Rocky Mountain University of Health Professions

Counseling Program

Student Handbook

Master of Science - Clinical Mental Health Counseling
Master of Science - School Counseling
Dual Program in Clinical Mental Health and School Counseling
Post Master’s Certificate in School Counseling

2020-2021
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Welcome

Welcome to the Counseling Program at Rocky Mountain University of Health Professions. This document is designed as a primary resource to provide students with valuable information about the graduate programs in counseling. This document serves as a supplement to the Rocky Mountain University of Health Professions Student Catalog. Students and/or prospective students are encouraged to become familiar with the contents of the Student Catalog and Handbooks available online at rm.edu, under Current Students, Student Forms & Information.

It is imperative that students become familiar with and adhere to the requirements and policies outlined in the University Catalog and Handbooks, and the Counseling Program Student Handbook. Students are also expected to work closely with their respective advisors. Students are required to read this handbook and affirm that they understand the responsibilities, policies, and procedures outlined herein. Students must sign the Student Handbook Acknowledgment (Appendix A) and submit it to their respective program coordinator or adviser. This document will be placed in each graduate student’s file.

PLEASE NOTE: The Faculty reserves the right to update the Student Handbook from time to time as needed.
Section 1 – Introduction

Vision Statement

Improve the mental health and lives of our students and communities.

Abbreviated Mission Statement

The Rocky Mountain University of Health Professions Counseling Program trains Counselors to provide high-quality counseling services to those in need.

Counseling Program Mission Statement

To effectively manage the multi-faceted and complex challenges faced in today’s society; individuals require effective maturation in self-concept and personal development, positive adjustment to social, cultural, familial and personal relationships, productive employment skills, and mastery of the cognitive, behavioral and emotional dynamics that permeate the human experience. For this reason, the Counseling Program has as its primary mission the preparation of a diverse group of learners from the Greater Salt Lake region and beyond who can competently and ethically implement wellness concepts, psychological principles, developmental understanding and counseling techniques to provide clients with the opportunities to achieve healthy functioning in the areas of educational, personal, social, and career development.

Work within human services demands well-rounded counseling professionals. For this reason, program offerings and extra-curricular activities challenge students to develop professionally, personally, and socially. Graduates of the Counseling Program are prepared to deliver quality service in a variety of professional job placements (Mental Health Counseling and School Counseling) and are eligible to stand for licensure and/or certification in their respective area of specialty.

Program Objectives

Consistent with the program’s mission and vision, all graduates will demonstrate competency in sections A-D. University program administrators and faculty will ensure compliance in section E.

A. Core Counseling Student Learning Objectives

1. Professional Identity and Ethics – Demonstrate an understanding of the counseling profession; develop an identity as a counselor; and demonstrate dispositions, attitudes and behaviors consistent with the norms and ethics of the counseling profession.

2. Counseling Theory – Gain significant knowledge of major counseling theories in the context of individual and group counseling and apply this knowledge to the counseling process.
3. Helping Relationships – Demonstrate the communication skills required to be effective
counselors. Including individual and group counseling techniques that facilitate client
growth, and demonstrate the ability to evaluate client progress toward treatment goals.

4. Social and Cultural Diversity – Develop an awareness of and an appreciation for
social, cultural and familial influences on human development and behavior and
recognize the impact of individual differences on the counseling process. Further,
develop an understanding and ability to effectively work with marginalized populations.

5. Human Growth and Development – Develop an understanding of the phases and
complexities of human growth and an appreciation for the nature of human development
and its integration within the counseling process.

6. Career Development – Demonstrate an understanding of career development and
related life factors, their effects on an individual’s mental health and lifestyle, and the
application within counseling.

7. Group Counseling – Develop both theoretical and experiential understanding of group
process, development, dynamics, group counseling theories, methods, skills, and other
group approaches.

8. Assessment – Gain knowledge and skills in assessment techniques, including
standardized instruments, interviewing, and suicide and risk of violence assessments, and
be able to apply these skills to individual and group appraisal. Demonstrate the ability to
evaluate, analyze, and apply information to make evidence-based decisions and solve
problems consistent with effective client change.

9. Psychodiagnosis – Develop a working knowledge of psychodiagnosis, the ethical
implications of diagnosing, and its effect on treatment and counseling practice.

10. Addictions – Gain knowledge and skills in the assessment and treatment of
individuals with substance abuse issues and process addictions.

11. Crisis, Trauma, and Suicide – Demonstrate knowledge and skills associated with
counseling in crisis situations, addressing trauma in clients, and assessing and responding
to clients at risk of suicide and fostering client resilience.

12. Research and Program Evaluation – Develop the ability to read, critique, evaluate,
and contribute to professional research literature.

B. Clinical Mental Health Student Learning Objectives

13-CMHC1. Mental Health Systems – Demonstrate knowledge and skills associated with
working in multidisciplinary mental health care settings, and demonstrate practical
knowledge and skills in counseling services, prevention, treatment, referral, and program
management.

14-CMHC2. Psychopharmacology and Treatment Planning – Demonstrate the ability to develop and implement treatment planning, and a basic understanding of psychopharmacology, and how treatment is coordinated in integrated mental health care settings.


C. School Counseling Student Learning Objectives

16-SC1. School Counseling Systems – Develop and demonstrate an understanding of the foundations of school counseling, including the school environment, educational processes, multifaceted prevention and interventions and effective program assessment skills.

17-SC2. School Services – Evaluate school counseling efficacy related to closing the achievement, opportunity and attainment gaps. Students will identify instruments for measuring school counseling outcomes and use achievement-related data to demonstrate school counselor efficacy.

18-SC3. Counseling Interventions for Student Success – Students will demonstrate an understanding of the application of developmental theory in the practice of counseling children and adolescents.

D. Practical Application Student Learning Objectives

19-PA1. Experiential Learning – Through supervised practicum and internship experiences, develop, demonstrate and integrate the knowledge and skills needed to be successful as practicing counselors.

20-PA2. Personal Growth and Understanding – Enhance professional dispositions and develop, through self-reflection and insight, an understanding of oneself and the use of self in the counseling process. Develop a personal approach to counseling and client advocacy with a clear understanding of counselor roles and functions.

E. Learning Environment and System Objectives

   A. Applications Data
      1. Applicants
      2. Completed Application
      3. Withdrew
      4. Denied
5. Admitted
B. Graduated
   1. School Graduates
   2. Mental Health Graduates
   3. Dual Degree Graduates
   4. Post-Masters Certificate Completion

22. LE2. Quality Students – Recruit and retain a high quality and diverse student body.
   As measured by:
   A. Undergraduate GPA
   B. Admission Test scores
   C. Dispositional measures
      1. Admissions interviews
      2. Post Skills/Group
      3. Post Practicum
      4. Post Internship
   D. Ongoing Professional Improvement Plans (PIPs)
      1. New PIPs
      2. Continuing PIPs
      3. Successfully Completed PIPs
   E. Withdrawals and dismissals

23. LE3. Quality Instruction – Maintain quality faculty and instructional resources to effectively transfer knowledge. As measured by:
   A. Faculty to student ratios
   B. Core faculty to non-core faculty ratios
   C. Student course evaluation data
   D. Student evaluation of clinical site

24. LE4. Employment Success – Graduates will be able to successfully obtain and maintain relevant employment. As measured by:
   A. Pass rates on National/State Exams
   B. Recommendations for Certifications and/or Licensure
   C. Number of graduates obtaining entry level licensure and/or certification
   D. Percentage of graduates employed. (Goal 90/90 – 90% employed within 90 days.)

