



Graduate Handbook

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The Clinical Mental Health Counseling Program Handbook

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 in a timely manner.

Purpose of this Handbook

The purpose of this handbook is to orient students, faculty, staff, and the constituents of this program to the nature and requirements of the program.

Section I: INTRODUCTION

The Clinical Mental Health Counseling Program of Utah Valley University is a 61-credit hour (62 for the cohort admitted in 2021) master's degree designed to facilitate students' application for licensure with DOPL in the state of Utah. The program can extend up to 67 credit hours if additional Practicum or Internship courses are needed during the summer semesters.

The state requires a minimum of a 60-credit hour program that includes courses on social and cultural diversity, group counseling, human development, career development, counseling and helping relationships, substance-related and addictive disorders, assessment and testing, mental status examination and the appraisal of DSM maladaptive and psychopathological behavior, and research and program evaluation. To meet the minimum requirements of clinical practice, students will also accrue a minimum of 100 clock hours of clinical work in their Practicum course (a minimum of which must be 40 clock hours of direct service) and a minimum of 600 clock hours in their Internship courses (a minimum of which must be 240 clock hours of direct service). Students will need an additional 300 hours of non-direct hours to meet the 1,000 clinical hour requirement for graduation. This clinical practice requirement meets the standards set by Utah DOPL, the requirements specified by CACREP, and UVU graduation requirements.

The domains of academic content mastery, as well as clinical practice, are listed below under "Program Learning Objectives".

Section II: PROGRAM INFORMATION

The sequence of courses are as follows:

Fall of First Year	Course Title	Prerequisite	Credit Hours
CMHC 6000	ACA Ethics		3
CMHC 6010	Theories of Counseling		3
CMHC 6020	Techniques of Counseling		3
CMHC 6030	DSM Diagnostics		4
CMHC 6040	Professional Orientation		3
	Semester total:		16

Spring of First Year	Course Title		Credit Hours
CMHC 6050	Career Counseling		3
CMHC 6060	Psychological Assessment		3
CMHC 6070	Group Counseling		3
CMHC 6080	Eastern Counseling Approaches		3
CMHC 671R	Practicum 1		3 (2 in 2022)
	Semester total:		15 (14 in 2022)
Summer of First Year	Course Title		Credit Hours
CMHC 671R	Practicum 2 for 3 credits		3 (2 in 2022)
	Semester total:		3 (2 in 2022)
Fall of Second Year	Course Title	Prerequisite	Credit Hours
CMHC 6100	Crisis Management		3
CMHC 6110	Research Methods		3
CMHC 6120	Addiction Counseling		3
CMHC 6090	Psychopharmacology		3
CMHC 689R	Internship 1 for 3 credits		3
	Semester total:		15
Spring of Second Year	Course Title		Credit Hours
CMHC 6130	Multicultural Counseling		3
CMHC 6140	Program Evaluation		3
CMHC 6150	Cognitive Therapies		3
CMHC 6160	Human Development		3
CMHC 689R	Internship 2 for 3 credits		3
	Semester total:		15
Summer of Second Year	Course Title		Credit Hours
CMHC 689R	Internship 3 for 3 credits		3
	Semester total:		3

Program Disclosures

Accreditation: This program was designed to meet criteria for accreditation with the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This program will pursue accreditation. The program directors hope to begin the initial application for accreditation in 2023 – 2024.

Licensure and Degree Portability: Some students may feel concerned that they are graduating from a program that is not yet accredited and if they may still license. This program meets 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 which 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

Behavioral and Ethical Expectations: The students, faculty, and staff of the CMHC program are expected to behave professionally, including treating one another with respect. Unprofessional conduct, including disrespect is considered a point of evaluation along with their academic performance and clinical competency for each during students’ annual reviews. The expectations of students and faculty in a clinical training program can be found in University Policy 548 which can be found here:

<https://policy.uvu.edu/getDisplayFile/5ea1dc117c74a7773fe30647>

In addition, students, faculty, and staff are expected to conform to the ethical code of the American Counseling Association in teaching, research, supervision, and counseling. The Ethical Code may be found here:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

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 summer semester at <https://www.uvu.edu/tuition/graduate.html>.

Mission Statement

The Master of Science in Clinical Mental Health Counseling (CMHC) prepares individuals to provide counseling services to individuals to address mental health concerns, including cognitive, emotional, and behavioral symptoms as well as personal and interpersonal concerns. Instruction will include coursework on individual and group counseling, psychotherapy theory and practice, human development, psychological assessment, psychopathology and diagnostics, professional standards and ethics, and the governing laws and regulations of the field. Successful graduates will be eligible for employment and licensure as a Clinical Mental Health Counselor in the state of Utah and pursue careers in mental health, human services, education, private practice, government, military, business, and industry.

Values Statement

The Master of Science in Clinical Mental Health Counseling (CMHC) program values the fundamental worth and dignity of individuals and the intersectional identities of those individuals. The program strives to provide an environment of inclusion, equity, and compassion. The program strives to create an environment that welcomes students of diverse age, gender, race, ethnicity, sexual orientation, gender identity, religion/spirituality, national origin, immigration status, socioeconomic status, political affiliation, body type, and mental and physical ability. In addition, the CMHC program also values rigor in the training provided by the faculty and staff, to help students meet high standards of professional and clinical competence

Program Learning Objectives (PLOs)

<p>1. Individual Therapy Students will engage in critical thinking and demonstrate a heightened self-awareness in the Counseling role. Students will also demonstrate skills necessary to be an effective counselor while applying a theoretical approach.</p>
<p>2. Ethical Practice Students will understand counselor professional identity and demonstrate skill in applying ethical and legal considerations in professional counseling.</p>
<p>3. Clinical Assessment Treatment Planning-Students will demonstrate the knowledge and ability to diagnose and design treatment plans for a broad range of mental health issues. Students will also be able to select and interpret assessment measures (i.e., academic/educational, career, personality, diagnostic, and developmental).</p>
<p>4. Professional Development Students will understand counselor professional identity and demonstrate skill in applying ethical and legal considerations in professional counseling.</p>
<p>5. Research and Theory Students will be able to critically evaluate research in a manner that informs counseling practice.</p>
<p>6. Group Therapy Students will demonstrate knowledge and skills to facilitate psychoeducational and process groups.</p>
<p>7. Diversity in Counseling Students will be able to demonstrate the awareness, knowledge, and skills to counsel clients from diverse backgrounds.</p>

8. Career Counseling

Students will have knowledge of career assessment and planning principles and theories.

9. Prevention

Students will demonstrate knowledge of how to design and deliver mental illness prevention programs.

10. Program Evaluation

Students will apply program evaluation techniques to individual, group, and couple's counseling settings.

11. Human Development

Students will be able to apply theories of human development to clients' needs and issues.

Course	PLO 1:	PLO 2:	PLO 3:	PLO 4:	PLO 5:	PLO 6:	PLO 7:	PLO 8:	PLO 9:	PLO 10:	PLO 11:
CMHC 6000-	D	A	D				I				
CMHC 6010-	I & A	D	D	D		I	I				
CMHC 6020-	I & A	D	D			D	I				
CMHC 6030-	D	D	I & A		I		D				
CMHC 6040-	D	D	D	I			D	I			
CMHC 6050-	D	D	D				D	I & A			
CMHC 6060-	D	D	I & A		D		D	D			
CMHC 6070-	D	D	D			I & A	D				
CMHC 6080-	D	D	D				D		I & A		
CMHC 671R-	D	D	D			D	D	D	D		

CMHC 671R-	D	D	D	D		D	D	D	D		
CMHC 6100-	D	D	D					D			
CMHC 6110-	D	D	D		I&A						
CMHC 6120-	D	D	D				D	D			
CMHC 6090-	D	D	D								
CMHC 689R-	D	D	D	D		D	D	D			
CMHC 6130-	D	D	D				I&A	I&A			
CMHC 6140-	D	D	D		D				D	I&A	
CMHC 6150-	D	D	D								
CMHC 6160-	D	D	D				D	D			I&A
CMHC 689R-	D	D	D	D	D	D	D	D	D	D	D
CMHC 689R- NCHM CE Practice Test Admini- stered	D & A	D & A	D & A	D & A	D & A	D & A	D & A	D & A	D & A	D & A	D & A

I-Introduced; D-Developed and Practiced; E-Engaged; A-Assessed at the Mastery Level Appropriate for Graduation, I&A- formative assessments offered; D&A- students take a Summative Assessment.

Background and Development

The CMHC program development began in Fall 2017 after the faculty in the Behavioral Sciences recognized a distinct crisis of mental health due to lack of services along the Wasatch Front in Utah. With great determination the faculty worked through the necessary steps, often repeatedly, due to the frequent changes in the approval process. Finally, in late April 2021, all department,

College, University, and accreditor approvals were complete and the program could open for enrollment."

The faculty, through the program design and approval process, deliberately made the CMHC program to comply with Utah's DOPL for CMHC provisional licensure and CACREP standards for initial accreditation.

Faculty and Staff

Name	Role	Number	Office
Dr. Paige Lowe	Assistant Professor of Counseling and Program Director, CMHC	Teams	EX 206D
Dr. Chris Anderson	Assistant Professor	801-863-6195	CB 207Q
Dr. Russ Bailey	Associate Professor	801-863-4907	EX 209D
Dr. Brett Breton	Associate Professor	801-863-5646	CB 401F
Kiera Davis	Associate Director	801-863-4909	EX 206A
Dr. Jessi Hill	Associate Professor of Psychology	801-863-8499	
Dr. Natalie Noel	Lecturer of Counseling and Psychology	Teams	EX 207B
Dr. Anton Tolman	Professor of Psychology	801-863-6011	CB 211A
Dr. Jamison Law	Assistant Professor of Counseling and Director of Clinical Education	Teams	EX 207A
Dr. Barry Andelin	Lecturer of Counseling and Psychology	Teams	CB 203B

Admissions Requirements for the Master's Program

1. A Bachelor's degree from an accredited university
2. A cumulative GPA of at least 3.4
 - a. Or a last 60 credits GPA 3.4 or higher
 - b. Or Major GPA of 3.4 or higher
 1. If a or b above are true, please list your formal cumulative GPA in your application, and address and list your last 60 credits or Major GPA in your letter of application and how it was computed.

3. Three letters of recommendation (one should be academic, one should be professional, and the third may be either)
 - a. Applications will submit Recommender Names and Email Addresses.
 - b. Recommenders will be asked to indicate their relationship to the applicant.
 - c. Recommenders will speak to the applicant's academic readiness for the CMHC program, ethical behavior, interpersonal skills, and potential to work with diverse clients.
 - d. Recommenders will attach a letter in .pdf or .docx format.
 - e. If a prospective student has not attended university in the past two years, all three letters may be professional.
4. Completion of the following courses (or closely related courses) during undergraduate studies is required:
 - a. General or Introductory Psychology
 - b. Abnormal Psychology
 - c. Intro to Counseling (or equivalent, e.g., Clinical Skills, Listening Skills, etc.)
 - d. Research Methods
 - e. Statistics
5. Research and volunteer experience is preferred (please document in CV or resume and discuss in the application letter)
6. Curriculum Vitae: Applicants need to submit a copy of their current Curriculum Vitae (CV). The CV should include:
 - a. Educational and practical experiences related to professional helping. These experiences could include things like employment or volunteer work in settings where one provides psychoeducation, mentoring, or interventions with vulnerable populations.
 - b. Specific experiences, skills, and/or preparation that demonstrate commitment to working with diverse populations.
 - c. This document needs to be in .doc, docx, or .pdf format.
7. Letter of Application and Personal Statement:
 - a. For this letter, consider introducing yourself to the admissions committee and include the following elements:
 1. An explanation of relevant experiences listed on the CV.
 2. Personal and professional experiences that led to an interest in mental health counseling, with particular interest in pursuing the profession.

