



**TheChicagoSchool**<sup>®</sup>  
of Professional Psychology

**CMHC (Online Campus)**

**Student Handbook**

2014 – 2016

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## Welcome from the Chair

Welcome to CMHC (Online Campus). We are so excited to have you joining us. You are about to embark on an incredible journey. During your CMHC journey, you will grow academically and mentally. You are the most important tool in the counseling relationship so your development into a professional counselor is a holistic process and likely every aspect of you and your life will be impacted.

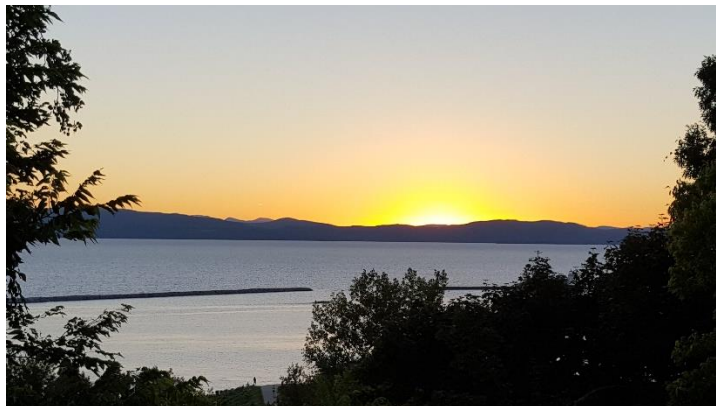
You have a whole team of people to support you in the journey. Students, faculty, and staff work together to ensure everyone has the best opportunities for success at The Chicago School. You will gain as much as you invest. So remember we only know you need help if you ask. Reach out to your faculty advisor, instructors, and peers often. You may be in an online program but you do not have to be alone.

And, one final note, learning occurs in and out of class. Attending conferences, assisting with faculty projects, applying to become a Graduate Assistant, participating in the CMHC Student Organization, or participating in counseling related blogs are just some of the ways you can enrich your experience on your CMHC journey. Be sure to check out the CMHC (Online Campus) Advising Forum at least twice a week to ensure you have access to the most current happenings in our department and profession.

I look forward to working with you and hope to hear from you during your journey. I always welcome constructive and positive feedback on our program. As Chair, I so appreciate hearing about the student experience and knowing what is working well and what we can do to improve.

Best wishes. See you soon!

Dr. LoriAnn "LA" Stretch



*Photo 1- Fall Sunset on Lake Champlain, Burlington, VT*

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*Click on each faculty member's name to view their Faculty Profile and learn more about them.*

## Program Overview

The M.A. Clinical Mental Health Counseling program consists of 60 credit hours of course work and supervised clinical training experiences (see Appendix A - Master of Arts in Clinical Mental Health Counseling- Online Advising Sheet). Students learn to promote mental wellness, prevention, and resilience in individuals and communities. Students in the M.A. Clinical Mental Health Counseling program gain experience and training in general counseling competencies including ethics, research, program evaluation, diagnosis, theories, career development, assessment, and counseling interventions. Students receive specialized training that focuses on community, prevention, and early intervention in community settings. Students are prepared in the requisite knowledge, skills, multicultural competence, and self-awareness required of professional counselors.

While not currently accredited by The Council of Accreditation of Counseling and Related Educational Programs (CACREP), the program utilizes the CACREP Standards as core learning outcomes. The program also incorporates the eight content areas outlined by the National Board of Certified Counselors (NBCC) to prepare those students seeking professional counselor licensure and desiring to begin professional practice at the master's level. For more information about the status of accreditation, [click here](#). Acknowledged for its commitment to diversity, The Chicago School of Professional Psychology recognizes that service to a diverse community plays a vital role in mental health services. Through its programs, the Counseling Department embraces this commitment through the integration of multicultural education and diversity across its curriculum; successful students demonstrate an appreciation for and competency in this area. Likewise, the faculty reflects experience in graduate level teaching and counseling practice with diverse clinical populations. This program seeks to serve a diverse student body.

## Mission

The mission of the Chicago School of Professional Psychology (TSCPP) Master of Arts in Clinical Mental Health Counseling (CMHC) program is to provide a comprehensive and supportive learning environment that will facilitate professional and personal growth while producing competent, ethically sound, culturally sensitive, and skilled counselors who are committed to serving the community and society at large.



*Photo 2 - July 2016 Residency – Service Learning at Kuumba Lynx*

## The Clinical Mental Health Counseling Experience at TSCPP-Online

### Philosophy

The Essential Threads appear in every aspect of the curricula experience in the MA in CMHC program. The Essential Threads reflect the four core functions of a professional counselor.

- Professional Identity
- Ethical Decision Making
- Multicultural Competence
- Practical Application

### CMHC Core Belief

Clients have the ability to heal from within in a safe (judgement free zone) therapeutic environment.

### Relationship Philosophy (Expectations of CMHC Community Members)

The faculty and staff members of the MA in CMHC are committed to providing support while building healthy relationships to ensure academic success. Support includes but is not limited to instructors, advisors, graduate assistants, student ambassadors, and student service team members. Therefore, students within the MA in CMHC program are expected to: pursue excellence, communicate effectively, and build wholesome relationships with the CMHC support team and fellow peers.

One expectation we have for graduate students in the CMHC program is professionalism. One way you will demonstrate professionalism is through your communication and respect for peers, faculty, and staff. We expect that you will stay in frequent communication with us, especially if something is interfering with your course success. We also expect your communication, whether written or verbal, face-to-face or electronic, to be respectful of others. Professionalism also includes timely and respectful responses to emails sent by faculty and staff members. These responses let us know that you are receiving and reading these important messages.

Due to the nature of our online learning community, we cannot always connect face-to-face to hold meetings, social events, or casual conversations. This does not mean we are not a community! We offer several mandatory and optional meetings each term to connect with one another on issues critical to your education and career and also just for friendly check-ins. Please do your best to attend and participate; your voice, ideas, and attendance is important.



This program requires dedication, commitment, excellent time management, and self-care skills. There are multiple readings and assignments due throughout each week; you are required to be active in online discussions at least three days of each academic week (Monday – Sunday). You must turn assignments in on time, as late assignments are not accepted. To help you succeed, we highly encourage you use a calendar, planner, or time management system.

One of the most wonderful aspects of the CMHC program and TCSP as a whole is the abundance of resources available to you. You can access tutoring, proofreading, library assistance, writing skills classes, graduate student success classes, disabilities services assistance, and more on the TCSP website and through your courses. However, these services cannot benefit you if you do not access them. As a graduate student, you have to make the most of these wonderful services for them to be helpful.

## Program Competencies

### Program Learning Outcomes (PLOs)

Upon successful completion of this program students will be able to:

1. **Diversity and Advocacy:** demonstrate the knowledge, skills, and practices to deliver culturally appropriate counseling services, advocate for clients, and understand how to influence policy to enhance the practice of clinical mental health counseling.
2. **Foundations:** show a commitment to their identity as counselors through membership and activities in professional organizations, and through ethical behavior in their work with clients and other professionals.
3. **Counseling, Prevention, and Intervention:** demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis, treatment, referral, and prevention of mental and emotional disorders.

4. **Assessment:** demonstrate the knowledge, skills, and practices of culturally appropriate and holistic clinical evaluation and assessment of normalcy and psychopathology.
5. **Diagnosis:** demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis of both psychopathology and normal developmental challenges, including appropriate use of diagnosis during trauma-causing events.
6. **Research and Evaluation:** competently and critically evaluate clinical mental health counseling research, demonstrate understanding of evidence-based treatments and outcome evaluation, and apply appropriate models of program evaluation.

#### Eight Core CACREP Competencies

The MA CHMC program at TCSP is designed to equip future counselors with skills, experience, and training from eight common core areas (CACREP, 2016, Section 2.F.). These eight common core areas serve as the core competencies for certification and professional recognition. Each competency aligns itself with a Program Learning Outcome (PLO).

<b>Eight Core Competencies</b>	<b>Program Learning Outcomes</b>
Professional Counseling Orientation & Ethical Practice	Foundations
Social and Cultural Diversity	Diversity & Advocacy
Human Growth and Development	Counseling, Prevention, and Intervention
Career Development	Foundations
Counseling and Helping Relationships	Foundations
Group Counseling and Group Work	Counseling, Prevention and Intervention
Assessment and Testing	Diagnosis, Assessment
Research and Program Development	Research and Evaluation

## Assessment and Evaluation

### Writing Competency

All CMHC-Online students must complete the Writing Assessment Process (WAP) in the first term of enrollment during CM 500 – Introduction to the Counseling Profession and Ethics.

The completion of WAP and AWS is an institutional requirement for all new students, regardless of other advanced degrees they may have earned at other schools. Based on their WAP results, some students are placed out of the AWS and automatically receive a passing grade on their transcripts. To complete the WAP, each new student writes a 500-word essay in response to a specific prompt and submits it to NCADE for assessment by two writing specialists. The instructions for writing this essay are sent to all admitted students upon future deposit. The essays are due within 10 days of receipt of the notification.

Students have the right to request a one-time extension. Failure to complete the WAP in a timely manner results in an account hold, and the student may not be able to continue in the academic program until successful completion is demonstrated. Based on the WAP score, a student will be required to either complete, or be considered exempt from, the AWS. Based on the WAP scores, a student may be required to complete the Academic Writing Seminar, a seven-week online writing workshop taught by experienced writing instructors.

However, AWS is available to all students who would like to enroll. A final grade of "Pass" (P) is considered successful completion of the AWS. Students who do not pass the AWS receive a grade of "No Pass" (NP) and are enrolled to retake the course the following term. Failure to earn a final grade of "Pass" (P) on a student's second attempt may result in an Academic Development Plan or referral to the Student Affairs Committee. It is the sole responsibility of the student to make the necessary adjustments in his or her school, work, and personal schedule to ensure full participation in the AWS ([Writing Assessment Process & Academic Writing Seminar](#)).

### Programmatic Competency Assessments

CMHC-Online utilizes two empirically based assessments, the Dispositions and Skills Competency Assessment (DSCA; See Appendix B - Competency Assessments) and the Program Knowledge Competency Rubric (See Appendix B - Competency Assessments), to systematically evaluate the program objectives, specifically student learning. The Director of APP and the Department Chair developed the Dispositions and Skills Competency Assessment (DSCA) and the instrument is well grounded in the CACREP Standards (2016), ACA Code of Ethics (2014), Multicultural and Social Justice Counseling (MSJC) Competencies (Ratts, Singh, Nassar-McMillian, Butler, & McCullough, 2016) and the TCS/CMHC Program Learning Outcomes and the Course Learning Outcomes, which are directly connected to the eight common core areas (CACREP, 2016, Section 2.,F.) and the CMHC Entry-Level Specialty Area Standards (CACREP, 2016, Section 5.,C.). The Program Knowledge Competency Rubric utilizes the TCS/CMHC Program Learning Outcomes and the Course Learning Outcomes, which are directly connected to the eight common core areas (CACREP, 2016, Section 2.,F.) and the CMHC Entry-Level Specialty Area Standards (CACREP, 2016, Section 5.,C.).

CMHC-Online collects all students learning data collected via the two competency instruments in Tk20. Tk20 is a leading provider of comprehensive assessment and accreditation management solutions and CMHC-Online utilizes Graphite Plus (Tk20 v8.2). Tk20 is a powerful tool that allows analysis of data by individual student, cohort, faculty member, course, year, etc.

