

# **CMHC Program Guidebook**

## **Dallas Campus 2021-2022**

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- Board of Directors for the American Counseling Association, The International Association of Addiction and Offender Counselors, and the Association of Child and Adolescent Counseling
- Former Associate Editor of Theory and Practice for the Journal of Mental Health Counseling

### **Director of Clinical Training & Associate Professor:**

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- Editorial Review Board for The Practitioner Scholar: Journal of Counseling & Professional Psychology
- Editorial Review Board for the Journal of Multidisciplinary Graduate Research
- Editorial Review Board for the Professional Counselor
- Active in ACA, ACES, ASCA, CSI, Texas Counseling Association and the Texas Association for Multicultural Counseling and Development

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## **Important Contacts:**

The **Helpdesk** is available at 800-747-8367.

**Academic Calendars** can be found [here](#).

You can access student specific information in the [TCSPP Student Gateway](#).

**CANVAS access** can be found [here](#).

**New Student Resources** can be found [here](#). You will have access to a course on CANVAS for new students called the Early Connect Program that will provide access to a number of resources for students.

Any additional questions for new students can be directed to: [newstudent@thechicagoschool.edu](mailto:newstudent@thechicagoschool.edu).

[Student Support Services](#) is the place you will go to get advice and counsel for general questions, questions about course selection and registration, graduation requirements, Turn-It-In, CANVAS, and campus resources and access.

You can also call 800-595-6938 (option 1) to connect with Student Services.

**Academic Calendars** can be found [here](#).

**Academic Catalog and Supplements** can be found [here](#).

**Forms and Petitions** can be found [here](#).

- Accessibility Accommodations Request
- Add/Drop Form
- Articulation Agreement Registration Request (request to take a course in a different TCSPP program) • Course Substitution Petition
- FERPA related forms
- Grade Appeal Request
- Incomplete Grade Request
- Leave of Absence Request • Online Course Request
- Among others!!!!

### **TCSPP Policies**

Academic Policies and Procedures can be found [here](#). Examples of policies listed here are Attendance, Grading Policies, Satisfactory Academic Progress, Student Status, and Transfer of Credit and Course Waiver.

Financial Aid and Student Account Policies can be found [here](#).

Student Rights and Responsibilities can be found [here](#). • Information about Student Affairs Committee and Dismissal from the Program.

Student Services, Health and Safety can be found [here](#).

## **TCSPP Dallas' CMHC Program Vision and Mission**

### ***Vision***

A world where all people have access to culturally competent trauma-informed mental health support with counselors who are representative of the diversity in our community.

## ***Mission***

The TCSPP-Dallas counseling department seeks to prepare Clinical Mental Health Counselors (CMHC), representative of the communities we serve, to work in diverse trauma-informed interdisciplinary team environments applying core counseling skills in traditional and integrated care contexts utilizing both clinic based and telehealth service delivery methods to positively impact community members' mental health and wellness needs across the lifespan, particularly those in mental health provider shortage areas.

## **Program Information**

The CMHC Program at TCSPP's Dallas campus is a 60-hour program, consistent with the educational requirements for LPC licensure in the state of Texas (and many other states) and the current educational and professionalism standards set by The Council for Accreditation of Counseling and Related Educational Programs (CACREP). Although the Dallas campus' CMHC program is not currently CACREP accredited, we designed the program to meet CACREP standards because we intend to apply for accreditation as soon as we are able, consistent with CACREP's stated policies.

Program information, to include program overview, philosophy, and program learning outcomes can be found [here](#).

Program of Study and course descriptions can be found at the bottom of [this page](#), under the heading The Curriculum.

You can access student specific information in the [TCSPP Student Gateway](#).

University, campus, and program policies and procedures can be [found here](#).

## ***Program Overview***

### **Workload Summary:**

Classes in the TCSPP Dallas CMHC program are accelerated to be completed in a 7-week + one day term format, rather than a 15-week semester format. Doing this allows students to move through the program at a faster pace, while focusing on fewer topics at one time. However, student expectations and the time spent on the class is the same whether the class is completed in a term format or a semester format. Students should not expect less work or lower expectations based on the accelerated nature of the program.



In classes, students will have 2 units/week to complete. We have done our best to make the information covered complimentary from one unit to the next within one week. There is required reading from the textbook, and there may be additional articles students are required to read. Additionally, there may be video clips which will help students better understand the material. ***Each week students need to review this information prior to the face-to-face class meeting and be prepared to apply the information to case studies, skills practice, or discussions with one's fellow classmates/colleagues and instructor.***

### Plan of Study Options

Students may choose to pursue a 2-year Plan of Study, which allows them an opportunity to graduate in 2 years taking 2 classes each term (6 hours) adding up to 4 classes (12 hours) for the semester. Or they may choose to pursue a 3-year+1 Plan of Study, which allows them an opportunity to graduate in 3 years and one semester taking 1 class each term (3 hours) adding up to 2 classes (6 hours) each semester.

Students will choose their Plan of Study from these options during their CM 500 course, which is their first class of the program, in consultation with the faculty instructor and the student's advisor. The Plan of Study Documents are embedded below. (There are differences in the 3+1 Plan of Study course sequencing for fall and spring starts, so students must follow the one that corresponds with their start semester). **These are NOT interchangeable.** When a student chooses one, s/he/they are expected to follow the plan in registering for classes each semester. (Student Services will assist students in registration for the following semester's classes).



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Study.docx



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### Hybrid Format

The classes are hybrid classes because half of each class is delivered in our online learning management system (CANVAS), and half will take place in a three-hour synchronous face-to-face class with the professor and student classmates/colleagues. By consistently integrating technology throughout the program delivery, we are preparing students to use technology which is increasingly used as a counseling delivery method.

In addition to using technology for half of all course delivery, the face-to-face portions may occur in person or using a secure Zoom conferencing system synchronously with the on-ground class. Some classes may have students on campus in the room while other students are in a rural area or another state taking the face-to-face portion of the class. This type of instruction is called Hy-Flex. Utilizing this innovative teaching method, allows students the experience of engaging in meaningful ways with others in synchronous interactive activities, while also immersing themselves in learning the complexities and nuanced considerations counselors must work through to provide quality technology-based services to clients.

### **Innovation and Creativity in Program Delivery:**

#### **Social Justice efforts to Increase Diversity, Equity, and Inclusion and Reach Underserved Populations in Meaningful Ways**

This hybrid integrated technology approach is consistent with mission and vision's focus on diversity, social justice, equity, and inclusion and our desire to increase the service providers in rural or other underserved areas where graduate school education in counseling may not be available. Although students in outlying areas may need to be on campus (in residence) for some skills training or may choose to travel to campus to engage in other community or class meetings, the flexibility of using technology can accommodate students who are in rural areas or other underserved areas, which do not have access to a ground campus but want a ground campus experience.

This approach accommodates

- People with differing physical abilities who may need to meet from their home location due to physical or health limitations.
- Students who may need to travel internationally to care for a family member or who may have visa challenges.
- Students who may need to be home to care for a family member and cannot afford to hire care, but who also want to attend classes in a face-to-face setting.
- Students who are serving in the military or who are married to someone serving who often must move from one location to another.

Although using emerging technology and innovative teaching methods may create challenges, we believe the greater benefit to the counseling profession is evident in the opportunities we are afforded with this social justice approach to be intentional in

- Increasing the diversity of our students (and future counselors) in a way that reflects the communities we serve
- Improving the diversity of students (and future counselors) who have rich life experiences which contribute to their ability to serve diverse communities in unique ways, where traditional programs may only fit one 'type' of student, eliminating diverse students' opportunity to pursue a counseling degree

- Increasing equity by removing barriers to engaging in a face-to-face counselor education experience regardless of location or local resources, familial or socioeconomic situation, differing physical ability and health situations, and military status.
- Intentionally develop counseling students' skills to use creative and innovative counseling modalities through integration of technology to increase the reach of counseling services to underserved communities and populations

**Program Guide Quiz:** In the first week of the CM 500 class, students will go through the Dallas CMHC Program Guidebook, which is the student handbook for this program. It will answer all the questions students may have about the program. Students will take a quiz on the program. The quiz can be taken multiple times; however, each student must earn at least a 90% to pass. This is to ensure that students understand where to find the answers to your questions about the graduate school program you are in.

## ***Advising***

TCSPP Student Advising Policy can be found [here](#).

### **Assignment of Advisor(s) in the Dallas CMHC Program**

The faculty and staff of the counselor education department have adopted an advisee philosophy that focuses on individual attention emphasizing the development of each student into a professional counselor that reflects their unique strengths and professional goals. We hope to provide a seamless transition from the program beginning with admissions and continuing to job placement where students not only become alumni but our colleagues.

Students are assigned an advisor by the CMHC Department Chair once the student is accepted into the program. If a student has a question about who their advisor is, the student should contact the CMHC Department Chair.

### **Advisor Expectations:**

Advisors work in consultation with the Student Services personnel to support students' success through the program. This includes providing academic guidance regarding coursework and course loads, discussion of professional dispositions or other professional issues of relevance to the student and helping the student access resources available like counseling resources, writing resources, career resources, and professional resources. Students may develop a mentorship relationship with an advisor; however, the program

supports students developing mentorship relationships with any faculty member who they connect with and find to be helpful, supportive, and inspiring.

### **Request to Change Advisors:**

If a student wants to change advisors, the student will schedule a meeting with the current advisor to discuss their rationale for the request. If approved, the advisor will obtain the Request for Advisor Change form. Next the department chair will assign a new advisor. The department manager will notify by email the former advisor, new advisor, and the student that the advisor changes has been finalized. If the request for a new advisor is denied, the student has the right to appeal the decision in writing to the Department Chair within 10 business days of the notification of the denial. The department chair has final decision-making authority.

### ***Program of Study***

Students will choose a plan of study in their first semester as a CMHC student. The plan of study outlines exactly what should be taken each semester and in what order. Students must follow their plan of study when registering for classes. The options for plan of study are available in [Appendix B](#).

Students will work with the TCSPP Dallas campus Student Services Representative to register for classes each semester.

### ***Program Expectations***

Faculty and students work in partnership towards the student's successful completion of their degree. Therefore, the Dallas CMHC program has expectations of both faculty and students, which we will discuss below.

### ***Faculty Responsibilities***

Department Faculty are expected to engage in educational and professional activities that actively support identities and counselors and counselor educators. To fulfill this expectation, all faculty are expected to adhere to the following:

### **Teaching**

Faculty are expected to monitor the educational progress, well-being, and professional development of students in their classes, communication concerns about student to the students' advisors and cooperating as needed with advisors in the department and utilization of academic development plans (ADP) that are designed to support and assist students who experience academic challenges and or/ issues with professional behavior and communication. They will submit Student Professional Evaluations (SPE) as needed. They will participate in Student Review meetings once every semester to discuss the academic and professional progress of all students.

### **Advising**

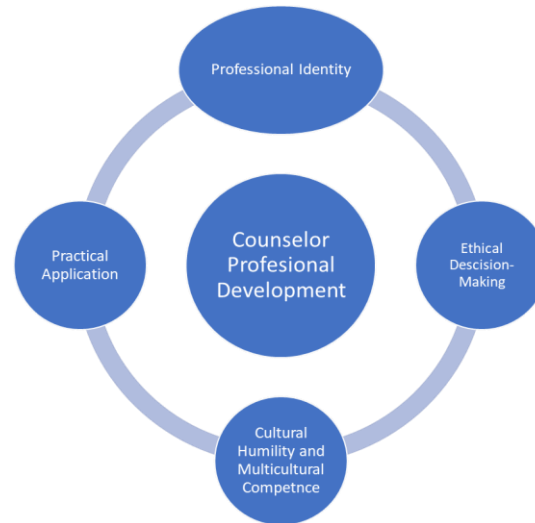
Faculty are expected to work individually with students s advisors. They will assist students with curriculum planning and academic progress. They will help students navigate communication issues and conflicts with instructors in a professional manner. They will work with advisees as needed to develop academic development plans (ADP) to address academic challenges and issues with professional behavior and communication.

### **Professional Activities, Development, and Scholarship**

Faculty serve as role models for students in terms of professional activities and scholarship. Therefore, faculty are encouraged to attend and present at conferences and engage in activities that will enhance and evolve their identified as counselors and counselor educators. They are also encouraged to submit professional publications to established journals. Where possible, they will provide services to the school through committee work, service to professional community and community at large. They will engage in social justice and community advocacy endeavors, encouraging students to become involved in these activities as well.

### **Participation in Systematic Formative and Summative Assessment of All Students**

The Dallas CMHC program faculty assess students on several overarching competencies throughout the program. Our Professional Development Philosophy entails these **Four Essential Threads**, which appear in every aspect of the curricula experience at CMHC. The Four Essential Threads reflect the four core functions of a professional counselor.