Student Learning

Each of the 20 Program Objectives associated with student learning; A. 12 Core Counseling Objectives, B. 3 Clinical Mental Health Objectives, C. 3 School Counseling Objectives and D. 2 Practical Learning Objectives also serves as a Student Learning Objective (SLO). For each SLO several Key Performance Indicators (KPI) are tracked and measured. This allows program faculty to both assess each students’ acquisition of knowledge and skills individually. Further, faculty use the collective student learning to assess the effectiveness of
learning for the program as a whole. Each SLO is assessed several times throughout the program to determine the foundation knowledge, the associated skill and integration in the art of counseling.

Accreditation and Program Approval

Rocky Mountain University of Health Professions of Health Sciences is regionally accredited by the Northwest Commission on Colleges and Universities. The Counseling Program at Rocky Mountain University of Health Professions is relatively new. The curriculum is designed to meet the national accreditation standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Although the Counseling Program is NOT currently CACREP accredited, the expectation is that a Self-Study will be submitted in 2022.

- The Mental Health Counseling degree is designed to meet the Utah State Department of Commerce Division of Occupational and Professional Licensing (DOPL) Clinical Mental Health Counselor licensure requirements.
- The School Counseling degree has been designed to meet the Utah State Board of Education’s School Counselor Requirements.
- The Dual-Degree in Mental Health and School Counseling is designed to do both.
- The School Counseling Certificate program has also been designed to meet the Utah State Board of Education’s School Counselor Requirements.

- [https://rm.edu/about-the-university/accreditation/](https://rm.edu/about-the-university/accreditation/) RMU Accreditation Page
- [https://www.cacrep.org](https://www.cacrep.org) – CACREP’s Home Page
- [https://dopl.utah.gov/cmhc/](https://dopl.utah.gov/cmhc/) – Utah Department of Commerce, Division of Occupational and Professional Licensing, Clinical Mental Health Counseling licensing

**Important note:** Even if a student is admitted into and completes the requirements of the program, this DOES NOT guarantee that the appropriate external agency (DOPL or USBE) will grant a license. However, Faculty will support and advise as outlined the endorsement policy.

Counseling Program Faculty

Faculty that administer, advise, and teach in the Counseling Program have significant training and experience in education, counseling, and supervision. Each faculty member has different expertise and research interests. Students can learn more about their faculty at rm.edu.

Master’s Degree Programs Options

The Counseling Program at Rocky Mountain University of Health Professions offers
options for those seeking training in the field of counseling:

- Master of Science in Clinical Mental Health Counseling.
- Master of Science in School Counseling.
- Dual-degree option with two Master’s degrees in Clinical Mental Health Counseling (M.S.) and School Counseling (M.S.).
- School Counseling Certificate Program

**Master of Science in Counseling - Mental Health Counseling**

The 60-semester hour Clinical Mental Health Counseling Program prepares students for counseling positions in various community agencies, such as mental health centers, private counseling agencies, substance abuse treatment centers, child and adolescent counseling clinics, family counseling centers, pastoral counseling settings, as well as business and industry. The program provides for the opportunity to counsel a broad range of client populations. This degree program meets Utah coursework requirements for state licensure as a Clinical Mental Health Counselor, as well as licensure standards for many other states. Students need to work closely with their respective advisors to determine any additional requirements or course needs relating to state licensure requirements.

**Master of Science in Counseling - School Counseling**

This degree program is a 60-semester credit hour program that prepares students to become Professional School Counselors. Students become familiar with school counseling services, develop better self-understanding, and develop the competencies of comprehensive school counselors who build and lead school counseling programs. This degree program meets coursework specifications for professional school counselor certification/licensure.

**Dual Degree - M.S. in Clinical Mental Health Counseling and M.S. in School Counseling**

The Counseling Dual Degree Program is designed for those seeking both clinical mental health and school counseling specializations (as described above). Students in this program complete 72 credit hours and receive two master’s degrees, which are awarded at the same time.

**School Counseling Certificate Program**

The School Counseling Certificate Program is designed specifically for those who already have a Master’s degree in Clinical Mental Health Counseling and are seeking certification as a School Counselor. Students in this program will complete a minimum of 15 credits (9 credits in course preparation and 6 credits in School Internship) specifically in School Counseling. The admissions committee will assess each student’s skills and review the student’s transcript and determine and verify that all core skills can be demonstrated. Please know that faculty will only endorse students for licenses and certifications for which they are qualified (See Endorsement Policy).
Criminal History

All students must submit to a background check before matriculating. This will be at the student’s expense. A background check revealing information including misdemeanors or felony convictions that prohibit a student from participating in internships/practicums or prevents one from obtaining licensure will render one ineligible for the program.

An additional background check may be required prior to participating in site placement and additional checks may be required by individual facilities. Students should be aware that a history of criminal offenses will likely impact the ability of a student to participate in clinical education and/or obtain employment in the healthcare field. If a student is unable to complete clinical education, they will be dismissed from the program.

Students are required to notify the program of any misdemeanors or felony infraction during the program. Students may be dismissed from the program depending on the gravity of the infraction(s) as it pertains to professionalism, program mission, visions, and goals as well as the ability to achieve licensure and national certification.

Professional Ethics and Professionalism

The Counselor Education faculty subscribe to the American Counseling Association (ACA) Code of Ethics and Standards of Practice and the American School Counseling Association (ASCA) Code of Ethics as the ethical codes governing the professional behavior of students and faculty members. Students are expected to familiarize themselves with these principles and demonstrate them throughout their academic and experiential work.

Beyond written standards set forth by related professional organizations, professionalism denotes a high standard for interpersonal interaction, including respect for people, processes, and property. Faculty expects prospective counselors to engage in behavior that reflects a high level of psychological health and professional integrity. Students should exhibit personal responsibility, integrity, interpersonal skills, a genuine concern for others, and an active commitment to personal growth and professional development.

Graduate Assistantships

The program does not offer any graduate assistantships at this time. Please see the Financial Aid office for information regarding financial support.
Section 2 – Admissions

Admission Policies and Procedures

The Counseling Program admits new students at different points throughout the year. Admission selections are based on a comprehensive review using all required application materials and information submitted. Admission to the Counseling Program is competitive and reflects a holistic consideration of the full spectrum of the applicant’s qualifications, based on all evidence provided in the application, and viewed in the context of the applicant’s academic and personal circumstances.