The Chicago School utilizes Signature Assignments to evaluate student learning across the program. CMHC-Online has three levels of Signature Assignments: basic, intermediate, and advanced. The basic assessment typically occurs in the first year courses and the expectation is that students will have foundational information about the eight core areas of counseling but may not be able to integrate the knowledge into skills yet. The following Signature Assignments in the following courses assess student learning at a basic level:

Program Learning Outcomes						
PLO1: Diversity and Advocacy	PLO2: Foundations	PLO 3: Counseling, Prevention, and Intervention	PLO 4: Assessment*	PLO 5: Diagnosis	PLO 6: Research and Evaluation*	
Institutional Learning Goals						
DIVERSITY	PROFESSIONAL BEHAVIOR	PROFESSIONAL PRACTICE	PROFESSIONAL PRACTICE	PROFESSIONAL PRACTICE	SCHOLARSHIP	
Basic Assessment						
CM 500 - Introduction to the Counseling Profession		Counselor Interview (MLO 2.2.2) Midterm Exam (MLO 2.2.1, 2.2.5, 2.2.7, 2.2.13) Final Exam (MLO 2.2.2., 2.2.4., 2.2.7., 2.2.8.)	Counselor Interview (MLO 3.5.5)			
CM 507 - Theories of Counseling and Psychotherapy			Final Exam (MLO 3.5.1, 3.5.5, 3.5.12)			
CM 514 - Diagnosis of Mental Health Issues		Final Project (MLO 2.2.13)	Final Project (MLO 3.3.3)		Final Project (MLO 5.8.1, 5.8.2, 5.8.3)	
CM 521 - Lifespan Development	Book Club Final (MLO 1.1.1, 1.1.2) Midterm Exam (MLO 1.1.2) Final Exam (MLO 1.1.1)		Book Club Final (MLO 3.3.1, 3.3.3, 3.3.4, 3.5.6) Midterm Exam (MLO 3.3.1, 3.3.3, 3.3.5) Final Exam (MLO 3.3.1, 3.3.3, 3.3.5)			
CM 528 - Helping Relationships & Skill Development in Counseling	Skill Assessment & Self-Reflection (MLO 1.1.2, 1.1.3) Final Transcription Project (MLO 1.1.2)	Skill Assessment & Self-Reflection (MLO 2.2.8, 2.2.9, 2.2.13) Final Transcription Project (MLO 2.2.8, 2.2.13)	Skill Assessment & Self-Reflection (MLO 3.3.3, 3.5.1, 3.5.4, 3.5.5, 3.5.7, 3.5.9) Final Transcription Process (MLO 3.5.1,	Skill Assessment & Self-Reflection (MLO 4.7.4)		

			3.5.4, 3.5.5, 3.5.7, 3.5.9)			
CM 592 - Clinical Mental Health Counseling	Final Project (MLO 1.1.1)	Final Project (MLO 2.2.1, 2.2., 2.2.3, 2.2.4, 2.2.6, 2.2.11, 2.2.12, 2.2.14, 2.2.15)	Final Project (MLO 3.3.4, 3.5.1, 3.5.2, 3.5.3, 3.5.10)			

\* CLO 4 (Assessment) and CLO 6 (Research and Program Evaluation) are measured at the intermediate and advanced levels only as these core areas of counseling require integration skills. Both are introduced in the first year and assessed through formative evaluation; and the first Signature Assignment for both occur in the second year courses.

The intermediate assessment typically occurs in the second year courses and the expectation is that students will have an emerging understanding of the eight core areas of counseling and will be able to demonstrate emerging skills utilizing the concepts from the eight core areas. The following Signature Assignments in the following courses assess student learning at an intermediate level:

Program Learning Outcomes						
PLO1: Diversity and Advocacy	PLO2: Foundations	PLO 3: Counseling, Prevention, and Intervention	PLO 4: Assessment	PLO 5: Diagnosis	PLO 6: Research and Evaluation	
Institutional Learning Goals						
DIVERSITY	PROFESSIONAL BEHAVIOR	PROFESSIONAL PRACTICE	PROFESSIONAL PRACTICE	PROFESSIONAL PRACTICE	SCHOLARSHIP	
Intermediate Assessment						
CM 530 - Advanced Treatment Planning and Psychopharmac ology		Final Project (MLO 2.2.8, 2.2.13)	Final Project (MLO 3.3.3, 3.5.6, 3.5.7, 3.5.8, 3.5.9, 3.5.10, 3.5.13, 3.5.14)	Final Project (MLO 4.7.7, 4.8.1, 4.8.2, 4.8.3)		Final Project (MLO 6.9.1)
CM 571 - Assessment of Individuals				Personal Assessment (MLO 4.7.2, 4.7.8, 4.7.9) Group Project (MLO 4.7.3,	Personal Assessment (MLO 5.8.1, 5.8.2)	

				4.7.6, 4.7.8, 4.7.10) Stats Assessment (MLO 4.7.8)		
CM 543 - Group Theories and Processes of Counseling	Final Project (MLO 1.1.3, 1.1.4)	Final Project (MLO 2.2.7)	Final Project (MLO 3.5.8, 3.5.9, 3.6.1, 3.6.2, 3.6.3)			Final Project (MLO 6.9.1, 6.9.2)
CM 550 - Diversity & Multiculturalism	Final Exam (MLO 1.1.1, 1.1.2, 1.1.3, 1.1.4) Personal Narrative (MLO 1.1.1, 1.1.2, 1.1.3, 1.1.4)	Personal Narrative (MLO 2.2.4)				
CM 578 - Methods of Research & Program Evaluation						Final Project (MLO 6.9.1, 6.9.2, 6.9.4)
CM 598 - Psychopathology			Final Project (MLO 3.3.1, 3.3.3, 3.3.4, 3.5.13)	Final Project (MLO 4.7.6, 4.7.10)		

The advanced assessment typically occurs in the third year courses and the expectation is that students will have a solid understanding of the eight core areas of counseling and will be able to consistently demonstrate skills utilizing the concepts from the eight core areas. The following Signature Assignments in the following courses assess student learning at an advanced level:

Program Learning Outcomes					
PLO1: Diversity and Advocacy	PLO2: Foundations	PLO 3: Counseling, Prevention, and Intervention	PLO 4: Assessment	PLO 5: Diagnosis	PLO 6: Research and Evaluation
Institutional Learning Goals					
DIVERSITY	PROFESSIONAL BEHAVIOR	PROFESSIONAL PRACTICE	PROFESSIONAL PRACTICE	PROFESSIONAL PRACTICE	SCHOLARSHIP
Advanced Assessment					

CM 536 - Couples and Family Counseling	Multidimensional Case Study (MLO 1.1.4)		Multidimensional Case Study (MLO 3.5.1, 3.5.2, 3.5.7, 3.5.8, 3.5.9)			
CM 564 - Career Development & Counseling			Final Exam (MLO 3.4.1, 3.4.2, 3.4.3) Career Counseling Action Plan (MLO 3.4.1, 3.4.2, 3.5.7, 3.5.8, 3.5.10)	Final Exam (MLO 4.7.1)		
CM 605 - Counseling Practicum	DSCA (MLO 1.1.1, 1.1.2, 1.1.3, 1.1.4)	DSCA (MLO 2.2.2, 2.2.4, 2.2.7, 2.2.8, 2.2.13, 2.2.14)	DSCA (MLO 3.5.1, 3.5.5, 3.5.6, 3.5.7, 3.5.8, 3.5.9, 3.5.13, 3.7.4)	DSCA (MLO 4.7.5)		
CM 614 - Internship in Counseling 1	DSCA (MLO 1.1.1, 1.1.2, 1.1.3, 1.1.4)	DSCA (MLO 2.2.2, 2.2.4, 2.2.7, 2.2.8, 2.2.13, 2.2.14)	DSCA (MLO 3.5.1, 3.5.5, 3.5.6, 3.5.7, 3.5.8, 3.5.9, 3.5.13, 3.7.4)	DSCA (MLO 4.7.5)		
CM 619 - Internship in Counseling 2	DSCA (MLO 1.1.1, 1.1.2, 1.1.3, 1.1.4)	DSCA (MLO 2.2.2, 2.2.4, 2.2.7, 2.2.8, 2.2.13, 2.2.14)	DSCA (MLO 3.5.1, 3.5.5, 3.5.6, 3.5.7, 3.5.8, 3.5.9, 3.5.13, 3.7.4)	DSCA (MLO 4.7.5)		

The CMHC-Online faculty review the student learning data on a regular basis throughout the student’s program. Students are expected to achieve specific benchmarks throughout the program and the benchmarks reflect the developmental nature of the CMHC-Online program. The Benchmark Chart (See Appendix B - Competency Assessments) provides guidance on when faculty members should refer students for further remediation and support using the Benchmark Referral Form. The Director of APP and the Department Chair review the Benchmark Referrals from the previous term



during the first week of each term. Then, the relevant faculty meet with students needing remediation to develop a plan of support (either a Dispositions and Skills Development Plan (DSDP) or an Academic Development Plan (ADP)). The Director of APP oversees DSDPs and the Academic Development Plan Manager oversees the ADPs. The CMHC-Online collects a variety of data on student learning across multiple points in time, including the Counselor Preparation Comprehensive Examination (CPCE; administered immediately before Residency 1); Dispositions and Skills Competency Assessment (DSCA; after every course, during and after residency, and during and after each fieldwork course); the Program Knowledge Competency Rubric (after each Signature Assignment); the Capstone (Exit Symposium and Exam during Internship 2); and student grades (GPA). The faculty collect and review the data in aggregate at the following points in a student's program of study: before, during and after each residency; upon application to fieldwork; and as part of the Exit Symposium. Twice a year, the faculty have an Assessment Summit, during the November summit, the faculty review all students in the fall cohorts and 50% of the students in spring cohorts (last names A – M) and during the April summit, the faculty review all students in the summer cohorts and the remaining 50% of the students in spring cohorts (last names N – Z). Faculty members may also recommend a review of other students as time allows. Students who are making developmentally appropriate progress will receive a letter from the Chair recognizing the growth and development the faculty have witnessed from the student. Students who are not making the expected growth in their knowledge, skills, and dispositions will be referred for a Dispositions and Skills Development Plan (DSDP) and/or an Academic Development Plan (ADP) depending on the knowledge, skills, and disposition development needed.

## University Policies and Procedures

### Matriculation Requirements

Students must maintain academic, financial aid, and programmatic good standing. Click here for [Matriculation Requirements](#).

### Transfer Credits

Matriculated students will typically fulfill all degree requirements through courses offered at TCSPP. The transfer credit process provides an opportunity for a student to have credit hours earned at another institution or in another TCSPP program applied to the current program of study. In order to be eligible for transfer, credit hours must have been earned prior to matriculation into the current TCSPP program and from a recognized, regionally accredited degree-granting institution.

A [Transfer Credit/Course Waiver Petition](#) must be submitted for each course by the end of the second term of enrollment (online students). This petition must include the course details along with a course syllabus and official transcript documenting the grade earned in the course. The student is responsible for ensuring that all required documentation noted on the petition is submitted.

Requests for transfer credit are evaluated by the Department Chair or designee, and the decision to accept transfer credit rests solely with TCSPP. The institution reserves the right to require satisfactory performance on an examination before granting transfer credit.

For the CMHC (Online Campus), students may apply to have up to 12 credits of courses transferred for credit. However, courses will only be considered for transfer if the course meets 80% of the Course Learning Outcomes in the MA in CMHC course for which the student is trying to transfer credit. The course being transferred must also include current best practices in the counseling field, e.g. a diagnosis course that taught

about the DSM-IV-TR would not be considered current best practices. Courses that include residency or fieldwork may not be transferred.

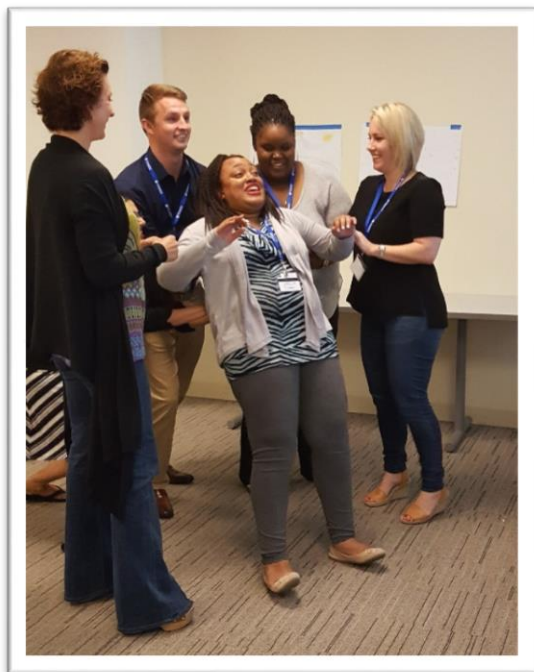
For full details regarding the Transfer Credit policy, please review the [Graduate Transfer Credit Policy](#).

### Academic Appeal Policy

A final course grade may be appealed only when the grading criteria stated in the course syllabus and/or the Academic Catalog & Student Handbook have not been followed. A student must be able to present clear evidence of the misapplication of published grading criteria to have a course final grade appeal considered. A change to a course final grade may be approved only by the faculty member who assigned the course final grade, the Department Chair, or a faculty member or committee of faculty appointed by a Department Chair. To appeal a course final grade, students should visit the [Academic Catalog – Grade Appeals](#) for the full policy and procedure.

### Endorsement Policy

The CMHC (Online Campus) faculty will recommend graduates of the MA in CMHC for certification, licensure, and/or employment directly related to clinical mental health counseling for which the graduate has received adequate professional preparation. Faculty will 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).



*Photo 3 - Building Trust in Residency 2*

## Licensure Disclosure

Each state's counseling licensure board determines the specific requirements for candidates seeking professional counseling licensure and those requirements are subject to change.