- **Professional Identity** What does it mean to be a professional counselor? How is counseling distinct from psychology, social work, and the other mental health fields? Through this essential thread, you will learn what it means to be a professional counselor. You will explore, practice, and demonstrate the dispositions, skills, and knowledge necessary to function as a professional counselor.
- **Ethical Decision-Making Model** You will explore ethical dilemmas in every course. You will learn how to utilize an ethical decision-making model and learn to navigate the ACA Code of Ethics (2014). You will also understand why consultation and collaboration are critical elements of ethical decision making.
- **Cultural Humility & Multicultural Competence** The first step toward multicultural competence is cultural humility, understanding your own culture in relation to others. Through discussions, group activities, immersion exercises, and service learning, you will expand your multicultural competence.
- **Practical Application** Throughout your graduate journey, you will have opportunities to apply what you are learning. Every course has application activities, case studies, and labs/live discussions during which you will be able to apply the knowledge and

skills you are learning. In your second year, you will begin a practicum experience at an agency, treatment center, or hospital applying your skills under supervision in real settings with real clients. You will spend the last two semesters of your graduate career at TCSPD-Dallas completing internships with real clients in real settings.

## ***Student Responsibilities***

Students have several responsibilities related to successful progression through the program. These include a responsibility to their academic performance and their professional dispositions. Below we will go into more detail about these expectations.

### **Academic Performance**

Students are not given grades at TCSPD, they *earn grades*. To earn grades sufficient for graduate school, students must perform all tasks with thoughtfulness. Graduate students must earn a grade of 'B' or better in all classes to progress through the program towards graduation. Any class that a student earns less than a 'B' must be repeated.

Students are responsible for the grades they earn and for learning what they need to know in order to be successful in the CMHC program and beyond, just as counselors facilitate a client's growth, knowing that the client is the one responsible for attending counseling sessions, engaging when in counseling, being open to growth, and doing the work of growing.

- ***Class Preparation:*** Just as an employee is expected to be prepared to do their job, emerging counselors (students) are expected to be responsible for their own preparation for classes. Subject matter experts have chosen the content of each course carefully and worked with instructional designers to develop Canvas classes that will provide high quality instruction to students.

Students are expected to read, review media, and do activities that are outlined on the Canvas shell in preparation for the face-to-face classes. The Canvas portion of the class is half the material students must do to earn credit for a class. Students are expected to reflect on the material, generate questions, and come prepared to classes to apply the information learned through skills practice, case study application, and/or class discussions.

- ***Class Attendance:*** Just as employees are expected to go to their jobs to work, students are expected to be attend EVERY class meeting on time (if not a few minutes early). Graduate school is limited to 2-3 years in which students need to prioritize being in classes over planning parties or events, going on vacation, or other activities. Even though an event or vacation may be important to a student, the other students and the instructor are not expected to work around the individual student's vacation or event. When

counselors are not available to meet with clients, they do not get paid (or the agency they work for does not get paid). In similar fashion, if a student decides not to attend class, they are deciding not to earn their grade for that part of the class.

- ***Class Participation:*** Students should be prepared to actively engage in classes. Students should not have any electronic device out to check emails, text messages, surf the internet, or be on social media during classes. If a student chooses to engage in this type of behavior, it will be considered non-participation in class and disrespectful to their fellow classmates/colleagues and the instructor. Counselors must be attentive to their clients in session. They would be fired if they engaged in any of these behaviors when they are supposed to be attending to clients. As such, students are expected to demonstrate the same behaviors in class participation that they would if they were doing an individual, family, or group counseling session.

Similarly, if a student is in a clinical class that requires the student to tape clinical sessions. The student is responsible for watching/reviewing their own counseling sessions and critiquing their performance, identifying areas for growth. This is the best way to learn and grow as a counselor. It is just as important as getting feedback from a professor, supervisor, or colleague. When a student finds that they are ‘stuck’ and unable to figure out how to resolve a challenge in their skills growth, they should take responsibility to bring that up with a professor or clinical supervisor to get their needs met. Just as counselors teach clients to self advocate to get their needs met, counseling students must do the same.

- ***Incorporation of Feedback:*** Professors spend many hours on grading papers, watching clinical tapes and giving thoughtful feedback. Students are expected to respect their professor’s time and expertise enough to read the feedback, ask questions about anything they don’t understand, and incorporate the feedback on subsequent submissions of work or clinical tapes. The ability to be open to feedback, accept critical feedback with humility understanding that they are still growing as an emerging counselor, and work at incorporating feedback into future practice is
- ***Quality of Work:*** Students are responsible for setting aside sufficient time to complete their reading, video review, and assignments in such a manner that they submit quality work. All written work should be reviewed with the grading rubrics to ensure all elements of an assignment are completed and should be proofread, including running a grammar and spell check in Word.

Quality of work is reflective of the care a student puts into the preparation for class or assignments or clinical skills demonstrated. The quality of the work submitted is reflective of the level and quality of care emerging counselors will have for their clients. Client care is a major foundational principle that the ACA Code of Ethics (2014) is built upon. When counselors do a poor job of helping clients, they don’t stay employed.



- If students find they need additional help, whether for personal barriers (e.g., relationship or job difficulties) or for academic barriers (e.g., challenges with academic writing or taking multiple choice tests), they are responsible for reaching out to student support services to be linked with the appropriate support at the university (e.g., counseling services, career services, or the writing center)
- ***Communicating Needs & Accessing Available Supports:*** Students have access to a multitude of supports at TCSPP; however, students must accept the responsibility for communicating with an instructor or the student support counselor when they need help. Sometimes this means there are personal matters that are becoming barriers to the student's success and sometimes there are academic challenges that create barriers to success. Just as counselors can only work with what a client brings into the counseling session, professors and student support services can only help when they know a student is in need of help.

Instructors can connect the student with the student support counselor who acts almost like a caseworker in helping students access the supports that will help them be successful. ***Everyone at TCSPP wants every student to succeed.*** We accept students into the CMHC program who we believe will be good counselors and we put a LOT of effort into helping each student develop into a professional counselor. We also have seasoned professors and support staff who understand that professional development sometimes needs additional assistance. No one at TCSPP will judge a student negatively for needing help; however, we will be concerned if the student does not see the need for help and seek that help, just as we would be concerned if an impaired counselor did not understand the risks their impairment brought to clients and did not seek help to ameliorate these impairments.

[Student Support Services](#) is the place students go to get advice and counsel for general questions, questions about course selection and registration, graduation requirements, Turn-It-In, CANVAS, and campus resources and access.

Students can also call 800-595-6938 (option 1) to connect with Student Services.

## Professional Dispositions

Gatekeeping is a term used in professional counseling to describe a counselor's, supervisor's, or counselor educator's responsibility to the profession and to potential clients to intervene when a counseling student or counselor should not be actively counseling anyone due to unprofessional attitudinal or behavioral dispositions.

ACA Resource on [Gatekeeping](#).

Counseling Today article on [Gatekeeping](#).

All licensing boards require applicants to ask counseling program faculty to Professionally Endorse that the applicant graduated from that endorses the applicant as appropriate for the counseling profession. Counselors and counseling supervisors are legally and ethically required to report any unprofessional dispositions to the licensing board.

**Professional Disposition Concerns:** At the graduate school level, we recognize that students are emerging counselors, and we seek to facilitate their professional development. If the faculty has a professionalism concern about a student, the following will happen:

1. The faculty/instructor with the concern will talk with the student.
2. The faculty/instructor with the concern will report the concern using the CORIS document to the Student Professional Development Committee (SPDC) chair or Department Chair and the matter will be discussed in the faculty meeting.
3. If recommended by the faculty, the student's advisor will meet with the student to address the issue.
4. If not resolved or sufficiently serious in scope, the Department Chair will refer the matter to the university [Student Affairs Committee](#).

A primary expectation we have for graduate students in the CMHC program is professionalism. Professional dispositions are those attitudes and behaviors that are expected of professional counselors, and during a student's education in the TCSPP Dallas' CMHC program is learning and embodying professional dispositions. It is expected that students will treat the university and their interactions with everyone (fellow classmates/colleagues, professors, administrators, and staff) at the university the same way they would if they were working as a professional counselor.

We utilize the acronym [CORIS](#) to describe the professional dispositions evaluated for CMHC students at the TCSPP-Dallas campus. The full CORIS form is in Appendix C (linked above). However, below there is a description of each of the topic areas for CORIS, including

expected behaviors and some behavioral examples that may result in review by the CMHC Dallas Professional Development Committee or potentially result in a referral to the Student Affairs Committee.

## ***CORIS***

- **Capacity** to Learn and Grow as a Professional
  - Seeks out colloquia workshops and conferences.
  - Demonstrates critical thinking.
  - Demonstrates insight.
  - Appears invested in the work.
  - Participates in class discussion.
  - Demonstrates regular attendance and punctuality.
  - Displays self-motivated problem-solving.
  - Demonstrates ability to follow through on projects.
  
- **Openness** to the Supervision Process
  - Uses professional language to communicate even when agitated, uses the appropriate chain of command, etc.
  - Subsequent clinical work samples and/or interpersonal interactions reveal evidence that student has understood and applied supervisory feedback.
  - Demonstrates ability to respond constructively to feedback from supervisors or program faculty with minimal defensiveness.

Sample behaviors that could result in referral to a committee are when the student.

- Demonstrates overt hostile reaction to supervision.
  - Refuses or is unable to adjust behavior in response to clearly communicated feedback.
- 
- **Resolution** of problems or issues that interfere with professional development or functioning in a satisfactory manner; examples of which include the following.
    - Is able to acknowledge own role in creating problems such as, contributions to or exacerbation of a situation.

- **Interpersonal** and professional competence
  - Demonstrates the importance of confidentiality and privacy.
  - Demonstrates ethical decision-making.
  - Demonstrates concern and the desire to help others.
  - Demonstrates respectful peer and faculty interactions.
  - Demonstrates respect for the ideas and integrity of others.
  - Demonstrates maturity in interactions with others.
  - Demonstrates ability to interact respectfully with people of diverse backgrounds.
  - Demonstrates ability to react with appropriate compassion, empathy and sensitivity.
    - Demonstrates ability to handle stress.
    - Demonstrates effective time management skills.
    - Ability to follow instructions.
    - Demonstrates emotional stability.
    - Demonstrates tolerance to ambiguity or uncertainty.

Sample behaviors that could result in referral to a committee are when the student.

- Demonstrates an inability to control anger.
  - Uses intimidating tactics including insulting or profane words.
  - Demonstrates inability to tolerate cultural or lifestyle differences.
  - Demonstrates dishonest or unethical behavior
  - demonstrates lack of attendance and punctuality.
  - Does not turn in assignments in accordance with established deadlines.
  - Does not respond professionally to feedback.
- **Self-awareness**, self-reflection, and self-evaluation
    - Ability to formulate and express observations/impressions.
    - Interpersonal interactions provide evidence that student understands how one's behavior affects relationships with others.
    - Ability to form meaningful relationships with peers, clients, supervisors, and instructors.
    - Understands own level of cultural development and how it impacts interactions with others.
    - Is accountable and acknowledges errors.
    - Is aware of and understands areas in need of growth.

Sample behaviors that could result in referral to a committee are when a student. ○ Avoids interaction with peers or others. ○ Demonstrates a lack of awareness or inability to manage own limitations and responsibilities; for example, does not allow enough time to study, turns assignments in late with some regularity.

- Avoids responsibility for situations by blaming others. ○ Evidence of no support system. ○ Displays no evidence of interest in building a support system. ○ Attending class in a learning impaired state. ○ Professional communication verbal and written. ○ Offers appropriate responses given a situation. ○ Demonstrates ability to act constructively to prevent and resolve issues and openness to solutions proposed by others.
- Demonstrates tolerance for the shortcomings and mistakes of others. ○ Demonstrates ability to communicate thoughts and feelings verbally and non-verbally.

### **Comportment Agreement**

The Chicago School expects its students to function within an environment of trust relative to other students, faculty, staff, and administration. Moreover, the school expects all students to conduct themselves ethically, with personal honesty, and with professionalism. Academic dishonesty violates one of the most basic ethical principles in an academic community and will result in sanctions imposed under the school's disciplinary system.

When such instances are suspected, the department investigates the matter; consults with the academic advisor and other involved faculty, and the Department Chair may intervene and/or refer the student to the Student Affairs Committee for consideration and possible sanctions. Possible interventions and sanctions may include, but are not limited to, the development of an Academic Development Plan, placement on academic warning, suspension, or dismissal. Academic dishonesty includes, but is not limited to:

#### **Cheating:**

- In any form including, but not limited to, giving or receiving aid on tests, giving or receiving test materials prior to official distribution, or collaborating on assignments or exams without instructor permission.
- If an instructor assigns an individual assignment, you are expected to complete the assignment yourself. You should not consult with your classmates, coworkers, family members, or any other person.
- If you are familiar with a case or an exercise introduced in class, please do not discuss your prior knowledge with other students as this can ruin the learning experience for them.

#### **Plagiarism:**

- The use or reproduction of another's work without appropriate attribution. The school expects all students to produce original work in their papers, coursework, and other academic projects and to follow appropriate rules governing attribution.

- All work is expected to be completed individually unless otherwise stated.
- *Naivety is not an excuse.* When in doubt, please check with a trusted advisor.