3. Skills gained that will lead to success as a student in a CMHC graduate program.
4. Interactions with diverse populations that created a foundation for training in CMHC.
5. Specific interest in UVU's CMHC training program.
6. This document needs to be in .doc, docx, or .pdf format.

Recruiting and Admissions Procedure:

- Application due date to apply for the 2022-2023 academic year – January 7, 2022.
- The GRE is **not** required.
- Applicants will be notified by email if they are selected for an on-campus interview.
- Email invitations for interviews will be sent between February 5th through the 12th.
- Interviews usually last 15 - 30 minutes and include a list of questions about the candidate's background, interests in the program, and preparation to complete a rigorous program.
- All applicants will be notified by email regarding final admission decisions by March 1st.
- Decisions will be sent by mail or email from the Graduate School. Please do not request early notification about admission decisions.
- Please note that we anticipate having more applicants than available placements in the CMHC program. Admission is a competitive process and submitting an application will not guarantee placement in the CMHC program.

Accreditation

The program administration will work towards accreditation by CACREP. Accreditation by CACREP is retroactive to all students who have graduated from the program in the two years prior to accreditation. Regardless, we designed this program to meet licensure requirements in the State of Utah so graduates who complete the requirements of the program will qualify for immediate gainful employment. The Division of Occupational and Professional Licensing (DOPL) will ask the applicant for verification of coursework and clinical hours in order to grant a CMHC license until the program is accredited by CACREP which the student will be able to supply if they complete this program. In addition, the Utah Mental Health Counselors Association (UMHCA) has facilitated that passage of 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.

Student Recruitment Practices

The Clinical Mental Health Program (CMHC) is committed to recruiting and supporting a diverse student and faculty population. The program's vision and mission statements express the University's commitment to inclusion among its students and establishes diversity, equity, and inclusion as central to the academic mission of the program.

This document, while recognizing that diversity in general is desirable, including a focus on recruiting and retaining students from all backgrounds. For the purpose of this document, diversity includes racial and ethnic diversity including students with identities representing Black, Indigenous, or People of Color. Other forms of diversity students may identify as, which students we seek to recruit and support include: age, gender, sexual orientation, gender identity, religion/spirituality, national origin, immigration status, socioeconomic status, political affiliation, body type, and mental and physical ability.

In providing opportunity and defining the program's identity, students are the heart of the department's academic community. It is therefore especially important that diverse students are encouraged to join the program.

Recruiting and Retaining Diverse Students and Faculty

The Program Director will facilitate the recruitment of diverse students and faculty by practicing inclusivity in both the faculty searches and student recruitment processes. Likewise, the Program Director will verify that such active recruitment of diverse students and faculty will be followed by the other members of the Counseling area within the department.

The behavior of existing faculty is a key element of inclusivity in this area. The behaviors of faculty can facilitate success in recruiting and maintaining diverse students. The faculty in the Counseling area are encouraged to view inclusivity as a deliberate and active mindset that is a lifelong commitment and willingness to relate to, and support, others who represent diverse backgrounds and experiences. Therefore, counseling faculty are encouraged to participate in diversity training and support events on and off campus. In addition, faculty are encouraged to contact the Multicultural Office for further resources and opportunities to serve. Counseling faculty hold inclusivity as a core value and are encouraged to integrate such practices in their courses intentionally.

Methods of Instruction

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

The coursework for the 61-credit CMHC program is designed to be completed in two years. Students may be required to attend up to six sequential semesters to complete their Practicum and Internship hours. It is also possible that clinical hour requirements may extend the length of the program beyond six semesters (see Clinical Hour Requirements section).

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 stick with the curriculum plan.

Courses build on previous courses as students develop competence across the program. Subsequently, courses are only offered in the semester listed here. Students who do not enroll in the sequence of courses listed below 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. At the same time, Graduate School Policy prohibits students from registering for fewer than 9 credit hours.

Face-to-face courses are held in the evenings. The course schedule can be found at <https://www.uvu.edu/cmhc/current-students.html>.

Students should not schedule clients during class time unless directed to do so by their Practicum or Internship instructor. Class attendance and participation is expected and reflects professional conduct.

During the first semester, students are to take the necessary prerequisites to be able to start Practicum and Internship during the following semesters. These include:

CMHC 6000 – ACA Ethics

CMHC 6010 – Theories of Counseling

CMHC 6020 – Techniques of Counseling

CMHC 6030 – DSM Diagnostics

Students are expected to attend the courses in the sequence they are provided in. It is of utmost importance to meet the prerequisites for each of these courses to continue with the curriculum as designed. Failure to do so may lead to delays in the progress of one's completion of the program, as some of these courses are scheduled to be held only once a year.

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.

Leave of Absence

Students who need to interrupt their graduate program for necessary reasons may request a leave of absence for a specific period of time that may not exceed one year. In order 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 who need to withdraw from the program are required to meet with the program directorship. During this meeting, students will be provided the appropriate withdrawal forms.

Graduation Requirements

To graduate, a student must complete every course in the program (61 credits for 2022 admits and 62 credits for 2021 admits) with a minimum grade of "B" in each course and an overall GPA greater than 3.0. Students must also successfully complete the total number of Internship and Practicum hours for state licensure (a minimum of 100 clock hours for Practicum, a minimum of 600 clock hours for Internship, and a minimum of 1,000 total clock hours for graduation).

Clinical Hour Requirements

Per state licensure requirements, students are required to accrue a minimum of 700 clinical hours through their Practicum and Internship placements. The hours that count towards this total are:

- Any direct service which can entail assessment, case management, crisis intervention, as well as individual, group, family, and couples' therapy (280 total hours required)
- Supervision, in individual, small group and large group formats
- More information under “Summative Assessment” below

Transfer Credits

Up to 15 transferred credits from another program can be accepted if those courses are also offered within the UVU CMHC Master’s program. Remedial coursework may be assigned based on the program director's recommendation.

Section III: RETENTION, STANDARDS, and CONFLICT RESOLUTION

Retention Policy

Standard 1.P of the 2016 Council for Accreditation of Counseling and Related Educational Programs’(CACREP) Standards requires that “the program faculty conduct a systematic developmental assessment of each student’s progress throughout the program, including consideration of the student’s academic performance, professional development, and personal development.”

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 Behavioral Science Department 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:

If your concern is related to ordinary course issues, you **MUST** address the issue with your instructor **FIRST**. Examples of ordinary course issues include, but are not limited to, concern about a grade, deadlines, and topical matter. If your issue is an ordinary course issue and you don't reach out to your instructor first, you will be referred back to your instructor. Minor issues may be resolved via email or a phone call. You may also call or email your instructor to schedule an appointment outside of class time to discuss the concern. These approaches should resolve the vast majority of issues students have related to concerns about ordinary issues. 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, don't grade assignments, etc.), your next step is to contact the Behavioral Sciences department chair.

For extraordinary issues (e.g., harassment, discrimination, violence, etc.), it is appropriate to contact Laura Carlson at (lcarlson@uvu.edu or TitleIX@uvu.edu), Title IX Coordinator, first, rather than your instructor.

Faculty Concerns: If a student has a significant concern or conflict with a faculty member, the first step in resolution is to address the issue with the faculty member, unless it is an extraordinary issue (see above). A student is required to address the issue through a written document. The faculty member will respond to the student promptly to schedule a meeting for discussion. Both the student and faculty member are allowed to bring one person to the meeting if they so choose. If resolution is not reached during this meeting, the next step is to take the concern to the program directorship. A written document will first be submitted, the directorship will promptly respond to schedule a meeting in which the student is allowed to bring another person for support if they so choose. If resolution is not attained, the next step is to reach out to the Chair of the Department of Behavioral Sciences.

Program Concerns: If a student has a concern about the program, the first step is to write a letter to the Directorship outlining the concerns. The Directorship will respond in a timely fashion to schedule a meeting. If the concern is not resolved in this meeting, the next step is to take the concern to the Chair of the Department of Behavioral Sciences. If the concern is not resolved with the Department Chair, the next step is to take the concern to the Dean of the College of Humanities and Social Sciences. If resolution is still unattainable, the Dean will advise on where to go next.

Student to Student Concerns: If a student has a concern with another student, the first step is to attempt resolving 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 directorship for support.

If meeting with your peer is not an option, students may address their concerns with a faculty member through a written document and meeting if 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 directorship through a written document and meeting. If resolution is unattainable, the program directorship will advise the student on additional resources.

Section IV: STUDENT ASSESSMENT

Formative Assessments

The CMHC program addresses assessment and evaluation of the students on a semesterly and annual basis. The Program Director, Associate Director, and Director of Clinical Education will meet at the end of every semester to offer formative assessments for students based on their knowledge, skills, and dispositions for Counseling. They will also meet at the beginning of Summer Term every year and will examine the students' knowledge of Counseling, clinical skills, and interpersonal dispositions in their relationships with their supervisors, colleagues, and instructors. Students will be evaluated according to these Student Assessment guidelines as well as 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.

Formative Assessment of Student's Professional Identity Development as a CMHC Faculty Evaluation of Dispositional Expectations of Graduate Counseling Students

Points in time of administration: Conclusion of each semester the student is enrolled.

CACREP requires that the counselor education faculty identify key dispositions and systematically assess each student's dispositional demonstration throughout the program (multiple points in time). The 2016 Standards define dispositions as the *commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues*. The UVU CMHC program adopts Homrich's et al. (2014) empirically derived standards of conduct in clinical training (see <https://doi.org/10.1002/j.1556-6978.2014.00053.x>). These key dispositions were identified in published ethical codes, accreditation standards created for clinical programs, and a broad collection of professional literature encompassing scholarly conceptual articles, research studies, and non-scholarly professional publications and presentations within the clinical professions (Counseling, psychology, marriage and family therapy, and social work). Numerous counselor educators and supervisors from CACREP-accredited programs ranked the level of

importance for each of these dispositions. Individually and collectively, these key dispositions are reasonable expectations of student conduct within the classroom, within departmental interactions, and especially at field placement sites and work environments.

Rating scale for evaluation of CMHC student dispositions:

- 2 = SUFFICIENT: The student manifests willingness and ability to frequently demonstrate knowledge, skills, and dispositions to achieve necessary Counseling competencies; therefore, IS FIT FOR PROFESSIONAL PRACTICE.
- 1 = DEFICIENT: The student manifests willingness but the inability to frequently demonstrate knowledge, skills, or dispositions to achieve necessary Counseling competencies; therefore, REFERRAL FOR *MINOR* REMEDIAL ASSISTANCE IS NEEDED.
- 0 = ABSENT: The student manifests unwillingness and inability to demonstrate knowledge, skills, and dispositions to achieve necessary Counseling competencies; therefore, REFERRAL FOR *MAJOR* REMEDIAL ASSISTANCE IS NEEDED.
- N/A = NOT APPLICABLE: Up to this point in time, the student has not been presented with an opportunity to demonstrate the respective knowledge, skill, or disposition to achieve necessary Counseling competency.