As of August 1, 2015, the MA Clinical Mental Health Counseling online degree program aligns with the degree and coursework requirements for licensure as a Licensed Professional Counselor (LPC) in the following states: Alabama, Alaska, Arkansas, Arizona, Colorado, Connecticut, Delaware, the District of Columbia, Florida, Georgia, Hawaii, Idaho, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, and Wyoming. Note that applicants for licensure as an LPC in the aforementioned locations may also be required to complete a minimum number of

hours of post-master's professional counseling experience within a specified time period, as well as other state-specific requirements.

As a fully online degree program, the MA Clinical Mental Health Counseling program does not meet current state requirements for professional counseling licensure in the following states: Illinois, Iowa, Kansas, Missouri, North Dakota and New Hampshire. In addition, the M.A. Clinical Mental Health Counseling online degree program is under review and cannot be offered at this time to students in Wisconsin.

The M.A. Clinical Mental Health Counseling program is not currently on the California Bureau of Behavioral Sciences (BBS) list of approved online programs. California residents who obtain online degrees while residing in California must meet the same requirements that California residents must meet. This means that they cannot add California-specific content or other areas of instruction post-degree. As this degree is not on the BBS list of approved programs, it is not likely that the degree will be acceptable for LMFT licensure in California for California residents at this time. The M.A. Clinical Mental Health Counseling program was not designed to meet professional counseling licensure standards outside of the United States of America. It is the student's responsibility to determine the licensure requirements for any state not listed above. The M.A. Clinical Mental Health Counseling program, designed to be a pre-licensure preparation program of study, may meet some or all of the requirements for the remaining states not listed above, but additional state-specific approvals or coursework and/or practicum hours may be required beyond the program's graduation requirements. Licensing requirements include the following for most states: completion of a master's degree, post-graduate field work, examination and application for license. A directory of state licensure boards is located here.

## Student Retention, Remediation, and Dismissal

### Student Retention

Students enrolled in CMHC (Online Campus) are regularly monitored in their knowledge, skills, and dispositions throughout the duration of their program. In accordance with The Chicago School policy, as outlined in the CMHC Student Handbook, as well as The Chicago School [Academic Catalog](#), students are evaluated according to Academic and Financial Aid Good Standing as well as Programmatic Good Standing. For all graduate students at The Chicago School, Academic and Financial Aid Good Standing is met when the student has earned a cumulative GPA of 3.0 or above. Students must maintain this cumulative GPA, which is reviewed at the conclusion of every term. Any graduate student receiving a grade of C or below is required to retake the course as soon as the course is offered again.

The CMHC (Online Campus) also requires students to remain in Programmatic Good Standing. The requirements, as detailed in the CHMC-Online Student Handbook, include adherence to the American Counseling Association Code of Ethics, meeting program benchmarks demonstrating competence on the eight core areas of Section 2.F. of the CACREP 2016 standards, and completing coursework, including fieldwork, as required by CACREP and specific state licensure requirements. Each core course contains signature assessments, which are evaluated with either the Dispositions and Skills Competency Assessments (DSCA; see Appendix B) or the Program Knowledge Competency Rubric (see Appendix B). The CMHC Benchmark Chart (see Appendix B) designates the developmentally appropriate score for students as they progress through each course of their program. Students not meeting the required score at each benchmark are referred for remediation as indicated on the CMHC Benchmark Chart.

### Student Remediation

In circumstances where students are failing to demonstrate the necessary requirements for Academic, Financial, and/or Programmatic Good Standing, several options for remediation are utilized. These include The Chicago School Satisfactory Academic

Progress (SAP) Plan, the CMHC (Online Campus) Academic Development Plan (ADP), referrals to the Student Affairs Committee (SAC), and Dispositional Skills Development Plans. Expectations, policies, and standards of practice are identified in several institutional and program documents such as the CMHC (Online Campus) Student Handbook, the Academic Development Plan Guidebook, the Fieldwork Manual, and the Residency Manuals.

#### Satisfactory Academic Progress (SAP) Plan

A student is required to maintain Satisfactory Academic Progress (SAP) toward the completion of a degree, certificate, or credential program while attending TCSPP. SAP is measured to ensure that a student is making satisfactory academic progress toward degree completion.

This SAP policy meets federal and accrediting agency regulations governing student eligibility for financial aid. This requirement applies to all students regardless of method of payment or enrollment status. Failure to meet these standards may result in the loss of financial aid eligibility.

SAP is measured qualitatively (grade-based) and quantitatively (time-based). The qualitative measure is cumulative grade point average (CGPA). The quantitative measure is the percentage of attempted units that are successfully completed which is referred to as pace, or rate of progress. A student must complete the required units for the program of study within the maximum allowable units attempted (150% of the required units), referred to as the maximum time frame (MTF).

#### *SAP Standards - Qualitative Standards*

**Cumulative Grade Point Average (CGPA).** The cumulative GPA, the qualitative standard, includes all undergraduate and graduate level coursework attempted at TCSPP, excluding grades of Transfer Credit (TR), Course Waiver (WA), Credit (CR), No Credit

(NC), In Progress (IP), Withdrawal (W), Incomplete (I), Audit (AU), Pass (P), and No Pass (NP). Only the latter grade is counted in the cumulative GPA for any repeated course. Credits accepted and applied in transfer and waiver, where applicable, are not included in the GPA calculation.

- A graduate student must maintain a cumulative GPA of 3.00 or above.

### *SAP Standards - Quantitative Standards*

**Pace (Rate of Progress).** Pace (Rate of Progress) is measured at the end of every term/semester. Pace refers to the minimum percentage of attempted units a student must successfully complete to remain in Academic & Financial Aid Good Standing. A student successfully completes a course and earns the units attempted when the student's performance merits a passing grade. Pace is calculated by dividing the number of credit hours earned by the number of credit hours attempted.

- $\text{Pace} = \frac{\text{Cumulative number of credit hours successfully completed}}{\text{Cumulative number of credit hours attempted}}$

Attempted credit hours is defined as all courses attempted at TCSPP and recorded on the academic record, including course repeats, withdrawals, and incompletes. Credits accepted and applied in transfer count as both credit hours attempted and credit hours completed in the SAP Pace calculation. Grades that negatively impact Pace are Fail (F), Withdrawal Fail (WF), Incomplete (I), Withdrawal (W), No Credit (NC), No Pass (NP). Repeated courses negatively impact Pace since the original and repeated credits are counted as attempted units. Grades that apply to the pace calculation appear in the Letter Grade Standard Evaluation chart below.

- All graduate students must maintain a minimum of 66.67% Pace for all attempted credits.

### **Maximum Timeframe (MTF)**

Maximum Timeframe (MTF) requires the successful completion of all program requirements within 150% of the published program length as measured in credits



attempted for the enrolled program. Credits accepted and applied in transfer toward a current enrollment are included as attempted and earned credits in determining the MTF. A student's progress must ensure academic program completion within the MTF. The number of units required for graduation and the estimated time to degree completion for each academic program appear in the Program of Study CMHC Online Campus webpage descriptions available in the Academic Catalog.

- Program length is measured based on required credit hours; therefore, a student may not attempt more than 150% of the number of required credit hours in the degree program.
  - For example, an academic program that requires 60 units for completion may not extend beyond 90 attempted units ( $60 \text{ units} \times 150\% = 90 \text{ units}$ ). In order for the academic program to be completed within the MTF, the student must complete a minimum of 66.67% of all units attempted ( $60 \text{ units} \div 90 \text{ units} = 66.67\%$ ).

### *SAP Evaluation Period*

SAP is evaluated at the end of each term/semester after all final grades are posted. After evaluation, a student who does not meet SAP standards will be notified in writing by the Office of the Registrar. It is important for a student to check the school email frequently to respond to any communication regarding SAP status.

A student who wishes to transfer to a new campus or program must be in Academic Good Standing. An academic program change may impact the SAP evaluation period. The SAP review will include only TCSPP coursework that is applicable to the new program of study.

Veteran Affairs (VA) benefit recipients are responsible for complying with the SAP requirements established by the U.S. Department of Veteran Affairs for benefit eligibility. When a recipient is placed on Academic and Financial Aid Probation, TCSPP will report this status to the VA. A student must meet SAP in order to be eligible to graduate.

### Academic and Financial Aid Warning: SAP Not Met

A student in good standing who does not meet SAP standards will be placed on Academic and Financial Aid Warning for the following term/semester. A student is given one term/semester to meet SAP standards, and is still eligible for federal financial aid during the Academic and Financial Aid Warning period. A student on Academic and Financial Aid Warning must:

1. Meet with an academic advisor and/or the Department Chair to discuss academic implications.
2. Repeat any course in which “C” and below for graduate students or “D” and below for undergraduate students was earned as soon as the course is offered in a subsequent term/semester. This may occur in the term/semester that occurs immediately after the term/semester that resulted in the Academic and Financial Aid Warning status.

A student who does not meet SAP at the end of the Academic and Financial Aid Warning period will no longer be eligible to receive federal financial aid without a successful appeal. The student must successfully appeal in order to be placed in Academic and Financial Aid Probation status. A student must submit the **Reinstatement Petition** including supporting documentation to the Office of the Registrar within 3 calendar days of notification. The Reinstatement Petition must be based on extenuating circumstances.

The Reinstatement Petition will be reviewed by the academic department within 3 business days. The petition will either be approved or denied. The Office of the Registrar will notify the student of the academic department’s decision.

A student whose Reinstatement Petition is denied or who fails to petition for reinstatement will be dismissed from TCSPP. If it is not mathematically possible for a student to meet SAP within four terms/two semesters, the student will be dismissed from the institution.

If the petition is approved, the student will:

1. Be placed on Academic and Financial Aid Probation and issued a SAP Development Plan. The academic department may also institute additional Academic Development Plan requirements that the student must meet.
2. Be required to meet with an advisor regarding SAP status.
3. Be required to repeat any course in which “C” and below for graduate students or “D” and below for undergraduate students was earned as soon as the course is offered in a subsequent term/semester. This may occur in the term/semester that occurs immediately after the term/semester that resulted in the Academic and Financial Aid Probation status.

#### [Academic and Financial Aid Probation: SAP Not Met](#)

A student who has been granted an appeal following a period of Academic and Financial Aid Warning is placed on Academic and Financial Aid Probation for the following term/semester. A student who is placed on Academic and Financial Aid Probation will be issued a SAP Development Plan which will detail academic requirements to remain enrolled. A student who does not follow the SAP Development Plan and meet SAP at the end of the term/semester will be dismissed from the institution.

Should a student require more than two terms/one semester to meet SAP, this must be outlined in the SAP Development Plan. The student must follow the requirements of the SAP Development Plan in order to remain enrolled. A student who does not follow the SAP Development Plan and meet SAP at the end of the term/semester will be dismissed from the institution.

At the conclusion of the term/semester of Academic and Financial Aid Probation, a student who does not meet the terms of their SAP Development Plan and/or does not meet SAP requirements will be dismissed from the institution. A dismissed student is not eligible to receive financial aid. Refer to the [Readmission Policy](#).

### Academic and Financial Aid Dismissal: Dismissal

A student is academically dismissed if the student fails to meet the conditions of the SAP Development Plan or SAP standards at the end of an Academic and Financial Aid Probation period. The dismissal will be noted permanently on the student's official transcript.

A student who has been awarded financial aid or Veterans' education benefits for the subsequent term/semester is advised that academic dismissal carries with it the cancellation of any financial aid or benefits. In-school loan deferment status ends as of the dismissal date. Financial aid previously received by a dismissed student may be returned to the lender by the institution depending on the date of dismissal. In such cases, the student may owe the institution for aid returned or outstanding charges. A student who is re-admitted may be reconsidered for financial aid at that time. However, reinstatement does not necessarily mean that financial aid will be available for that term/semester or any future term/semester. A student who loses financial aid eligibility may be readmitted by improving their academic standing to meet the minimum standards of the SAP policy. Refer to the Re-Admission Policy and [Financial Aid and Student Account Policies](#) for more information.

### Maximum Timeframe Dismissal

A student who exceeds the 150% MTF for a program of study or who cannot mathematically complete the program of study within the MTF will be deemed ineligible for financial aid and dismissed from the institution.

*Source: **Academic Policies and Procedures, 2016-17 Academic Catalog Fall 2***

### **Addendum**

#### Academic Development Plan

As noted in the Academic Development Plan Guidebook, an Academic Development Plan (ADP) is an individualized remediation plan, based on a standard format from The Chicago School so as to maintain alignment with The Chicago School academic policies.