**Fabrication:**

- Inventing information or citations in an academic or clinical exercise.

All students enrolled in the Counselor Education program promise to adhere to the Comportment Agreement and abide by the ethical standards of the American Counseling Association Code of Ethics (2014).

Sample behaviors that could result in referral to a committee are when the student.

- Consistently fails to give appropriate credit to others.
- Demonstrates inability or refusal to accept academic inquiry or disagreement or to work collaboratively in a professional or academic environment.
- After feedback, student continues to make the following errors:
  - ✦ Does not follow APA Style.
  - ✦ Uses insufficient research to support conclusions.
  - ✦ Fails to critically questions current knowledge.
  - ✦ Fails to explore evidence-based treatment.
  - ✦ Consistently fails to contribute to classroom discussion.

## Writing Center

The writing center can provide essential support to students who are entering the academic arena after some time away or those who earn lower grades on academic assignments, largely due to writing errors. Writing is a skill that can be taught, and the sooner students are able to learn the academic writing style, the easier their time in the program will be.

The service is available to all students and is located on the 6<sup>th</sup> floor of 325 N Wells in the Chicago Campus Library, but the best way to contact is online, by clicking “Chicago” then “[Writing Center](#)” on the Community Pages of [my.thechicagoschool.edu](http://my.thechicagoschool.edu).

There, students can access our services, including:

- Our real-time [scheduling system](#) for in-person or online tutoring, as well as written feedback on work, from our Peer Writing Coaches (now offered 7 days a week!)
- Online [writing resources](#), including a Multilingual Writers' Guide developed by Gabrielle Valentic, a Writing Specialist at the Online Campus
- The [Academic Writing Seminar](#), a self-paced Canvas course to help students develop writing skills
- Links to external services, including TurnItIn and Smarthinking, a 24/7 online tutoring service

The coaches work with students from the undergraduate level through dissertation completion and are available for appointments from 30 to 90 minutes in length on topics including:

- Writing style and mechanics
- APA formatting
- Statistics
- Proofreading internship application materials

## Professionalism and Ethics

Students are expected to develop a working knowledge of the ethical and legal issues pertaining to, but not limited to, American Counseling Association's Code of Ethics (2014); relevant federal, state, and local laws, statutes, regulations, and legal precedents (e.g., the Equal Employment Opportunity Commission's Uniform Guidelines on Employee Selection Procedures, 1978) as well as the professional norms, standards, and guidelines relevant to the profession



### Professional Counseling Ethical Codes

The following professional codes of ethics are frequently utilized to help guide ethical decision making for counselors and therefore should be a frequent reference for any emerging counseling professional.

- **American Counseling Association** (2014). [ACA Code of Ethics](#). Alexandria, VA: American Counseling Association.
- **American Mental Health Counselors Association** (AMCHA, 2020). [AMCHA Code of Ethics](#). Alexandria, VA: Author.
- **National Board for Certified Counselors** (NBCC, 2012a). Greensboro, NC: Author. National Board for Certified Counselors (NBCC, 2012b). [Policy regarding the provision of distance professional services](#). Greensboro, NC: Author.

### **Ethical Decision-Making Models**

There are also several ethical decision-making models students will learn during the program, which can be found below.

- [ACA's \(1996\) Ethical Decision-Making Model](#)
- [Corey's Ethical Decision-Making Model](#)
- [Welfel's Ethical Decision-Making Model](#)

## **Professionalism in Seeking Information about Licensure**

It is the student's responsibility to stay informed about the licensure requirements of the jurisdiction in which the student hopes to seek licensure/certification. Students will examine licensure/certification at least three times with their faculty advisor as part of the Professional Development Plan. Students will want to check the licensure/certification requirements for the jurisdiction in which the student hopes to seek licensure/certification. Students may seek help from faculty regarding how to research licensure/certification requirements of a particular jurisdiction.

A directory of state licensure boards is located [here](#).

The [Texas Behavioral Health Executive Council](#) is the state board for licensed professional counselors where you can learn more about licensing in Texas.



Licensure/Certification Outside the U.S.

Please note that while the CMHC curriculum was not designed to meet professional counseling licensure standards outside of the United States of America, the faculty members will work with students who plan to seek licensure/certification outside the U.S. to develop a plan conducive to earning the National Certified Counselor credential.

## Professionalism in ACA Membership

Part of being in a profession is engaging in professional development through professional organizations. To begin developing an identity as a professional counselor, the program expects students to maintain membership in the American Counseling Association.

The [American Counseling Association](#) (ACA) is a not-for-profit, professional, and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings. Membership in ACA is required for all CMHC students and faculty. You must maintain ACA membership throughout your time as a graduate student in the CMHC program. Many of your courses will require you utilize the member-only sections of the ACA website to secure peer-reviewed articles, webinars, and podcasts. You will need to provide your ACA membership number in the second week of your first course so be sure secure your membership before class starts.

[ACA divisions](#) focus on specialty populations (e.g. children and adolescents) or areas of interest (e.g. addiction and offenders).

The state professional association is the [Texas Counseling Association](#), and students are highly encouraged to be a member of TCA as well. TCA provides excellent opportunities to be exposed to innovative research and practice materials and provides excellent advocacy on behalf of counselors in the state of Texas.

## Professionalism in Social Media & Telecommunication

A relatively recent, but significant development in professional ethics is the use of technology by professional counselors. Therefore, part of the program's expectations of students is that they maintain professional behaviors when using technology. For instance, students should carefully self-monitor their social media and overall online presence including telecommunications. Students should avoid posting content, including photos and videos, that is harassing, discriminatory, defamatory, threatening, disparaging, libelous, or otherwise illegal or injurious to other students, client groups, faculty members, or staff members of TCSPP and the Counseling Department.

Students must be respectful to fellow students, faculty, and staff of TCSPP. Posts made personally or professionally regarding fellow students, faculty, and staff of TCSPP must abide by the TCSPP and Counseling Department policy. Violations of this policy include, but are not limited to, ethnic slurs, sexist comments, discriminatory comments, or obscenity. Students need to abide by the ACA Code of Ethics (2014) and attempt to resolve concerns in a professional manner. Students may reach out to their faculty advisor, instructors, and administrators for assistance.

## Professionalism and Technology Use in Class

The primary purpose of the use of technology during class is to support learning. It is the responsibility of your instructor to decide if and when electronic devices can be used in class.

The training of counselors necessitates students to demonstrate the capacity to offer undivided and sustained attention. The Counselor Education Department Faculty recognize the benefits of technology and social media; they can increase access to information, increase efficiency, and connect people across distances. They also have the potential to erode interpersonal encounters. They can divide our attention, increase time off task, shorten attention span, and even diminish retention of information.

Your instructors may or may not allow the use of electronic devices in class. When they do, it will be solely for accessing relevant electronic textbooks, taking notes, or engaging in focused, internet searches related to class activities. Electronic devices are never to be used during class time to work on assignments for other classes, to explore unrelated internet sites, to engage in social media with family or friends, to check email or schedule appointments, or other personal activities.

Such personal usage is prohibited during class time and will be addressed in a manner similar to non-adherence to attendance, class participation, and policies impacting professionalism and classroom respect. Students are encouraged to consider the impact of inappropriate use of technology on their – as well as their fellow students learning experience. Students are reminded to use their professional judgement to assess the ethical, scholarly, and professional implications of the misuse of technology over the course of their academic tenure. Students' misuse/abuse of technology during class time may impact their class participation grade or other department assessment.

### **Expectations during virtual/remote classes follow.** ○

Check the link ahead of time to ensure you can access it.

- Attend all virtual synchronous class meetings on time, including returning from break.
- Always keep your video camera on so that you can be seen.
- Please sit upright during class, no lounging or lying-in bed, and dress appropriately for class. Remember this is a class and students should engage online in a similar manner to on ground classes.

- When not speaking, please mute yourself. ○ When feasible, please limit human (non-student) movement during class. Non-human furry companions are welcome.
- If you are having difficulty maintain focus, please inform the instructor after class. We are here to support your academic success.
- Be flexible during virtual meetings. We may break up into modules and small/large group discussions. It is important to model how you will handle environmental changes when you are working as a counselor.
- If you to take care of an urgent matter, please mute and take yourself off camera and then return as soon as possible.
- Please respect peers and instructors by not engaging in personal social media/email/shopping or other personal matters during class.
- Snacks and non-alcoholic beverages are okay during class but maintain respect for others.
- No consumption of alcoholic beverages or drugs during class. Please be fully present.

## Professionalism in Requesting Letters of Recommendation

The CMHC Campus faculty will recommend graduates of the program for certification, licensure, and/or employment directly related to clinical mental health counseling for which the graduate has received adequate professional preparation. Faculty may complete letters of recommendation for scholarships, fellowships, internships, and pre-master's jobs directly related to clinical mental health counseling for which the student has graduated or is currently in good standing academically, financially, and programmatically. Faculty members should only complete endorsements related to the faculty member's role and experience with the student (e.g., instructor, faculty advisor, student organization advisor).

## Professionalism in Completing Classwork

Students in the Clinical Mental Health Counseling program are expected to abide by the late policies for all assignments. You will find the policies outlined here.

### Late Written, Group, Presentation Assignments

- Each day that an assignment is turned in late will result in a 10% point deduction from the total possible point score.
- Assignments submitted four (4) or more days past the due date ***will not be graded*** and the student ***will earn a zero (0)*** for the assignment.

- **Late Assignment Waiver:** Once per term, a student may request a Late Assignment Waiver for one Discussion or one Written Assignment. The request must be made within 24 hours of the assignment submission deadline; however, no documentation must be provided. This is a one-time ‘free’ extension where late points will not be deducted for an assignment turned in up to four (4) days late. Please note, the Late Assignment Waiver cannot be used on assignments due during the last week of class.
- **Late Assignment Waiver Exceptions:** Under certain circumstances the Administrative team (i.e., Department or Associate Department Chair) may grant an additional Late Assignment Waiver. The student must contact the instructor and request the exception in advance, and the circumstances must be unpreventable and documentable (i.e., a hurricane, long term power outages, family member hospitalized, serious personal illness). The instructor will contact the administrative team on behalf of the student; granting Late Waiver Exceptions is 100% at the discretion of the administrative team.
- **Medical extensions** exceeding four days must be arranged through the Office of Disabilities Services. The student should let the instructor know if such a request is in progress; however, no accommodations can be granted until the instructor receives the accommodation letter.
- Students should be aware their **professional dispositions** including timeliness are regularly tracked and assessed. Students habitually turning in late work may earn lower DSKCA scores, be referred to the administrative team and advisor as having course difficulties, and/or be recommended for a student support plan.
- The CMHC faculty encourages students to **pro-actively communicate** with instructors and advisors if they are experiencing life circumstances which in any way impact their course performance. Proactive communication increases opportunities for support and success.

#### **Late Discussion Assignments**

- **Initial Posts** are due time-stamped by 11:59pm, Central Time (CT), Wednesday or Thursday (as indicated in the discussion prompt).
- One (1) point will be deducted for each day the initial post is late.

## **Course Grading and Performance Feedback**

TCSPP Grading Policies including the Grade Change Policy and Grade Appeal Policy can be found [here](#).

## **Clinical Training: Practicum & Internship**

***Director of Clinical Training (DCT): Dr. Michael Maxwell***

Questions regarding clinical training should be directed to Dr. Maxwell at [mmaxwell@thechicagoschool.edu](mailto:mmaxwell@thechicagoschool.edu).

Following successful completion of certain coursework, you will be eligible to apply for Practicum. Generally, in the full-time cohort model, this occurs in the 3<sup>rd</sup> semester. You will register for CM 604 Practicum Readiness Assessment, which is a no credit course. This course will require that you complete certain steps to apply for and upload paperwork related to practicum, you will also begin interviewing with potential training sites that have been approved by the DCT and TCSPP during this time. You must successfully complete CM 604, in order to proceed to practicum. During your focused clinical training, you will work on site at an approved clinical mental health training site. Training sites include opportunities to work with different populations (children, adolescents, adults; addictions, trauma, general mental health, etc.) and in different settings (community-based, hospitals, residential treatment centers, child advocacy centers, integrated care clinics, etc.).

Students are highly encouraged to begin thinking about and preparing for the commitment to work at a training site during this time, including plans to alter work scheduled during the week and getting support for family and home obligations while you complete this part of the program. Additionally, students are highly encouraged to develop good a good self-care routine during didactic training in order to prepare for the many demands on time during clinical training.

### ***Requirements to Apply for Practicum***

Students must complete or currently be taking the following coursework prior to applying for practicum. Concerns about whether you can meet these requirements prior to practicum should be directed to your advisor, the training director, and/or the department chair.