Minimum Program Admissions Requirements

The established guidelines for admission are as follows:

1. A baccalaureate degree from a regionally accredited college or university;
2. An overall minimum 2.75 undergraduate grade point average on a 4.0 scale;
3. An acceptable undergraduate statistics or research methods course with a grade of C or higher;
4. Those who have an undergraduate GPA higher than 3.0 or those who hold a conferred master’s degree or higher, waives the necessity of a GRE, MAT, or PLT score. A GPA lower than 3.0 requires acceptable test scores from one of the previous standardized tests completed within the last 5 years;
5. Three letters of recommendations (at least two from professional references);
6. Successful completion of an interview with Counseling Program Admissions Committee; and
7. Recommendation for admission from the Counseling Program Admissions Committee.

Completing the Application Process

To complete an application file, applicants must complete the following:

- **Online Application**
  - The statement of professional goals, on the application, should include an essay describing your reasons for wanting to become a professional counselor, any relevant experiences in helping others, and important events that have influenced your career goals.
  - Be prepared to submit test scores from GRE, MAT, or PLT.
- **Resume/CV.** Tailored to graduate school, including detailed employment history, career history, extracurricular activities, etc.
- **Three letters of recommendation**
  - [Click here](#) to send a Letter of Recommendation Form OR direct those providing you a letter of recommendation to access the form. The recommendations are ideally from a former or current supervisor or professional colleague who is able to comment on your ability to apply evidence in practice.
● Official transcripts from each prior undergraduate and graduate institution from which a degree was earned
● $100 Non-refundable admissions deposit. This will be applicable towards tuition per acceptance into the program.

Application materials can be emailed or mailed to,
Rocky Mountain University of Health Professions
122 East 1700 South Provo, UT 84606
Office: 1.801.375.5125

Official transcripts may be mailed or emailed. Official transcripts must originate from the institution’s Registrar Office. Any transcripts emailed from the applicant will be considered unofficial.

Please Note: It is the responsibility of the applicant to ensure that all required materials are received by the admissions committee by the application deadline. Only complete applicant files will be considered for admission. The Counseling Program Coordinator can help facilitate the application process.

Transfer Credits

Students that have previously completed graduate work may be allowed to transfer in credits. Students must work with the registers office to submit appropriate requests and provide needed documentation and receive written approval before those credits will be counted towards the degree.

Associated Costs with Counseling Program

While there is a cost associated with developing and maintaining a high-quality program, every attempt will be made to keep this cost manageable. Students should be aware that there are a range of training fees, including: 1) an application fee; 2) tuition and student fees; 3) books; 4) course fees; 5) testing fees; 6) professional membership dues; and 7) malpractice insurance premiums. The list above was created to help students in the counseling programs to prepare for additional costs related to the counseling field; it is not intended to be exhaustive.

Section 3 – Student Advisement and Curriculum

Student Advisement

Upon admission to the counseling program, each student will be assigned a faculty advisor. Advisors act as a student’s primary source of contact and communication with the counseling program. The department encourages students to show initiative in getting to know their individual advisors. Students who wish to change their assigned advisor should contact the
Program Chair.

- Under the direction of an advisor, students will complete a Program of Study. This will include a list of courses and a timeline for completion that, if followed, will lead to the degree sought and subsequent endorsement for licensure and/or certification.
- Review progress toward professional goals and degree and revise the study plan accordingly.
- Receive information regarding program procedures. (Appendix XX)

Life events, along with other occurrences, may also necessitate changes to the student’s Program of Study. Any alterations in the original Program of Study due to program changes, course conflicts, life events, or other occurrences must be discussed with the student’s advisor. It is the student’s responsibility to stay in close contact with their individual academic advisor regarding any alterations made to the Program of Study. This issue is especially important given that not all courses are taught each semester. Altering the study plan without assistance from an academic advisor may result in scheduling difficulties, which, in turn, may affect one’s graduation date.

**Distinction between Advising and Counseling**

There is an important distinction between advising and counseling. Advising focuses on student professional and personal goals/growth as it relates to their ability to demonstrate competent counseling skills, whereas counseling looks beyond professional development to assist people with psychological adjustment. Although faculty members are fully qualified to fulfill both functions, the ethics of the profession prohibit them from providing counseling to students. If personal counseling is desired, students may obtain services from a variety of resources in the community.

**Changes to Licensure, Certification or Accreditation Requirements**

If state or national standards for certification of licensure change or if there are major changes in accreditation standards, the faculty will inform students of those changes. The faculty may recommend changes to a student’s Program of Study to satisfy the evolved certification, licensure, or accreditation standards. However, to graduate from the program, the student must only satisfy the requirements as stated in the graduate catalogue in effect when the student was admitted. The student may have to complete other tasks or courses to meet the changed state or national standards.

**Curriculum**

Students in the Counseling Program will complete the following coursework.

<p>| Core Counseling Curriculum (36 Credit Hours) |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>CO 610</td>
<td>Counseling Orientation and Ethics (3)</td>
<td>A review of the historical, philosophical, societal, cultural, economic and political dimensions of and current trends in the community mental health movement; a historical perspective of the counseling profession, counselor roles and functions, professional affiliations, and professional legal and ethical decision-making skills.</td>
</tr>
<tr>
<td>CO 611</td>
<td>Social and Cultural Counseling (3)</td>
<td>Present the cultural context of the counseling relationship; examination of issues and concerns related to such factors as culture, ethnicity, age, gender, sexual orientation, religious and spiritual values, socioeconomic status and other various unique characteristics.</td>
</tr>
<tr>
<td>CO 612</td>
<td>Human Development (3)</td>
<td>Theories of human development; developmental crises, tasks and transitions across one’s lifespan; theories of learning and personality development; strategies for facilitating optimal human development.</td>
</tr>
<tr>
<td>CO 613</td>
<td>Research Methods and Program Evaluation (3)</td>
<td>An overview of the qualitative and quantitative research methods, including the ability to critically examine research and the basic principles of disseminating professional knowledge.</td>
</tr>
<tr>
<td>CO 614</td>
<td>Career Counseling (3)</td>
<td>Exploration of educational and career planning – theories, decision-making models, assessment inventories, and resources, and its integration with human development.</td>
</tr>
<tr>
<td>CO 615</td>
<td>Assessment and Testing (3)</td>
<td>Examination of the most frequently used assessment and testing procedures in counseling, outcome evaluation, multicultural issues, ethical and legal issues.</td>
</tr>
<tr>
<td>CO 616</td>
<td>Psychodiagnosis (3)</td>
<td>Examination of the development of diagnostic and case conceptualization skills, major theories of etiology &amp; treatment, and diagnostic principles and skills.</td>
</tr>
<tr>
<td>CO 617</td>
<td>Crisis, Trauma and Suicide (3)</td>
<td>An introduction to the theories, principles and concepts of crisis intervention; contemporary techniques of crisis intervention and resolution used in community, school, family and individual counseling settings and the prevention and treatment of trauma.</td>
</tr>
<tr>
<td>CO 618</td>
<td>Substance Abuse and Addictions (3)</td>
<td>Examination of substance abuse and process addictions in multiple populations - the effects of drugs and/or other addictive behaviors on the client and others. The various etiologies – including diagnosis and implications for counseling and treatment.</td>
</tr>
<tr>
<td>CO 619</td>
<td>Theories in Counseling (3)</td>
<td>Introduction to the knowledge, techniques, skills, and processes basic to initiating and conducting an effective counseling relationship; discussion and attention to the specific nature and process of helping, as well as the unique attitudes and skills required of the effective helper.</td>
</tr>
<tr>
<td>CO 630</td>
<td>Counseling Skills (3)</td>
<td>Examination of the major models of counseling and psychotherapy, theoretical integration, review of outcome research, and its implication with the counseling relationship.</td>
</tr>
<tr>
<td>CO 631</td>
<td>Group Counseling (3)</td>
<td>Overview of the theoretical and experiential components of the nature of group counseling, group dynamics, and group leadership.</td>
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</table>