Core, CMHC (Online Campus) faculty member, Dr. Kristy Eldredge, serves as the department's ADP manager and coordinates these remediation plans.

ADPs are created when students demonstrate deficiencies in competencies necessary for program completion and entry into professional practice. Even when they are beyond the student's control, such difficulties present opportunities for growth, insight, and development. Therefore, ADPs are designed to maximize student development in light of strengths and weaknesses, holistic goals, and specific actions to reach those goals. While participating in an ADP may be uncomfortable for some students, it is fundamentally a supportive tool used to advance professional and personal development.

ADPs are initiated by the Academic Departments when a student demonstrates a growth need that interferes with academic performance, training competence, and/or professional behavior. ADPs may be used to augment advising and other feedback that addresses student progress, competencies, and professional behavior. ADPs do not constitute disciplinary action, but failure to complete an ADP may lead to disciplinary action. In addition, a student's behavior or academic performance may necessitate institutional and/or departmental disciplinary action in conjunction with an ADP. The Student Affairs Committee (SAC) may determine that a condition of continued enrollment is that students address a need for growth in a specific manner. When this occurs, the student may request from the department an ADP that includes this condition if they wish to remain enrolled. The department will determine if and how an ADP will be offered to the student in these circumstances.

ADPs may also include activities that support the students' ability to progress on the Satisfactory Academic Progress (SAP) plan that is developed by the registrar in response to violations of specific GPA and progress concerns (see Student Handbook). An ADP is independent of a SAP plan and successful completion of an ADP does not necessarily meet the requirements of successful completion of a SAP plan.

Academic Development Plans may be voluntary or required. An ADP is voluntary if a student is placed on Academic Warning by The Chicago School registrar. This occurs in the first term that a student's Cumulative GPA falls below a 3.0. If the student is unable to pull the CGPA up to a 3.0, thus having a second term under this standard, the student is required to petition the CMHC Online Department Chair to remain in the program and, if approved, is required to participate in an ADP. Other circumstances in which a student may be required to participate in an ADP includes plagiarism, fabrication, professional comportment issues, and performance issues during fieldwork. Required ADPs last for two academic terms, at which point the student's academic progress is evaluated. If the student has returned to Academic Good Standing the ADP is terminated. If not, the student may be referred to the Student Affairs Committee (SAC) for further evaluation.

When an ADP is put in place, a meeting is held between the ADP Manager, the student, the student's faculty advisor, and CMHC Online Department Chair or Director of APP, if necessary. Other key student affairs staff may be invited to participate as well, including Disability Services, Career Services, International Services and Programs, etc. During these meetings, students are invited to identify the challenges or situation that led to the ADP invitation/requirement and identify what resources may be helpful in overcoming these challenges. Likewise, after the student shares, the faculty members who are involved are invited to share their observations and recommendations as well. Academic and departmental policies and expectations are reiterated to the student to confirm understanding. Based on the conversation, student-specific benchmark tasks are set that the student will need to meet throughout the two-term ADP duration. The process is a collaborative process, inviting the student to apply self-awareness, responsibility and receive the necessary resources that will help the student to overcome particular challenges or struggles.

### Dispositions and Skills Development Plan

At specific benchmarks the faculty assess students on their counseling dispositions and skills. Faculty members use the Dispositions and Skills Competency Assessment (DSCA) to assess students' dispositions and skills. If faculty members rate students below what is developmentally appropriate for the student's time in the program, a Dispositions and Skills Development Plan (see Sample DSDP.pdf) will be developed with the student, assessing faculty member, the student's faculty advisor, and CMHC Online Department Chair or Director of APP, if necessary. Much like ADPs, the student and faculty collaborate to tailor the DSDP to the student's needs. Most, skills based DSDPs include attendance at monthly skills practice labs facilitated by CMHC (Online Campus) Faculty. These plans also include student-specific developmental tasks including, but not limited to conducting interviews with an individual from a different cultural background, conducting advising sessions with faculty, participating in practice sessions with fellow students, etc. The duration of a DSDP depends on the unique circumstances of each student.

### Student Affairs Committee Hearings

[The Student Affairs Committee](#) (SAC) is a committee of faculty members from various departments with the purpose of addressing issues of academic integrity or professional comportment in cases where previous departmental efforts of remediation have not been successful, or in cases of plagiarism, fabrication, or cheating as these behaviors warrant an immediate referral to SAC for further investigation, intervention, and/or sanctions. The CMHC (Online Campus) Department Chair makes the referral to SAC through the Student Affairs Committee-Referral Form. If it is a minor infraction, the department can document the plan for remediation and inform SAC of this preference (as opposed to a SAC hearing/intervention). Egregious violations of the student code of conduct mandates a SAC referral and hearing. In addition, if a student left or is terminated from his/her fieldwork site, a referral to SAC should be made and a hearing should take place. If the student left a fieldwork site due to medical issues, a SAC referral is not necessary.

Any faculty or staff can make recommendation for referral but only the CMHC (Online Campus) Department Chair can make the referral to SAC. The referral letter must be written on The Chicago School's letterhead, documenting the following: steps faculty have already made for remediation, specifics of the allegation, and student's current status in the program. This information should be sent electronically and confidentially, along with a referral form. If the issue is fieldwork-related, the referral should include the fieldwork site and university supervisors' information. All documents should be scanned and included with the referral; the unofficial transcript should be included, as well as other relevant documents (TurnItIn report, plagiarized paper, original assignment, summary of communication, relevant emails, redone assignments, previous ADPs, all referral information from previous SAC referrals, etc.). Departments should not recommend offer clinical assessments, personal therapy, or mandatory Leaves of Absence (LOAs) as potential interventions by the SAC committee.

If SAC determines that a hearing is necessary, the SAC committee will invite the student, the CMHC (Online Campus) Department Chair, faculty/staff support person (selected by the student) to the hearing. Questions in the hearing focus on what school policies were violated, what conduct occurred, has student taken ownership of the violation, and plans for remediation/development. SAC remediation decisions are determined by the magnitude of the offense, student's acknowledgment of responsibility, and the student's plan for development. The SAC committee's decisions may include putting the student on an ADP, dismissal from the program, or no action. If an ADP is recommended, the CMHC (Online Campus) ADP Manager will manage and monitor the plan.

#### Dismissal from the program

If a student who has been placed on a SAP, ADP, or DSDP for more than two terms is unable to meet the requirements of these plans, the student will be dismissed from the



program and institution. Other cases in which a student may face dismissal from the institution include exceeding the 150% maximum time frame (MTF) for completing the program, [academic dishonesty](#), and/or egregious violations of the student code of conduct.

## Ethical and Professional Obligations

### Ethics and Professional Behavior

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.

### American Counseling Association

#### Code of Ethics

##### *Professional Counseling Ethical Codes*

American Counseling Association (2014). [ACA Code of Ethics](#) Alexandria, VA: American Counseling Association.

American Mental Health Counselors Association (AMCHA, 2010). [Principles for 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.

#### *ACA Podcast*

Linde, L. E. (2014). [The NEW 2014 Code of Ethics: An Overview](#) [audio podcast].

In 2014, the ACA put forth the new revisions of the Code of Ethics. In this unit, we will be discussing these codes. To supplement this learning please listen to the 55:22 podcast by Lynn Linde on the 2104 Code available through ACA.

#### *Ethical Decision Making Models*

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

[Corey's Ethical Decision Making Model](#)

[Welfel's Ethical Decision Making Model](#)

## Membership

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.

## Personal Growth

### Expectations

*“Change and growth do not co-exist” - IBM's Ginni Rometty*

You will not leave the CMHC (Online Campus) the same way you entered. Being a counselor-in-training is an academic and a psychological process. You will be challenged to examine yourself in relation to everything you know to be true. Most likely, the way you determine “truth” will transform throughout the program. You will develop in four essential areas, which we refer to as the Essential Threads: professional identity, practical application, multicultural competence, and ethical decision-making. The development of these threads will change how you view yourself, others in your life, and the world in general. You are the primary tool of the counseling in which you will engage so you will engage in ongoing self-development as you become more refined as a counselor-in-training. All this change and growth will be exhausting and exhilarating. Therefore, you must engage in ongoing self-care and reflection throughout the process. The faculty will role model self-care and provide opportunities for you to discuss and plan for your own self-care.

### Personal Counseling Services

One way in which counselors engage in self-care is by partaking in our own profession. Your faculty will speak openly about their own experiences in counseling and how they engage frequently in counseling and other healing practices to stay healthy. The Chicago School utilizes an external organization, [GuidanceResources.com](http://GuidanceResources.com), which offers students personal counseling services, with the first three sessions at no cost. Faculty within the Clinical Mental Health Counseling program are not affiliated with the organization, and as such, do not have the ability to counsel students. Students have access to [Guidance Resources](http://GuidanceResources.com) online or they may call 855-460-6668. Prior to utilizing the services, students register with the Company Web ID: TCSPP.

## Opportunities for Professional Involvement

### Conferences

One of the best ways to network and learn about our profession is to attend local, state, regional, and national conferences. We will publish conference announcements in the CMHC (Online Campus) Advising Forum. Also, as a member of the American Counseling Association you will receive many notices of upcoming events. We strongly encourage all students to attend at least one national ACA conference while enrolled. The next few conferences will be:

2017 - San Francisco, CA: March 16–19 ([Register](#))

2018 - Atlanta, GA: April 25–29

2019 - New Orleans, LA: March 27–31

2020 - Orlando, FL: March 17–21

### Counseling Organizations

#### *American Counseling Association (ACA)*

The American Counseling Association's (ACA) website notes that the 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. The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.

You must maintain ACA membership throughout your enrollment with CMHC (Online Campus). Learn more about membership [here](#). ACA student membership is the best value in counseling at \$96 per year. ACA Master's Level students receive liability insurance coverage as part their membership. For just over half the price of full

professional membership, you will gain access to all of the career and professional resources available to practicing counselors, helping you prepare for your counseling career. To aid your coursework, ACA provides 24-hour electronic access to our journal, literature, and other research resources.

[ACA Student Membership Video](#)

[ACA Prezi on Student Membership](#)

Source: [ACA website](#)

*American Mental Health Counselor Association (AMHCA)*

The American Mental Health Counselors Association (AMHCA) is a division of ACA and is the leading national organization for licensed clinical mental health counselors. AMHCA strives to be the go-to organization for LCMHCs for education, advocacy, leadership and collaboration. Our organization provides the backbone of skills and resources needed for clinical mental health counselors to thrive in today's world.

Source: [AMHCA website](#)

*Association for Play Therapy*

The Association for Play Therapy (APT) is a national professional society established in 1982 and located in Clovis, California. It is a California mutual benefit corporation exempt from federal taxation per Section 501(c)(6) of the IRS Code. Steady membership growth since its inception has allowed APT to develop into a vibrant organization comprised of professionals in all Mental Health fields.

APT promotes the value of play, play therapy, and credentialed play therapists by advancing the psychosocial development and mental health of all people and sponsoring and supporting those programs, services, and related activities that promote the:

- Public understanding and appreciation of play and play therapy
- Effective practice of play therapy through research, education and training, and support
- Recognition, incorporation, and preservation of diversity in play and play therapy
- Development and maintenance of a strong professional organization that satisfies this mission

Source: [APT website](#)

#### *CACREP*

CACREP notes that accreditation is both a process and a status. The accreditation process incorporates programs' self-assessment along with external review to determine if and how program standards are being met. Accredited status indicates to the public at large that a program is fulfilling its commitment to educational quality.

The 2016 CACREP Standards are organized into six sections. Section 1, The Learning Environment, includes standards pertaining to the institution, the academic unit, and program faculty and staff. Section 2, Professional Counseling Identity, includes foundational standards and the counseling curriculum, comprising the eight required core content areas. Section 3, Professional Practice, refers to standards required for entry-level practice, practicum, internship, supervisor qualifications, and practicum and internship course loads. Section 4, Evaluation in the Program, provides standards relevant to evaluation of the program, assessment of students, and evaluation of faculty and site supervisors. Section 5, Entry-Level Specialty Areas, provides standards relevant to specialty areas offered by the program. These include addictions; career; clinical mental health; clinical rehabilitation; college counseling and student affairs; marriage, couple, and family; and school counseling. For each specialty area, standards pertaining to foundations, contextual dimensions and practice are provided. Section 6 contains the Doctoral Standards for Counselor Education and Supervision, including learning environment, professional identity, and doctoral-level practicum and internship requirements. In addition to the 2016 Standards, a

Glossary, defining key terms within the 2016 CACREP Standards document is available (CACREP, 2016).

