checklist.pdf
Utah Mental Health Counseling Association (UMHCA)
https://umhca.org/
American School Counselor Association (ASCA)
http://www.schoolcounselor.org/
Utah School Counselor Association (NCSCA)
http://www.ncschoolcounselor.org/
National Board for Certified Counselors (NBCC)
http://www.nbcc.org
American Mental Health Counselors Association (AMHCA)
http://www.amhca.org/
American College Counseling Association (ACCA) and state affiliate
http://www.collegecounseling.org/
Association for Counselor Education and Supervision (ACES)
http://www.acesonline.net/

NASPA: Student Affairs Administrators in Higher Education
www.naspa.org
Association for Multicultural Counseling and Development (AMCD)
https://multiculturalcounselingdevelopment.org/
National Career Development Association (NCDA)
http://associationdatabase.com/aws/NCDA/
American College Personnel Association (ACPA)
http://www.myacpa.org/
UVU Policy 548: Academic Rights and Responsibilities of Healthcare and Counseling Clinical Program Students
https://policy.uvu.edu/getDisplayFile/5ea1dc117c74a7773fe30647
UVU Policy 612: Establishment and Governance of Healthcare and Counseling Clinical Programs
https://policy.uvu.edu/getDisplayFile/5ce7162b587c14686e9463cf

The Clinical Mental Health Counseling faculty and staff reserve the right to change the information within this handbook at any time. Any changes will be communicated to students promptly.

Appendix A: Practicum and Internship Skills Evaluation Form

Part I- Counseling Skills and Therapeutic Conditions

Primary Counseling Skill	Description	Harmful (1)	Below Expectations/ Unacceptable (2)	Near Expectations/ Developing towards Competencies (3)	Meets Expectations/ Demonstrates Competencies (4)	Exceeds Expectations/ Dem onstrates Competencies (5)
Nonverbal Skills	Includes body position, eye contact posture, distance from client, voice tone, rate of speech, use of silence, etc.	Demonstrates poor nonverbal communications skills, such as ignoring client &/or giving judgmental looks.	Demonstrates limited nonverbal communication skills.	Demonstrates inconsistency in their nonverbal communication skills.	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70% of time)	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85% of time)
Questions	Use of appropriate open and closed questioning.	Demonstrates poor ability to use open-ended questions, such as questions that confuse clients or restrict the counseling process.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.	Demonstrates some inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Demonstrates appropriate use of open & closed questions for the majority of counseling sessions (70% of time)	Demonstrates appropriate use of open & closed questions, with an emphasis on open-ended questions (85% of time)
Restatements/Parap hrase/ Summary	Repeat or rephrase what the client has said, in a way that is succinct, concrete, and clear.	Demonstrates poor ability to restate, paraphrase, or summarize, such as being judgmental &/or dismissive.	Demonstrates limited proficiency in restating, paraphrasing, and summarizing, and is often inaccurate.	Demonstrates inconsistency in restating, paraphrasing &/or summarizing through mechanical or parroted responses.	Demonstrates appropriate use of restatement, paraphrasing, and summarizing for the majority of counseling sessions (70% of time)	Demonstrates appropriate use of restating, paraphrasing, and summarizing, including content, feelings, behaviors and future plans (85% of time)
Reflection of Feelings	Repeat or rephrase the client's statements with an emphasis on their feelings	Demonstrates poor ability in reflecting feelings, such as being judgmental, dismissive, minimizing, or gross inaccuracies.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Demonstrates reflection of feelings inconsistently and sometimes does not match the client.	Demonstrates appropriate use of reflection of feelings in the majority of counseling sessions (70% of time)	Demonstrates appropriate use of open & closed questions, with an emphasis on open-ended questions (85% of time)

Advanced Reflections (Meaning)	Advanced reflection of meaning, including values and core beliefs (taking counseling to a deeper level)	Demonstrates poor ability to use advanced reflection, such as being judgmental &/or dismissive.	Demonstrates limited ability to use advanced reflection &/or switched topics in counseling often.	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in majority of counseling sessions (70% of time)	Demonstrates consistent use of advanced reflection & promotes discussion of greater depth during counseling sessions (85% of time).
Confrontation	Counselor challenges clients to recognize & evaluate inconsistencies	Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental &/or aggressive.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally or misses opportunities.	Demonstrates ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion with limited hesitancy for the majority of counseling sessions (70% of time)	Demonstrates ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85% of time)
Facilitate Therapeutic Environment: Empathy & Caring	Expresses accurate empathy & care. Counselor is "present" and open to clients.	Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients.	Demonstrates limited ability to be empathic &/or uses inappropriate responses.	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates ability to be empathic & uses appropriate responses for the majority of counseling sessions (70% of time).	Demonstrates consistent ability to be empathic & uses appropriate responses (85% of time).
Facilitate Therapeutic Environment: Respect & Compassion	Counselor expresses appropriate respect & compassion for clients.	Demonstrates poor ability to be respectful, accepting, & compassionate with clients, such as having conditional respect.	Demonstrates limited ability to be respectful, accepting, & compassionate with clients.	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients for the majority of counseling sessions (70% of time).	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85% of time).