Program-Level Remediation Plan: During student evaluation meetings, the faculty shall consider whether a program remediation plan is recommended for any CMHC student. These judgments would be made with consideration of the program requirements, UVU Student Code of Conduct, Graduate School Policy 548, the ACA Code of Ethics, and other university or department policies. If a student receives a recommendation for a program remediation plan through the semesterly and yearly assessment they will be scheduled to attend a face-to-face meeting with the Program Director and Associate Director. The concerns of the faculty will be shared verbally and in writing with the student and they will be given one week to respond in writing to the identified concerns.

If the student's professional competence is deemed by the Program Director, Director of Clinical Education, and Associate Director to be deficient, they will be required to complete a remediation plan. The severity of the professional competence deficiency requires different levels of remediation. Per the formative and Summative Evaluation form (see appendix) if a student demonstrates a need for some remedial work, they will be assigned a level 1 remediation plan. If they need significant remedial work, they will be assigned a Level 2 remediation plan. Students formerly on a Level 1 remediation plan may need to be placed on a Level 2 if they are unable to complete the Level 1 remediation plan.

Level 1 Remediation: At this level, the Program Director, the Director of Clinical Education, and the Associate Director work with the student to establish a plan of remediation in the deficient professional competencies. The student will meet with the directors after three months (or one semester) to evaluate their progress relative to required knowledge, skill, and professional disposition performance. If a student is unwilling or unable to demonstrate the required competencies, in that they would once again score less than 1 on the deficient competencies, they will be required to complete a Level 2 remediation plan.

Level 2 Remediation: At this level, the Program Director, the Director of Clinical Training, and the Associate Director work with the faculty and student to establish a remediation plan in the

deficient competencies. The student will meet with the directors after three months (or one semester) to evaluate their progress relative to required knowledge, skill, and professional disposition performance. This progress will also be shared with the faculty, and the student will be reviewed again and evaluated in the deficient competencies. If the faculty deem that the student has made insufficient progress, then they will be placed on academic probation and unable to register for courses. They will also be given a timeline within which to cooperate with remediation plans and endeavor to adjust or improve their level of competency and to maintain the ethical guidelines for counselors as published by the profession.

Appeal: Students may appeal their remediation plan and write their appeal to the Department Chair of Behavioral Sciences. The Department Chair may then request the relevant data about the need for remediation from the Program Director and the Chair may decide to mediate a meeting with the student and the Program Director, if the Chair reasons such is warranted.

Summative Assessments for Graduation

There are Summative Assessments in this program that take place during different times for different purposes. These must be passed by the student to be approved for graduation:

1. Passing, with a B grade or better, the prerequisites for Practicum (see above). If students do not pass one or more of these courses they will not participate in Practicum until these criteria are met.
2. Passing the Practicum class with a B grade or better and receiving an average evaluation score of 3.5 or better on their Summative Evaluation from their on-site Practicum supervisor to continue on to Internship and accrued a minimum of 100 Practicum clock hours and 40 clock hours of direct service. If these requirements are not met, then a Remediation Plan will be required (see above). After completion of the remediation plan, the student will be permitted to attend the Internship course.
3. Passing the Internship class with a B grade or better, receiving an average evaluation score of 3.5 or better from their on-site Internship supervisor, and has accrued 600 clock hours with 240 clock hours of direct service. If these are not met, then a Remediation Plan will be required (see above). After completion of the remediation plan, the student will be permitted to apply for graduation.
4. In the student's last semester, they are required to take the NCE *and* NCMHCE practice tests. This serves to verify that students have mastered the content sufficient to predict success with the exam portion of the licensure exam with a reasonable degree of proximity.
5. The Program Director, Associate Director, and Director of Clinical Education will meet at the end of the students' program and, utilizing the same 3-point rubric above, evaluate their readiness for graduation and fitness for professional practice. This serves the purpose of facilitating entry of prepared students into the Counseling profession.

Personal Growth Expectations as Counselors-in-Training

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 Multicultural Student Services
- UVU LGBT Student Services
- UVU Student Health Services, including Mental Health Services
- UVU Ombuds Office
- UVU Title IX Office
- Behavioral Science Department Chair

While seeking support, students may also seek individual counseling services. Students are also expected to follow the procedures and policies of the graduate program and to understand and maintain the ethical guidelines for counselors as published by the profession.

The CMHC program requires dedication, time management, commitment, and self-care skills to effectively manage personal wellness. Students are assigned multiple readings and rigorous assignments throughout each week. Students are expected to fulfill obligations promptly, consistently, reliably, and according to expectations stated by the program faculty, academic leadership, or supervisor.

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 that is 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 as a result 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.

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 purpose of the Internship course and Internship placement is 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 supervision each week.

Eligibility for Practicum

To be suitable for Practicum, students must complete, with a B grade or better, CMHC 6000 (Ethics), 6010 (Theories of Counseling), 6020 (Techniques of Counseling), and 6030 (DSM Diagnostics). In addition, students are to submit the Petition to Start Clinical Training Site (in Appendices, below) and submit it to the Director of Clinical Education. Students will receive approval to attend Practicum before they can begin to accrue hours at their placement 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. Per CACREP students are required to participate as group members in small group activity. This standard is met through CMHC 6070 Group Counseling wherein students will have 12-14 hours practicing Group Counseling as a cohort. Students are to submit the Petition to Start Clinical Training Site (in Appendices, below) and submit it to the Director of Clinical Education. Students will receive approval to attend Internship before they can accrue hours at their placement site.

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

Upon completing this course students will be able to: Employ clinical techniques appropriate to context. Apply diagnostic techniques appropriate to context. Plan treatments specific to client needs contextually and developmentally. Breakdown intrapsychic dynamics.

In addition, students will receive evaluation from their group and individual Practicum supervisors and instructors. The students will receive an evaluation on their clinical skills which include assessment, treatment planning, individual and group Counseling, and their multicultural sensitivity at the end of every semester they attend Practicum or Internship. The Practicum course instructor will assess student progress through their evaluation of a student's clinical and academic work through assignments and the processing of clients throughout the course. The on-site supervisor will meet with the student and they will complete the Summative Evaluation together. A sample of the Student Summative Evaluation is in 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 671R 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.

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 1½ 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

Upon completing this course students will be able to: Apply clinical techniques appropriate to context. Apply diagnostic assessment techniques appropriate to context. Plan treatments specific to client needs. Comply with DOPL requirements for clinical hours for licensure. Breakdown intrapsychic dynamics.

In addition, students will receive evaluation from their group and individual Internship supervisors and instructors. The students will receive an evaluation of their clinical skills which include assessment, treatment planning, individual and group Counseling with a concern for inclusivity. Students' on-campus Internship instructor will provide an evaluation per the syllabus of the Internship course. Students' on-site supervisor will meet with them at the end of each semester, and they will complete the evaluation together. A sample of the Summative Supervisor Evaluation is in Appendices below.

In addition, students will take the NCMHCE Practice Exam as well as the NCE as part of their final Internship course in the program. To pass that section of Internship, they must score a 74% or higher on the NCMHCE and a on the NCE. This serves as a Summative Evaluation for the students' progress in the program.

If Internship Hours are Incomplete

If a student does not complete the minimum of 600 clock hours with a minimum of 240 direct service clock hours, and 1,000 total combined clinical hours by the end of their third semester of Internship (end of summer), their eligibility for graduation will be postponed until they obtain the required number of clinical hours by attending future Internship courses until their hours are complete.

If an Internship Site is Lost

If an Internship site is lost due to issue on their end and through no fault of the student, the student is to contact the Director of Clinical Education as soon as possible to help facilitate placement at a new site. If the student already knows of a site, they are to suggest that as a possibility to the Director of Clinical Education.

If an Internship site is lost due to issues on the student's end, (i.e., they are terminated from their site) then they are to reach out to the Director of Clinical Education and the program director as soon as possible for remediation (see "Remediation Plans" above).

UVU Practicum and Internship Alignment with Utah Licensure

Per Utah DOPL, students are required to obtain 700 documented hours of supervised clinical training from at least one Practicum or Internship, of which 280 hours consists of providing therapy directly to clients. Between Practicum and Internship requirements students will have a total of at least 700 hours of clinical hours and 280 direct service hours which satisfies these DOPL requirements (please see <https://dopl.utah.gov/laws/R156-60c.pdf>)

Practicum and Internship Site Expectations

A Practicum and Internship training site will need to be approved by the Director of Clinical Training. The Practicum and Internship Approval Form can be found in Appendices below. Once the site is approved, the student and supervisor are to fill out the Clinical Training Site Agreement form, also found in Appendices below.

These sites are expected to:

1. Provide Practicum and Internship students the opportunity to develop their clinical work.
2. Provide clinical supervision per the "Supervision Requirements" below.
3. Treat students in a respectful manner.
4. Actively practice inclusivity and a multiculturally-minded approach to Counseling.
5. Follow ethical practices per the requirements of NASW, ACA, APA, or AAMFT depending on the credentials of the supervisor. In those rare circumstances where there are differences in the ethical codes, the ACA ethical codes are followed by the supervisors and supervisees relative to the supervisee's specialization as a CMHC.

The students are expected to:

1. Demonstrate collegiality and professionalism at their training site.
2. Practice according to ACA Code of Ethics.
3. Practice inclusivity and counsel from a multiculturally-minded frame.
4. Fulfill their end of the agreement as specified in the Practicum or Internship Site Agreement form, including hours worked per week and duration of placement.

If a Practicum or Internship site fails to execute the expectations as listed above, their approved status may be jeopardized, and students may be removed from that site and placed at a more professionally fit site.

If students fail to execute the expectations as listed above, they may be removed from their Practicum or Internship site and required to complete a Remediation Plan (see above).

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). One hour of this supervision *must* be individual or triadic based on the supervisor's assessments of the need 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 important, 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.
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.

How to Apply for a Practicum or Internship Site

Before they begin Practicum or Internship at a new (not yet approved) site, students will submit the completed Petition for Program Approval of New Site form (in appendices below). If the training site has already been approved, then students may skip this step.

After site approval, students will inform the Director of Clinical Education of their intent to apply for a training site. If the Director of Clinical Education does not approve, they will facilitate the student applying for a different site. If they do approve, then the students are free to apply to that site directly. If they need help with this process, they are to reach out to the Director of Clinical Education for assistance.

If the student is accepted for clinical training at their site, they are to submit the completed Clinical Training Agreement (see below) with their supervisor.

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.

Upon Completion of training at a Practicum or Internship Site, students will complete a Student Evaluation of Clinical Site form and submit it to the Director of Clinical Education.