### [2016 CACREP Standards](#)

Source: [CACREP website](#)

#### *National Board for Certified Counselors (NBCC)*

The National Board for Certified Counselors, Inc. and Affiliates (NBCC), an independent not-for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. The NBCC's vision is to enhance society worldwide through quality counseling. One resource the NBCC provides is a [state directory of licensing boards](#) for the states, DC, Puerto Rico, and Guam.

#### Presentations and Publications

Have a great project or paper you think could be published or would be valuable information to share in the professional community? You do not have to wait to be a doctoral student to publish or present! Your faculty would be thrilled to help you develop your ideas and role model for you how to present and/or publish. Reach out to your course instructor(s) or your faculty advisor for more information on how to get started. We also publish opportunities for collaboration in the CMHC (Online Campus) Advising Forum.





*Photo 4 - Dr. LA Stretch Presenting at National Conference*

### Student Organization

Students in CMHC (Online Campus) are in the process of developing a student interest group focused on professional identity, community engagement, and wellness. The organization will serve as an interest group for a three-month period as required by The Chicago School's Student Association. After the completion of the three-month period, the Interest Group will apply to become a Registered Student Organization. Upon receiving the Registered Student Organization status, the group may then request funds for approved activities and events. The ultimate goal of the interest group is to apply for Chi Sigma Iota chapter status once meeting the Registered Student Organization requirements.



*Photo 5 – Leadership Opportunities*

## Volunteering

There are many ways to gain counseling related experience as a graduate student. The following organizations are just some of the organizations you might want to consider volunteering with to gain counseling related experience and begin to build your professional network. These connections and training will help tremendously when you begin to apply for fieldwork opportunities and future job positions in the field.

### *American Red Cross*

The American Red Cross prevents and alleviates human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors. To learn more, click [here](#).

### *Big Brothers Big Sisters of America*

Big Brothers Big Sisters of America provide children facing adversity with strong and enduring, professionally supported one-to-one relationships that change their lives for the better, forever. To learn more, click [here](#).

*Counselors Without Borders*

Counselors Without Borders is committed to provide culturally responsive humanitarian counseling in post-disaster emergency situations. To learn more, click [here](#).

*Give an Hour*

Give an Hour's mission is to develop national networks of volunteers capable of responding to both acute and chronic conditions that arise within our society, beginning with the mental health needs of those who serve and their families. To learn more, click [here](#).

*Hospice Foundation of America*

The mission of Hospice Foundation of America is to provide leadership in the development and application of hospice and its philosophy of care with the goal of enhancing the U.S. health care system and the role of hospice within it. To learn more, click [here](#).

*Project Hope*

Project HOPE (Health Opportunities for People Everywhere) is dedicated to providing lasting solutions to health problems with the mission of helping people to help themselves. Identifiable to many by the SS HOPE, the world's first peacetime hospital ship, Project HOPE now provides medical training and health education, as well as conducts humanitarian assistance programs in more than 35 countries. To learn more, click [here](#).

*VolunteerMatch*

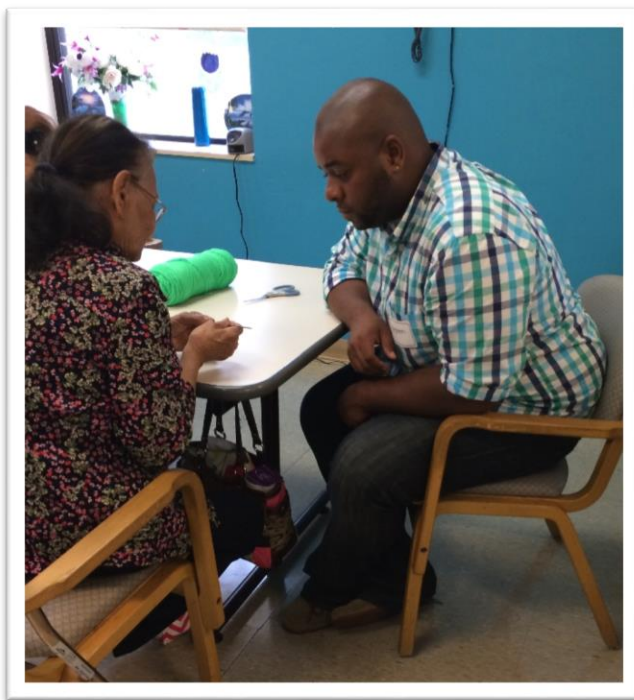
VolunteerMatch is the Web's largest volunteer engagement network. Founded in 1998, VolunteerMatch offers solutions to make it easier for individuals, nonprofits and companies to make a difference. To learn more, click [here](#).

## Advising

Each student is assigned a faculty advisor, who will provide guidance and support as you progress through the program. Your faculty advisor will guide you regarding your professional goals and the curriculum requirements of the counseling licensure/certification you wish to pursue. You will have regular contact with your advisor throughout your entire program. Students will need to complete the Professional SD

## Advising Forum

As a new student, you will be invited to join the CMHC Advising Forum through Canvas. You are required to accept this invitation as this is our “hub” for information on textbooks, residencies, APA formatting tips, and much more. There are also discussion threads in the advising forum where you can connect with your peers, graduate assistants, and faculty. We recommend that you log into this site at least once a week to see what’s happening in CMHC. If you do not receive an invite to join the CMHC Advising Forum by the first week of class, please reach out [Kelly Billstrom](#).



*Photo 6 - Caring has no Boundaries*

## Course Progression and Information

The CMHC (Online Campus) courses sequence is an accelerated graduate program. As noted in the Assessment and Evaluation, course progress from basic courses in the first year to intermediate courses in the second year to advanced courses in the third year. During your first year, you will find that the courses will begin to develop your core critical thinking and research skills. In the first year, you will be learning about counseling and how to navigate the logistics of a fast-paced graduate program. At the end of your first year, you will attend Residency 1 as part of your CM 582 – Helping Relationships course, also known as your techniques course. At the beginning of Residency 1, you will complete the Counselor Preparation Comprehensive Exam (CPCE) as a baseline assessment of your knowledge to date.

After you finish CM 528 and Residency 1, you will find that your courses begin to require far more critical thinking and synthesis of the material. You will be expected to learn the material and integrate the material into previous knowledge. IN other words, each course will build upon the prior courses and you will need to demonstrate your cumulative knowledge with each passing course. Also, you will find there is no “right” answer in many situations, instead you will need to support your answer with your knowledge and scholarly sources. At the end of your second year, you will complete CM 543 – Group Counseling, which includes Residency 2.

After you finish CM 543 and Residency 2, you will begin your third year, which will include your fieldwork and any remaining elective courses you need to complete. The third year is all about application of your knowledge. You will be developing your own personal theory of counseling and learning how to conceptualize clients. Near the end of your internship, you will complete the National Counselor Exam as well as your Exit Symposium (Capstone).

### Course Prep Modules

As you were informed in your interview, this program consists of an accelerated, 8-week term. We cover the course material the first seven weeks and your final exam or project is due on Monday of the eighth week. The course pace and rigor are intense so you will need to start each course on time and organized. To help you do this, you will have access to a Course Prep Module prior to each term start, which introduces you to the course's first week content, readings, and assignments. You are strongly encouraged to use this opportunity to prepare and ease yourself into each class so that you do not fall behind. The Course Prep Modules are available in the Advising Forum and are updated by Week 6 of the term prior to the course starting.

### Residency

Students in the online M.A. Clinical Mental Health Counseling program attend two, mandatory, four and a half day residencies at the Chicago campus. The first on ground residency occurs during the Helping Relationships and Skills course during the first year of the program. The second residency occurs during the Group Theories and Processes of Counseling course, during the second year in the program.



*Photo 7 - Residency 2015 "The Originals"*

### Clinical Skills Practice Sessions

In an effort to support ongoing student clinical skill development, CMHC (Online Campus) offers monthly Clinical Skills Practice sessions. The clinical skills practice sessions utilize Bluejeans, a HIPAA compliant technology platform. Bluejeans supports visual as well as auditory capabilities, the ability to share screens and video, and effectively house sensitive recorded materials. The platform ensures accurate assessment of student skill development and strengthens faculty feedback through a secure technological modality.

The clinical skills practice sessions are facilitated on a rotation basis by Core CMHC (Online Campus) Faculty members. Any students who have completed residency 1 or 2 can join the sessions to engage with peers and faculty in skills role-plays and feedback. When appropriate, the clinical skills practice sessions are also used as a required skills remediation activity for students placed on a Disposition and Skills Development Plan (DSDP).



*Photo 8 - Helping Hands*

### Service Learning

Service learning is an integral part of the student's preparation to become skilled counselors who are committed to serving the community and society at large. Our residency faculty team intentionally designs meaningful, interactive community service learning opportunities with the assistance of The Chicago School Community Partnerships Director and Community Engaged Scholarship Coordinator.

The residency faculty assign faculty and student teams to community organizations and then the teams spend 3 -5 hours joining with the community members in activities and dialogue. Students complete a reflective narration of the experience, including the impact the project had on their professional development as a counselor. The premise of the Service Learning Project is to help students to manage feelings of discomfort and uncertainty while also practicing active listening and attending skills. The interaction with community members and organizations provides an understanding of the role of community organizations in inner-city neighborhoods.

### Fieldwork

Practicum and internship, sometimes referred to as field training or applied professional practice experiences, provides for the application of theory and the development of counseling skills under supervision. These experiences offer opportunities for students to counsel and provide other professional services to diverse clientele in their communities. Each student is responsible for identifying potential practicum/internship sites according to program criteria described in the Fieldwork Manual. Students are encouraged first to assess their counseling and professional interests, training needs, and goals (e.g., populations, settings, clinical presentations, and professional activities of interest). Then, students will tap into their existing personal and professional networks to learn of sites that provide clinical mental health counseling services. In addition, they may: conduct internet searches; consult the websites of local, state and national professional organizations; network with other human services organizations in their communities; and/or talk with the CMHC Director of Applied Professional Practice to brainstorm additional routes to site development.



Typically, students complete their practicum and internship at the same site. During the fourteen-week practicum course, students complete a supervised practicum experience at an approved site with an approved clinical supervisor for a minimum of 100 hours. The practicum course is comprised of the on-site clinical counseling supervised experience, and students must participate in group supervision, which meets weekly throughout the entirety of the semester, as well as coursework. Students will practice foundational counseling skills and, over time, integrate more advanced skills through practice in classes, supervised recorded sessions, and direct service at their sites. Moreover, the practicum experience often focuses on the personal qualities needed to develop genuine and effective counseling relationships with a wide range of clientele. As such, students learn self-assessment skills as well as how to understand clients' worldviews.

After successfully completing the practicum course, students will enroll in Internship 1. During the fourteen-week Internship 1 course, students complete the next level of supervised internship experience at an approved site with an approved clinical supervisor, for a minimum of 300 hours to further develop their individual and group counseling skills. The Internship 1 course is comprised of the on-site clinical counseling supervised experience, and students must participate in site and group supervision, which meets weekly throughout the semester, as well as coursework.

Following successful completion of Internship 1, students will enroll in Internship 2. During the fourteen-week Internship 2 course, students complete a more advanced level of supervised Internship experience at an approved site with an approved clinical supervisor, for a minimum of 300 hours to further develop their individual and group counseling skills. The Internship 2 course is comprised of the on-site clinical counseling supervised experience, and students must participate in site and group supervision, which meets weekly throughout the semester, as well as coursework. The internship is intended to reflect the comprehensive work experience of a clinical mental health counselor, and students will participate in the full range of roles and responsibilities available at their sites.

Note the practicum and internship experiences are conducted under the direction of a qualified on-site supervisor, and the minimum total number of hours accrued is 700 (i.e. 100 practicum hours + 300 Internship 1 hours + 300 Internship 2 hours = 700 total hours). An advanced internship course is available to students needing a full year of field work or 900 hours of internship to complete the necessary course work for counseling licensure in certain states.

Transfer of credit for the practicum/internship is not granted and practicum/internship requirements are never waived. Further details regarding practicum and internship are found in the Fieldwork Manual available from the CMHC Director of Applied Professional Practice.

#### Liability Insurance

In accordance with the 2016 CACREP Standards, every student intern must have an active individual liability insurance policy during all fieldwork courses (Sec. 3, A.). Students must be members of the American Counseling Association throughout enrollment and the ACA Student membership includes liability insurance to ACA student members enrolled with CMHC (Online Campus). Coverage is solely while performing counseling services (e.g. practicum and internship) related to such curriculum. For additional answers to questions you may have regarding the program, click [here](#). In addition, The Chicago School of Professional Psychology provides liability insurance for all students engaged in practicum/internship. Should a site require documentation of this, please contact the CMHC Director of Applied Professional Practice (APP).