**Mental Health Counseling (9 cr hr)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>CO 650</td>
<td>Mental Health Care Systems (3)</td>
<td>Overview of the knowledge and skills necessary to successfully operate in mental health care treatment systems.</td>
</tr>
<tr>
<td>CO 651</td>
<td>Psychopharmacology and Treatment Planning (3)</td>
<td>Introduction to the field of psychopharmacology. Integration of diagnostic, case conceptualization, and treatment planning skills; review of best practice guidelines.</td>
</tr>
<tr>
<td>CO 652</td>
<td>Counseling Families and Couples (3)</td>
<td>A review of systems theories and techniques, issues related to family and couples, theoretical foundations, ethical, and legal issues.</td>
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</table>

**School Counseling (9 cr hr)**

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<tr>
<th>Course Code</th>
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<tr>
<td>CO 640</td>
<td>Foundations of School</td>
<td>Foundation of school counseling, including: history, comprehensive guidance, and</td>
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<tr>
<td>Course Code</td>
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<td>Counseling (3)</td>
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<td>the politics of counseling services in schools.</td>
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<tr>
<td>CO 641 School Services,</td>
<td>Theories and techniques for developmental counseling</td>
<td>College and career readiness, social development, normal and abnormal</td>
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<tr>
<td>Administration and Evaluation (3)</td>
<td>with children, including college and career readiness,</td>
<td>development and other issues such as bullying, suicide, substance use and so</td>
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<td>social development, normal and abnormal development</td>
<td>forth, that children and adolescents face.</td>
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<td>and other issues such as bullying, suicide, substance</td>
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<td>use and so forth, that children and adolescents face.</td>
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<td>The organization, administration and delivery of school</td>
<td>grades PK-12 (elementary, middle, and secondary schools).</td>
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<td>Counseling services in schools.</td>
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<td>Clinical Experience (Mental Health) (9 cr hr)</td>
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<td>CO 670 Counseling Practicum (3)</td>
<td>Supervised counseling with clients, including development of counseling</td>
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<td>skills through intensive weekly group and individual supervision. Completion</td>
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<td>of a minimum of 100 clock hours, with at least 40 client contact hours.</td>
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<td>Students develop conceptual and professional skills related to their practice</td>
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<td>at a clinical placement site and practice various specified counseling- and</td>
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<td>related-activities.</td>
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<td>CO 671 Internship A – Mental Health (3)</td>
<td>Supervised counseling with clients, continued development of student</td>
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<td>counseling skills. Includes weekly group and individual supervision. Must</td>
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<td>complete a minimum of 600 clock hours, including at least 240 client</td>
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<td>contact hours. Students develop conceptual and professional skills related</td>
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<td>specified counseling- and related-activities. Must demonstrate competency of</td>
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<td>the integration of all knowledge and skills in counseling.</td>
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<td>CO 672 Internship B – Mental Health (3)</td>
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<td>Clinical Experiences (School) (9 cr hr)</td>
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<td>CO 670 Counseling Practicum (3)</td>
<td>Supervised counseling with clients, including development of counseling</td>
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<td>skills through intensive weekly group and individual supervision. Completion</td>
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<td>of a minimum of 100 clock hours, with at least 40 client contact hours.</td>
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<td>Students develop conceptual and professional skills related to their practice</td>
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<td>at a clinical placement site and practice various specified counseling- and</td>
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<td>related-activities.</td>
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<td>CO 673 Internship A – School Counseling (3)</td>
<td>Supervised counseling with clients, continued development of student</td>
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<td>counseling skills. Includes weekly group and individual supervision. Must</td>
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<td>complete a minimum of 600 clock hours, including at least 240 client</td>
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<td>CO 674 Internship B – School Counseling (3)</td>
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<td>Other Courses (Electives)</td>
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<td>CO 655 Field Work in School Counseling</td>
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<td>Others TBA</td>
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Electives Mental Health (6 credits)  | Electives School Counseling (6 credits)  
--- | ---  
Total Credit hours for Mental Health: 60  | Total Credit hours for School: 60  

### School Counseling Certification

| Prereq. Master’s in Counseling and Licensed |  
| School Counseling | 9 crh  
| Field Work in School Counseling | 3 crh  
| Internship – School | 3-6 crh  

### Double Degree: M.S. in Mental Health Counseling and M.S. in School Counseling

| Counseling Core | 36 crh  
| Mental Health Counseling | 9 crh  
| School Counseling | 9 crh  
| Practicum | 3 crh  
| Internship – Mental Health | 6 crh  
| Internship – School | 6 crh  
| Elective | 3 crh  
| **Total** | **72 credit hours**  

### Program of Study - Program Curricula and Schedule

The coursework in Counseling Program is structured traditionally with courses, syllabi and credit hours. Instructions will include online learning and classroom participation. Each course is composed of several learning modules, and each module will have several specific learning outcomes that will be assessed. After students have demonstrated the foundational knowledge required, they will begin supervised clinical work, which integrates the acquired knowledge with purposeful and directed counseling skills. At certain points throughout the program, this integration of knowledge, counseling skills and professional dispositions will be assessed.