Remote 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)]. On a case-by-case basis, a maximum of 30% of Counseling-related activities and

supervision clock hours can be obtained remotely contingent upon completion and maintenance of the following:

1. Documented review and approval involving the Director of Clinical Education, the approved Site Supervisor, and the Program Faculty providing weekly group supervision. If the Director of Clinical Education is simultaneously functioning as the student's Program Faculty, then review and approval from the Program Director are necessary.
2. Student and Site Supervisor have received the necessary Telehealth or remote orientation, training, and consultation from the Director of Clinical Education.
3. Student meets with Site Supervisor remotely via real-time electronic methods that allow for visual and audio interaction between the supervisor and supervisee, in accordance with the requirements of their supervision contract and Utah Code §R156-60-302 Supervised Training Requirements.
4. Student and Site Supervisor document ongoing adherence to 2014 *ACA Code of Ethics* Section H: Distance Counseling, Technology, and Social Media.
5. During Practicum, the student presents and discusses remotely delivered direct services and remotely received site supervision at least *weekly* during scheduled group supervision meetings conducted by their Program Faculty. The Site Supervisor communicates and consults with the Director of Clinical Education at least every *two* weeks.
6. During Internship, the student presents and discusses remotely delivered direct services and remotely received site supervision at least *bi-weekly* during scheduled group supervision meetings conducted by their Program Faculty. The Site Supervisor communicates and consults with the Director of Clinical Education at least every *four* weeks.

Section VIII: RESOURCES

CMHC students are expected 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. They also are required to be covered by individual professional Counseling liability insurance policies while enrolled in Practicum and Internship.

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>

Section IX: APPENDICES

Appendix I: Clinical Training Site Agreement

Appendix II: Petition to Start Hours at Clinical Training Site

Appendix III: Petition for Program Approval of New Clinical Training Site

Appendix IV: Petition to Leave Clinical Training Site

Appendix V: Evaluation of Site Supervisor by Student

Appendix VI: Faculty Semesterly Evaluation of Student

Appendix VII: On-Site Supervisor Evaluation of CMHC Trainee Disposition and Clinical Skills

Appendix VIII: Microskill Evaluation of Graduate Counseling Student

Appendix IX: Remedial Dispositions Rating Form

Appendix X: Organization Chart

Appendix I: UVU CMHC Clinical Training Agreement Form



UVU CMHC CLINICAL TRAINING AGREEMENT

This CMHC Clinical Training Agreement (“Agreement”) is entered into this _____ day of _____, 20_____, (“Effective Date”), by and between Utah Valley University (“UVU”), a body corporate and politic of the State of Utah, located at 800 West University Parkway, Orem, Utah 84058, and “Clinical Training Site,” as identified further below in the signature block of this Agreement, a licensed agency or organization lawfully registered to provide mental health services.

RECITALS

- A. UVU offers a Master of Science in Clinical Mental Health Counseling (CMHC) degree, which requires 100 clock (40 direct) hours of Practicum and 600 clock (240 direct) hours of Internship, for a combined total of 700 clock hours of clinical experience outside the traditional classroom setting.
- B. UVU desires to provide its CMHC students with an opportunity to participate in clinical experiences through supervised direct service with actual clients that contribute to developing Counseling skills with various agencies and organizations.
- C. Clinical Training Site has a supervised student counselor position and desires to allow Trainee to participate in that clinical training experience.

AGREEMENT

NOW, THEREFORE, in consideration of the promises and conditions contained herein, and for other valuable consideration, the receipt and sufficiency of which are acknowledged by UVU and Clinical Training Site (individually “Party” and collectively “Parties”), the Parties mutually agree as follows:

1 Definitions

- 1.0 **Clinical Site Supervisor:** An experienced clinical practitioner who supervises, trains, and evaluates Trainees in clinical settings. Site supervisors 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. Note: UVU terminology identifies these individuals as Preceptors in other clinical programs and other documents.

- 1.1 **Director of Clinical Program:** Individual with overall responsibility for both the didactic and clinical components of a specific clinical program. The term CMHC Program Director is also used to describe this position.
- 1.2 **Director of Clinical Education:** Individual specifically responsible for providing support and oversight of preceptors and trainees in the clinical component of the program. This individual might also be known as the Field Education Director, Director of Clinical Training, or Director of Clinical Education. In some clinical programs, the Director of Clinical Program may also fulfill this role. In the CMHC program, this role is currently fulfilled by the Director of Clinical Education.
- 1.3 **Trainee:** A UVU student engaged in either the didactic component or clinical component of a clinical program.

2 Duties and Responsibilities of UVU CMHC Program

- 2.0 **Program Alignment:** UVU will uphold policies and practices that align with the Division of Occupational and Professional Licensing (DOPL) rules and Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, and it will provide site supervisors with orientation, consultation, and professional development opportunities.
- 2.1 **Trainee Eligibility:** UVU will verify the academic eligibility of Trainee and evaluate Trainee readiness to accrue hours at an off-campus Clinical Training Site.
- 2.2 **Clinical Training Site Approval:** It is entirely the right of the Director of Clinical Education to decide whether an eligible clinical training site will supervise a student in the CMHC program. This decision must not discriminate against a site or supervisor due to their race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious and spiritual practices, nation of origin or other social categories, immigration status, and/or language. This decision may be based on the Director of Clinical Education's professional evaluation of the program's ability to develop a professional partnership with a site or supervisor.
- 2.3 **Document Site, Supervisor & Trainee Records:** UVU will secure and maintain a Clinical Placement Agreement for every approved Clinical Training Site, a license, and supervisor documentation for every Clinical Site Supervisor overseeing a UVU CMHC student. UVU will maintain a copy of active liability insurance coverage for every Trainee.

2.4 Liability Insurance: UVU agrees to always maintain reasonable comprehensive general and professional liability insurance during the term of this Agreement with limits of at least \$1,000,000 per occurrence and at least \$3,000,000 aggregate. UVU is insured through its participation in the Risk Management Fund of the State of Utah, see Utah Code 63A-4-101-104, 201. Nothing in the Agreement shall require UVU to carry different or additional insurance, and any obligations of University contained in the Agreement to name a party as additional insured shall be limited to naming such party as additional insured with respect to University's negligent acts or omissions. If University is required to defend, indemnify or hold harmless Company, a defense shall be provided by the State of Utah Division of Risk Management through its contracted Assistant Attorneys General.

2.5 Faculty Supervision: For each Trainee, UVU designates a Practicum or Internship Instructor, who will monitor and evaluate the student's performance, provide supplemental supervision, and serve as a liaison to better foster communication, expectations, consultation, and cooperative efforts between the Parties.

2.6 Student Enrollment: UVU monitors student progress for continued enrollment throughout Practicum and Internship courses.

2.7 Document Student Progress: UVU maintains records of student progress in hours and competencies of knowledge, skills, and professional dispositions.

2.8 Communication: UVU will facilitate communication with agency personnel, supervisors, and students to resolve difficulties with a Clinical Training Site, Clinical Site Supervisor, and Trainee. UVU will communicate in a timely and respectful manner with Clinical Training Sites and Clinical Site Supervisors.

3 Duties and Responsibilities of Clinical Training Site

3.0 Regulatory Compliance: Clinical Training Site is registered or licensed by the appropriate state authority and has lawfully operated for at least two full years. The Clinical Training Site and those designated as supervisors comply with professional ethical standards and practice guidelines published by the American Counseling Association (ACA) and/or American Mental Health Counselors Association (AMHCA). The Clinical Training Site and the supervisor permit only those empirically-based interventions that follow the current practice guidelines generally recognized in mental health professions. Clinical Training Site must notify UVU CMHC program immediately of any disciplinary action against the site or its leadership including, but not limited to, reprimand, fees, sanctions, revocation, limitation, resignation, suspension or termination of any license, certificate, permit, registration, health care privileges, or insurance coverage participation.

3.1 Selection Requirements: Clinical Training Site shall notify UVU of all selection criteria and any selection process requirements, including, but not limited to, background investigations, drug testing, and health screenings. Clinical Training Site will provide all necessary work orientation, training, supervision, and evaluations.

- 3.2 Nondiscrimination:** Clinical Training Site will select Trainees based on the Clinical Training Site needs and preferences. However, Clinical Training Site represents that it is an equal opportunity employer and will not discriminate based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law.
- 3.3 Sufficient Resources:** Clinical Training Site has adequate facilities and equipment for the Trainee to carry out designated responsibilities. Clinical Training Site agrees to provide to each Trainee the office space, privacy, and resources sufficient to complete clinical experience requirements, including, but not limited to: assessment, Counseling (individual, couple, family, and group), psycho-educational activities, consultation, and record keeping. The Clinical Training Site shall provide Trainee the means necessary to engage in supervised Counseling, consultation, or related professional skills with actual clients to foster social, cognitive, behavioral, and/or affective change. The nature of the Clinical Training Site must be appropriate for students whose primary goal is to develop professional competencies and Counseling skills under supervision. The Trainee must not be required to find their clients nor market their services, assist with office-related tasks, and conduct administrative duties.
- 3.4 Site Policies:** The Clinical Training Site has established policies for necessary records and documentation completion, management, and storage that align with State and Federal law. The Clinical Training Site has established policies for maintaining the confidentiality of client Protected Health Information. The Clinical Training Site must permit program-appropriate audio/video recordings and/or live supervision of Trainee's interactions with clients during CMHC Practicum or Internship courses, with the client's written permission and confidentiality being strictly maintained.
- 3.5 Evaluation:** Trainee evaluation materials provided by UVU to the Clinical Training Site shall be timely completed and returned to UVU per a mutually agreeable schedule, but no later than the end of an academic semester. Clinical Training Site agrees to make reasonable efforts to accommodate requested site visits by UVU faculty and designate an individual who will serve as the liaison with UVU and each intern.
- 3.6 Unpaid Position:** If a Trainee is not paid for a supervised position offered pursuant to this Agreement, the Parties acknowledge, and agree to comply with, the Utah statutory provisions regarding unpaid interns at Utah Code Ann. §53B-16-401, et seq. Accordingly, no such student is an employee of Clinical Training Site, but rather is a volunteer worker of UVU solely to receive workers' compensation medical benefits, if applicable. Clinical Training Site determines the schedule that each Trainee will maintain but commits to a sufficiently flexible schedule to allow the Trainee to participate in any required clinical training meetings and required UVU academic classes and/or coursework.
- 3.7 Paid Position:** If a Trainee is paid for a supervised position offered pursuant to this Agreement, the Trainee will be a non-exempt employee of Clinical Training Site, which

shall be responsible for providing to the Trainee all applicable wages, benefits, statutory withholdings, workers compensation benefits, and other employment benefits required by applicable law. Clinical Training Site shall determine the hourly or other compensation paid to the Trainee. Clinical Training Site determines the schedule that the Trainee will maintain, but commits to a sufficiently flexible schedule to allow the Trainee to participate in any required clinical training meetings and required UVU academic classes and/or coursework.

3.8 Liability Insurance: Clinical Training Site agrees to always maintain reasonable comprehensive general and professional liability insurance during the term of this Agreement through commercial insurance or properly reserved self-insurance with limits of at least \$1,000,000 per occurrence and at least \$3,000,000 aggregate.

4 Duties and Responsibilities of Clinical Site Supervisor

4.0 Qualifications: The Clinical Site Supervisor will maintain their license and status as a Clinical Mental Health Counselor, Clinical Social Worker, Marriage and Family Therapist, Psychologist, Psychiatrist, Physician, or Psychiatric Nurse Practitioner. The Clinical Site Supervisor will notify the Director of Clinical Education immediately of any disciplinary action taken against the supervisor's license, including suspension or probation reprimand.