## Capstone

#### Exit Symposium

Students will compile a portfolio during their fieldwork courses; the portfolio is housed in Tk20. During each course, specific artifacts will be submitted, either as drafts or final documents to the portfolio, with links to the artifacts submitted as course assignments. A full list of components with descriptions will be provided further in this document.

During their second to last or last term in the program, students will participate in a Comprehensive Exit Symposium with their faculty advisor, program faculty, and invited others. During the Symposium, students will present their portfolios and answer questions posed by faculty. The Symposium will be held synchronously via videoconferencing, or if desired and pre-arranged, synchronously at a residency the term/s prior to matriculation. The symposium will finish with an exit interview conducted for the purpose of program assessment. Staff member designated by the Department Chair will conduct the exit interview.

The symposium committee will consist of a minimum of two (2) and maximum of five (5) committee members including the following:

- 1- Faculty advisor- required
- 2- An invited University faculty member- required
- 3- Invited other(s) - optional
  - a. The student can choose to invite up to three (3) more committee members. Possibilities would be the site supervisor, university faculty supervisor(s), the department chair, or other program faculty.
  - b. Students will be allowed to invite other students, professors, family, and supporters to attend their symposium as guests.

Symposiums scheduling will be done by the student and should be planned well in advance (2-3 months).

Portfolio Overview: Students will create a Portfolio (in Tk20).

#### Portfolio Tabs

1. Professional Identity and Orientation
2. Clinical Skills

3. Multiculturalism and Ethics
4. Theoretical Orientation and Application
5. Advocacy
6. Self-Reflection and Wellness
7. Personal Passion
8. Counseling Resources Clearinghouse

Within the portfolio tabs, students will compile the following artifacts for the indicated courses.

Artifact	CM 605	CM 614	CM 619	CM 616*
Create Portfolio Tabs	Final	NA	NA	NA
Create Portfolio Index (Word Document Outline)	Ongoing	Updated and Ongoing	Updated and Ongoing	Updated and Ongoing
Professional Disclosure Statement	Draft	Draft	Final	Updated if Desired
Resume or CV	Updated	Updated	Updated	Updated if Desired
Cover Letter	Research	Draft	Final	Updated if Desired
Letters of Recommendation	Think	Contact Referents	Collect Final 3	Updated if Desired
Licensure and CEU Plan	Research	Draft	Final	Updated if desired
Completed Training Certificates	Ongoing	Ongoing	Ongoing	Ongoing
Plan and Record of Professional Service	Ongoing	Ongoing	Final	Updated if desired
DSCA's	CM 530, 543, 605	CM 614	CM 619	CM 616
Guided Journals	Res 1, Res 2, CM 605	CM 614	CM 619	CM 616
Comprehensive Case Study	Theory Presentation and Client history	Case conceptualization	Strategies and Interventions	Advanced Interventions

Personal Passion Project (2 Deliverables)	Topic, Deliverables and Plan	Annotated Bibliography and 1 Deliverable	1 Deliverable	NA
Advocacy Project	Informally discuss what advocacy means to your supervisor.	Review Needs Assessment Interview (DQ)	Personal Advocacy Statement	NA
Self-care Plan	Think (DQ)	Draft (No Template)	Final	Updated if Desired
Video Presentations	Optional	Optional	Optional	Optional
Counseling Groups Developed	Optional	Optional	Optional	Optional
Counseling Resources	Optional	Optional	Optional	Optional
Other Artifacts	Optional	Optional	Optional	Optional

Due to the nature of the project, a comprehensive description of each component is provided for each in each distinct fieldwork course. The following is an overview of the component artifacts students will complete during Internship 2. These appear in the order in which they are due during the course.

### Comprehensive Exam

All students are required to successfully complete the National Counselor Exam or equivalent exam as determined by the department. The information tested by the exam includes the program competencies. The comprehensive examination is generally administered twice a year and taken during the last year of enrollment in academic coursework. Students must be in good academic standing to be eligible to take this comprehensive evaluation. Additional information regarding registering, qualifying, format, and dates of the exam can be obtained from the Department Chair or the Director of APP. Students who are unable to pass the exam on the first attempt are permitted to retake the exam a maximum of two additional times. The exam may be retaken during the next scheduled administration of the exam. Students will receive information from the department regarding their performance on the examination.

Any student who fails the Comprehensive Examination a third time is ineligible for degree conferral. If such a student believes s/he has a substantive reason to appeal this decision, not just dissatisfaction with the policy (i.e. evidence of improper procedure, failure to receive sanctioned accommodations, etc.) s/he must make a written appeal to the Department Chair within ten (10) business days of receiving their third failing score. This written appeal must include all supporting evidence which the student believes needs to be taken into account as justification for the appeal. The Department Chair has final decision-making authority. If, in the opinion of the Chair, the request for an appeal is clearly without merit or does not meet the requirements as stated, the appeal will be denied.

# References

Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2016).  
2016 CACREP standards. Alexandria, VA: Author.

American Counseling Association (ACA, 2014). Code of ethics. Alexandria, VA: Author.

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016).  
Multicultural and social justice counseling competencies: Guidelines for the counseling  
profession. *Journal of Multicultural Counseling and Development, 44*(1), 28-48.

# Appendices



Appendix A - Master of Arts in Clinical Mental Health Counseling- Online Advising Sheet

**Student Name:**

**Cohort (Term Started):**

<b>Course #</b>	<b>Course Name</b>	<b>Credits</b>	<b>Anticipated Term</b>
CM500	Introduction to the Counseling Profession	3	
CM507	Theories of Counseling and Psychotherapy	3	
CM514	Diagnosis of Mental Health Issues	3	
CM521	Lifespan Development	3	
CM528	Helping Relationships and Skill Development in Counseling (includes Residency 1)	3	
CM530	Advanced Treatment Planning and Psychopharmacology	3	
CM536	Couples and Family Counseling	3	
CM543	Group Theories and Processes of Counseling (includes Residency 2)	3	
CM550	Diversity and Multiculturalism	3	
CM564	Career Development and Counseling*	3	
CM571	Assessment of Individuals*	3	
CM578	Methods of Research & Program Evaluation	3	
CM592	Clinical Mental Health Counseling	3	
CM598	Psychopathology	3	
CM605	Counseling Practicum (14 weeks)*	3	
CM614	Internship 1 in Counseling (14 weeks)	3	

CM619	Internship 2 in Counseling (14 weeks)	3	
	Elective	3	
	Elective	3	
	Elective	3	
	<b>Total Required Credits:</b>	<b>60</b>	

*PLEASE NOTE: Subject to Change. Course Sequence, Cohort, and anticipated term completed is contingent upon continuous enrollment, successful completion of each course listed above, and program staffing.*

\* These courses have an additional lab fee.

**Potential Electives** – Electives are scheduled on a rotating basis and are not available every term.

[CM 585 - Addictions and Substance Abuse](#) (3 credits)

[CM 595 - Human Sexuality](#) (3 credits)

[CM 599 - Traumatic Stress: Causes, Effects & Contexts](#) (3 credits)

[CM 616 - Advanced Internship](#) (3 credits)

[CM 650 - Counseling Children & Adolescents](#) (3 credits; to be developed in 2017)

[CM 655 - Counseling: A Global Perspective](#) (3 credits; to be developed in 2017)

[CM 700 - Counseling Mature Adults](#) (3 credits; to be developed in 2017)

[CM 710 - Cognitive-Behavioral Approaches to Counseling](#) (3 credits; to be developed in 2017)

[CM 720 - Current Topics in Counseling](#) (3 credits; Grief Counseling)

[CM 730 - Advanced Psychological Assessment](#) (3 credits; to be developed in 2017)

## Appendix B – Competency Assessments

### Program Knowledge Competency Rubric

Course Learning Outcome Assessed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
(CLO1) Students will demonstrate knowledge of the role cultural context plays in the practice of professional counseling and apply culturally relevant skills for working with diverse populations (CACREP 2.F.2).	Student is unable to demonstrate knowledge of the role cultural context plays in the practice of professional counseling and/or does not apply culturally relevant skills for working with diverse populations.	Student demonstrates a limited knowledge of the role cultural context plays in the practice of professional counseling and can occasionally apply culturally relevant skills for working with diverse populations.	Student demonstrates adequate knowledge of the role cultural context plays in the practice of professional counseling and applies culturally relevant skills for working with diverse populations consistently.	Student demonstrates a detailed knowledge of the role cultural context plays in the practice of professional counseling and applies culturally relevant skills for working with diverse populations in a sophisticated manner
(CLO2) Students will demonstrate knowledge of and skills related to ethical professional counseling practice (CACREP 2.F.1).	Student is unable to demonstrate knowledge of and/or skills related to ethical professional counseling practice.	Student demonstrates a limited knowledge of and skills related to ethical professional counseling practice.	Student demonstrates adequate knowledge of and skills related to ethical professional counseling practice	Student demonstrates superior knowledge of and skills related to ethical professional counseling practice.
(CLO3) Students will demonstrate knowledge and application of human growth and development, as well as related contextual dimensions, to the practice of professional counseling (CACREP 2.F.3.).	Student is unable to demonstrate knowledge and application of human growth and development, as well as related contextual dimensions, to the practice of professional counseling.	Student demonstrates limited knowledge and application of human growth and development, as well as an inadequate understanding of contextual dimensions related to the practice of professional counseling.	Student demonstrates adequate knowledge and application of human growth and development, as well as an adequate understanding of contextual dimensions related to the practice of professional counseling.	Student demonstrates a sophisticated knowledge and application of human growth and development, as well as a strong understanding of contextual dimensions related to the practice of professional counseling.
CLO4: Students will demonstrate knowledge and	Student is unable to demonstrate knowledge and	Student has a limited ability to demonstrate knowledge	Student is able to demonstrate knowledge and	Student demonstrate a sophisticated and thorough

application of career development to the practice of professional counseling (CACREP 2.F.4.).	application of career development to the practice of professional counseling.	and application of career development to the practice of professional counseling.	application of career development to the practice of professional counseling at an adequate level.	knowledge and application of career development to the practice of professional counseling.
(CLO5) Students will demonstrate knowledge and skills of the helping process; counseling theories and techniques; prevention, education, consultation, and wellness models; counselor self-understanding; and the change process (CACREP 2.F.5.).	Student is unable to demonstrate knowledge and skills of the helping process; counseling theories and techniques; prevention, education, consultation, and wellness models; counselor self-understanding; and the change process.	Student demonstrates limited knowledge and skills of the helping process; counseling theories and techniques; prevention, education, consultation, and wellness models; counselor self-understanding; and the change process.	Student demonstrates adequate knowledge and skills of the helping process; counseling theories and techniques; prevention, education, consultation, and wellness models; counselor self-understanding; and the change process.	Student demonstrates comprehensive knowledge and skills of the helping process; counseling theories and techniques; prevention, education, consultation, and wellness models; counselor self-understanding; and the change process.
(CLO6) Students will demonstrate knowledge and skills of group development, dynamics, theories, and techniques (CACREP 2.F.6).	Student is unable to demonstrate knowledge and skills of group development, dynamics, theories, and techniques.	Student demonstrates limited knowledge and skills of group development, dynamics, theories, and techniques.	Student demonstrates adequate knowledge and skills of group development, dynamics, theories, and techniques.	Student demonstrates sophisticated and perceptive knowledge and skills of group development, dynamics, theories, and techniques.
CLO7: Students will demonstrate knowledge and application of culturally and developmentally appropriate clinical assessment and evaluation practices (CACREP 2.F.4.; CACREP 2.F.7.).	Student is unable demonstrate knowledge and application of culturally and developmentally appropriate clinical assessment and evaluation practices.	Student demonstrates limited knowledge and application of culturally and developmentally appropriate clinical assessment and evaluation practices.	Student demonstrates adequate knowledge and application of culturally and developmentally appropriate clinical assessment and evaluation practices.	Student demonstrates consistently superior knowledge and application of culturally and developmentally appropriate clinical assessment and evaluation practices.
(CLO8) Students will demonstrate knowledge and application of culturally,	Student is unable to demonstrate knowledge and application of culturally,	Student demonstrates limited knowledge and application of culturally, situationally, and	Student demonstrates an adequate knowledge and application of culturally,	Student demonstrates a thoughtful and sophisticated knowledge and application of

situationally, and developmentally appropriate clinical diagnosis practices (CACREP 2.F.7.).	situationally, and developmentally appropriate clinical diagnosis practices.	developmentally appropriate clinical diagnosis practices.	situationally, and developmentally appropriate clinical diagnosis practices.	culturally, situationally, and developmentally appropriate clinical diagnosis practices.
CLO9: Students will critically evaluate and utilize research, evidence-based practices, and/or program evaluation (CACREP 2.F.8.).	Student is unable to critically evaluate and utilize research, evidence-based practices, and/or program evaluation.	Student demonstrates limited ability to critically evaluate and utilize research, evidence-based practices, and/or program evaluation.	Student demonstrates an adequate ability to critically evaluate and utilize research, evidence-based practices, and/or program evaluation.	Student can comprehensively critically evaluate and utilize research, evidence-based practices, and/or program evaluation.