To graduate from a counseling program at RMU, students must become proficient in each of the following core areas:

1. Professional Identity and Ethics
2. Counseling Theory
3. Helping Relationships
4. Social and Cultural Diversity
5. Human Growth and Development
6. Career Development
7. Group Counseling
8. Assessment
9. Psychodiagnosis
10. Addictions
11. Crisis, Trauma and Suicide  
12. Research and Program Evaluation

Clinical Mental Health Counseling students will also need to become proficient in two additional areas:  
13. CMHC 1. Mental Health Systems  
14. CMHC 2. Psychopharmacology and Treatment Planning  
15. CMHC 3. Counseling Families and Couples

School Counseling students will also need to be proficient in two additional areas:  
16. SC1. Comprehensive School Counseling  
17. SC2. School Services  
18. SC3. Counseling Children and Adolescents

Practical Application Objectives  
19. PA1. Experiential Learning  
20. PA2. Personal Growth and Understanding

Counseling Program Curriculum Timeline

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Winter Semester</th>
<th>Fall Semester</th>
<th>First 8 Weeks</th>
<th>Second 8 Weeks</th>
<th>First 8 Weeks</th>
<th>Second 8 Weeks</th>
<th>Fall Semester</th>
<th>First 8 Weeks</th>
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<td>Weekly 6 – 7:30</td>
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<td>CO 610 Ident Eth</td>
<td>CO 613 Research</td>
<td>CO 614 Career</td>
<td>CO 615 Assessmnt</td>
<td>CO 616 Diagnosis</td>
<td>CO 617 Crisis</td>
<td>CO 618 Addictions</td>
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<tr>
<th>Year 2</th>
<th>Winter Semester</th>
<th>Fall Semester</th>
<th>First 8 Weeks</th>
<th>Second 8 Weeks</th>
<th>First 8 Weeks</th>
<th>Second 8 Weeks</th>
<th>Fall Semester</th>
<th>First 8 Weeks</th>
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<td></td>
<td>CO 630 Skills</td>
<td>CO 670 Practicum</td>
<td>CO 640 School Counseling</td>
<td>CO 650 MHC Systems</td>
<td>CO 671-5 Internship</td>
<td>CO 641 School Adm</td>
<td>CO 651 Pharm Treat</td>
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|        | Elective | Elective | Elective | Elective | Elective | Elective | Elective | Elective | Elective |

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<th>Year 3</th>
<th>Winter Semester</th>
<th>Fall Semester</th>
<th>First 8 Weeks</th>
<th>Second 8 Weeks</th>
<th>First 8 Weeks</th>
<th>Second 8 Weeks</th>
<th>Fall Semester</th>
<th>First 8 Weeks</th>
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<tr>
<td></td>
<td>CO 671-9 Internship</td>
<td>CO 642 Student Success</td>
<td>CO 652 Families Couples</td>
<td>CO 671-9 Internship</td>
<td>Only if needed.</td>
<td>Only if needed.</td>
<td>Only if needed.</td>
<td>CO 671-9 Internship</td>
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Progression Requirements for Academic Issues

Rocky Mountain University of Health Professions’ goal is to produce graduates that are competent, and to provide an educational environment that ensures high levels of achievement from all students. Most educational models determine student achievement based on norm-referenced exams and compare each student’s performance to that of one’s peers through a “curved” grading system. It is asserted that all professionals, especially those in health care, should be required to demonstrate competence at a high level, which is why all students are required to achieve a B- (80%) or better to proceed in the program.

Progression Requirements for Professional Performance Issues

In addition to meeting the academic standards set forth above, students are expected to conduct themselves in an ethical, responsible, and professional manner. To this end, they must adhere to the standards of professional ethics and practice set forth by the American Counseling Association (ACA), the American School Counselor Association (ASCA), University Handbooks, as well as any additional standards required at specific practice settings.

The faculty will regularly monitor not only students’ academic progress, but also personal and professional characteristics that will affect their performance as counseling professionals. The purpose of this monitoring process is to ensure that graduates of the Rocky Mountain University of Health Professions Counseling Program possess those characteristics sufficiently that they can be effective counseling professionals. Therefore, the counseling faculty reserves the right to review students at any stage of their program coursework. A Professional Improvement Plan (PIP) will be implemented as needed.

As future professional counselors, the faculty expects students to exhibit the following personal and interpersonal characteristics (Professional Performance Standards) throughout their training in the program:

1. Flexibility
2. Empathy
3. Initiative and motivation
4. Emotional Awareness and Stability
5. Ability to express feelings effectively and appropriately
6. Respect for others and diverse backgrounds
7. Awareness of own impact on others
8. Ability to accept personal responsibility
9. Willingness to accept and use feedback
10. Attention to ethical and legal considerations
Each Professional Performance Standard is rated as “Below Expectations,” “Meets Expectations,” or “Exceeds Expectations,” as described in the Criteria for Professional Performance Standards Evaluation (Appendix xx). Students receiving a rating “Below Expectations” on one or more of the Professional Performance standards will be considered deficient in professional performance and may be subject to Student Remediation.

Student Remediation and Retention

If the counseling faculty observe an academic or professional dispositional issue exhibited by a student, this concern will be discussed with the student by either the faculty member making the observation or by the student’s advisor. Students are continually assessed on foundation, application, and integration of knowledge, skills, and disposition. Examples of such concerns might include deficiencies in the areas of academic performance, clinical effectiveness or judgment, or interpersonal functioning. At times these discussions will be enough to resolve the concern and no further action is required. When such a discussion is insufficient, the following procedure will be implemented:

1. The faculty member will document the particular issue(s), whether academic or dispositional, and a Professional Performance Evaluation (PPE) will be completed.
2. The faculty member will present the student with a copy of the documentation and the PPE. The faculty member will then notify, in writing, the Program Chair concerning the meeting with the student.
3. The faculty member will then consult with the student’s faculty advisor, the program director and any associated faculty to develop a Professional Improvement Plan (PIP). The PIP will contain the following elements: (a) expectations for the student, (b) specific behaviors required of the student, (c) remediation tasks that the faculty will implement to support the student’s success, and (d) the consequences the student will incur for not meeting the expectations and behaviors outlined in the PIP.
4. The student and the issuing faculty will then meet to discuss the PIP form. Signatures of both the issuing faculty and the student will verify their understanding of the presented concerns, the required remedial actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed PIP, and a copy will be forwarded to the student's academic advisor.
5. If the student fails to show reasonable progress in meeting the conditions of the PIP, they will be required to meet with the issuing faculty, academic advisor, and the program chair. The issuing faculty and academic advisor will consult the Counseling faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the Program. If a new or revised PIP is developed, the new PIP will be signed by the student, the issuing faculty, and the academic advisor. On the other hand, if the Counseling faculty decides that a new or revised PIP will not likely be helpful in remediating the academic or professional concerns exhibited by the student, the student will be advised to consider a more suitable professional path and will be informed that he or she will not be allowed to continue in the Counseling Program. In such cases, the student will also be informed that he or she cannot enroll in counseling courses as a non-degree seeking student. However, he or she may petition for
reinstatement into the program after a period of 12 months.

6. In the event that a student is dismissed from the program, the student will be informed of this decision in writing and informed about how to appeal this decision: See University Handbook, University Appeals Process, Appeal of Actions by the Executive Vice President of Academic Affairs/Provost.

7. NOTICE: Faculty will initiate the Professional Performance Review protocol at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases and, depending upon the level of perceived threat, the Counseling Faculty may recommend discontinuation in the Program without opportunity for student remediation.