Goal Setting	Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals.	Demonstrates poor ability to develop collaborative therapeutic goals such as identifying unattainable goals and agreeing with goals that may be harmful to clients.	Demonstrates limited ability to establish collaborative & appropriate therapeutic goals with clients.	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.	Demonstrates ability to establish collaborative & appropriate therapeutic goals with clients for the majority of counseling sessions (70% of time)	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (85% of time)
Focus of Counseling	Counselor focuses (or refocuses) clients on their therapeutic goals (i.e. purposeful counseling)	Demonstrates poor ability to maintain focus in counseling, such as moving focus away from client goals.	Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment in the majority of counseling sessions (70% of time)	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (85% of time)
Multicultural Competence and Advocacy in Counseling Relationship	Demonstrates respect for culture (e.g. race, ethnicity, gender, religion, sexual orientation, ability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship. Advocates where appropriate for marginalized clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship. Does not advocate for clients where appropriate.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients. Does not spontaneously advocate when appropriate for marginalized clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients. May inconsistently advocate for clients when appropriate.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) and advocates when appropriate in interactions with clients in the majority of counseling sessions (70% of time)	Demonstrates consistent and advanced use of multicultural competencies (knowledge, self-awareness, appreciation, & skills) and advocates when appropriate in interactions with clients (85% of time)
Assessment of Suicide Risk, Self-Harm, & Harm to Others with Appropriate Safety Planning	Counselor conducts safety assessments for suicide, self-harm, and harm to others. May include use of instruments for evaluation. Creates adequate	Demonstrates poor ability to conduct safety assessments or does not assess. Safety planning is nonexistent or vague.	Demonstrates limited ability to conduct safety assessments and create safety plans with clients.	Demonstrates inconsistent ability to conduct safety assessments and create safety planning.	Demonstrates ability to assess risk while creating strong safety plans with clients in the majority of counseling sessions (70% of time)	Demonstrates consistent ability to assess risk while creating strong safety plans with clients (85% of time)

	safety plans with clients.					
DSM-5 Diagnostic Skills	Counselor conducts diagnostic assessments utilizing diagnostic criteria in the DSM-5. Diagnoses are comprehensive and useful for treatment planning.	Demonstrates poor ability to utilize DSM-5 for diagnosis or fails to diagnose adequately for treatment planning.	Demonstrates limited ability to utilize DSM-5 for diagnosis. May use vague categories (e.g. Not Otherwise Specified) when clear specifiers are met.	Demonstrates inconsistent ability to utilize DSM-5 for diagnosis and treatment planning, however, attempts to do so.	Demonstrates ability to utilize DSM-5 for diagnosis and treatment planning with the majority of clients (70% of time)	Demonstrates consistent and comprehensive ability to utilize DSM-5 for diagnosis and treatment planning (85% of time)
Use of Assessment in the Counseling Process	Counselor utilizes assessment instruments, such as symptom-checklists, outcome questionnaires, etc. accurately to enhance the counseling process.	Demonstrates poor ability in utilizing assessment instruments when required or does not suggest use where could be helpful.	Demonstrates limited ability in utilizing assessments when required. Does not actively suggest use of instruments to enhance counseling process.	Demonstrates inconsistent ability in utilizing assessments when required. Does suggest occasional use of an instrument that could enhance the counseling process.	Demonstrates ability in utilizing assessments when required, and suggests instruments to enhance the counseling process as needed (70% of time)	Demonstrates consistent ability in utilizing assessments when required and based on clinical need to enhance the counseling process (85% of time)

Part I- Counseling Skills and Therapeutic Conditions

Score: _____ Total points =70, * *Must receive a score of 40 or higher to pass - No "Harmful" scores.*
Items scored as "Below Expectations" may generate a remediation plan.

Part II- Counseling Dispositions and Behaviors

Primary Counseling Dispositions & Behaviors	Description	Harmful (1)	Below Expectations/ Unacceptable (2)	Near Expectations/ Developing towards Competencies (3)	Meets Expectations/ Demonstrates Competencies (4)	Exceeds Expectations/ Dem onstrates Competencies (5)
Professional Ethics	Adheres to the ethical guidelines of the ACA and AMHCA, including practicing within competencies.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or making poor decisions.	Demonstrates limited ethical behavior & judgment, and a limited ethical	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical	Demonstrates consistent ethical behavior and judgements.	Demonstrates consistent & advanced (e.g. exploration & deliberation) ethical