4.1 Professionalism: The Clinical Site Supervisor will conduct themselves in an ethical and professional manner in all training activities. Utah law, DOPL rules, and applicable ethical codes shall always govern Clinical Site Supervisor behavior, interpersonal functioning, and decision making. The Clinical Site Supervisor permits only those empirically-based interventions that follow the current practice guidelines generally recognized in the professions of mental health.

4.2 Site Orientation: The Clinical Site Supervisor will communicate clear and written expectations to Trainee. These will include the Trainee Requirements set forth in Exhibit B, subject modification by mutual written agreement of the Parties. The Clinical Site Supervisor will provide Trainee with an appropriate orientation to the policies, practices, and procedures conducive to the growth and development of clients. The Clinical Site Supervisor will help Trainee manage appropriate documentation for billing processes.

4.3 Client Notification: The Clinical Site Supervisor will notify each client in writing before performing any professional services that the Trainee is unlicensed and practicing under the respective clinical supervision.

4.4 Trainee Oversight: The Clinical Site Supervisor will take reasonable steps to ensure that the Trainee appropriately assesses and treats each client via clinical interviewing and appropriate (1) assessment, (2) Counseling, (3) psycho-educational activities, and (4) consultation. The Clinical Site Supervisor will monitor the quality of direct services performed by the Trainee using audio/video recordings and/or live supervision of Trainee's interactions with actual clients, and the review of clinical documentation. The

Clinical Site Supervisor will regularly review and formally approve required clinical documentation, including, but not limited to admission evaluations, treatment plans, case notes, discharge summaries, referral letters, and court reports.

- 4.5 Weekly Supervision:** The Clinical Site Supervisor will schedule and attend weekly, pre-set, and uninterrupted meetings for supervision. The Clinical Site Supervisor will provide required face-to-face supervision during student supervised clinical practice. Supervision shall meet DOPL requirements in Utah Code R156-60-102., R156-60-302., & R156-60c-302a.
- 4.6 Clinical Emergencies:** The Clinical Site Supervisor will be available for consultation with Trainee in the case of a clinical emergency. When unavailable, the Clinical Site Supervisor will arrange for Trainee supervision with a qualified designee should a clinical emergency require consultation.
- 4.7 Counseling Hours:** The Clinical Site Supervisor will provide adequate clinical opportunities for Trainee to complete CMHC program clinical experience requirements. However, the Clinical Site Supervisor will not allow Trainee to provide more than 15 clock hours of direct client contact per week unless the Director of Clinical Education provides a written exception to provide up to 25 clock hours per week.
- 4.8 Documentation:** The Clinical Site Supervisor will review Trainee's direct client records and documentation during weekly supervision. The Clinical Site Supervisor will sign accurate clock hour logs of Trainee during weekly supervision.
- 4.9 Evaluation & Feedback:** The Clinical Site Supervisor will provide clear and frequent feedback to Trainee regarding required duties, professional obligations, and reasonable expectations. The Clinical Site Supervisor will evaluate Trainee at the end of each semester and return end-of-course and final evaluations of Trainee competence. The Clinical Site Supervisor will also obtain feedback from clients and staff about Trainee's demonstration of required professional and clinical competencies.
- 4.10 Coordination with CMHC Program:** The Clinical Site Supervisor will meet with the CMHC Director of Clinical Education for a Clinical Site visit/interview and with CMHC program faculty when requested. The Clinical Site Supervisor will communicate in a timely and respectful manner with the CMHC program faculty and administration. The Clinical Site Supervisor will review the Roles and Responsibilities in *Training* document and fulfill all duties expected of a Clinical Site Supervisor outlined in the UVU CMHC *Handbook*.
- 4.11 Problems of Professional Competence with Trainee:** The Clinical Site Supervisor will inform the Director of Clinical Education immediately of any observed personal concerns of the Trainee that have the potential to affect professional competency. The Clinical Site Supervisor will adhere (as a representative of the affiliated agency) to the UVU Clinical Training policies, including remediation policies and procedures for Trainees and/or site issues that cannot be resolved on an informal basis.

4.12 Change in Supervision Agreement: The Clinical Site Supervisor will inform the Director of Clinical Education of any changes in the training experience (e.g., supervisor change, change in treatment populations, termination of the relationship with Trainee). The Clinical Site Supervisor will provide at least one week's written notice to both the UVU Director of Clinical Education and Trainee of the supervisor's intent not to certify any additional hours of experience. Without such notice, the supervisor shall sign for approved hours of experience obtained in good faith and for which required supervision was provided.

4.13 Neglect of Clinical Site Supervisor Responsibilities: If the Clinical Site Supervisor fails to sign approved student hours, return student evaluations, or communicate professionally with the program, the Clinical Site Supervisor will not be approved to continue their supervision of UVU CMHC students.

5 General Terms and Conditions

5.0 Governing Law: The laws of the State of Utah will govern the validity of this Agreement and its interpretation and performance. Any litigation arising in connection with this Agreement shall be brought in the courts of the State of Utah.

5.1 Assignment: Neither Party shall assign or subcontract any portion of its rights or obligations under this Agreement without the prior written consent of the other Party, for which consent may be withheld for any reason or no reason.

5.2 Waiver: The failure by any Party to insist upon the strict performance of any term or condition of this Agreement, or to exercise any rights or remedy consequent upon a breach thereof, shall not constitute a waiver of any such breach or of such, or any other, term or condition. No waiver shall affect or alter the remainder of this Agreement, but every other term and condition hereof shall continue in full force and effect with respect to any other existing or subsequently occurring breach.

5.3 Relationship of the Parties: In assuming and performing its obligations under this Agreement, each Party is an independent party and shall not be considered, nor represent itself as, a joint venture, partner, or agent of the other Party. This Agreement shall not create any rights in or inure to the benefit of any third parties other than the student interns. Nothing in this Agreement shall be deemed or construed by the Parties or by any third party as creating the relationship of principal and agent or of partnership or of a joint venture between the Parties.

5.4 Assumption of Responsibility/Governmental Entity: Each Party assumes responsibility for its own acts and omissions, and those of its employees, officers, and agents while engaged in the performance of its obligations under this Agreement. Neither Party shall have any liability whatsoever for any negligent act or omission of the other Party, any third party, or their employees, officers, or agents, and nothing in this Agreement shall be so interpreted or construed. Each Party will defend any lawsuit brought against it and pay any damages awarded against it. UVU is a governmental entity under the Governmental

Immunity Act of Utah (Utah Code Ann. §63G-7-101, et seq. (1953 as amended) (the “Act”)). Nothing in this Agreement shall be construed as a waiver by UVU, or by Experience Provider if it is also a governmental entity as defined by the Act, of any rights, limits, protections or defenses applicable under the Act, including, without limitation, the provisions of § 63G-7-604 regarding limitations of judgments. This Agreement shall not be construed, with respect to third parties, as a waiver of any governmental immunity to which UVU is entitled or to which Experience Provider, if a governmental entity, is entitled.

5.5 Limitation on Liability: In no event will University be liable for any special, incidental, indirect, consequential, or other similar damages arising from or relating to the agreement, even if University has been advised of the possibility of such damages. In no event will University’s aggregate liability under the Agreement for any damages, regardless of the legal or equitable theory, exceed \$25,000 USD.

5.6 Entire Agreement: This Agreement, which includes Exhibit, constitutes the entire agreement between the Parties pertaining to the subject matter hereof, and supersedes all prior or contemporaneous written or oral agreements and understandings pertaining thereto. This Agreement may be modified only by a writing signed by both Parties. No covenant, representation, or condition not expressed in this Agreement shall affect or be deemed to interpret, change, or restrict the express provisions hereof.

In witness whereof, the Parties have caused this Agreement to be executed by their duly authorized representatives effective as of the Effective Date.

	“UVU”	“CLINICAL TRAINING SITE”
Name of Party	Utah Valley University	
Address of Party	800 West University Parkway Orem, Utah 84058-5902	
Form of Party and, if Party is an Organization, Jurisdiction of Formation	a body corporate and politic of the State of Utah	
Name of Party Signatory		
Signature		
Date		

EXHIBIT A
CONTACT INFORMATION

CONTACT INFORMATION
Clinical Training Site & Clinical Site Supervisor

Trainee Name:	Trainee Student ID#:
Agency Name:	
Agency Address:	
Agency Contact Person Name and Phone #:	
Clinical Site Supervisor Name:	
Clinical Site Supervisor Email address:	
Clinical Site Supervisor Phone #:	
Clinical Site Supervisor License Type:	
Clinical Site Supervisor License #:	
Clinical Site Supervisor License Date of Expiration:	

The clinical training experience unites CMHC Student/Trainee, Clinical Site Supervisor, Practicum, or Internship Instructor, and CMHC Program in a working relationship within which all parties have responsibilities to each other. Before signing the CMHC Clinical Training Agreement, the Trainee and Clinical Site Supervisor should discuss this entire document.

EXHIBIT B
TRAINEE REQUIREMENTS

- 1.0 **PROFESSIONALISM:** Trainee will conduct themselves ethically and professionally in all training activities. Utah law, DOPL rules, and the ACA/AMHCA Codes of Ethics, and empirically-derived Standards of Conduct in Clinical Training (Homrich et al., 2014) shall always govern their behavior at the Clinical Training Site as well as at UVU. The student must practice only those empirically-based interventions that follow the current guidelines generally recognized in the mental health professions.
- 2.0 **Approval:** Trainee will only provide Counseling at a UVU CMHC program-approved Clinical Training Site. Trainee will only provide Counseling when enrolled in Practicum or Internship and with approval from the Director of Clinical Education.
- 3.0 **Liability Insurance:** Trainee will obtain and maintain an individual professional Counseling liability insurance policy while enrolled in Practicum and Internship. Trainee will provide a copy of the current individual professional Counseling liability insurance policy to the Director of Clinical Education.
- 4.0 **Appointments:** Trainee will attend and participate at all required events (e.g., Counseling sessions, staff and supervision meetings, trainings, classes) for which they have been scheduled. They will obtain necessary approval of all vacation time and personal leave with their Clinical Training Site and Clinical Site Supervisor.
- 5.0 **Respectful Relationships:** Trainee will facilitate client growth and development in ways that foster the interest and welfare of clients and promote the formation of healthy relationships. This includes establishing and upholding appropriate and professional boundaries. Trainee will aspire to open, honest, and accurate communication in dealing with the public and other professionals and develop and strengthen relationships with colleagues from other disciplines to best serve clients at the Clinical Training Site. Trainee will avoid any conduct, attitudes, and communication inconsistent with the professional identity of a Clinical Mental Health Counselor.
- 6.0 **Feedback:** Trainee will consistently demonstrate a willingness and ability to engage in self-examination, supervision, consultation, and new learning to enhance professional effectiveness. In a manner consistent with the policies of the Clinical Training Site, Trainee will seek ongoing formal and informal feedback from clients, colleagues, staff, peers, program faculty, and Clinical Site Supervisor.
- 7.0 **Clinical Intervention:** Trainee will deliver empirically-based interventions consistent with developmental and cultural sensitivity to respect the dignity and promote the welfare of all clients.