- CM 500 Introduction to Counseling and Ethics
- CM 592 Clinical Mental Health Counseling
- CM 550 Diversity & Multiculturalism
- CM 571 Assessment of Individuals
- CM 507 Theories of Counseling and Psychotherapy
- CM 521 Lifespan Development
- CM 528 Helping Relationship & Skill Development in Counseling
- CM 514 Diagnosis of Mental Health Disorders

- CM 543 Group Theories & Processes
- CM 530 Advanced Treatment Planning & Psychopharmacology
- CM 599 Trauma & Crisis Counseling
- CM 536 Couples & Family Therapy
- CM 585 Addictions & Substance Abuse
- CM 564 Career Development & Counseling
- CM 604 Practicum Readiness Assessment

**Additional requirements:**

- Students must complete a practicum application within the first month of the semester prior to practicum.
- Students must review the available sites and may consult with faculty, the director of training, etc. about which site(s) the student wants to apply to.
- Students will make certain that they can meet any expectations the site has beyond those specified by the university, if communicated to the student by the training director, the site list, or the person that they interview with at the site prior to accepting a site placement.

**Practicum requirements:**

- Students will complete a practicum that will run the full 16 week-semester. The average time on site is about 10 hours per week during practicum. Students generally see clients during regular business hours, so students must prepare their personal/job schedules around this requirement.
- Practicum consists of at least 100 hours on site at an approved clinical training site.
- At least 40 hours must meet the requirements of providing face-to-face direct counseling services to clients.
- The student will meet with an on-site supervisor in individual/triadic supervision for an average of 1 hour per week. The supervisor must be licensed at the independent practice level and approved by the university to supervise. The student will also receive supervision in group format with a university seminar leader/supervisor where they must present tapes of their clinical work and discuss these during the seminar. Participating in weekly supervision at the university is required by CACREP and is an expectation. If group supervision is missed, then the student is in jeopardy of not passing practicum.
- Students will be evaluated by their site supervisor and by their university supervisor continuously throughout practicum.

Students will receive weekly feedback during supervision and written feedback at a minimum of twice during the term, once at mid-term and once at the end of the term. They will be evaluated on their clinical skills, ability to synthesize and apply didactic training to client cases, documentation skills, and professional dispositions. Areas for growth will be identified for focus moving forward in the student's training.

- During *either* practicum or internship, students must lead or co-lead a group.
- Specific requirements for meeting clinical training hours and supervision hours, and how to document meeting the requirements will be described by the DCT during orientation.
- Sites may have additional requirements of the students, which will be documented in a training agreement with the student. Students must commit to these requirements, if they agree to take a practicum opportunity at a clinical training site.
- Additional requirements/expectations will be presented by the DCT during orientation.

**Internship requirements:**

- Students will complete a practicum that will run the full 16 week-semester. The average time on site is about 20 hours per week during internship. Students generally see clients during regular business hours, so students must prepare their personal/job schedules around this requirement.
- Internship runs two semesters (CM 614 Internship I and CM 619 Internship II) consists of at least 600 hours on site at an approved clinical training site. If necessary, a student may apply for an extension on their internship time.
- At least 240 hours must meet the requirements of providing face-to-face direct counseling services to clients.
- The student will meet with an on-site supervisor in individual/triadic supervision for an average of 1 hour per week. The supervisor must be licensed at the independent practice level and approved by the university to supervise. The student will also receive supervision in group format with a university seminar leader/supervisor where they must present tapes of their clinical work and discuss these during the seminar. Participating in weekly supervision at the university is required by CACREP and is an expectation. If group supervision is missed, then the student is in jeopardy of not passing internship.
- Students will be evaluated by their site supervisor and by their university supervisor continuously throughout internship. Students will receive weekly feedback during supervision and written feedback at a minimum of twice during each term that they are in internship, once at mid-term and once at the end of the term. They will be evaluated on their clinical skills, ability to synthesize and apply didactic training to client cases, documentation skills, and professional dispositions. Areas for growth will be identified for focus moving forward in the student's training.
- During *either* practicum or internship, students must lead or co-lead a group.

- Specific requirements for meeting clinical training hours and supervision hours, and how to document meeting the requirements will be described by the DCT during orientation.
- Sites may have additional requirements of the students, which will be documented in a training agreement with the student. Students must commit to these requirements, if they agree to take a practicum opportunity at a clinical training site.
- Additional requirements/expectations will be presented by the DCT during orientation.



## Systematic and Continuous Formative & Summative Assessment

### ***Signature Assignments: Formative***

There are signature assignments, which assess student attitudes, knowledge, and skills on core competencies in the counseling program. These assignments are embedded in the master CANVAS course shells. Signature assignments must earn a grade of 'B' or better for the student to progress in the program. If necessary, a professional development plan will be developed by the instructor and the student's advisor along with the student to address performance deficiencies in order to support the student's successful professional development as an emerging counselor and their progression through the program. These data are utilized as part of our ongoing assessment of individual student competencies and in aggregate as data for program evaluation.

### ***CORIS Evaluation: Formative***

Each semester faculty will review all students and complete an evaluation of the student's developmental competencies, identifying any potential areas for needed remediation. If a remediation plan is necessary, student will be asked to attend a Student Professional Development Committee (SPDC) meeting, which is an opportunity for the student and concerned faculty to develop a remediation plan designed to assist the student in reaching minimum competency at their developmental level.

This is a copy of the CCORIS document:

<b>Student Name</b>				
<b>Semester/Year</b>				
<b>Class</b>				
<b>Instructor</b>				
<b>Counseling Knowledge &amp; Skills</b>	<i>Area for Growth</i>	<i>Meets Expectation</i>	<i>Strength</i>	<i>Not Applicable</i>
Academic Performance: Grades in current coursework.				

Knowledge and application of counseling theories, as evidenced in theories, helping skills, group, trauma & crisis, couples & family, addictions, career, practicum, and internships.				
Knowledge and application of formal and informal methods of assessment for appropriate developmental level, as evidenced in assessment, group, trauma & crisis, couples & family, addictions, career, practicum and internships.				
Demonstration of knowledge and skills in treatment planning and documentation of services, consistent with risk management and client care needs, as evidenced in, advanced treatment planning & psychopharmacology, group, trauma & crisis, couples & family, addictions, career, practicum and internships.				
Knowledge and application of ethical codes and laws governing the counseling profession, as evidenced in all didactic and experiential coursework.				
Integration of diversity and sociocultural knowledge and skills, as well as social justice competencies, into all aspects of practice, as evidenced in all didactic and experiential coursework.				
Knowledge and skills in trauma-informed approaches to assessment and intervention with clients from diverse and underserved backgrounds.				
Knowledge and skills in ethical and legal use of technology for assessment, treatment, documentation of services, including telehealth.				
<b>Total Knowledge &amp; Skills</b>				

Reflection/Comments/Feedback:

<b>Student Name</b>	
<b>Semester/Year</b>	
<b>Class</b>	

<b>Instructor</b>				
<b><i>Commitment to Learn &amp; Grow as a Professional</i></b>	<b><i>Area for Growth</i></b>	<b><i>Meets Expectation</i></b>	<b><i>Strength</i></b>	<b><i>Not Applicable</i></b>
<i>Student demonstrates the following behaviors</i>				
Self-motivated and accountable to self and others				
Punctual and regular participation in face-to-face classes and online discussions/activities				
Engaged actively in class discussions and activities				
Invested in submitting quality work				
Committed to thinking critically, particularly about new/alternative perspectives				
Insight into areas of needed growth				
Ability to follow through on projects				
Investment in the counseling profession and professional development (e.g., commitment to developing counselor identity, advocacy, professional excellence, civic engagement, collaboration, interpersonal competence, and to being an excellent scholar and practitioner.)				
<b><i>Total Commitment</i></b>				

Reflection/Comments/Feedback:

<b>Student Name</b>	
<b>Semester/Year</b>	
<b>Class</b>	

<b>Instructor</b>				
<i><b>Openness</b></i>	<i><b>Area for Growth</b></i>	<i><b>Meets Expectation</b></i>	<i><b>Strength</b></i>	<i><b>Not Applicable</b></i>
<i>Student demonstrates the following behaviors</i>				
Openness to ideas, learning and change.				
Openness to learning to give and receive feedback.				
Openness to personal growth and self-development necessary for counselors.				
Openness to others' ideas and perspectives, particularly if diverse from one's own.				
Uses professional language to communicate even when agitated, uses the appropriate chain of command, etc.				
Subsequent clinical work samples and/or interpersonal interactions reveal evidence that student has understood and applied supervisory feedback.				
Demonstrates ability to respond constructively to feedback from supervisors or program faculty with minimal defensiveness.				
<i><b>Total Openness</b></i>				

Reflection/Comments/Feedback:

<b>Student Name</b>	
<b>Semester/Year</b>	
<b>Class</b>	
<b>Instructor</b>	

<b><i>Respect for Self and Others</i></b>	<b><i>Area for Growth</i></b>	<b><i>Meets Expectation</i></b>	<b><i>Strength</i></b>	<b><i>Not Applicable</i></b>
<i>Student demonstrates the following behaviors</i>				
Communicates professionally, whether verbal and written communication, with staff, faculty, classmates/colleagues, site personnel, and/or clients.				
Self-assesses wellness needs and pursues plans to address wellness.				
Demonstrates the ability to regulate emotional states, especially in stressful situations.				
Demonstrates ability to self-reflect on own biases that may impact work with clients or co-workers from diverse backgrounds.				
Demonstrates curiosity about others' perspectives that are different from their own.				
Demonstrates cultural humility.				
Respects the importance of confidentiality and privacy.				
Identifies own contributions to problems or challenges and takes ownership in finding solutions that work for all.				
Resolves problems that interfere with professional development or functioning directly and without manipulation.				
Demonstrates ethical decision-making.				
Demonstrates concern for others and a desire to help.				
Manages time effectively such that appointments are kept, deadlines are met, etc.				
Demonstrates ability to tolerate ambiguity or uncertainty.				

Demonstrates flexibility in interpersonal relationships.				
Demonstrates tolerance for the shortcomings, biases, or mistakes of others.				
<b>Total Respect</b>				

Reflection/Comments/Feedback:

<b>Student Name</b>				
<b>Semester/Year</b>				
<b>Class</b>				
<b>Instructor</b>				
<b>Integrity</b>	<b>Area for Growth</b>	<b>Meets Expectation</b>	<b>Strength</b>	<b>Not Applicable</b>
<i>Student demonstrates the following behaviors</i>				
Represents self in a true and honorable manner.				
Takes personal responsibility for challenges s/he/they experience.				
Is honest and demonstrates integrity in words and actions.				
Relates to others with genuineness and congruence.				
Reliable and dependable with instructors, classmates/colleagues, and site personnel.				

Submits work that is one's own and gives credit for others' contributions.				
Acts constructively to prevent or resolve issues with others and abides by resolution agreements.				
<b>Total Integrity</b>				

Reflection/Comments/Feedback:

<b>Student Name</b>				
<b>Semester/Year</b>				
<b>Class</b>				
<b>Instructor</b>				
<b>Self-awareness</b>	<b>Area for Growth</b>	<b>Meets Expectation</b>	<b>Strength</b>	<b>Not Applicable</b>
<i>Student demonstrates the following behaviors</i>				
An attitude of self-reflection and self-exploration, including seeking one's own counseling when necessary.				
Willingness to reflect on reading and assignments honestly and thoughtfully such that they are able to find meaning and apply lessons in future situations.				
Aware of one's place in history and culture and the impact of that on one's perceptions.				
Awareness that leads to an attitude of humility.				

Desire to learn about oneself and grow as an individual both personally and professionally.				
Awareness of strengths, abilities, and resiliencies they bring to counseling relationships and professional settings.				
Awareness of challenges, biases, areas for growth, and potential countertransference they bring to counseling relationships and professional settings.				
Sets clear boundaries to maintain one's own mental health and well-being in relationships and within one's school and professional endeavors.				
Asks for help when needed.				
Notifies faculty, advisor, chair, student services, supervisors, or others, as appropriate, when experiencing personal or professional challenges that may negatively impact work product or relationships.				
<b><i>Total Self-awareness</i></b>				

Reflection/Comments/Feedback:

### ***Supervisor Evaluations During Clinical Training: Formative and Summative***

During practicum and internship placements, student's site supervisors will complete a comprehensive assessment at mid-term and at the end of each term, evaluating the student's demonstrated professional dispositions, knowledge integration, and skills across multiple competencies necessary for competent, ethical practice as a counselor. Assessment data will be shared with the practicum or internship student, and the student will have the opportunity to add feedback. Then, the faculty supervisor will review the data and add



additional feedback, as necessary, and share that with the student. If necessary, a remediation plan will be developed between the site supervisor, the faculty supervisor, and the student to address any areas that fall below expectations for the student's developmental level in order to support the student towards successful completion of their clinical training. This data is used as part of the ongoing assessment of students' individual performance on program competencies, and it may be used as one data point in program evaluation annually.

### ***Student Evaluation of Sites: Summative***

Each semester, students in clinical training will complete an anonymous evaluation of their training sites. This data is utilized in our annual program evaluation.

### ***Counselor Preparation Competency Examination (CPCE): Summative***

The CPCE is a multiple-choice exam that tests your knowledge of the eight major areas of any CACREP program in counseling. It is designed and administered by the same people who make and administer the National Counselor Exam (NCE), which is the licensing exam for most/all states.

You can learn more about the CPCE [here](#).

