

***Clinical Mental Health Counseling
Master's Program***

Student Handbook



School of Counseling

College of Health Professions

302 Buchtel Common

Akron, OH 44325-5007

Effective Fall 2019 Semester

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TABLE OF CONTENTS

<u>Subject</u>	<u>Page</u>
Introduction.....	3
Program Mission Statement.....	4
Program Objectives	5
Professional Organizations and Student Involvement.....	8
School of Counseling Mission Statement.....	10
Affirmative Action Policy Statement	10
Program Diversity Inclusion/Recruitment Standards	11
Non-Discrimination, Sexual Harassment, Accommodation Policies	11
Core Program Faculty.....	13
Non-Core School of Counseling Faculty/Staff	14
Where to Turn for Questions/Resources.....	15
Program Accreditation.....	16
Program Application Procedures.....	16
Admission and Screening Procedures	17
Transfer of Credits from Another Program.....	22
Requests to Change Programs after Admission	23
Program Curriculum Overview	24
Program Course Distribution Form.....	24
Course Registration Information	25
Special Registration for Closed Courses	25
Practicum Overview/Guidelines	27
Internship Overview/Guidelines	33
Comprehensive Examination	42
Student and Program Review Process	44
Student Retention Criteria	45
Student Feedback and Remediation Procedures.....	46
Student Grievance Procedures	49
Graduation Application Procedures	49
Graduation Requirements	50
Program Code of Ethics	50
School of Counseling Statement of Expectations.....	50
Program Endorsement Statement.....	51
Potential Job Settings for Graduates	52
General Information and Definitions	53
Appendix A – Program Course Distribution Form (PCD).....	57
Appendix B – Tips for Program Success.....	59
Appendix C – Program Schedule of Classes	60
Appendix D – Sample Program Course Distribution	61
Appendix E – Receipt of confirmation of the program’s student handbook	62
Appendix F - Practicum forms and evaluation methods	63
Appendix G - Internship Forms and Evaluation Methods	79
Appendix H – Student Candidacy Fitness Evaluation	83

INTRODUCTION

The School of Counseling at The University of Akron houses master's degrees in Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy, and School Counseling.

This student handbook governs only Clinical Mental Health Counseling master's degree students' educational program.

Students interested in obtaining information about other programs are encouraged to visit the School of Counseling website at <http://www.uakron.edu/soc/>.

This handbook is intended to provide Clinical Mental Health Counseling students with program information and guidelines that will be useful for successful completion of the master's degree. Although every effort has been made to provide accurate information throughout this handbook, the enclosed materials are minimal guidelines toward a comprehensive and integrated educational program. Therefore, students may receive educational and training materials while enrolled in the program beyond those covered in this handbook.

Beginning with the first semester of enrollment and throughout the program, it is critical that students work closely with and direct personal and educational questions to their Faculty Advisor and/or Program/Clinical Coordinator.

A Faculty Advisor's role is primarily focused on academic and professional consultation aimed toward helping students learn about and acquire skills/training necessary for success in both the program and as a future licensed counselor.

However, completion of all graduation requirements, while an ongoing concern of the program faculty, are ultimately the responsibility of each student.

All students must sign and submit, within 15 days after beginning their first semester of coursework, a receipt showing that they have read, understood, and agreed with the policies and procedures outlined in this student handbook (see Appendix E).

Student Handbook Updates

Note that the Clinical Mental Health Counseling Program undergoes periodic reviews by program faculty (described later in this handbook). These reviews are primarily focused on program improvements related to coursework, policies, and contemporary educational standards. In addition, as a comprehensive master's degree program, policy or procedural changes are sometimes required to conform to national accreditation standards, State licensure guidelines, College or university policies, or advances in the broader counseling profession.

Before implementation, programmatic changes will be thoroughly reviewed by core program faculty members (and university administration and community professionals as needed). Any program-related changes will therefore represent collective and informed judgment.

Some programmatic changes may apply only to newly admitted students starting the Program during the semester admitted (i.e., with the new student handbook active that semester). However, when deemed necessary for Program integrity and student success, some programmatic changes may apply to all current/active students in the program regardless of admission date. If programmatic changes are implemented after a student has already been admitted into the Program, Program faculty will attempt to inform all students of programmatic changes applicable to them. When possible, Program faculty will also make a reasonable attempt to provide the option of following new Clinical Mental Health Counseling Program requirements or prior requirements.

If an academic/programmatic issue arises that is not addressed in this manual, or an extraordinary change in policy is needed immediately (i.e., before a new student handbook is disseminated) to help ensure a student's academic success, core Program faculty shall deliberate about the issue on a case-by-case basis.