			decision-making process.	decision-making process.		behavior & judgments.
Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g. emotional regulation). Is respectful and appreciative of the culture of colleagues and is able to effectively collaborate with others.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others, &/or impedes the professional atmosphere of the counseling setting/course.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within **all** professional interactions.	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within **all** professional interactions.
Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (e.g., congruence between mood & affect) & self-control (e.g., impulse control) in relationships with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with clients, such as having high levels of emotional reactivity with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability and appropriateness in interpersonal interactions with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.
Professional and Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships, gossiping, etc.	Demonstrates poor boundaries with select supervisors, peers, & clients; such as engaging in dual relationships, gossiping, etc.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates consistently appropriate boundaries with all supervisors, peers, & clients.	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.
Knowledge and Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for **all** counseling site and course policies and procedures.	Demonstrates poor adherence to counseling site & course policies, such as failing to adhere to policies after discussing with	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance & engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance & engagement.	Demonstrates consistent adherence to **all** counseling site and course policies & procedures, including strong

		supervisor/instructor.		attendance & engagement.		attendance & engagement.
Record Keeping and Task Completion	Completes **all** weekly record keeping & tasks correctly & promptly (e.g. case notes, psychosocial reports, treatment plans, supervisory report).	Failure to complete paperwork &/or tasks by specified deadline.	Completes required record keeping, documentation, and tasks inconsistently & in poor fashion.	Completes **all** required record keeping, documentation, and tasks, but in an inconsistent fashion.	Completes **all** required record keeping, documentation, and tasks in a competent & timely fashion.	Completes **all** required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion.
Motivated to Learn & Grow/Initiative	Demonstrates engagement in learning and development of counseling competencies.	Demonstrates poor engagement in promoting own professional growth & development, such as expressing lack of appreciation for profession or apathy to learning.	Demonstrates limited engagement in promoting own professional and personal growth & development.	Demonstrates inconsistent engagement in promoting own professional and personal growth & development.	Demonstrates consistent engagement in promoting own professional and personal growth & development.	Demonstrates consistent and strong engagement in promoting own professional and personal growth & development.
Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, may **not** fully implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does **not** implement suggested changes.	Demonstrates **no** openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
Participation in Clinical Supervision	Demonstrates engagement in clinical supervision. Attends weekly supervision with assigned supervisor. Comes prepared with cases to present and actively seeks feedback. Seeks supervision for difficult situations between	Demonstrates consistent and strong engagement in weekly supervision, discussing cases and seeking feedback actively. Seeks supervision when needed between sessions appropriately.	Demonstrates consistent engagement in weekly supervision, discussing cases and seeking feedback actively. Seeks supervision when needed between sessions appropriately.	Demonstrates inconsistent engagement in weekly supervision. May not come prepared with cases to discuss or may cancel or reschedule. Does seek supervision between sessions inconsistently.	Demonstrates a lack of engagement in weekly supervision. Does not come prepared with cases and must be asked about clients and needs specifically. May reschedule or miss frequently. May or may not seek supervision between session.	Demonstrates no engagement in weekly supervision. Does not attend regularly. May or may not seek supervision for specific cases.

	supervision sessions.					
Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstances, unexpected events & new situations.	Demonstrates consistent and strong ability to adapt; "reads-&-flexes" appropriately.	Demonstrates consistent ability to adapt; "reads-&-flexes" appropriately.	Demonstrates an inconsistent ability to adapt & flex to clients' diverse and changing needs.	Demonstrates a limited ability to adapt and flex to clients' diverse and changing needs.	Demonstrates a poor ability to adapt to clients' diverse and changing needs, such as being rigid in approach with clients.
Self-Monitoring	Monitors self for impairment, competence, and interpersonal dynamics (e.g. countertransference, parallel process). Seeks appropriate supervision for these issues when needed.	Demonstrates consistent and strong abilities to self-monitor for impairment and competence. Able to identify and utilize interpersonal dynamics therapeutically in clinical work & supervision.	Demonstrates consistent ability to self-monitor for impairment and competence. Able to identify interpersonal dynamics in clinical work "& supervision. May require some assistance in utilizing interpersonal dynamics therapeutically.	Demonstrates inconsistent ability to self-monitor for impairment and competence. Requires assistance in identifying interpersonal dynamics. May not seek supervision for these issues when needed.	Demonstrates a limited ability to self-monitor for impairment and competence, as well as identify interpersonal dynamics. Does **not** seek supervision for these issues when needed.	Demonstrates a poor ability to self-monitor for impairment and competence, as well as identify interpersonal dynamics. Does **not** seek supervision for these issues when needed. Issues can become harmful to clients.

Part II- Counseling Dispositions and Behaviors

Score:_____ Total points =55 ** Must receive a score of 31 or higher to pass - No "Harmful" scores.*
Items scored as "Below Expectations" may generate a remediation plan.