Dispositions and Skills

Part I Professional Behavior and Dispositions	Knowledge, Skill or Disposition to be Assessed	Expanded Definition
<b>CACREP Standards [2016], ACA Code of Ethics [2014], Multicultural and Social Justice Counseling (MSJC) Competencies [2015]. TCS/CMHC Learning Outcomes</b>		
CACREP: 2.F.1 ACA: A.5, A.6, D.1 TCS ILG: Professional Practice CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 5	<b>Professionalism</b>	Student behaves in a professional manner towards supervisors, peers, and clients; including appropriate dress, conduct attitudes, and boundaries.
CACREP: 2.F.2.h, 2.F.2.f, 2.F.2.g, 2.F.2.c ACA: A.2.c, B.1.a, C.2.a MSJC: All TCS ILG: Diversity CMHC PC: Diversity and Advocacy CMHC CLO: 1	<b>Social and Cultural Diversity</b>	Student demonstrates awareness, appreciation, and respect of cultural differences (e.g., race, spirituality, sexual orientation, SES).
CACREP: 2.F.1.k ACA: A.4.b, C.2.f MSJC: I.4, IV.F TCS ILG: Professional Behavior	<b>Engaged/ Motivated to Learn and Grow</b>	Student actively engages in learning and developing his or her counseling knowledge, skills, dispositions, and cultural competencies, e.g., takes initiative and seeks/uses growth opportunities.

CMHC PC: Foundations CMHC CLO: 2		
CACREP: 2.F.5.f ACA: Section C MSJC: III.1., 3. TCS ILG: Professional Practice CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 5 MSJC: II.4	<b>Flexibility and Adaptability</b>	Student demonstrates ability to flex with changing circumstances, unexpected events, and new situations.
CACREP: 2.F.5.f ACA: C.2.g MSJC: I TCS ILG: Professional Practice CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 5	<b>Emotional stability and Self-control</b>	Student exhibits emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients.
CACREP: 2.F.5.f ACA: Section C MSJC: III.1 TCS ILG: Professional Practice CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 5 MSJC: Section I	<b>Congruence and Genuineness</b>	Student demonstrates self-acceptance (i.e., being comfortable in his or her own skin); and is able to interact with others authentically and without pretense.
CACREP: 2.F.1.k ACA: A.4.b MSJC: I TCS ILG: Professional Practice CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 5	<b>General Self-Awareness Understanding</b>	Student demonstrates an awareness of his or her own belief systems, values, needs and limitations, and the effect of “self” on his or her work with others.
CACREP: 2.F.2.d ACA: A.2.c,A.4.b, A.11.b, C.2.a,E.5.c MSJC: I TCS ILG: Diversity CMHC PC: Diversity and Advocacy CMHC CLO: 1 MSJC: Section I	<b>Cultural Self Awareness</b>	Student demonstrates an appropriate understanding of the impact his or her heritage, attitudes, beliefs, understandings, and acculturative experiences have on his or her views of others; actively work to remove potential bias.
CACREP: 2.F.1.k, 2.F.5 ACA: C.2.a MSJC: I, III	<b>Clinical Competency Self-Awareness</b>	Student recognizes the limits of her or his counseling competencies and actively seeks to improve.

TCS ILG: Professional Practice CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 5		
CACREP: 2.F.1.k ACA: F.8.c. MSJC: I TCS ILG: Professional Practice CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 5	<b>Self-Reflection</b>	Student engages in an appropriate level of self-reflective practice, e.g., challenges himself or herself beyond the obvious or surface.
CACREP: 2.F.1.k ACA: C.2.d, F.6.b, F.9.b TCS ILG: Professional Practice CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 5	<b>Instructor/Supervisor Feedback</b>	Student responds non-defensively and incorporates supervisory feedback to alter skills, behavior, and/or counselor dispositions.
CACREP: 2.F.1.k ACA: C.2.d TCS ILG: Professional Practice CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 5	<b>Peer Feedback</b>	Student appropriately provides constructive feedback to peers and utilizes peer feedback for their own growth and development.
CACREP: 2.F.1.d ACA: A.7.a MSJC: IV TCS ILG: Diversity CMHC PC: Diversity and Advocacy CMHC CLO: 1	<b>Advocacy</b>	Student engages in appropriate advocacy efforts on behalf of the profession.
CACREP: 2.F.1.l ACA: C.2.g TCS ILG: Professional Behavior CMHC PC: Foundations CMHC CLO: 2	<b>Self-Care</b>	Student utilizes appropriate self-care strategies.
CACREP: 2.F.5 ACA: Section D. and F. Introductions TCS ILG: Professional Practice CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 5	<b>Attendance</b>	Student attends all required meetings and clinical practice activities in their entirety; are fully engaged, participatory and prompt.

<p>CACREP: 2.F.1                  ACA: Preamble (Fidelity)                  TCS ILG: Professional Practice                  CMHC PC: Counseling, Prevention, and Intervention                  CMHC CLO: 5</p>	<p><b>Task Completion</b></p>	<p>Student completes all assigned tasks in an ethical and effective fashion (e.g., individual and group counseling, supervision, reports and assignments).</p>
<p>CACREP: 2.F.5, 2.F.1.b                  ACA: C.2.d                  MSJC: II.4, III, IV                  TCS ILG: Professional Practice                  CMHC PC: Counseling, Prevention, and Intervention                  CMHC CLO: 5</p>	<p><b>Seeks Support/Consultation</b></p>	<p>Student appropriately seeks support and/or consultation and supervision.</p>
<p>CACREP: 2.F.1.g                  ACA: A.1.b., B.6.h., D.1.e, D.1.g.                  TCS ILG: Professional Practice                  CMHC PC: Counseling, Prevention, and Intervention                  CMHC CLO: 5</p>	<p><b>Knowledge &amp; Adherence to Policies</b></p>	<p>Student understands, appreciates, and adheres to course, and school and/ or site policies and procedures.</p>
<p>CACREP: 2.F.5.j                  ACA: C.2.f                  TCS ILG: Scholarship                  CMHC PC: Research and Evaluation                  CMHC CLO: 5                  MSJC: II.2, II.3, II.4, III.2, III.3, III.4, IV.A, IV.B, IV.C, IV.D, IV.E, IV.F</p>	<p><b>Integration of Evidence</b></p>	<p>Student critically evaluates and utilizes appropriate scholarly literature and research to support academic work and clinical work.</p>
<p><b>Part II                  Basic                  Professional Practice Skills and Behaviors</b></p>	<p><b>Knowledge, Skill or Disposition to be Assessed</b></p>	<p><b>Expanded Definition</b></p>
<p><b>CACREP Standards [2016], ACA [2014], MSJC Competencies [2015], TCS LO's</b></p>		
<p>CACREP: 2.F.5.f                  ACA: Preamble, Section A. Introduction, A.1.a., A.2.c.                  MSJC: III.1,2.4                  TCS ILG: Professional Practice                  CMHC PC: Counseling, Prevention, and Intervention                  CMHC CLO: 5</p>	<p><b>Therapeutic Alliance Skills</b></p>	<p>Student conveys nonjudgmental attitude, unconditional positive regard, genuineness, respect, empathy, and caring for client through actions and words; is present with and open to client.</p>



<p>CACREP: 2.F.5.f                  ACA: Preamble, Section A. Introduction, A.1.a., A.2.c.                  MSJC: II.2, III.2,3                  TCS ILG: Professional Practice                  CMHC PC: Counseling, Prevention, and Intervention                  CMHC CLO: 5</p>	<p><b>Nonverbal Communication Skills</b></p>	<p>Student incorporates appropriate open posture, eye contact, facial expressions, vocal tone and pace, and silence with clients; picks up on client nonverbal cues.</p>
<p>CACREP: 2.F.5.f                  ACA: Preamble, Section A. Introduction, A.1.a., A.2.c.                  TCS ILG: Professional Practice                  CMHC PC: Counseling, Prevention, and Intervention                  CMHC CLO: 5</p>	<p><b>Encouragers, Door Openers &amp; Prompts</b></p>	<p>Student incorporates appropriate encouragers and door openers, e.g., “tell me more about...” and minimizes unintentional agreements and repetitive phrasing, e.g., OK/right/yeah.</p>
<p>CACREP: 2.F.5.f                  ACA: Preamble, Section A. Introduction, A.1.a., A.2.c.                  MSJC: Section III                  TCS ILG: Professional Practice                  CMHC PC: Counseling, Prevention, and Intervention                  CMHC CLO: 5</p>	<p><b>Questions</b></p>	<p>Student utilizes appropriate open and closed questioning consistent with the counseling stage; avoids overuse of leading, closed, and compound questions.</p>
<p>CACREP: 2.F.5.f                  ACA: Preamble, Section A. Introduction, A.1.a., A.2.c.                  TCS ILG: Professional Practice                  CMHC PC: Counseling, Prevention, and Intervention                  CMHC CLO: 5</p>	<p><b>Basic Reflections</b></p>	<p>Student integrates appropriate paraphrasing, reflection of content, and summarizing.</p>
<p>CACREP: 2.F.5.f                  ACA: Preamble, Section A. Introduction, A.1.a., A.2.c.                  MSJC: Section II                  TCS ILG: Professional Practice                  CMHC PC: Counseling, Prevention, and Intervention</p>	<p><b>Reflection of Feelings</b></p>	<p>Student accurately reflects client affect by inferring feelings based on spoken and/or unspoken client content, nonverbal cues, and hunches.</p>
<p>CACREP: 2.F.5.f                  ACA: Preamble, Section A. Introduction, A.1.a., A.2.c.                  MSJC: Section I,II,III                  TCS ILG: Professional Practice</p>	<p><b>Reflection of Meaning/Interpretation/Advanced Reflection (“Depth”)</b></p>	<p>Student integrates a high level affective reflection; interprets and shares client values, meanings, core beliefs, and content themes; and identifies somatic (bodily) cues to facilitate a deeper client self-understanding.</p>

CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 5		
CACREP: 2.F.5.f ACA: Preamble, Section A. Introduction, A.1.a., A.2.c. MSJC: Section I,II,III, IV TCS ILG: Professional Practice CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 5	<b>Challenging/ Noting Discrepancies/ Confrontation</b>	Student notes discrepancies in client content, affect, and/ or nonverbal cues and appropriately challenges client to recognize and/or evaluate inconsistencies.
CACREP: 2.F.5.f ACA: Preamble, Section A. Introduction, A.1.a., A.2.c. MSJC: Section III, IV TCS ILG: Professional Practice CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 5	<b>Goal Setting</b>	Student collaborates with client to establish realistic, appropriate, and attainable therapeutic goals.
CACREP: 2.F.5.f ACA: A.1.a MSJC: Section I,II,III TCS ILG: Professional Practice CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 5	<b>Counseling Focus</b>	Student maintains focus on client experiences, process, and goals; engages in purposeful counseling and minimizes process distracters and/or detractors.
CACREP: 2.F.5.f ACA: A.4.b MSJC: ALL TCS ILG: Professional Practice CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 5	<b>Cultural Immediacy Skills</b>	Student acknowledges client diversity as intrinsic to the counseling process; takes initiative to discuss culture within the context of the relationship when appropriate, e.g., is not color/other blind nor ignorant of cultural otherness.
CACREP: 2.F.5.d ACA: A.2.c., E.5.b. MSJC: Section II,III TCS ILG: Diversity CMHC PC: Diversity and Advocacy CMHC CLO: 1	<b>Advanced Counseling Skills</b>	Student incorporates advanced counseling skills such as immediacy and humor when appropriate.
CACREP: 2.F.3.e., 2.F.3.f, 2.j, 2.g ACA: A.2.c., C.7.a., Section E. Introduction MSJC: Section II,III TCS ILG: Professional Practice	<b>Biopsychosocial Factor Integration</b>	Student integrates relevant biological, neurological, physiological, and systemic factors that impact client functioning into his or her work.

CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 5		
CACREP: 2.F.5.g ACA: A.1.c MSJC: Section II,III, IV TCS ILG: Professional Practice CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 5	<b>Differentiated Approach</b>	Student acknowledges how differing levels of client functioning and ability impact the counseling process; implements strategies for differentiated interventions.
CACREP: 2.F.6.d, 2.F.6.a, 2.F.6.b, 2.F.6.c ACA: A.9 TCS ILG: Professional Practice CMHC PC: Counseling, Prevention, and Intervention CMHC CLO: 6	<b>Group Leadership</b>	Student understands group dynamics; exhibits group leadership characteristics and functions, such as process orientation, appropriate modeling, and trust in the group process.
CACREP: 2.F.5.l, 2.F.7.c ACA: B.2.a MSJC: Section II, III, IV.A,B TCS ILG: Professional Practice CMHC PC: Assessment CMHC CLO: 7	<b>Self-inflicted Harm and/or Suicide Assessment</b>	Student assesses for risk of self-inflicted harm and/or suicide and develops appropriate plans based on session content.
CACREP: 2.F.7.c ACA: C.2.a MSJC: Section II, III, IV.A,B TCS ILG: Professional Practice CMHC PC: Assessment CMHC CLO: 7	<b>Risk of Aggression or danger to Others Assessment</b>	Student assesses for risk of aggression or danger to others and develops appropriate plans based on session content.
CACREP: 2.F.3.g ACA: E.12 MSJC: Section II, III, IV.A,B TCS ILG: Professional Practice CMHC PC: Assessment CMHC CLO: 7	<b>Trauma Assessment</b>	Student assesses if and/or how past and present crisis and trauma may impact client functioning.
CACREP: 2.F.3.d ACA: E.12 MSJC: Section II, III, IV.A,B TCS ILG: Professional Practice CMHC PC: Assessment CMHC CLO: 7	<b>Addiction Assessment</b>	Student explores and assesses the role addiction of any kind may play in client functioning, e.g., actively engages and broaches the topics.

<p>CACREP: 2.F.7.d                  ACA: B.2.a., C.6.b                  MSJC: Section II, III,IV.A,B                  TCS ILG: Professional Practice                  CMHC PC: Assessment                  CMHC CLO: 7</p>	<p><b>Abuse Assessment and Reporting</b></p>	<p>Student screens for potential abuse and applies appropriate protocols based on information gathered.</p>
<p><b>Part III                  Advanced Professional Practice Skills and Behaviors</b></p>	<p><b>Knowledge, Skill or Disposition to be Assessed</b></p>	<p><b>Expanded Definition</b></p>
<p><b>CACREP Standards [2016], ACA [2014], MSJC Competencies [2015], TCS LO's</b></p>		
<p>CACREP: 2.F.5.a                  ACA: C.7.a                  MSJC: II.2, II.3, II.4, III.2, III.3, III.4, Section IV                  TCS ILG: Scholarship                  CMHC PC: Research and Evaluation                  CMHC CLO: 5</p>	<p><b>Integration of Theory and Practice</b></p>	<p>Student integrates and applies appropriate counseling theory constructs in his or her counseling practice.</p>
<p>CACREP: 2.F.5.j                  ACA: C.7.a                  MSJC: II.2, II.3, II.4, III.2, III.3, III.4, Section IV                  TCS ILG: Scholarship                  CMHC PC: Research and Evaluation                  CMHC CLO: 5</p>	<p><b>Evidence-based practice</b></p>	<p>Student identifies and utilizes evidence based therapeutic intervention strategies that have been supported by scholarly literature and research.</p>
<p>CACREP: 2.F.5.d                  ACA: A.2.c, B.1.a                  MSJC: Section II, III, IV                  TCS ILG: Diversity                  CMHC PC: Diversity and Advocacy                  CMHC CLO: 1</p>	<p><b>Culturally relevant service delivery</b></p>	<p>Student understands locale and client demographics; selects and applies culturally relevant appropriate intervention and treatment planning processes.</p>
<p>CACREP: 2.m                  ACA: A.1.b., B.3.d.                  MSJC: IV.C, D, E                  TCS ILG: Professional Practice                  CMHC PC: Counseling, Prevention, and Intervention                  CMHC CLO: 5</p>	<p><b>Practice Management</b></p>	<p>Student accurately and promptly completes necessary, record keeping, third party reimbursement, and other practice and/or management requirements.</p>

<p>CACREP: 2.F.7.j, 2.F.7.k                      ACA: E.6.a                      MSJC: Section II, III, IV.A, B                      TCS ILG: Professional Practice                      CMHC PC: Assessment                      CMHC CLO: 7</p>	<p><b>Assessment Use</b></p>	<p>Student effectively utilizes a range of environmental assessments, systematic behavioral observations, symptom checklists, personality, and psychological testing as appropriate.</p>
<p>CACREP: 2.F.7.m                      ACA: E.6.a, E.8                      MSJC: Section II, III, IV.A, B                      TCS ILG: Professional Practice                      CMHC PC: Assessment                      CMHC CLO: 7</p>	<p><b>Assessment for Diagnosis</b></p>	<p>Student selects and uses culturally and developmentally appropriate assessments for diagnostic and intervention planning purposes.</p>
<p>CACREP: 2.F.7.e                      ACA: E.5.a                      MSJC: Section II                      TCS ILG: Professional Practice                      CMHC PC: Diagnosis                      CMHC CLO: 7</p>	<p><b>Diagnosis</b></p>	<p>Student effectively utilizes diagnostic process, including differential diagnosis and the use of diagnostic classification systems, such as the DSM-5 and/or the ICD.</p>
<p>CACREP: 2.F.5.g                      ACA: A.1.c                      MSJC: Section II, III, IV.A, B                      TCS ILG: Professional Practice                      CMHC PC: Counseling, Prevention, and Intervention                      CMHC CLO: 3</p>	<p><b>Case Conceptualization</b></p>	<p>Student effectively incorporates principles, models, and documentation formats of biopsychosocial case conceptualization and client treatment planning.</p>
<p>CACREP: 2.F.7.b, 3.a                      ACA: E.5.a                      MSJC: Section I, II, III, IV.A, B                      TCS ILG: Professional Practice                      CMHC PC: Assessment                      CMHC CLO: 7</p>	<p><b>Case Management and Treatment Planning</b></p>	<p>Student conducts appropriate intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.</p>
<p>CACREP: 2.h                      ACA: C.2.a.,C.2.e., D.1.b., D.1.c.                      MSJC: Section II, III, IV.A, B                      TCS ILG: Professional Practice                      CMHC PC: Counseling, Prevention, and Intervention                      CMHC CLO: 5</p>	<p><b>Psychopharmacology</b></p>	<p>Student considers the impact of psychopharmacological medications on client outcomes including classifications, indications, and contraindications; assesses need for appropriate medical referral and consultation.</p>

<p>CACREP: 2.F.2.h, 2.F.1.e                  ACA: A.7.a., C.5.                  MSJC: ALL                  TCS ILG: Diversity                  CMHC PC: Diversity and Advocacy                  CMHC CLO: 1</p>	<p><b>Social Cultural Advocacy</b></p>	<p>Student works personally and systemically to implement strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.</p>
<p>CACREP: 2.F.5                  ACA: A.11                  MSJC: Section I, II, III, IV.A, B                  TCS ILG: Professional Practice                  CMHC PC: Counseling, Prevention, and Intervention                  CMHC CLO: 5</p>	<p><b>Termination</b></p>	<p>Student mindfully concludes the counseling relationship using appropriate termination practices.</p>
<p>CACREP: 2.F.3.g, 2.F.5.m, 2.F.7.d                  ACA:B.2.a                  MSJC: Section I, II, III, IV.A, B                  TCS ILG: Professional Practice                  CMHC PC: Counseling, Prevention, and Intervention                  CMHC CLO: 5,7</p>	<p><b>Crisis and Trauma Intervention</b></p>	<p>Student integrates crisis intervention, trauma-informed, and community-based strategies, including Psychological First Aid when appropriate.</p>
<p>CACREP 2.F.5.e                  ACA: A.5.e, H                  MSJC: Section I, II, III, IV.A, B                  TCS ILG: Professional Practice                  CMHC PC: Counseling, Prevention, and Intervention                  CMHC CLO: 3,5</p>	<p><b>Technology</b></p>	<p>Student considers the impact of technology on the counseling process and client wellness.</p>

Competency Range

Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
<p>Student demonstrates competency less than 10% of the time or engages in harmful delivery.</p>	<p>Student demonstrates competency 11-25% of the time without assistance or prompting.</p>	<p>Student demonstrates competency 26-50% of the time however may require assistance or prompting.</p>	<p>Student demonstrates competency 51-75% of the time with little to no coaching or prompting.</p>	<p>Student consistently demonstrates competency 76-85 % of the time with little to no coaching or prompting.</p>	<p>Student demonstrates professional level competency 86-100% of the time without coaching or prompting.</p>

Benchmark Chart

Benchmark #	Assessment Point	Competencies Assessment	Who Completes Assessment	Competency Level Target	If/Then Contingencies
Benchmark 1:	Year 1 courses	DSCA - Part 1	CMHC faculty enter ratings into TK20.	80% or higher at a demonstration Level 1 or above	Any Level 0 areas referred for DSDP
		Program Knowledge Competency Rubric	Faculty assess Signature Assignments in each course, entering data into Tk20.	Level 1	Any "Unable to score," referred for remediation
Benchmark 2:	CM528 – Post-residency	Parts 1 and 2 (specific competencies from Part 2)	Course/Lab Instructor in TK20	80% or higher at a Level 1 or above in Part 1 and Part 2.	Any Level 0 goes on a DSDP
Benchmark 3:	Year 2 courses	DSCA - Part 1	CMHC faculty enter ratings into TK20.	80% or higher at a demonstration Level 2 or above	Any Level 0 or 1 areas referred for DSDP
		Program Knowledge Competency Rubric	Faculty assess Signature Assignments in each course, entering data into Tk20.	Level 2	Any score less than 2 referred for remediation
Benchmark 4:	CM543 – Post-residency	Parts 1 and 2	Course/Lab Instructor in TK20	80% or higher at a Level 2 or above in Part 1 and Part 2.	Any Level 0 referred for a DSDP; Level 1 may be referred after full review of overall competency
Benchmark 5:	Year 3 courses	DSCA - Part 1	CMHC faculty enter ratings into TK20.	80% or higher at a demonstration Level 3 or above	Any Level 0 or 1 areas referred for DSDP; Level 2 may be referred after full review of overall competency
		Program Knowledge Competency Rubric	Faculty assess Signature Assignments in each course, entering data into Tk20.	Level 3	Any score less than 3 referred for remediation
Benchmark 6:	Practicum – Unit 14	Parts 1, 2, and 3	University supervisor and site supervisor	80% or higher at a Level 2 on Parts 1	Any Level 0 referred for a DSDP; Level 1 may be referred after full review of overall competency

				and 2; Part 3 Baseline	
Benchmark 7:	Practicum – Unit 26	Parts 1, 2 and 3	University supervisor and site supervisor	80% or higher at a Level 3 on Parts 1 and 2; 80% or higher at a Level 1 on Part 3	Any Level 0 or 1 on Parts 1 or 2 referred for a DSDP; Level 0 on Level 3 referred for a DSDP
Benchmark 8:	Internship 1 – Unit 14	Parts 1, 2, and 3	University supervisor and site supervisor	80% or higher at a Level 3 on Parts 1 and 2; 80% or higher at a Level 1 on Part 3	Any Level 0 or 1 on Parts 1 or 2 referred for a DSDP; Level 0 on Level 3 referred for a DSDP
Benchmark 9:	Internship 1 – Unit 26	Parts 1, 2 and 3	University supervisor and site supervisor	80% or higher at a Level 3 on Parts 1 and 2; 80% or higher at a Level 2 on Part 3	Any Level 0 or 1 on Parts 1 or 2 referred for a DSDP; Level 0 on Level 3 referred for a DSDP; Level 1 on Part 3 may be referred after full review of overall competency
Benchmark 10:	Internship 2 – Unit 14	Parts 1, 2 and 3	University supervisor and site supervisor	80% or higher at a Level 4 on Parts 1 and 2; 80% or higher at a Level 2 on Part 3	Any Level 0,1, or 2 on Parts 1 or 2 referred for a DSDP; Level 0 or 1 on Level 3 referred for a DSDP
Benchmark 11:	Internship 2 – Unit 26	Parts 1, 2 and 3	University supervisor and site supervisor	80% or higher at a Level 4 on Parts 1, 2, and 3	Any Level 0 – 2 on Parts 1, 2, or 3 referred for a DSDP; Level 3 on Parts 1 - 3 may be referred after full review of overall competency
Benchmark X	Dispositions and Skills Development Plan (DSDP)	Dependent on benchmark	Director of APP and original instructor	Fulfill requirements outlined in DSDP	Failure to complete DSDP may lead to dismissal form the program