- 8.0 **Supervision:** Trainee will make effective use of supervision with their Clinical Site Supervisor by practicing the following: a) *launching* the supervision relationship (e.g., discuss theoretical orientation, client population, strengths and weaknesses, goals for professional growth and skill development, any specialized interests, and hopes for supervision), b) *preparing* for supervision sessions (e.g., prioritizing supervision meetings, completing paperwork on time, and forming a tentative agenda), c) *participation* in supervision sessions (e.g., active engagement, taking the initiative, and monitoring self and reactions), and d) *working* between supervision sessions (extending and applying what was learned through researching specific topics or interventions, consulting with other professionals and continually assessing one's self on attitudes and receptivity to supervision).
- 9.0 **Protected Client Data:** Trainee will record, store, transport, and dispose of all client data/patient health information in a HIPAA-compliant manner, as directed by the CMHC program and Clinical Training Site.
- 10.0 **Clinical Emergencies:** Trainee will immediately inform their Clinical Site Supervisor and appropriate UVU program faculty of any clinical emergencies encountered.
- 11.0 **Problems with Site or Supervisor:** Trainee will promptly communicate with the Director of Clinical Education about concerns, problems, or inappropriate policies and practices with the Clinical Training Site or Clinical Site Supervisor.
- 12.0 **Termination from a Site:** Trainee will promptly notify the Director of Clinical Education of any change of status with their Clinical Training Site. Trainee will not terminate their Clinical Training Site without notifying the site and the Director of Clinical Education via the Petition to Leave Clinical Training Site document. Trainee is prohibited from communicating such notice via text message, social media, instant messaging, and voice message. In all situations, Trainee will avoid client neglect and abandonment and assist in making appropriate arrangements for the continuation of treatment following termination (and during interruptions such as vacations and illness).
- 13.0 **Additional Sites:** Trainee will seek approval from the Director of Clinical Education and notify their current Clinical Site Supervisor(s) when intending to work with clients at an additional Clinical Training Site by submitting the Petition for Additional Clinical Training Site. Trainee is prohibited from engaging in fee-splitting, self-referral, and potentially conflicting roles or interests in such situations.
- 14.0 **Evaluation:** At the end of each Practicum and Internship, Trainee will complete the Evaluation of Site Supervisor survey.

Appendix II: Petition to Start Hours at Clinical Training Site

- ***This Petition is used when a student is seeking permission to provide Counseling services under supervision at an approved Clinical Training Site.***
 - *To request permission to provide Counseling at an approved off-campus clinical training site, students need to be in good academic standing.*
 - *This form should be used only with Clinical Training Sites that are previously approved by the CMHC Director of Clinical Education.*
 - *To seek approval for a new site, use the Petition for Program Approval of New Clinical Training Site form.*
- *A student may not provide Counseling services at any site until the CMHC Director of Clinical Education has signed this form and the CMHC Clinical Training Agreement.*

IDENTIFYING DATA - STUDENT

Student:		Today's Date:	
Address:	City:	State:	ZIP:
Telephone:	UVU E-mail:		

IDENTIFYING DATA - CLINICAL TRAINING SITE

Site Name:					
Program Website:					
Address:	City:	State:	ZIP:		
Supervisor Name:			Telephone:		

CLINICAL TRAINING SITE SCHEDULE:

Expected Start Date:		Expected Completion Date:	
Number of Days Per Week:		Number of Hours Per Week:	
Supervision Day/Time:			

CLINICAL TRAINING SITE CHECKLIST:

<i>Has the student signed and submitted the CMHC Clinical Training Agreement signed by the site supervisor?</i>	Yes	No
<i>Does the CMHC Director of Clinical Education have a copy of the supervisor's license issued by Utah DOPL?</i>	Yes	No
<i>Does the CMHC Director of Clinical Education have a copy of the site supervisor's qualifications to supervise CMHCs in Utah?</i>	Yes	No
<i>Does the site supervisor have a copy of the CMHC Handbook?</i>	Yes	No
<i>Has this supervisor met with the CMHC Director of Clinical Education and received the necessary knowledge of the program's expectations, requirements, and evaluation procedures for CMHC students?</i>	Yes	No
<i>Has the student completed or is there a plan to complete the minimum on-boarding at this site prior to engaging in direct services with actual clients (i.e., is there someone who will show you how to do paperwork, scheduling, etc.)?</i>	Yes	No
<i>Is the site supervisor willing and able to engage in ongoing consultation, and professional development opportunities provided by the CMHC program faculty?</i>	Yes	No
<i>Is there anything you would like to add about the preparation you have made to transition ethically and professionally to this site?</i>		

Date: _____ Signature of Trainee: _____

Date: _____ Signature of Supervisor: _____

Date: _____ Signature of CMHC Director of Clinical Education: _____

Return this completed form to:
UVU CMHC Director of Clinical Education
Dr. Jamison Law at jamison.law@uvu.edu

Appendix III: Petition for Program Approval of New Clinical Training Site

- *This Petition is used by students who would like to request that a Potential Clinical Training Site be reviewed for Approval by the CMHC Program.*
- *It is fully the right of the CMHC Director of Clinical Education to decide whether or not an eligible clinical training site will supervise a student in the UVU CMHC program.*
- *Students may not provide Counseling services at any site until the Clinical Site Supervisor and CMHC Director of Clinical Education have signed the CMHC Clinical Training Agreement.*
 - *Students must also submit the Petition to Start Hours at Clinical Training Site form.*

IDENTIFYING DATA - STUDENT

Student:		Today's Date:	
Address:	City:	State:	ZIP:
Telephone:	UVU E-mail:		

IDENTIFYING DATA - CLINICAL TRAINING SITE

Site Name:					
Program Website:					
Address:	City:	State:	ZIP:		
Contact Name:			Telephone:		
Supervisor:	Lic:	Cert:	Telephone:		

NOTE: Prospective Clinical Training Sites and Supervisors must be in compliance with the professional ethics standards and practice guidelines of the American Counseling Association.

The Clinical Training Site and Supervisor must follow best practices and validated treatments per the American Counseling Association.

DESCRIPTION OF SITE: (include treatment population, kinds of services offered, non-profit, county or state operated facility, years in operation.)

DESCRIPTION OF STAFF: (Number of personnel, licensed, degrees, specialty areas)

ASSOCIATION WITH UNIVERSITY/COLLEGE TRAINING PROGRAMS: (Describe or list other educational institutions with which this Clinical Training Site has affiliations.)

DESCRIPTION OF CLINICAL ACTIVITIES: (Indicate direct, non-direct activities, supervision and training activities expected and estimated number of hours.) Note: for Practicum students, they must accrue a minimum of 20 hours of direct service and 50 hours total during their Practicum training. For Internship students, they must accrue a minimum of 650 hours including a minimum of 220 hours of direct service during their Internship training. *We will be using software called "Time 2 Track" for students and their supervisors to enter in their monthly totals.* Below is just a sample of the type of information that this software will request

Direct Hours and Type	Indirect Hours and Type	Weekly Total

Are you able to videotape at this Clinical Training Site? Yes No

DESCRIPTION OF SUPERVISOR'S CREDENTIALS: (Psychologist, Psychiatrist, Psychiatric Nurse Practitioner, LCMHC, LMSW, LMFT)

DESCRIPTION OF SUPERVISION SCHEDULE: (Your Clinical Site Supervisor must agree to minimally one hour per week of individual supervision.)

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.
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.

NOTE: Nondiscrimination at Clinical Training Sites

The UVU CMHC Program has a policy of non-discrimination against students with regard to race, age, ethnic background, sexual orientation, genetic marker, or any other characteristic protected by state, local, or federal law. The UVU CMHC program is committed to fostering the training of members of groups currently under-represented in the profession of Counseling. The UVU CMHC program expects students to provide direct Counseling services to diverse, marginalized, and/or under-served communities.

Clinical Training Sites approved by UVU’s CMHC program are expected to conduct their selection and training of students in a non-discriminatory manner. Clinical Training Sites are expected to select applicants without regard to race, sex, age, ethnic background, sexual orientation, genetic marker, or any other characteristic protected by state, local, or federal law unless there are compelling legal or therapeutic reasons for limiting the applicant pool. Clinical Training Sites that have a selection policy that disallows students based on any of the above criteria must notify the CMHC degree program and clarify the legal (e.g., bona fide occupational qualifications) or therapeutic rationale for such policies. The CMHC program will approve such Clinical Training Sites only if, after consultation, it is determined that an adequate legal or therapeutic rationale exists for the selection policies.

Return this completed form to:

UVU CMHC Director of Clinical Education, Dr. Jamison Law at jamison.law@uvu.edu

Provisional* Initial Approval Status of Site:

Approved as a Clinical Training Site for CMHC Students	
Undetermined. Will need additional information.	
Not Currently Approved as a Clinical Training Site for CMHC Students	

Date: _____ Signature of Director of Clinical Education: _____

Final **Initial Approval of a Site requires documentation of supervisor license and supervisor credentials. Approval also requires a meeting with Director of Clinical Education. **Ongoing** Approval of a Site requires ongoing professional communication and completion of responsibilities by Site and Supervisor.*

Appendix IV: Petition to Leave Clinical Training Site

This Petition is used by students who have been providing Counseling services under supervision at a clinical training site, and who are requesting permission to leave that site.

Supervisors or students have the right to terminate the supervisory relationship with adequate notice. Reasons for considering termination are discussed, and both parties work to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors. Most important, students do not abandon or neglect clients in Counseling. They are ethically obligated to assist in making appropriate arrangements for the continuation of treatment, when necessary, during interruptions such as illness and following termination. Students monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

A student may only provide Counseling services at a different site if the CMHC Director of Clinical Education has signed the CMHC Clinical Training Agreement and Petition to Start Hours at Clinical Training Site form for that site.

IDENTIFYING DATA - STUDENT

Student Name:		Today's Date:	
Telephone:		UVU Email:	

IDENTIFYING DATA – CLINICAL TRAINING SITE

Site Name:		Telephone:	
Supervisor Name:		Supervisor Email:	
<i>Have you told this supervisor about your plan to leave/transition out of this clinical training site?</i>			Yes No
<i>Is your supervisor supportive of your plan to leave this clinical training site?</i>			Yes No
<i>Has your supervisor signed off on all hours completed at this site?</i>			Yes No
<i>How many clock hours per week have you been providing Counseling services at this site?</i>			
<i>How many clients are you currently working with at this site?</i>			
<i>Do you have open cases that will need to be transferred?</i>			Yes No

<ul style="list-style-type: none"> <i>If yes, have those transfers been assigned?</i> 	Yes	No
<i>Are all of your client records and clinical documentation complete?</i>	Yes	No
<ul style="list-style-type: none"> <i>Have you notified your supervisor about the completion of all of your client records and clinical documentation?</i> 	Yes	No
<i>Are there any financial issues that need to be resolved with the site (i.e., client billing, payment for hours, etc.)?</i>	Yes	No
<i>Are there any logistical issues that need to be resolved with the site (i.e., do keys need to be returned, do any personal items need to be removed)?</i>	Yes	No
<i>Is there anything else that you would like to note about the preparation you have made to transition out of this site in an ethical and professional manner?</i>		

Date: _____ Signature of Trainee: _____

Date: _____ Signature of Supervisor: _____

Date: _____ Signature of Director of Clinical Education: _____

Return this completed form to:
UVU CMHC Director of Clinical Education
Dr. Jamison Law at jamison.law@uvu.edu

Appendix V: Evaluation of Site Supervisor by Student

STUDENT EVALUATION OF ON-SITE SUPERVISOR

Site Name:

Supervisor Name:

Student Name:

Semester:

Students, please rate your on-site supervisor(s) using the scale provided below. Students may share the completed form with the on-site supervisor, but it is not required. If you were dissatisfied with your supervisor, you should contact the Director of Clinical Education. This evaluation should be completed at this end of the semester in accordance with the due date provided in the syllabus. If you were at more than one site, please complete an additional evaluation form. Please indicate any site-specific concerns in the "Comments:" section.