Students are preparing for this exam throughout their classes in the CMHC program. However, additional study materials can be found on the testing site, [here](#).

If you go to the CPCE information page and scroll down, you will find the CPCE [FAQ's for Students](#), which will answer many of your questions.

You will register for CM 800, a zero-credit class, during Internship I and take the CPCE. The test will provide specific feedback on your strengths and areas of needed growth, which will help prepare you for the NCE exam, which you must take post-graduation to apply for a Texas LPC-Associate License. You must complete and receive credit for CM800 to progress in the program. The norms for this test change based on national norms for all students who take the exam each term, so the faculty cannot tell you what a 'passing score is.' We will receive the CPCE results and national norms at the same time and will report back to you the feedback we receive about your scores on each of the eight areas and how they compare to the national norms. Only at this time will faculty be able to determine whether you met the minimum requirements for competency on this knowledge-based test.

## ***Clinical Competency Examination (CCE): Summative***

In awarding the Master of Arts Degree in Counseling, The Chicago School of Professional Psychology certifies that the graduate has attained a high level of competency in counseling assessment, case formulation, and counseling planning and implementation, as well as in the knowledge and skills base that underlie these skills. The *Counseling Competency Examination (CCE)* is one of the means by which program faculty can evaluate students along several competency domains within the field of professional counseling. Successful mastery of the CCE, together with passage of the Comprehensive Examination, represents the culmination of the student's academic and clinical training.

During Internship II, you will register for another CM800 class for no credit, which register you to present your CCE during the semester. Your CCE will be scheduled with your Internship II faculty seminar leader/supervisor. The details of the CCE are described below. You must receive a minimum passing score in order to graduate from the program. You will prepare for the CCE throughout the year that you are in practicum and internship through case presentations during each of the trimesters you are registered and on site at a clinical training site.

### ***Overview***

The CCE includes three elements.

- An extensive *written report* of your work with this individual client, couple, family or group. An outline for this section is given below.
- A clear, audible *audio or videotape* of one individual, couple or family counseling session, career/vocational counseling session or assessment meeting, with a written transcription of the complete session.
- *Presentation* in seminar of the case.

The CCE evaluates the following competency areas:

- Biopsychosocial Assessment
- Case Conceptualization

- Legal/Ethical Concerns and Decision-Making
- Diagnosis
- Treatment Planning
- Progress Notes
- Termination
- Clinical Judgment in Practice
- Professional Dispositions
- Demonstration of Skills

All the Counseling program learning outcomes are evaluated in the CCE.

### ***Preparation for the Counseling Competency Examination***

#### **• Knowledge Base**

The student should have a foundational understanding and mastery of issues pertaining to: human development and developmental assessment, personality theory, family life cycle development, group dynamics, individual assessment, social and cultural foundations of behavior, maladaptive behavior and diagnosis, ethical practice and decision making, as well as substance abuse counseling and career counseling where appropriate.

#### **• Counseling Orientation/Model**

The development and refinement of one's approach to counseling should form the basis of supervision, seminar work, and outside reading and learning. For the CCE the student must demonstrate appropriate use and application of a counseling orientation to a clinical case. This is demonstrated in a written case formulation as well as on the taped session. The counseling orientation may be one of the traditional theories of counseling (psychoanalytic models, person-centered, etc.), an

integration of two or more orientations, or a model that the student learns at his or her internship which may pertain to rapid assessment, brief and focused treatment, career counseling, etc.

- **Supervision**

The student will be receiving ongoing supervision on this and all cases during the course of the internship. It is assumed that the student will incorporate the supervision received on the case in the CCE. However, the student may not receive supervision on the particular therapy session used for the CCE. The case presented should, in other words, represent the student's independent capacity to discuss and analyze a specific counseling session, while making use of supervision throughout the course of the case.

### ***Guidelines for the Case Report***

The written report should be limited to 15 double-spaced pages (not including the tape transcript). The report is to be organized as follows:

- **Biopsychosocial Assessment**

#### **Identifying Information and Presenting Concerns**

All client identifying factors should be altered to protect the true identity of the client. A pseudonym should be used for the client name.

This section contains physical description, mental status, reason for seeking treatment, and treatment setting.

Include salient aspects of physical appearance and mannerisms, as well as observations of significant interactions with you and others during the course of your work together (or this session). Relevant observations might include the client's apparent state of health, estimate of intellectual and cognitive functioning, physical coordination, affect, indications of distress, and any

oddities or peculiarities in the client's behavior, and physical make-up. This section includes symptoms, anxieties, moods, difficulties in personal, relational, educational, and/or occupational situations and activities at the time of the initial assessment; overt reason(s) for seeking help at that time; and referral route to the counselor.

### **Client Background**

This section includes relevant family history, significant medical, developmental, educational, psychosocial, occupational history, and history of previous treatment. This should be relevant to the nature of the counseling work: career, clinical, assessment, etc. Wherever possible, your write-up of the client's history should include an assessment of developmental issues and concerns (a model of development should be used to organize this material, e.g., Erikson's Eight Stages, etc.), family history including a genogram if appropriate (family of origin constellation, ages, ethnic/racial and religious backgrounds, descriptions of parents and siblings and the quality of relationships with such figures at critical times in childhood and adolescence, major losses, changes, and traumas), academic/vocational history (achievements, problems, aspirations, relationships with authority figures), peer relationships, sexual history (early childhood memories, traumas, parental attitudes, reactions to physical changes at puberty, dating, past and current sexual behavior, sexual orientation, attitudes toward sexuality), and medical history (illnesses, injuries, disabilities, reactions to such physical problems, family reactions to illnesses, chemical use history and current behavior). It may not be necessary to cover all these areas, but it is important to report aspects of the client's history that have important implications for current functioning.

### **• Case Conceptualization**

Clearly state the theoretical orientation being used and summarize the key concepts of this theory that you are utilizing to formulate your understanding of the case. Then, apply your orientation to this particular case, providing a hypothesis about the causes, precipitants, and maintaining influences of the client's psychological, interpersonal, and/or behavioral problems, as appropriate. Your case formulation might also include an understanding of the current obstacles to change so as to allow you greater depth of understanding and empathy as well as better treatment planning.

As an informed clinical hypothesis, your case formulation may include inferences about predisposing vulnerabilities posed by early childhood traumas, a pathogenic learning history, biological or genetic inferences, sociocultural influences, and beliefs about the self and others. This formulation will vary widely depending upon the theory of counseling you are applying to this

case. Your approach to counseling will greatly influence the case formulation process. Clearly identify aspects of diversity and culture (ethnicity, race, orientation, gender, age, and familial and social group influences) related to this client, how your client experiences those factors of difference and sameness, and how diversity and social and cultural aspects affect your work with this client.

Please note that if you are doing vocational counseling at a high school or college, or providing case management for clients, your case formulation narrative will differ widely from a traditional clinical case formulation described above.

One function of the Seminar Faculty is to help you learn how to organize a discussion of your observations and ideas about your cases into a cogent case formulation.

- **Legal/Ethical Concerns**

Discuss any potential legal or ethical concerns for the individual client and the population (e.g. adolescent or forensics) that the counselor must take into account. The ACA Code of Ethics and the Texas laws, which are relevant should be referenced and properly cited. The counselor should discuss any consultation or supervision and documentation needed for the issue(s) addressed during their work with the client. The counselor should be prepared to answer questions about this area.

- **Diagnosis**

This section includes a diagnostic impression in narrative and list form, justification and support for this diagnosis based on the theoretical orientation and information presented in previous sections, and integration of multi-cultural and diversity issues.

- **Treatment Plan**

Describe the counseling frame -- number of times per week, treatment setting, your relationship to client (e.g., primary or secondary therapist, milieu therapist, etc.); type of therapy (e.g., family, individual or both); theoretical orientation of the treatment; and short and long-term goals of treatment. Connect your client's treatment plan to your theoretical orientation by including the broader therapeutic goals that are primary constructs or elements of the theory. For instance, a client goal may be to "learn how to say no" – in Cognitive Behavioral theories, you might connect that to the broader therapeutic goal of

uncovering this particular client's core beliefs. Connecting to a person-centered approach, a therapist may use the broader therapeutic goal of assisting the client in her efforts to recognize and appreciate her own value in a way that allows her to develop good working boundaries in interpersonal relationships. Use professional scholarly literature to support your discussion of theory. Discuss how the treatment plan considers elements of diversity and the relevant social and cultural aspects of this client's background.

Students are advised to integrate theoretical approaches; most students are trying on the various approaches and interventions from the theories they explore in the classroom, what they learn in supervision, and in their own reading.

Course of Treatment (development and current status of counseling relationship; integration of multi-cultural, diversity, and ethical issues as relevant; description of specific themes and interventions used; progress towards goals; termination issues)

- **Progress Notes**

You should produce 3-5 progress notes for the case (blinding the information so that the individual is not recognizable). You should write the progress notes in an approved format (BRIP, DAP, or SOAP). Your notes should document goal progress and be aligned with the treatment plan. Any risk management issues should be addressed in the note's documentation. If the client is not progressing in treatment, then you should provide evidence of re-assessment and treatment planning re-alignment with current level of functioning. In the oral presentation of this material, you should demonstrate the ability to track the client's progress over time and make necessary clinical adjustments. You should be prepared to discuss and answer questions about your clinical judgments.

- **Termination**

You must articulate a termination plan and be able to discuss how you worked to/through termination with the client. You should identify any problems/challenges that you may have experienced during the termination phase and discuss how your experience will inform your future practice.

- **Clinical Judgment in Practice**

You will discuss the how the client progressed over time, interventions utilized at different points in your work with the client, and why you made the clinical decisions you made regarding interventions chosen. You should discuss how your experiences in this case informs your practice moving forward in your career. You should provide evidence that you demonstrated competent clinical judgement based on the specific case characteristics and identify any challenges you experienced working with the client. Be prepared to discuss how you utilized supervision and/or consultation or sought out research or continuing education to inform your practice with the client. The written report must include a section reflecting on the practice elements, as described here, including your professional strengths and areas for continued growth, as well as your plans to address growth areas as you continue your journey as an emerging counselor.

- **Professional Dispositions**

You must demonstrate professionalism consistent with the stated expectations in the ACA Code of Ethics and competencies endorsed by ACA, expectations for professional dispositions communicated by The Chicago School of Professional Psychology's Dallas Campus, and the expectations of the site where you complete your clinical training. You should demonstrate openness to feedback and the ability to integrate feedback into your practice. All evidence should suggest that you work within your bounds of competence and that you ask for guidance, consultation and seek supervision when needed. You should be able to answer questions about next steps you need to take to become licensed after graduation. The written report should also include a section where you reflect on professional dispositions and your personal areas of strength and those areas for continued growth, as well as a plan to address growth areas as you continue your journey towards becoming a licensed professional counselor.

- **Demonstration of Clinical Skills and Analysis of Session**

You should prepare a recording including samples from three different points in the counseling relationship that you think demonstrate your skills, the client's issues, and/or an area of struggle for you as a counselor that you would like help/feedback with. Your analysis should include an overview of this particular session in terms of the main theme or themes that were present, how the relationship developed over time from establishing rapport, discussion of any relationship ruptures that occurred and how they were addressed, and how the client progressed and the plan for termination.



Note salient indicators of the quality of rapport, your feelings and reactions at the outset of the session, your sense of the client's feelings at the outset of the sessions. Relate your observations about this critical phase of the session. Use your theoretical orientation to guide your analysis and to show your understanding of the meanings available to you in the beginning of session.

Discuss therapeutic and counter-therapeutic exchanges: Choose series of exchanges and define and clearly state what is therapeutic or problematic about each exchange. Define your understanding of why it is so, giving concrete examples of what contributed to the therapeutic value or the problematic nature of the exchange. Analyze this exchange at two levels: in terms of your theoretical orientation, and in terms of self-reflection and self-awareness. Analyze your management of the ending of the session, including observations of salient interactions, feelings, reactions of both your client and you.

Include in this analysis a summary critiquing your conduct in this session, for example, were there content areas that might have needed more or less focus during this session? Is there anything that in hindsight you learned in reading through your transcript that you might approach differently? How did you as a therapist grow from this interaction with this client?

### ***The Taped Session and Transcript***

Students should start to tape client hours early in the internship to allow themselves the opportunity to select a suitable client and collect several usable tapes well in advance of the CCE. You must have a written consent for taping signed by your client to present to your Seminar Faculty.

The client/patient may be an adult, child, family or couple. Suitability of the client should be cleared with your Seminar Faculty. It is acceptable to present tapes of children who are in play therapy and who may play at times with only a moderate amount of talking. They should be of such an age and/or developmental level that their speech is reasonably clear. When typing a transcript of this kind of session, it is useful to type a brief description of the play which occurs either during periods of some silence or during periods of conversation.

The taped session should be a fair and adequate representation of your current skill development. The taped session should provide sufficient verbal participation from both you and your client to allow for adequate assessment of your work and of the therapeutic relationship.