Section 4 – Clinical Practice: Practicum and Internship

The purpose of the Clinical Practice portion of the Rocky Mountain University of Health Professions Counseling Program is to adequately prepare Mental Health and School counselors-in-training to effectively and ethically provide theoretically-based treatment to clients under direct supervision of both university and site supervisors. Counseling Program faculty collaborate with both students and site supervisors to promote the development of counselors-in-training and ensure client welfare. Professional practice, which includes practicum and internship, integrates theory and practice, solidifying clinical skills, and assimilating students into the profession of counseling. These experiences provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of the Greater Wasatch Front area. Practicum and internship applications are due shortly after the Orientation to Practicum and Internship Meeting one semester prior to Practicum.

Timeline of Clinical Practice Experiences

1. Prior to enrollment in practicum, students must have completed the required courses.
2. Complete the orientation to Practicum and Internship Meeting
3. Complete the application to Practicum or Internship: Three months prior to the expected start date for practicum, students must submit an Application for Clinical Practice and Criminal Background Report (if required) to the Clinical Director.

Practicum

1. Practicum is the first of the Clinical Practice courses that provides counseling students with direct opportunities to enhance their counseling skills within a structured, supportive environment. Students will be expected to demonstrate the intentional use of counseling skills with clients in an ethical and culturally responsive manner.
2. Students will complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full semester.
3. Practicum students will complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

4. Practicum students will have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by a counselor education program faculty member, as well as one-hour weekly supervision by an outside site supervisor as applicable.

5. Practicum students will participate in an average of 1½ hours per week of group supervision on campus on a regular schedule throughout the practicum.

Internship

1. Building on the competencies developed in practicum, internship students will be expected to increasingly demonstrate the full range of competencies expected by a professional school or clinical counselor.

2. After successful completion of the practicum, students will complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

3. Internship students complete at least 240 clock hours of direct service.

4. Internship students have weekly interaction with site supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship.

5. Internship students participate in an average of 1½ hours per week of group supervision on campus on a regular schedule throughout the internship provided by a counselor education program faculty member. (Internship is typically done over at least 2 semesters.)

Expectations of Students

- Comply with all agency rules and expectations
- Comply with all University policies
- Comply with ACA/ASCA Code of Ethics
- Ensure that supervision is being provided
- Communicate any and all concerns with faculty instructor and/or advisor
- Maintain liability insurance

Qualifications and Expectations of Supervisors.

- Fully licensed mental health professional or school counselor for a minimum of two years.
- Complete University training for supervisors
- Be on site whenever student is providing services
- Maintain communication with University
- Evaluate student
- Provide adequate supervision--a minimum of one hour per week (individual or triadic).

Placement Policies for Practicum and Internship
Decisions about clinical placements will be made by the Clinical Director based on the following considerations: (a) the training needs of the counseling student, (b) the student’s availability for a clinical site, and (c) the availability and strengths of on-site supervisors. Faculty have already developed a number of collaborative relationships with schools and counseling agencies in the area, which will serve as the primary placements for students in the school and clinical mental health counseling programs. If a student requests to be placed at an agency or school with whom the Counseling Program does not have a previously established relationship, the student will be expected to demonstrate that such a site will be an appropriate training placement. The Clinical Director will evaluate whether such an agency complies with both programmatic and accreditation (CACREP) standards. The program cannot guarantee that any deviations from the approved lists of school and agencies will be granted.

Additional policies apply to counseling students who are already employed at a school or agency. School counseling students who are employed as teachers must complete practicum and internship experiences outside the student population with whom they currently work. Such school counseling students may not provide counseling services to children they currently teach, but may be permitted to accrue direct contact hours working with children from other classrooms at their schools. Ideally, school counseling students will complete all required internship experiences outside of their home school. To accommodate this policy, such students will be permitted to complete part-time internships that span over 2-3 semesters. Likewise, students enrolled in the clinical mental health counseling program will not be allowed to accrue practicum or internship hours providing counseling services to their regular clients. We may allow such students to complete an internship at their employing agency, but it must be clear that such students are providing mental health counseling services and that such services are distinctly different and separate from their regular employment responsibilities.

Interview Policy

Although the Clinical Director will assist students in locating an appropriate clinical placement, agencies and schools will have the final decision about placement confirmation. After being referred to an agency or school by the Clinical Director, a student must contact the potential site supervisor to request an interview. If granted, this interview should be scheduled within the next two weeks. A student should dress professionally and bring resumes to the interview. The student must notify the Clinical Director within five business days of the interview to finalize the placement process or pursue an alternative site. It is the student’s responsibility to secure a clinical placement in an expeditious manner; delays in this process will likely lead to delays in the student completing the Clinical Practice requirements.

Placement Changes Policy

Changes in placement are rare due to the number of available sites for both school counseling and clinical mental health counseling students. Additionally, it is important to maintain positive relationships with community agencies and school partners. It is the responsibility of the Clinical Director, in coordination with the site supervisor to determine if a
change needs to be made. Placement change requests should only be made following a thorough investigation of the circumstances at hand and there has been a clear attempt to resolve issues. Students are not permitted to make placement decisions, plans, or site contact prior to approval from the Clinical Director.

Repeating Practicum or Internship

1. If a site requests an intern be removed from that site for cause, the intern will automatically receive a failing grade for that semester. Interns may appeal to the faculty if the student believes the failing grade is not justified. The appeal must be a clear and detailed justification for overturning the failing grade. An appeal does not guarantee the grade will be overturned but is part of the due process afforded students.

2. If an intern is removed from a site, it cannot be guaranteed an alternate site for the current or subsequent semester. The new placement may take time to arrange, to the point that an intern may miss a semester between placements. This delay is not due to a professional development plan; that protocol is detailed below.

3. If an intern fails one semester of practicum or internship, the faculty will attempt to place the intern at another site. Often a professional development plan will be put in place to remediate and support the student, so a subsequent failure does not occur.

4. If an intern fails two semesters of internship, the intern will be dismissed from the counseling program. The intern can appeal to the faculty to request a third attempt at internship. The appeal must be clear and detail justification for a third opportunity. An appeal does not guarantee an additional opportunity will be granted but is part of the due process afforded students.

5. A student may be required to undertake the professional development plan process at any time during her/his internship experience. The professional development plan may be initiated by the student, the site supervisor, or the university supervisor.

6. If a student fails a professional development plan, the student is dismissed from the program. The dismissed student may appeal to the faculty to request a second attempt at completing the Professional Development Plan. The appeal must be clear and detail justification for a second attempt at completing a Professional Development Plan. An appeal does not guarantee an additional opportunity will be granted, but is part of the due process afforded students.

Sexual Misconduct Policy

Counselor candidates who are dismissed from a site on the basis of admitted and/or documented evidence of sexual misconduct with clients or students at their practicum/internship experience site will have a report of that misconduct become part of ones’ permanent record file. In accordance with the Utah Revised Code, such misconduct may be reported to the local police agency for investigation. The counselor candidate shall be denied a new practicum/internship placement pending the results of the investigation.