3 – Exceeds expectations

2 – Meets expectations

1 – Below expectations

0 – Does not meet expectations

Rating:	
_____	Respected me as a person
_____	Motivated and encouraged me
_____	Emphasized my strengths and capabilities
_____	Identified weaknesses and areas for growth
_____	Provided useful suggestions
_____	Provided useful feedback regarding my Counseling skills
_____	Challenged me to self-explore

_____	Helped me to define goals for myself
_____	Overall rating of supervisor's performance

Comments:

Student Signature:

Date:

Appendix VI: Faculty Semesterly Evaluation of Students Form

Rating scale for evaluation of CMHC student dispositions:

- 2 = SUFFICIENT: The student manifests willingness and ability to frequently demonstrate knowledge, skills, and dispositions to achieve necessary Counseling competencies; therefore, IS FIT FOR PROFESSIONAL PRACTICE.
- 1 = DEFICIENT: The student manifests willingness but the inability to frequently demonstrate knowledge, skills, or dispositions to achieve necessary Counseling competencies; therefore, REFERRAL FOR *MINOR* REMEDIAL ASSISTANCE IS NEEDED.
- 0 = ABSENT: The student manifests unwillingness and inability to demonstrate knowledge, skills, and dispositions to achieve necessary Counseling competencies; therefore, REFERRAL FOR *MAJOR* REMEDIAL ASSISTANCE IS NEEDED.
- N/A = NOT APPLICABLE: Up to this point in time, the student has not been presented with an opportunity to demonstrate the respective knowledge, skill, or disposition to achieve necessary Counseling competency.

INTRAPERSONAL DISPOSITIONS: This category is generally described as dispositions that contribute to internal functions within an individual that affect behavior and contribute to enhancing or impeding effective functioning in reactions, interaction, and behavior.

A. Intrapersonal Dispositions	N/A	0	1	2
1. Exhibits awareness of personal values, attitudes, beliefs, behaviors, needs, strengths, and limitations.				
2. Accepts responsibility for actions and problems.				
3. Communicates information truthfully and accurately.				
4. Participates in self-examination, self-reflection, or self-exploration.				
5. Engages in self-growth and challenges assumptions to enhance professional effectiveness.				
6. Exhibits maturity and professionalism in reactions and behaviors.				
7. Solicits, considers, and responds thoughtfully to constructive feedback from others.				
8. Manages emotional reactions adeptly and exhibits emotional self-control.				
9. Takes responsibility for appropriately fulfilling personal and emotional needs.				
10. Uses organized reasoning and sound judgment to assess and respond to situations.				
11. Demonstrates a tolerance for ambiguity and avoids maladaptive perfectionism.				
12. Demonstrates flexible, adaptable, and solution-oriented thinking.				
13. Respects differences in ideology and remains open to ideas, learning, and growth.				
14. Fulfills obligations promptly, consistently, reliably, and according to expectations.				
15. Promotes self-care and personal wellness physically, emotionally, spiritually, psychologically, and socially.				

INTERPERSONAL DISPOSITIONS: This category is generally described as dispositions that contribute to interactions with others, individually or in a group setting, and describe appropriate relational conduct expected of a Counseling professional in academic or clinical settings.

E. Interpersonal Dispositions	N/A	0	1	2
1. Respects the autonomy of others and avoids imposing their own values, attitudes, beliefs, and behaviors.				
2. Communicates with others respectfully using appropriate verbal and non-verbal language.				
3. Exhibits awareness of and respect for appropriate emotional, physical, and virtual boundaries.				
4. Establishes and maintains effective and functional relationships.				
5. Demonstrates genuineness, empathy, and interest in the welfare of others.				
6. Acts with an awareness of how personal actions affect others.				
7. Displays sensitivity to the cultural identity and feelings, thoughts, and needs of others.				
8. Supports the individual rights and dignity of others.				
9. Responds to difficult circumstances with thoughtful consideration for others.				
10. Maintains awareness of power and privilege dynamics on various levels.				
11. Resolves interpersonal conflicts in a timely and professional manner.				
12. Interacts with appropriate assertiveness to achieve instrumental goals and maintain relational harmony.				
13. Provides helpful, non-defensive feedback to others when asked or when appropriate.				
14. Works cooperatively and collaboratively in various role capacities and across multiple settings.				
15. Maintains sensitivity to role differences and power dynamics in relationships and settings and manages them appropriately.				
16. Supports the learning process of others.				
17. Strives to resolve ethical dilemmas with direct and open communication among all parties involved.				

Appendix VII: On-Site Supervisor Evaluation of CMHC Trainee Disposition and Clinical Skills

Site supervisor, please meet with the CMHC trainee during your supervision sessions and review your ratings with them at the end of each semester of Practicum or Internship. For Practicum, the end of the semesters is late April and early August. For Internship, the end of the semesters is in mid-December, late April, and early August.

Please use this scale for your evaluation:

- 2 = SUFFICIENT: The student manifests willingness and ability to frequently demonstrate knowledge, skills, and dispositions to achieve necessary Counseling competencies; therefore, IS FIT FOR PROFESSIONAL PRACTICE.
- 1 = DEFICIENT: The student manifests willingness but the inability to frequently demonstrate knowledge, skills, or dispositions to achieve necessary Counseling competencies; therefore, REFERRAL FOR *MINOR* REMEDIAL ASSISTANCE IS NEEDED.
- 0 = ABSENT: The student manifests unwillingness and inability to demonstrate knowledge, skills, and dispositions to achieve necessary Counseling competencies; therefore, REFERRAL FOR *MAJOR* REMEDIAL ASSISTANCE IS NEEDED.
- N/A = NOT APPLICABLE: Up to this point in time, the student has not been presented with an opportunity to demonstrate the respective knowledge, skill, or disposition to achieve necessary Counseling competency.

PRACTICE DISPOSITIONS: This category is generally described as dispositions fundamental to ethical behavior to facilitate client growth and development in ways that foster client interest and welfare and promote the formation of healthy relationships.

P. Practice Dispositions	N/A	0	1	2
1. Maintains awareness and sensitivity regarding cultural meanings of confidentiality and privacy.				
2. Respects differing views toward disclosing information and discloses protected information only with appropriate consent or sound legal or ethical justification.				
3. Obtains permission from clients before recording or allowing any person to observe Counseling sessions, review session transcripts, or view recordings of sessions with supervisors, faculty, peers, or others within the training environment.				
4. Maintains practice within the boundaries of competence, based on education, training, supervised experience, and prescribed scope of practice standards.				
5. Continually monitors effectiveness and evaluates efficacy as a professional and takes steps to improve when necessary.				
6. Restricts professional services to the use of techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation.				
7. Seeks to strengthen relationships and develop positive working relationships and systems of communication with colleagues to enhance services to clients.				
8. Works together with interdisciplinary team members to clarify professional and ethical obligations of the team as a whole and of its individual members.				
9. Acknowledges the expertise of other professional groups and are respectful of their practices.				

10. Conveys accurate representation of educational status and supervisee designation and corrects any known misrepresentations of their qualifications by others.				
11. Recognizes that culture affects the way clients' problems are defined and experienced and explains the nature and purposes of assessment and the specific use of results by potential recipients.				
12. Recognizes historical and social prejudices in the misdiagnosis and pathologizing of certain individuals and groups and strives to become aware of and address such biases in themselves or others.				
13. Properly screens or prepares prospective Counseling clients for engagement in various treatment modalities (e.g., individual, group, couple/family) to ensure compatible needs and goals and the promotion of their well-being.				
14. Takes reasonable precautions to protect clients from physical, emotional, and psychological harm.				
15. Creates, safeguards, and maintains documentation necessary for rendering professional services.				
16. Works jointly in devising treatment plans that offer reasonable promise of success and are consistent with the abilities, temperament, developmental level, and circumstances of clients.				
17. Makes informed consent an ongoing part of the Counseling process and reviews in writing and verbally with clients the rights and responsibilities of both parties.				
18. Communicates information in ways that are both developmentally and culturally appropriate.				
19. Actively avoids nonprofessional interactions or relationships (including virtual/social media) with current or former clients, their romantic partners, and their family members.				
20. Refrains from sexual and/or romantic counselor–client interactions or relationships (including virtual/social media) with current or former clients, their romantic partners, and their family members.				
21. Demonstrates competence within termination and referral and appropriate transfer of services and avoids abandonment and client neglect.				
22. Monitors self for signs of impairment from own physical, mental, or emotional problems and when appropriate, refrains from offering or providing professional services when such impairment is likely to harm a client or others.				
23. Proactively discloses trainee status as supervisee and explains how this status affects the limits of confidentiality.				
24. Understands the additional concerns related to the use of distance Counseling, technology, and social media and makes every attempt to protect confidentiality and meet any legal and ethical requirements for the use of such resources.				
25. Examines personal reactions and effectively navigates transference, countertransference, and parallel process occurrences within therapeutic and supervisory relationships.				
26. Prioritizes the interests of clients over self-interests when providing professional services.				
27. Engages in productive supervision and consultation with colleagues and peers.				
28. Engages effectively as a team member, supporting the efforts of the institution, agency, or workgroup.				

29. Expands professional knowledge related to clinical work and client cases independent of supervisor recommendations.				
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CLINICAL SKILLS: This category is generally described as professional competencies expected of Counseling students to perform their responsibilities necessary to address a wide variety of circumstances within the context of clinical mental health Counseling.