Note that for some students, the focus of the internship may be on academic, career, or vocational counseling. For others, an emphasis may be placed on case management or information-and-referral issues. The course of the entire counseling relationship may be quite brief. Sessions themselves may themselves be quite brief, owing again to the model used at the student's internship site. In such instances, consultation regarding the particulars of that setting with the internship seminar faculty (and the Training Director of the Counseling Program if additional assistance is required) will be essential. Alternatives may need to be individually constructed. For example, it might be acceptable for the student to submit two or three brief (15-20 minutes) audio- or video-taped sessions with the client in working on (for example) their efforts to identify and pursue appropriate career or academic choices.

The transcript is a verbatim record of the counselor and client's verbalizations during the counseling session. Do not edit the transcript or tape. The student must make every effort to ensure accuracy in the transcript. The student should proofread the transcript against the tape before submitting it. To facilitate references to specific interactions, number each verbal exchange between the counselor (T for therapist) and client (C for client) sequentially (i.e., T1, C1; T2, C2; etc.).

### ***The Oral Presentation***

The oral presentation of the case will occur during the scheduled seminar time. Students are welcome to bring additional materials such as handouts, reference texts, or visual or auditory aids to facilitate their presentations.

Presentations will be approximately 45 minutes in length. This time must include the presentation and a period of time for questions and discussion. The student should present the case in a clear and concise manner, as if presenting to a review board or at a professional case conference. The material selected from the report and from the taped counseling session should be representative of the counseling issues. The student should present the case in a manner that explains the rationale for the diagnosis, treatment goals and interventions. Students should also be prepared to read from a transcript or to play a portion of the counseling session tape in order to demonstrate the basic counseling skills used with this client. During the question and discussion portion of presentation, the student presenter's answers should be thorough and thoughtful.

### ***Grading Criteria and Timeline for the CCE***

Grading criteria are in a separate handout. Read through the criteria and use those for guidance in the work on your CCE.

It is expected that your written report represents the highest quality of graduate work in both content and writing quality. If your seminar leader encounters grammatical errors in your report, it will be returned to you with advisement that your report needs proofreading and editing. If the report does not meet expectations as to content or sufficiency of content, or contains superficial or inadequate treatment of content, the report will be returned to you with instructions for bringing it up to the expected level of competence. Once the written report and transcribed session are deemed satisfactory, you will be able to schedule a presentation date.

Turn in your written report and transcript no later than week nine of your final practicum seminar. This will allow for corrections or additional work (new session if necessary) to assure completion of the CCE prior to the end of the term. Your seminar leader may suggest some thoughts to consider in advance of your presentation.

Once you have completed the oral presentation, a copy of the grade sheet of the CCE will be returned to you.

If during the course of your training you are unable to satisfactorily complete any of the graded elements of the CCE, you will either receive NC (no credit) grade for the practicum (in the case where the deficiencies cannot be corrected within the context of your seminar) or be permitted an incomplete (if the deficiency can be corrected during the practicum seminar) at the discretion of the seminar leader.

Keeping this in mind, it would be in the student's best interest to be taping clients early on and preparing the CCE written report as early on as possible in the last semester of practicum.

The score sheet used to evaluate a student's performance follows.

## Clinical Competency Exam Score Sheet

Student Name:

Internship II Seminar Leader: Date  
of Presentation:

- 1 = Does not meet expectations for current developmental level
- 2 = Approaching expectations for current developmental level
- 3 = Meets expectations for current developmental level
- 4 = Exceeds expectations for current developmental level in at least two areas
- 5 = Exceeds expectations for current developmental level in at least five areas

Written Report Score	Oral Presentation Score	Competency Assessed	Comments/Feedback
		<p><b>Biopsychosocial Assessment</b> Student demonstrates ability to competently present a written and oral comprehensive biopsychosocial assessment of the client.</p>	
		<p><b>Case Conceptualization</b> Student demonstrates ability to competently present a case conceptualization of the client informed by the assessment, a coherent application of theory, and</p>	

		<p><b>Legal/Ethical Concerns</b> Student demonstrates ability to competently identify potential legal and/or ethical issues that are commonly addressed with the presented client’s characteristics and setting and work through those issues within ethical and legal bounds. Student utilizes consultation/supervision in ethical-decision-making. Student utilizes one of the ethical decision-making models learned in classes. Student will</p>	
		<p>discuss how their experience would inform their future practice.</p>	
		<p><b>Diagnosis</b> Student demonstrates ability to competently diagnose client taking into consideration biopsychosocial assessment data, behavioral observations, socio-cultural context/multicultural assessment, and interactions with the client. Student demonstrates the ability to defend diagnosis (criteria by criteria) with evidence from the case. Diagnosis is thorough and includes specifiers required in the current DSM.</p>	
		<p><b>Treatment Planning</b> Student demonstrates ability to competently develop a treatment plan that is informed by presenting issues, assessment data, behavioral observations, interactions with the client, and current treatment setting. Treatment plan includes: At least 3 SMART goals with 3 objectives each. Treatment interventions are research-informed, and diagnosis informed and can be supported in oral defense. There is a golden thread that connects assessment, diagnosis Level of Care is considered in treatment planning.</p>	

		<p><b>Progress Notes</b> Obscuring any identifying information, the student demonstrates the ability to produce 3-5 progress notes that demonstrate evidence that goal progress is documented in progress notes using an approved format (BIRP, DAP, or SOAP). Progress should be aligned with the treatment plan and should address any risk management issues in the case.</p> <p>If client is not progressing in treatment, then there is evidence of re-assessment and treatment planning re-alignment with current level of functioning.</p> <p>Oral presentation will demonstrate ability to track client progress over time and make necessary clinical adjustments, as needed.</p>	
		<p><b>Termination</b> Student can articulate a competent termination plan and discuss how s/he worked through termination with the client. Student can identify problems/challenges experienced in the termination phase and discuss how their experience would inform their future practice.</p>	

		<p><b>Clinical Judgment in Practice</b> Student will be able to discuss course of the case, interventions utilized, and discuss why specific clinical judgements were made through the course of the case. Students will discuss how their experience would inform their future practice. Evidence will support that the student demonstrated competent clinical judgement based on the specific case and that the student is able to identify challenges, seek supervision/consultation or continuing research/education to inform practice.</p> <p>Written report will include a section reflecting on practice elements being assessed. Reflection will include areas of strength, areas for continued growth, and plan for growth.</p>	
		<p><b>Professional Dispositions</b> Student demonstrates dispositions consistent with the stated expectations of the profession, the department, and their training site. Student demonstrates openness to feedback and integrates feedback into practice. Student practices within the bounds of their competence and asks for guidance, consultation and supervision when needed. Student demonstrates an understanding of the next steps</p>	
		<p>towards licensure after graduation.</p> <p>Written report will include a section reflecting on professional dispositions being assessed. Reflection will include areas of strength, areas for continued growth, and plan for growth.</p>	

		<p><b>Demonstration of Clinical Skills &amp; Analysis of Session</b> Student will present tapes of demonstrated clinical skills at three points when working with client from case presentation. Student cannot pass CCE without satisfactory skills demonstration. Student is able to demonstrate basic skills consistently and demonstrates more advanced clinical techniques at least 50% of the time. Student is able to accurately critique their own skills performance and demonstrates the ability to ‘self-supervise’ through tape review and reflection, identifying areas for growth and areas of strength.</p> <p>Written report will include a section reflecting on professional dispositions being assessed. Reflection will include areas of strength, areas for continued growth, and plan for growth.</p>	
<b>Written Score Total</b>	<b>Oral Presentation Total</b>	<b>CCE Total Score</b>	

**Pass with Distinction:** Total score of 90 points or higher.

Signature of Faculty: \_\_\_\_\_

Signature of Student: \_\_\_\_\_



### ***National Counselor Exam: Summative***

Faculty will gather and document data on alumni's passing rates for the National Counselor Exam (NCE) for licensure and utilize this as one data point for our annual program assessment for the TCSPP Dallas' CMHC program. The NCE tests potential licensees on their basic knowledge on the eight core domains in any CACREP-consistent program. This exam is developed by the same people who develop the CPCE that students take prior to graduation. More information about the NCE and study resource information can be found [here](#).

### ***Alumni and Employer Surveys: Summative***

In conjunction with the TCSPP Office for Institutional Research, TCSPP Dallas CMHC faculty develop an alumni survey and an employer survey to gather substantive data on graduate's attitudes, knowledge, and skills necessary for competent performance as a counselor. This data is one data point utilized for program assessment annually.

## **Matriculation/Graduation Requirements**

To graduate from the Dallas CMHC Master of Arts degree program, a student must not have any professional disposition concerns pending. Students must also complete all didactic coursework with a 'B' or better, complete all fieldwork training with a passing grade, successfully complete the CPCE and the CCE.

### **Didactic Coursework with at least a 'B'**

- CM 500 Introduction to Counseling and Ethics
- CM 592 Clinical Mental Health Counseling
- CM 550 Diversity & Multiculturalism
- CM 571 Assessment of Individuals
- CM 507 Theories of Counseling and Psychotherapy
- CM 521 Lifespan Development
- CM 528 Helping Relationship & Skill Development in Counseling
- CM 514 Diagnosis of Mental Health Disorders
- CM 543 Group Theories & Processes
- CM 530 Advanced Treatment Planning & Psychopharmacology
- CM 599 Trauma & Crisis Counseling
- CM 536 Couples & Family Therapy
- CM 585 Addictions & Substance Abuse
- CM 564 Career Development & Counseling
- CM 604 Practicum Readiness Assessment
- CM 695 Advanced Ethics and Legal Considerations
- CM 578 Methods of Research and Program Evaluation One  
3-hour Elective

### **Fieldwork Training with Passing Supervision Evaluations**

- CM 605 Counseling Practicum (100 hours)
- CM Internship in Counseling I (300 hours)
- CM 619 Internship in Counseling II (300 hours)

### **Comprehensive Multiple-Choice Examination**

CM 800 Capstone CPCE

### **Capstone: Clinical Competency Exam**

## **Endorsement for Licensure: Requirements**

- To request endorsement for licensure, a graduate can contact the Director of Clinical Training in writing through email.
- Provide a copy of the state licensure form from the state you want to seek licensure.
- Complete all information about the clinical hours earned, the site, if needed, and the university information, prior to giving the form to the DCT.
- Attach a copy of the endorsement form with everything completed to your email.
- Attach a copy of the clinical hours log information you have in Tevera documenting your hours and a copy of your supervisor evaluations, to the email.
- Although it will likely happen more quickly, please allow 30 days for the DCT to complete forms, given that everyone graduating at a particular time will be asking for these to be completed at the same time.

To have the university endorse you for licensure as a professional counselor, you must demonstrate successful completion of program requirements, successful supervisor evaluations from fieldwork supervisors, and no unresolved professional dispositions.

## Appendix A: Standard Grading Rubrics

Individual instructors may have assignment specific rubrics for grading, which are embedded in the course content on Canvas; however, when the generic rubrics we use are the Pass/Fail Rubric and the Written Assignment Rubric. These are shared below.

### Pass/Fail/Revise Rubric

**\*Instructors may modify general guidelines or late assignment policy.**

#### General Guidelines:

- When or if, a student revises and returns the assignment, based on student performance, the score for each area will be revised up to the maximum points possible for a Revised Pass (see rubric below). If the submission is still not at a passing level, a grade consistent with no pass will be entered for the assignment. Students are allowed only one revision.
- In most courses, you are required to submit at least one writing assignment each week, per the instructions provided for that week.
- Assignments are due time-stamped by 10:59 pm Central Time, unless otherwise stated, of the due date indicated in the assignment prompt.

#### APA Style:

- Utilize the template for the assignment if one is provided.

#### Late Assignments:

- Late assignments are generally not accepted. The student must obtain prior permission from the instructor to submit an assignment past the deadline that is set in the assignment directions. Prior permission means that you make the request more than 24 hours before the assignment is due, justify the late submission to the instructor, and receive approval from the instructor.
- Permission to turn in an assignment late is given at the instructor's discretion, is limited to once per term, and must be due to extenuating circumstances.
- Instructors may extend one deadline per term up to four days following the due date. However, each day that the assignment is late will result in a 10% deduction from the total grade.
- Papers submitted four or more days past the due date will not be graded and you will receive a zero for the assignment.
- Medical extensions exceeding four days must be arranged through the Office of Disabilities Services. The student should let the instructor know if such a request is in progress.