Sexual Harassment
Sexual Harassment will not be condoned. Unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment. A report of sexual harassment in a practicum and internship site will be fully investigated and appropriate action will be taken if the report is found to be true and accurate. This may include, but is not limited to, removal from the field site for the remainder of the semester.

Counselor candidates have the right to be treated with respect and work in an environment that is positive, free from harassment, and safe. If a counselor candidate hears inappropriate phrases or sees inappropriate gestures, or believes that there are unwelcome sexual advances or requests for sexual behaviors by a client, the counselor candidate should address the situation immediately (if comfortable) or immediately notify site personnel to help address the situation. Once a report has been made, site personnel will review the situation with the candidate to determine which steps need to be taken to ensure the situation does not occur again. The counselor candidate should also report the incident to the Clinical Director.

Section 5 – Exit Requirements

To receive a graduate degree in counseling, a student must satisfy all of the following criteria:

1. Apply for Graduation. This is done through the Registrar’s Office (this is a $75 application fee).
2. Complete and pass all required coursework and practicum/internship experiences as outlined in the student’s Program Curriculum.
3. Complete Exit Interview Survey from the Registrar’s Office.
4. Receive a total score at or above the one standard deviation below the national mean on the Counselor Preparation Comprehensive Examination (CPCE). If a student fails the CPCE, the student may retake the exam in the next available administration.

Section 6 – Licensure and Certification and Professional Organizations

Obtaining National Certified Counselor (NCC) Credential

Refer to the National Board for Certified Counselor for current national requirements. http://www.nbcc.org/

Students who wish to obtain the National Certified Counselor (NCC) credential must:

1. Complete the Master’s program in Counseling.
2. During the last spring or fall semester of the counseling program or after graduation, take and pass the National Counseling Exam (NCE).
3. When notified by NBCC, complete the Endorsement forms and submit transcripts.
4. Contact NBCC for more detailed application procedures.

**Obtaining Licensure as a Clinical Mental Health Counselor in Utah**

Licensure requirements vary by state; however, the counseling program meets the coursework requirements for the state of Utah, as well as for many other states. Please review the Utah Department of Commerce, Division of Occupational and Professional Licensing, Clinical Mental Health Counselor website at [https://dopl.utah.gov/cmhc/](https://dopl.utah.gov/cmhc/). If you intend to work in another state, please review that state’s website and speak with your advisor.

**Obtaining Certification as a School Counselor in Utah**

School counseling certification/licensure standards also vary by state. However, the counseling program meets the coursework requirements for Utah. Please go to the following links to learn about specific certification/licensure requirements at Utah [https://www.schools.utah.gov](https://www.schools.utah.gov).

**Professional Counseling Organizations**

Graduate students in the Counseling Program at Rocky Mountain University of Health Professions have a number of opportunities for personal and professional development. The following are examples of organizations that students are encouraged to participate in:

**American Counseling Association**

The American Counseling Association (ACA) is a professional organization representing the interests of counselors and counselors-in-training nationwide. Various branches of ACA exist to support the special interests (e.g., school counseling, career counseling, education and supervision of counselors, family counseling) of its diverse membership. As a student member special discounts can be obtained on membership, liability insurance, and up-to-date counseling resources. Included among the many resources are such items as audio- and videotapes, books, journals, and affective education materials. ACA is also instrumental in the enhancement of academic training through developmental workshops presented by leading experts in the field represented. Other ACA membership benefits include job search assistance through database systems and job postings found in the ACA monthly publication, “Counseling Today” ([www.counseling.org](http://www.counseling.org)).

**American Mental Health Counselors Association**

The American Mental Health Counselors Association (AMHCA) represents more than 7,000 licensed and certified mental health counselors nationwide. AMHCA members are on the cutting edge of community services and may be found in private practice, community mental health centers, psychiatric hospitals, managed care organizations (MCOs) and health maintenance organizations (HMOs) ([http://www.amhca.org/](http://www.amhca.org/)).
American School Counselor Association

For those graduate students interested in school counseling, the American School Counselor Association (ASCA) provides insight into the forefront of advances in the school-counseling field. Membership in ASCA can afford students additional benefits such as: Various journal publications (The School Counselor, 5 issues annually; Elementary School Guidance and Counseling, 4 issues annually), newsletters such as The ASCA Counselor, an extensive resource library within their members-only website, other publications which include a wide range of brochures, books, and monographs related to topics of interest to school counselors, and grassroots involvement through developmental workshops and state conferences allowing networking opportunities (http://www.schoolcounselor.org/).

Utah Mental Health Counselors Association

The Utah Mental Health Counselors Association (UMHCA) is the local chapter of the American Mental Health Counselors Association. The Utah Chapter attempts to unite with ALL other Mental Health Providers in the state of Utah. Although UMHCA endeavors to bring recognition and acknowledgements to Licensed Clinical Mental Health Counselors, specifically, we also desire to declare our alliance with ALL other noble professionals within the helping association. https://umhca.org

Utah School Counselor Association

The Utah School Counselor Association (USCA) represents the profession of school counseling. This association expresses a united and single voice for school counseling in the state of Utah. USCA believes that guidance and counseling must be an integral part of every student's educational experience. http://www.utschoolcounselor.org

Section 6 – Policies and Procedures

American Psychological Association Publication Style

For many of the written course assignments, students will be expected to adhere to the American Psychological Association (APA) publication style http://www.apastyle.org/index.aspx. The current edition of the Publication Manual of the American Psychological Association is a strongly encouraged text for the introductory courses in the counseling program. Students are encouraged to retain a copy of the Publication Manual as a reference throughout their coursework in the program. Instructors may allot a portion of grades on assigned papers to conformity to APA format.

Academic Integrity Policy

Students are expected to adhere both to their professional Code of Ethics and to the
University’s ideals and values of truth, integrity, and personal authenticity. It is the responsibility of the student to refrain from infractions of academic integrity, conduct that may lead to suspicion of such infractions, and conduct that aids others in such infractions. It is the responsibility of the faculty, administration, and students to establish and maintain an environment that supports academic integrity.

Every student has an obligation to act with honesty and integrity, and to respect the rights of the University, its students, faculty, and staff in completing all academic assignments. Academic dishonesty includes cheating, plagiarism, and facilitating infractions with respect to the following: examinations, the proctor process, course assignments, alteration of records, computer fraud, or illegal possession of examinations. Academic dishonesty also includes being aware of another student’s dishonesty and failing to report awareness of the dishonest student’s behavior. See Student Academic Integrity, Policy 5050.

Academic Appeals Policy and Procedure

If a student has a grievance or appeal, he or she should follow the procedure specified in the Student Appeals Policy. See University Handbook, University Appeals Process.