B. Clinical Skill	N/A	0	1	2
1. Applies theories and models of multicultural Counseling, cultural identity development, or social justice and advocacy. [2.F.2.b.]				
2. Uses strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. [2.F.2.h.]				
3. Uses relevant strategies for promoting resilience and optimum development and wellness across the lifespan. [2.F.3.i.]				
4. Uses approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. [2.F.4.b.]				
5. Employs strategies for facilitating client skill development for career, educational, and life-work planning and management. [2.F.4.h.]				
6. Employs a systems approach to conceptualizing clients. [2.F.5.b.]				
7. Uses theories, models, and strategies for understanding and practicing consultation. [2.F.5.c.]				
8. Employs relevant strategies for establishing and maintaining in-person and technology-assisted relationships. [2.F.5.d.]				
9. Manifests awareness of personal characteristics and behaviors that influence the Counseling process. [2.F.5.f.]				
10. Demonstrates essential intake interviewing skills. [2.F.5.g.]				
11. Demonstrates essential Counseling skills. [2.F.5.g.]				
12. Demonstrates essential case conceptualization skills. [2.F.5.g.]				
13. Engages in the development of measurable outcomes for clients. [2.F.5.i.]				
14. Employs strategies to promote client understanding of and access to a variety of community-based resources and support network involvement. [2.F.5.k.]				
15. Employs suicide prevention models and strategies. [2.F.5.l.]				
16. Employs crisis intervention, trauma-informed, and community-based strategies. [2.F.5.m.]				
17. Manifests ethical and culturally relevant strategies for designing and facilitating groups. [2.F.6.g.]				
18. Uses methods of effectively preparing for and conducting initial assessment meetings. [2.F.7.b.]				
19. Uses procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. [2.F.7.c.]				
20. Uses procedures for identifying trauma and abuse and for reporting abuse. [2.F.7.d.]				
21. Employs the use of assessments for diagnostic and intervention planning purposes. [2.F.7.e.]				
22. Employs the use of assessments relevant to academic/educational, career, personal, and social development. [2.F.7.i.]				

23. Properly uses environmental assessments and systematic behavioral observations. [2.F.7.j.]				
24. Employs the use of symptom checklists and mental health assessment measures. [2.F.7.k.]				
25. Employs the use of assessment results to diagnose developmental, behavioral, and mental disorders. [2.F.7.l.]				
26. Engages ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. [2.F.7.m.]				
27. Demonstrates the analysis and use of data in Counseling, including how to critique research to inform Counseling practice. [2.F.8.a.&i.]				
28. Manifests identification of evidence-based Counseling practices. [2.F.8.b.]				
29. Conducts evaluation of Counseling interventions. [2.F.8.e.]				
30. Applies theories and models related to clinical mental health Counseling. [5.C.1.b.]				
31. Properly uses mental status evaluation. [5.C.3.a.]				
32. Uses principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. [5.C.1.c.]				
33. Uses psychological tests and assessments specific to clinical mental health Counseling. [5.C.1.e.]				
34. Promotes treatment, referral, and prevention of mental and emotional disorders. [5.C.2.b.]				
35. Navigates mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health Counseling services networks. [5.C.2.c.]				
36. Employs the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems. [5.C.2.d.]				
37. Identifies the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders. [5.C.2.e.]				
38. Identifies the impact of crisis and trauma on individuals with mental health diagnoses. [5.C.2.f.]				
39. Identifies the impact of biological and neurological mechanisms on mental health. [5.C.2.g.]				
40. Uses understanding of classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. [5.C.2.h.]				
41. Attends to record keeping. [5.C.2.m.]				
42. Attends to third-party reimbursement. [5.C.2.m.]				
43. Attends to treatment planning. [5.C.2.m.]				
44. Attends to caseload management. [5.C.2.m.]				
45. Attends to other practice and management issues related to clinical mental health Counseling. [5.C.2.m.]				
46. Obtains necessary client mental health history. [5.C.3.a.]				
47. Employs techniques and interventions for prevention and treatment of a broad range of mental health issues. [5.C.3.b.]				

48. Employs strategies for interfacing with the legal system regarding court-referred clients. [5.C.3.c.]				
49. Employs strategies for interfacing with integrated behavioral health care professionals. [5.C.3.d.]				
50. Employs strategies to advocate for persons with mental health issues. [5.C.3.e.]				
51. Employs strategies for interfacing with child welfare and family protective services.				
52. Uses DSM-5 cross-cutting symptom measures, disorder-specific severity measures, disability measures, personality inventories, or clinician-rated severity forms.				

*Competencies B.1.-B.29. are from the eight common core areas representing the foundational knowledge required of all entry-level counselor education graduates.

*Competencies B.30.-B.52. are from the specialty area in Clinical Mental Health Counseling.

Appendix VIII: Microskill Evaluation of Graduate Counseling Students Form

Practicum and Internship Instructors: Utilize this checklist at the end of the semester to verify our Practicum and Internship students' use of these essential micro skills:

M. Microskill	N/A	0	1	2
1. Reflection of Content				
2. Reflection of Feeling				
3. Reflection of Meaning				
4. Silence				
5. Summarization				
6. Confrontation				
7. Closed Questions				
8. Open Questions				
9. Partially Open Questions (Indirect, Projective, Swing)				
10. Reframing				
11. Interpretation				
12. Explanation				
13. Appropriate Advice				
14. Appropriate Suggestion				
15. Appropriate Urges				

Appendix IX: Remedial Dispositions Rating Form

Remedial Dispositions are assessed after faculty assign a remediation plan as necessitated by the appropriate semesterly formative evaluation or an end-of-year Summative Evaluation.

- 2 = SUFFICIENT: The student manifests willingness and ability to frequently demonstrate knowledge, skills, and dispositions to achieve necessary Counseling competencies; therefore, IS FIT FOR PROFESSIONAL PRACTICE.
- 1 = DEFICIENT: The student manifests willingness but the inability to frequently demonstrate knowledge, skills, or dispositions to achieve necessary Counseling competencies; therefore, REFERRAL FOR *MINOR* REMEDIAL ASSISTANCE IS NEEDED.
- 0 = ABSENT: The student manifests unwillingness and inability to demonstrate knowledge, skills, and dispositions to achieve necessary Counseling competencies; therefore, REFERRAL FOR *MAJOR* REMEDIAL ASSISTANCE IS NEEDED.
- N/A = NOT APPLICABLE: Up to this point in time, the student has not been presented with an opportunity to demonstrate the respective knowledge, skill, or disposition to achieve necessary Counseling competency.

R. Remedial Dispositions	N/A	0	1	2
1. Obtains professional consultation concerning recognized areas of personal growth.				
2. Cooperates with remediation plan and endeavors to adjust or improve attitudes, beliefs, and behaviors.				
3. Engages in required learning, training, or experiential processes and opportunities for personal and professional development.				
4. Avoids the use of behavior- or mind-altering substances that impede professional functioning.				
5. Resolves identified personal concerns that have the potential to affect professional competency.				
6. Participates in required personal growth and self-development activities.				
7. Follows the procedures and policies of the UVU CMHC graduate program <i>Handbook</i> .				
8. Understands and maintains the ethical guidelines for counselors as published by the profession.				

Appendix X: CMHC Organizational Chart

BESC Department Chair, Dr. Jessi Hill

Dr. Paige Lowe, Program Director

Kiera Davis, Associate Program Director

Dr. Jamison Law, Director of Clinical Education

Dr. Russ Bailey, Associate Professor

Dr. Chris Anderson, Associate Professor

Dr. Brett Breton, Associate Professor

Dr. Natalie Noel, Lecturer

Dr. Anton Tolman, Associate Professor

Dr. Barry Andelin, Associate Professor

Responsibilities

Program Director: 1) having responsibility for the coordination of the Counseling program(s), (2) responding to inquiries regarding the overall academic unit, (3) providing input and making recommendations regarding the development of and expenditures from the budget, (4) providing or delegating year-round leadership to the operation of the program(s), and (5) receiving release time from faculty member responsibilities to administer the academic unit. The Director of the CMHC program will place students into sections of Practicum and Internship to ensure students receive a broad training perspective by having different student colleagues for each semester as well as having a different instructor.

Under the direction of the department chair and the dean of the College of Humanities and Social Sciences, Professor -Clinical Mental Health Counseling (CMHC) will teach a 2/2 teaching load predominantly in the graduate program with the possibility of some undergraduate teaching.

Facilitates the direction of the CMHC master's program which will include program and course development, faculty recruitment and training, as well as student recruitment, training, and supervision. Teaching load will include face-to-face, hybrid, and distance education sections. Creates a student-oriented approach to academics. Plans, develops, and follows an approved course of study that includes measurable objectives for each course taught. Prepares instructional materials. Supervises individuals and groups in oral, practical, and performance tests. Assists in recruitment, advertisement, and placement of students. Recommends students for advancement and graduation. Maintains and submits accurate and current reports and records involving student accountability, attendance, performance, and follow-up. Establishes and maintains office hours and advises students as needed. Assists advisor, department chairperson, faculty, and department staff in maintaining an effective program, serves on committees, and attends meetings as required. Develops an active research agenda involving students resulting in presentation and publication. Continues professional growth as evidenced by research, publication, involvement in professional associations and continuing education.

Associate Director: The Associate Director assists the program and clinical directors in all aspects of the Clinical Mental Health Counseling program at the graduate level, especially related to clinical placements.

Advises and mentors prospective and current graduate students related to their academic coursework and clinical experience. Assists the Director of Clinical Education in securing clinical placements. Fosters and expands community relationships. Assists with organizing, planning, and implementing program events and accreditation processes. Participates in student professionalism and evaluation processes. Maintains current student clinical experience statistics and accreditation data. Maintains strong working relationships with community partners. Manages the budget, including knowledge of purchasing procedures and policies as well as reconciliation.

Director of Clinical Education: (1) having responsibility for the coordination of Practicum and Internship experiences in designated counselor education program(s), and (2) responding to inquiries regarding Practicum and Internship.

Under the direction of the department chair and the dean of the College of Humanities and Social Sciences, Clinical Assistant Professor (Director of Clinical Education) -Clinical Mental Health Counseling (CMHC) will teach a 3/3/1 teaching load on an 11-month contract predominantly in the graduate program with some undergraduate teaching.

This role facilitates the direction of the clinical placement and training of students in the CMHC master's program. This will also include the development of Practicum and Internship sites, as well as placing students in those sites. Teaching load will include face-to-face, hybrid, and distance education sections. Creates a student-oriented approach to academics and clinical supervision. Plans, develops, and follows an approved course of study that includes measurable objectives for each course taught. Prepares instructional materials. Supervises individuals and groups in oral, practical, and performance tests. Assists in recruitment, advertisement, and placement of students. Recommends students for advancement and graduation. Maintains and submits accurate and current reports and records involving student accountability, attendance, performance, and follow-up. Establishes and maintains office hours and advises students as needed. Assists advisor, department chairperson, faculty, and department staff in maintaining an effective program, serves on committees, and attends meetings as required.

CACREP Liaison: Under the direction of the department chair and the dean of the College of Humanities and Social Sciences, Assistant Professor – Clinical Mental Health Counseling (CMHC) will teach a 4/4 teaching load and will include both graduate-level CMHC courses as well as undergraduate psychology courses. Facilitates accreditation process and serves as liaison between the department and the accrediting body, which may necessitate course release. Teaching load will include face-to-face, hybrid, and distance education sections. Creates a student-oriented approach to academics. Plans, develops, and follows an approved course of study that includes measurable objectives for each course taught. Prepares instructional materials. Supervises individuals and groups in oral, practical, and performance tests. Assists in recruitment, advertisement, and placement of students. Recommends students for advancement and graduation. Maintains and submits accurate and current reports and records involving student accountability, attendance, performance, and follow-up. Establishes and maintains office hours and advises students as needed. Assists advisor, department chairperson, faculty, and department staff in maintaining an effective program, serves on committees, and attends meetings as required. Develops an active research agenda involving students resulting in presentation and publication. Continues professional growth as evidenced by research, publication, involvement in professional associations and continuing education.