Criteria	Assignment Performance			Points
	Pass	Revised Pass	No Pass	
<p><b>For Uploaded Forms, Scavenger Hunts, Fill-In the Blank, etc. Assignments</b></p> <p><b>Demonstration of Quality Content and Completeness</b></p>	<p>The assignment submission meets all the requirements outlined in the assignment. The student has put in significant effort to provide a thorough and complete high-quality response.</p>	<p>The assignment submission meets at least 50% of the requirements outlined in the assignment.</p> <p>The student has put in effort to provide a minimal response to the assignment.</p>	<p>The assignment exhibits a weak response and/or is not completed.</p>	<p><b>Pass:</b> Full Points</p> <p><b>Revised Pass:</b> 50% of points if not revised sufficiently &amp; 90% of points if revised sufficiently.</p> <p><b>No Pass:</b></p> <p>25% of points if work is incomplete, inaccurate, or poor quality.</p> <p>Zero Points if not turned in.</p>
<p><b>For Reflection Papers:</b></p> <p><b>Demonstration of Self Reflection Quality Content and Completeness (may be</b></p>	<p>The student's response reflects a significant degree of mindful, thoughtful, and introspective self-reflection.</p> <p>Student's self-reflection demonstrates a depth of thought beyond the surface</p>	<p>The student's revised response reflects a significant degree of mindful, thoughtful, and introspective self-reflection.</p> <p>Student's revised self-reflection demonstrates a depth of thought</p>	<p>The student's response lacks a significant degree of mindful, thoughtful, and/or introspective self-reflection. Student's self-reflection lacks a depth of thought</p>	<p><b>Pass:</b> Full Points</p> <p><b>Revised Pass:</b> 50% of points if not revised sufficiently &amp; 90% of points if revised sufficiently.</p> <p><b>No Pass:</b></p>

<p><b>demonstrated in F2F class)</b></p>	<p>and challenges him or herself past the obvious.</p> <p>There are few, if any, grammatical or spelling errors. The writing is clear and concise.</p>	<p>beyond the surface and challenges him or herself past the obvious.</p>	<p>beyond the surface and/or does not challenge him or herself past the obvious.</p>	<p>25% of points if work is incomplete, inaccurate, or poor quality.</p> <p>Zero Points if not turned in.</p>
<p><b>For Case Study Applications or Research Article Reviews:</b></p> <p><b>Demonstration of Quality Content and Completeness</b></p>	<p>The student's response reflects a significant degree of mindful, thoughtful, application of the course material to the case study.</p> <p>The response is thorough, well-analyzed, and correctly discusses all major points of interest related to the material.</p> <p>There is evidence of synthesis of the material from learning resources, class discussions, and instructor feedback.</p> <p>There are few, if any, grammatical or spelling errors, and writing is clear and concise.</p>	<p>There is minimal application of the course material to the case study or analysis of the article.</p> <p>Major elements of the case/article are not identified, analysis is insufficient to demonstrate understanding of the material highlighted in the course, and/or incorrectly applies the material to the case/article review.</p> <p>There is little, if any, synthesis of material from learning resources, class discussions, or instructor feedback.</p> <p>There are multiple grammatical or spelling errors, and/or the writing is verbose and convoluted.</p>	<p>The student's application of the course material is shallow and demonstrates minimal effort, which is below the quality expected of graduate students.</p> <p>There are significant errors in analysis or lack of identification of major issues that need to be addressed in the application.</p> <p>The case application lacks synthesis and/or the writing is not graduate level writing.</p>	<p><b>Pass:</b> Full Points</p> <p><b>Revised Pass:</b> 50% of points if not revised sufficiently &amp; 90% of points if revised sufficiently.</p> <p><b>No Pass:</b></p> <p>25% of points if work is incomplete, inaccurate, or poor quality.</p> <p>Zero Points if not turned in.</p>

## Written Assessment Assignment Rubric

### General Guidelines:

- Assignments are due time-stamped by the time indicated on the assignment, Central Time, of the due date indicated in the assignment prompt.

### APA Style:

- All assignments should be written in **APA Style** using the current Publication Manual of the American Psychological Association, particular attention should be paid to chapters on paper elements and format, writing style and grammar, bias-free language guidelines, and bias-free language.
- Writing must be concise, with no evidence of colloquialisms, written in first person, and citing all sources within the paper using in-text citations and at the end in the Reference page, consistent with the guidelines in the APA Style manual.
- Title Page is required, but an Abstract is not expected, unless indicated by the assignment.
- Utilize the template for the assignment if one is provided.

**Late Assignments:** • Late assignments are generally not accepted. The student must obtain prior permission from the instructor to submit an assignment past the deadline that is set in the assignment directions. Prior permission means that you make the request more than 24 hours before the assignment is due, that you justify the late submission to the instructor, and that you receive approval from the instructor.

- Permission to turn in an assignment late is given at the instructor's discretion, is limited to once per term, and must be due to extenuating circumstances.
- Instructors may extend one deadline per term up to four days following the due date. However, each day that the assignment is late will result in a 10% deduction from the total grade.
- Papers submitted four or more days past the due date will not be graded and you will receive a zero for the assignment.
- Medical extensions exceeding four days must be arranged through the Office of Disabilities Services. The student should let the instructor know if such a request is in progress.

Criteria	Assignment Performance				Points
	Exemplary	Proficient	Developing	Needs Improvement	
<b>Demonstration of Quality Content</b>	<p>The assignment exhibits a strong response to the assigned task and is completed in full.</p> <p>The response demonstrates synthesis and application of the course content.</p>	<p>The assignment exhibits response to the assigned task and is completed in full.</p> <p>The response demonstrates knowledge of and some application of the course content.</p>	<p>The assignment exhibits response to the assigned task and is mostly complete.</p> <p>The response demonstrates knowledge of the course content.</p>	<p>The student's response is inaccurate and/or incomplete.</p>	<p><b>Exemplary</b> 100% of points allowed <b>Proficient</b> 90% of points allowed <b>Developing</b> 80% of points allowed <b>Needs Improvement</b> 70% of points allowed <b>Zero</b> for less than 'needs improvement.'</p>



<p><b>Integration of Course Material</b></p>	<p>The student's response demonstrates an integration of assigned course materials from the class and at least one</p>	<p>The student's response demonstrates an integration of the assigned course materials but no</p>	<p>The student's response mentions the assigned course materials from the class but no other scholarly sources. However, the</p>	<p>The student's response does not utilize the assigned course materials or any other scholarly sources.</p>	<p><b>Exemplary</b> 100% of points allowed <b>Proficient</b></p>
	<p>other scholarly source.</p>	<p>other scholarly sources.</p>	<p>response does not demonstrate an integration of the course materials. Response may rely on direct quotations or demonstrates a lack of analysis of materials.</p>		<p>90% of points allowed <b>Developing</b> 80% of points allowed <b>Needs Improvement</b> 70% of points allowed <b>Zero</b> for less than 'needs improvement.'</p>

<p><b>Writing Quality</b></p>	<p>The student's response reflects current APA format guidelines, including paper layout and grammar. The response is well organized and utilizes headings, where appropriate. The response has no spelling errors or typos.</p>	<p>The student's response reflects current APA format guidelines, including paper layout and grammar. The response is organized and utilizes headings, where appropriate. The response has a few APA format errors, spelling errors, and/ typos.</p>	<p>The student's response mostly reflects current APA format guidelines, including paper layout and grammar. The response is somewhat organized. The response has a few APA format errors, spelling errors, and/ typos.</p>	<p>The student's response does not reflect current APA format guidelines, including paper layout and grammar. The response is poorly organized and may contain extraneous material. The response has numerous spelling errors and/or typos.</p>	<p><b>Exemplary</b> 100% of points allowed <b>Proficient</b> 90% of points allowed <b>Developing</b> 80% of points allowed <b>Needs Improvement</b> 70% of points allowed <b>Zero</b> for less than 'needs improvement.</p>
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## Appendix B: CMHC Plan of Study Options

In the first semester of classes, each student must choose which plan of study option they want to follow. Students can speak with their advisor regarding their plan of study options. The student will follow the plan of study to register each semester. If there is a change in the student's circumstances, which prevents the student from completing the program of study, as it is laid out, then the student must consult with their advisor regarding how to proceed. Any changes in plan of study must be approved by the Department Chair, as the plan of study is the way the department manages how many classes, faculty, and classrooms are needed for upcoming semesters. Students are not allowed to change their plan of study more than 2 times.

Regardless of the plan of study, the final three semesters of study require the student work as a counseling intern at an approved counseling site for 10-20 hours (or more, if required by the site), each week. Therefore, students must prepare to manage their personal and work obligations around the practicum and internships in the second year to accommodate this final part of their program. Students cannot graduate without successful completion of

- Practicum and Internships I and II
- The Counseling Practice Comprehensive Exam (CPCE), which is taken during Internship I
- The Clinical Competency Exam, which is completed during Internship II
- Meets expectations for all elements on the CORIS Professional Dispositions

### The 2-year Plan of Study option

There is a 2-year option requiring that students take 4 classes (12 hours) each semester. To accomplish this, students will take 2 classes in the first term of each semester and 2 classes in the second term of each semester.



2 year Program of  
Study.docx

Students completing the 2-year plan of study can use the 2-year plan above regardless of whether they have a fall start or a spring start.

**The 3+ Year Plan of Study option:**

There is a 3 year and one semester option where students are required to take two classes (6 hours) each semester. To accomplish this, students will take 1 class in the first term and 1 class in the 2<sup>nd</sup> term of each semester.

Students follow the course listings for Fall start if they started as a CMHC student at TCSPD Dallas in the Fall semester of an academic year.



3year1semFallStart.d

Fall Start

ocx

Students follow the course listings for Fall start if they started as a CMHC student at TCSPD Dallas in the Fall semester of an academic year.



3year1semSpringSta

Spring Start

rt.docx

**The Fall Start and Spring Start 3+year Plans of Study are NOT interchangeable.**

Students must follow the plan for the semester they entered the program if they choose the 3+year option because only certain courses are available in certain semesters.

## Appendix C: CORIS Document

Students' professional dispositions are reviewed on an ongoing basis throughout the program. At the earliest opportunity, faculty will intervene with a student who they have concerns about regarding academic or professionalism concerns. It is the intention of the CMHC faculty to identify growth areas for students as early as possible and help them through professional development, also called remediation, so that the student can resume their ability to succeed in the program. We want ALL students to succeed and reviewing student dispositions using the CORIS is one way we do that. In addition to the ongoing assessment of students, each semester program faculty go through every student to assess their academic progress and professional dispositions. The CORIS is how faculty assess and document professional dispositions progress and concerns.

**CORIS Counseling Knowledge & Skills**

<b>Student Name</b>				
<b>Semester/Year</b>				
<b>Class</b>				
<b>Instructor</b>				
<b>Skills</b>	<b>Area for Growth</b>	<b>Meets Expectation</b>	<b>Strength</b>	<b>Not Applicable</b>
<b>Counseling Knowledge &amp; Skills</b>				
Academic Performance: Grades in current coursework.				
Knowledge and application of counseling theories, as evidenced in theories, helping skills, group, trauma & crisis, couples & family, addictions, career, practicum, and internships.				
Knowledge and application of formal and informal methods of assessment for appropriate developmental level, as evidenced in assessment, group, trauma & crisis, couples & family, addictions, career, practicum and internships.				
Demonstration of knowledge and skills in treatment planning and documentation of services, consistent with risk management and client care needs, as evidenced in, advanced treatment planning & psychopharmacology, group, trauma &				

crisis, couples & family, addictions, career, practicum and internships.				
Knowledge and application of ethical codes and laws governing the counseling profession, as evidenced in all didactic and experiential coursework.				
Integration of diversity and sociocultural knowledge and skills, as well as social justice competencies, into all aspects of practice, as evidenced in all didactic and experiential coursework.				
Knowledge and skills in traumainformed approaches to assessment and intervention with clients from diverse and underserved backgrounds.				
Knowledge and skills in ethical and legal use of technology for assessment, treatment, documentation of services, including telehealth.				
<b><i>Total Knowledge &amp; Skills</i></b>				

Reflection/Comments/Feedback:

### Commitment to Learn and Grow as a Professional

<b>Student Name</b>	
<b>Semester/Year</b>	
<b>Class</b>	
<b>Instructor</b>	

<i>Dispositions</i>	<i>Area for Growth</i>	<i>Meets Expectation</i>	<i>Strength</i>	<i>Not Applicable</i>
<i>Commitment to Learn &amp; Grow as a Professional</i> <i>Student demonstrates the following behaviors</i>				
Self-motivated and accountable to self and others				
Punctual and regular participation in face-to-face classes and online discussions/activities				
Engaged actively in class discussions and activities				
Invested in submitting quality work				
Committed to thinking critically, particularly about new/alternative perspectives				
Insight into areas of needed growth				
Ability to follow through on projects				
Investment in the counseling profession and professional development (e.g., commitment to developing counselor identity, advocacy, professional excellence, civic engagement, collaboration, interpersonal competence, and to being an excellent scholar and practitioner.)				
<i>Total Commitment</i>				

Reflection/Comments/Feedback:



## Openness

<b>Student Name</b>				
<b>Semester/Year</b>				
<b>Class</b>				
<b>Instructor</b>				
<b>Dispositions</b>	<b>Area for Growth</b>	<b>Meets Expectation</b>	<b>Strength</b>	<b>Not Applicable</b>
<b>Openness</b> <i>Student demonstrates the following behaviors</i>				
Openness to ideas, learning and change.				
Openness to learning to give and receive feedback.				
Openness to personal growth and self-development necessary for counselors.				
Openness to others' ideas and perspectives, particularly if diverse from one's own.				
Uses professional language to communicate even when agitated, uses the appropriate chain of command, etc.				
Subsequent clinical work samples and/or interpersonal interactions reveal evidence that student has understood and applied supervisory feedback.				
Demonstrates ability to respond constructively to feedback from supervisors or program faculty with minimal defensiveness.				
<b>Total Openness</b>				

Reflection/Comments/Feedback:

## Respect for Self & Others

<b>Student Name</b>				
<b>Semester/Year</b>				
<b>Class</b>				
<b>Instructor</b>				
<b>Dispositions</b>	<b>Area for Growth</b>	<b>Meets Expectation</b>	<b>Strength</b>	<b>Not Applicable</b>
<b>Respect for Self and Others</b> <i>Student demonstrates the following behaviors</i>				
Communicates professionally, whether verbal and written communication, with staff, faculty, classmates/colleagues, site personnel, and/or clients.				
Self-assesses wellness needs and pursues plans to address wellness.				
Demonstrates the ability to regulate emotional states, especially in stressful situations.				
Demonstrates ability to self-reflect on own biases that may impact work with clients or co-workers from diverse backgrounds.				
Demonstrates curiosity about others' perspectives that are different from their own.				
Demonstrates cultural humility.				
Respects the importance of confidentiality and privacy.				