Academic Accommodations Policy

RMUoHP adheres to all of the applicable federal civil rights laws and laws of the state of Utah regarding unlawful discrimination. Accordingly, RMUoHP makes all academic programs and services accessible to and useable by “qualified individuals with disabilities” in the most integrated setting appropriate, unless doing so would either result in a fundamental alteration in the course or program that compromises the integrity of the course or program, or cause an undue financial or administrative burden. See Academic Accommodations, Policy 1230.

Student Attire

Practicum and internships sites require various levels of professional dress. For example, some inpatient facilities do not allow scarves or ties, while other agencies and schools require business attire. Further, summer school programs, wilderness programs, or other sites may have additional dress considerations. Students should dress appropriately for the site. As a general rule for counselors, dress should simply not be distracting. The expectation for dress on RMUoHP campus is smart casual.

Technology Policy

All RMUoHP Counseling Program students are required to have a current laptop computer with wireless capability that has the minimum requirements online. Students MUST comply with the Technology requirements noted in the University Handbook. More information is available in the University Handbook and in admissions materials. If there are any concerns, please contact the Program Director.
Endorsement Policy

The counseling faculty asserts that it is their professional duty to endorse or recommend only a student or graduate for employment opportunities, licenses, certifications and/or other credentials to which the individual is adequately prepared through demonstrated knowledge, training, and experience. An individual should not expect any counseling faculty to recommend or verify training, experience, or expertise that the individual does not possess or to which the faculty does not have personal knowledge. However, counseling faculty will advise, teach, and supervise and make every appropriate effort to help the student obtain the knowledge, skills and experience that would be most beneficial to the student professionally. Faculty are also required to follow the procedures and agreements of the various licensing and certifying bodies (e.g. NBCC, licensing boards). It is expected that students and graduates become familiar with these procedures before requesting endorsement. Internship site supervisors are also urged to follow this policy.

Policy Concerning Extracurricular Paraprofessional Helping

Enrolled students may be involved in paraprofessional helping activities that are separate and apart from required program requirements; these opportunities are referred to as “extracurricular” counseling-type activities. Such activities (e.g., volunteering to run a grief group, participating in faith-based ministries) are considered extracurricular because they are neither conducted under the auspices of the university nor officially supervised by those professionals associated with the university. All non-program counseling activities fall under this definition, regardless of whether the students are paid for the provision of such services. If students are engaged in, or plan to be engaged in, these activities, the student must inform the program in writing of the activities. Please note that this requirement applies to all students officially enrolled in the program, regardless of whether they are currently enrolled in classes at the university. Failure to properly inform the program of such activities may result in termination from the program.

The department and university only assume responsibility for students’ counseling activities within the parameters of program requirements. Thus, the university, program and faculty assume NO supervisory, ethical or legal responsibility for any extracurricular counseling-type experiences. Moreover, use of university resources (e.g., physical facilities, materials) by students for extracurricular counseling activities is strictly prohibited.

Minority Recruitment Policy

The counseling program faculty adheres to the American Counseling Association’s definition of diversity and enthusiastically and affirmatively recruits and strongly supports applications from qualified students of diverse backgrounds. The university service area includes communities with significant minority and lower socioeconomic populations. Future counselors are recruited from these communities and are encouraged to return to further support these communities’ individuals, families and schools. The counseling program is committed to a multicultural perspective in its student body, and the counseling profession as a whole.
International Student Policy

The counseling faculty are fully in support of a broad international student body. Many times, international students have additional needs and issues that require special attention. These are more evident in programs like counseling. The counseling program is designed around state standards and licensure and certification requirements and follows national standards for counselor training. Some international students intend to remain in the United States. Many of these students need additional knowledge, skills and help in the enculturation process so they can be successful in area schools and agencies. Other international students plan to return to their home country. These students need additional course work and help to determine their country of origins’ certification and licensure requirements. While needs vary from student to student, international students require additional advising, support, and transitional assistance. International students should work closely with their advisors to obtain additional help consistent with their individual goals.

Faculty Diversity Statement

A diverse faculty is pivotal to the success of Rocky Mountain University of health Professions mission to educate current and future healthcare professionals for outcomes-oriented, evidence-based practice. The University demonstrates mission fulfillment through the quality of its education and success of its students in academic programs that develop leaders skilled in clinical inquiry and prepared to effect healthcare change. We maintain that achieving diversity requires an enduring commitment to inclusion that must find full expression in our organizational culture, values, norms and behaviors. Throughout our work, we will support diversity in all of its forms, encompassing age, disability status, economic circumstance, ethnicity, gender, race and religion. See Employment Page under, rm.edu, employment.
Appendices
Appendix A – Professional Performance Evaluation

Rocky Mountain University of Health Professions – Counseling Program
Criteria for Professional Performance Evaluation

Student Name: _________________________________  Program: ______________________

Advisor: ________________________________

Annual Review: _____Yes   ____No

If Yes, of which year? (Insert month and year) _________ to __________(xx/xxxx to xx/xxxx)

If No, briefly describe the events which precipitated the need for a Professional Performance Evaluation:

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Expectations</th>
<th>Comments</th>
<th>(Required for anything less than “meets expectations.”)</th>
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<tbody>
<tr>
<td></td>
<td>1. Flexibility</td>
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<td></td>
<td>2. Empathy</td>
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<td>3. Initiative and motivation</td>
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<td>4. Emotional Awareness and Stability</td>
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<td>5. Ability to express feelings effectively and appropriately</td>
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<td>6. Respect for others and diverse backgrounds</td>
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<td>7. Awareness of own impact on others</td>
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<td>8. Ability to accept personal responsibility</td>
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<td>9. Willingness to accept and use feedback</td>
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<td>10. Attention to ethical and legal considerations</td>
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</table>

Comments:

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By signing this Professional Performance Evaluation, I am acknowledging an understanding of the faculty’s evaluation of my performance thus far in the program, and, as needed, the remedial actions required in the accompanying Professional Improvement Plan (PIP), as well as the schedule for completing the remedial actions. If no remedial actions are needed, I acknowledge my success in the program thus far and will take steps to continue my success.

Professional Improvement Plan Needed

[ ] Yes (see attached PIP)
[ ] No

Issuing Faculty: ____________________________

Signature ____________________________

Print Name ____________________________

Date ____________________________

Student: ____________________________

Signature ____________________________

Print Name ____________________________

Date ____________________________
Appendix B – Outline of Professional Development Plan

Rocky Mountain University of Health Professions – Counseling Program
Professional Improvement Plan

Student Name: _____________________________ Date: __________________

For you to continue to progress toward receiving your counseling degree at (insert name of program), the counseling faculty is collectively requiring that you engage in the following behaviors that relate to the competencies addressed within our program’s retention policy.

Competency Area A: Professional Responsibility

Competency Area B: Therapeutic Skills and Abilities

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

_________________________ ______________________
Date Student Signature

_________________________ ______________________
Date Faculty Representative
Handbook updates

July 14, 2020 – Added Student Attire Policy