Identifies own contributions to problems or challenges and takes ownership in finding solutions that work for all.				
Resolves problems that interfere with professional development or functioning directly and without manipulation.				
Demonstrates ethical decision-making.				
Demonstrates concern for others and a desire to help.				
Manages time effectively such that appointments are kept, deadlines are met, etc.				
Demonstrates ability to tolerate ambiguity or uncertainty.				
Demonstrates flexibility in interpersonal relationships.				
Demonstrates tolerance for the shortcomings, biases, or mistakes of others.				
<b>Total Respect</b>				

Reflection/Comments/Feedback:

### Integrity

<b>Student Name</b>	
<b>Semester/Year</b>	
<b>Class</b>	
<b>Instructor</b>	

<i>Dispositions</i>	<i>Area for Growth</i>	<i>Meets Expectation</i>	<i>Strength</i>	<i>Not Applicable</i>
<i>Integrity</i>				
<i>Student demonstrates the following behaviors</i>				
Represents self in a true and honorable manner.				
Takes personal responsibility for challenges s/he/they experience.				
Is honest and demonstrates integrity in words and actions.				
Relates to others with genuineness and congruence.				
Reliable and dependable with instructors, classmates/colleagues, and site personnel.				
Submits work that is one's own and gives credit for others' contributions.				
Acts constructively to prevent or resolve issues with others and abides by resolution agreements.				
<i>Total Integrity</i>				

Reflection/Comments/Feedback:

### Self-Awareness

<b>Student Name</b>	
<b>Semester/Year</b>	
<b>Class</b>	
<b>Instructor</b>	

<i>Dispositions</i>	<i>Area for Growth</i>	<i>Meets Expectation</i>	<i>Strength</i>	<i>Not Applicable</i>
<i>Self-awareness</i> <i>Student demonstrates the following behaviors</i>				
An attitude of self-reflection and self-exploration, including seeking one's own counseling when necessary.				
Willingness to reflect on reading and assignments honestly and thoughtfully such that they are able to find meaning and apply lessons in future situations.				
Aware of one's place in history and culture and the impact of that on one's perceptions.				
Awareness that leads to an attitude of humility.				
Desire to learn about oneself and grow as an individual both personally and professionally.				
Awareness of strengths, abilities, and resiliencies they bring to counseling relationships and professional settings.				
Awareness of challenges, biases, areas for growth, and potential countertransference they bring to counseling relationships and professional settings.				
Sets clear boundaries to maintain one's own mental health and well-being in relationships and within one's school and professional endeavors.				
Asks for help when needed.				

Notifies faculty, advisor, chair, student services, supervisors, or others, as appropriate, when experiencing personal or professional challenges that may negatively impact work product or relationships.				
<i>Total Self-awareness</i>				

Reflection/Comments/Feedback:

This is a total tally sheet for CORIS, which faculty will score each semester to ensure I am developing professional dispositions expected of a counselor. The full form with descriptions and sample behaviors for each category is available in the program guidebook.

<b>Student Name</b>				
<b>Semester/Year</b>				
<b>Class</b>				
<b>Instructor</b>				
<i>Skills</i>	<i>Area for Growth</i>	<i>Meets Expectation</i>	<i>Strength</i>	<i>Not Applicable</i>
<i>Counseling Knowledge &amp; Skills</i>				
<i>Commitment to Learn &amp; Grow as a Professional Student demonstrates the following behaviors</i>				
<i>Openness Student demonstrates the following behaviors</i>				
<i>Respect for Self and Others Student demonstrates the following behaviors</i>				

<i>Integrity</i> <i>Student demonstrates the following behaviors</i>				
<i>Self-awareness</i> <i>Student demonstrates the following behaviors</i>				
<i>Total Score</i>				

I \_\_\_\_\_ understand students in the TCSP Dallas CMHC program is preparing student for a profession and therefore students are expected to demonstrate professional dispositions in all interactions with staff, faculty, administrators, and guests.

I also understand that each semester faculty will assess my professional dispositions using the CORIS document. If there are any concerns, then a student's advisor will meet with the student to discuss these and help the student develop a professional development plan to remediate any concerns. If the student is unable to remediate concerns or there are additional concerns, the Department Chair will meet with me. If I am still unable to remediate concerns, then I may be referred to the TCSP Student Affairs Committee.

\_\_\_\_\_

Student's Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Advisor's Signature

\_\_\_\_\_

Date

## Appendix D: Resources for LPC-Associate Licensure Application Post-Graduate

### Texas LPC Rules and Laws

[Texas LPC Associate Rules](#)

[Texas Behavioral Health Executive Council Consolidated Rulebook for LPCs](#)

### Educational Requirements for Licensure as an LPC in Texas

- [Academic Requirements](#) 60 graduate credit hours.
- [Academic Course Content](#)

### Courses:

Rule	Rule	TCSPP Dallas CMHC Program
Title 22. Part 30. Chapter 681. Subchapter C. Rule 681.83.	(a) An applicant who holds a graduate degree in counseling from an accredited school is presumed to have satisfied the academic course content requirements described in this section.	<p><a href="#">Accreditation</a></p> <p>The Chicago School of Professional Psychology has been accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC) since 2011. To learn more about WSCUC, please see their contact information below. Click <a href="#">here</a> to view our Statement of Accreditation Status.</p> <p><a href="#">Western Association of Schools &amp; Colleges</a> 985 Atlantic Avenue, Suite 100 Alameda, CA 94501 Phone: (510) 748-9001 Fax: (510) 748-9797</p>



<p>(b) An applicant who holds a graduate degree in a counseling-related field must complete at least one course in each of the following areas:</p>	<p>(1) normal human growth and development - the process and stages of human intellectual, physical, social, and emotional development from prenatal origins through adulthood;</p>	<p>CM 521 Lifespan Development</p>
	<p>(2) abnormal human behavior – the principles of understanding dysfunction in human behavior or social disorganization.</p>	<p>CM 514 Diagnosis of Mental Health Issues</p>
	<p>(3) appraisal or assessment techniques - the principles, concepts, and procedures of systematic appraisal or assessment of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics, which may include the use of both non-testing approaches and test instruments;</p>	<p>CM 571 Assessment of Individuals</p>
	<p>(4) counseling theories - the major theories of professional counseling;</p>	<p>CM 507 Theories of Counseling &amp; Psychotherapy</p>
	<p>(5) counseling methods or techniques - the methods or techniques used to provide counseling treatment intervention including: (A) counseling individuals; and</p>	<p>CM 528 Helping Relationship &amp; Skill Development in Counseling</p>
	<p>(B) the theory and types of groups, including dynamics and the methods of practice with groups;</p>	<p>CM 543 Group Theories &amp; Processes of Counseling</p>

	(6) research - the methods of research which may include the study of statistics or a thesis project;	CM 578 Methods of Research & Program Evaluation
	(7) lifestyle and career development – the theories of vocational choice, career choice and lifestyle, sources of occupational and educational information, and career decision-making processes;	CM 564 Career Development & Counseling
	(8) social, cultural, and family issues – the studies of change, ethnic groups, gender studies, family systems, urban and rural societies, population patterns, cultural patterns, and differing lifestyles.	CM 550 Diversity & Multiculturalism
	(9) professional orientation – the objectives of professional organizations, codes of ethics, legal aspects of practice, standards of preparation, and the role identity of persons providing direct counseling treatment interventions; and	CM 500 Professional Orientation and Ethical Practice
	(10) practicum (internship) - supervised practicum experience primarily counseling in nature which includes: (A) At least 300 clock-hours, of which at least 100 hours must be direct client counseling.	CM 605 Counseling Practicum <a href="#">Practicum/Graduate Internship Documentation Form</a>

	(B) Academic credit or other acknowledgment of the practicum/internship must appear on the applicant's official graduate transcript.	
	(c) The remaining courses needed to meet the 48/60 graduate semester hour requirement must be counseling-related course work in areas directly supporting the development of an applicant's professional counseling skills and must be courses related primarily to professional counseling.	CM 592 Clinical Mental Health Counseling CM 599 Trauma & Crisis Counseling CM 614 Internship in Counseling I CM 617 Internship in Counseling II Elective
(d) As of August 1, 2017, the following course must be taken in addition to those outlined in subsection (b) of this section, to meet the 60-semester hour requirement:	(1) addictions counseling; to include, but not limited to, gambling, sexual, eating, alcohol, or drug;	CM 585 Addictions & Substance Abuse Counseling
	(2) an additional course in counselor ethics; to include records management an overview of business/family law and professional practice, and the study of current Council rules;	CM 695 Advanced Ethics and Legal Considerations
	(3) couples, marriage, or family counseling; and	CM 536 Couples & Family Therapy
	(4) a course in psychopathology to include such content as criteria of psychiatric	CM 530 Advanced Treatment Planning & Psychopharmacology

	<p>diagnosis, use of the current Diagnostic and Statistical Manual of Mental Disorders and theories of psychopathology. The course should also include the basic knowledge of types of psychopharmacological medications.</p>	
<p>(e) Passing the National Counselor Exam or National Clinical Mental Health Counselor Exam does not guarantee that Texas state licensure requirements have been satisfied.</p>		<p>You will take the <a href="#">CPCE</a>, which is a comprehensive examination made by the same people who make the NCE (the licensing exam). You cannot take the licensing exam until you graduate. <a href="#">NBCC CPCE/NCE Preparation</a> This is done in addition to the coursework you complete in school.</p>

**After graduation:**

1. Fill out your [Practicum/Graduate Internship Documentation Form](#) and have the Director of Clinical Training sign it. Be prepared to provide copies of hours logs and/or evaluations, if requested. The DCT will only complete this form once you have completed CM 617 Internship in Counseling II. The state of Texas does not require the number of clinical hours this program requires for graduation. We have students complete the number of clinical training hours required by CACREP, which is a higher amount.
2. Complete a state approved [Human Trafficking Course](#) (if you haven't already).
3. Complete the [Texas Jurisprudence Exam](#).
4. [Complete Texas Supervisor Agreement Form](#).
5. If you or your spouse have [qualifying military service](#), then complete the [Military Supplemental Form](#).
6. Schedule your NCE exam with the [National Board of Certified Counselors](#). You will need to follow the NBCC requirements and process to take the NCE and pay any required fees. Exam information and resources can be found [here](#). You will need an official NCE report, which NBCC sends to the state electronically.
7. Submit an official copy of your transcript with degree conferral. This must be sent to the board by email or in a sealed envelope directly from TCSP. To request a transcript, go [here](#).
8. Submit a certified [self-query](#) report by email or a printed one in a sealed envelope from the [National Practitioner Data Bank](#).

9. You must pass a criminal history check prior to being licensed. If you have a criminal history, please notify the DCT as soon as possible to discuss options.

**After Licensure as a LPC-Associate:**

- You must list your license as LPC-Associate.
- [Post-Graduate Licensure Hours](#) must be completed under the supervision of a board approved LPC-Supervisor.
  - You must have your [supervisory agreement](#) completed to apply for a LPC-Associate License. Currently (11/2021) the number of post graduate hours is 3,000 clock hours with 1500 being direct client contact hours.
  - This requirement cannot be completed in less than 18 months. You should be able to have someone at your employer who is a LPC-Supervisor complete this.
  - If you have trouble, notify the Director of Clinical Training to request assistance finding a LPC-Supervisor.
  - You must attend supervision for 4 hours each month in individual or triadic supervision with no more than 50% of total supervision hours in group supervision.
  - You may have 2 supervisors at one time. However, no post-graduate hours will be counted towards licensure unless and until you have a [Supervision Agreement Form](#) on file with the state prior to collecting hours.
- [CEUs](#): Texas LPC's must maintain a minimum of 24 hours of continuing education during each renewal period (2 years) including 4 hours of ethics, of which 1 hour of ethics will be given for successful completion of your jurisprudence exam, which must be completed each renewal period.
- You may not practice independently without supervision until you have upgraded your LPC-Associate License to a LPC license. You must have hour LPC-supervisor's name, license number, and contact information on all consents, business cards, or advertisements for services.