The Clinical Mental Health Counseling Program faculty encourage all students to fully participate in the program's academic and training process. The program's success is predicated upon students and faculty working together for students' success, clients' mental health, programmatic improvements, and societal advancement. Student contributions are therefore expected, welcomed, and appreciated throughout the Program via active student surveys, completer/exit surveys, and graduate surveys.

PROGRAM MISSION STATEMENT

The Clinical Mental Health Counseling master's program's mission is to prepare culturally informed professional counselors who competently diagnose and treat a variety of life concerns including but not limited to mental disorders using ethical and evidence-based interventions.

Professional Counseling is defined by the application of mental health, psychological, or human development principles, through cognitive, affective, behavioral or systematic intervention strategies, that address wellness, personal growth, or career development, as well as pathology.

Clinical Mental Health Counselors offer a full range of services including:

- Assessment and diagnosis
- Treatment planning and utilization review
- Longer-term psychotherapy
- Brief and solution-focused therapy
- Substance and other addiction-related treatment
- Psychoeducational and prevention programs
- Crisis management

In today's managed care environment, Clinical Mental Health Counselors are uniquely qualified to meet the challenges of providing high quality care in a cost-effective manner. Clinical Mental Health Counselors practice in a variety of settings, including independent practice, community agencies, managed behavioral health care organizations, integrated delivery systems, hospitals, employee assistance programs, and substance abuse treatment centers.

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards include the following areas as core Clinical Mental Health Counseling knowledge/skills:

- Evidenced-based counseling, prevention, and intervention approaches to treatment
- Diversity and advocacy practices
- Assessment strategies
- Research and evaluation methods
- Diagnosis competencies

PROGRAM OBJECTIVES

The Clinical Mental Health Counseling Program aims to prepare students as effective professional counselors using a Clinical Mental Health Counseling philosophy/identity. Upon completion of the program students will be able to show knowledge and skills in the following areas.

As a part of the training experience, and in order for faculty to monitor and evaluate program objectives, all students are required to utilize Typhon - a student tracking software that will help monitor academic progress, streamlining clinical paperwork, and showcasing student portfolios. Electronic data is stored the entire time students are enrolled in the program and for up to additional 5 years after graduation.

Typhon registration, including a one-time purchase price of \$90 at the time of the student handbook, is mandatory for all School of Counseling students. Typhon registration information will be provided once students are enrolled in the program, and students must register with Typhon by the end of the 8th week of their first semester enrolled the program. More information about Typhon can be found on the company website (<https://www.typhongroup.com/>).

Program Objective #1: Demonstrate ethical and evidence-based diagnosis knowledge and skills.

Key Performance Indicator #1: Students will demonstrate skill using the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders and the International Classification of Diseases (CACREP Standard Section 5.C.2.d).

- Evaluation method 1 = 5600:664 DSM → Final examination (multiple choice test; minimum grade = B [3 or higher on a 1-5 grading scale]) (knowledge) (before practicum, < year 2)
- Evaluation method 2 = 5600:685 Internship → Internship performance evaluation (direct experience; minimum rating = 3 [competent] or higher on a 1-5 scale on all relevant performance areas) (skill) (after practicum, > year 2)

Program Objective #2: Demonstrate ethical and evidence-based treatment intervention knowledge and skills.

Key Performance Indicator #2: Students will demonstrate techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP Standard Section 5.C.3.b).

- Evaluation method 1 = 5600:666 Treatment in Clinical Counseling → Final examination (essay; instructor grading rubric minimum score = minimum 15 points total (i.e., average of 3 [adequate] or higher on a 1-5 scale) (knowledge) (before practicum, < year 2)
- Evaluation method 2 = 5600:685 Internship → Internship performance evaluation (direct experience; minimum rating = 3 [competent] or higher on a 1-5 scale on all relevant performance areas) (skill) (after practicum, > year 2)

Other Key Performance Indicators

As additional means to attain program objectives, the following foundational knowledge and skill key performance indicators will be taught and evaluated during the program:

Key Performance Indicator #3: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP Section II, F.1.i)

- Evaluation method 1 = 5600:600 Professional Orientation & Ethics final exam (multiple choice, true/false, case vignette test; minimum grade = B [3 or higher on a 1-5 scale]) (knowledge) (before practicum, < year 2)
- Evaluation method 2 = 5600:675 Practicum performance evaluation (direct experience; minimum rating = 3 [competent] or higher on a 1-5 scale on all relevant performance areas) (skill) (during practicum, year 2)

Key Performance Indicator #4: Multicultural counseling competencies (CACREP Section II, F.2.c)

- Evaluation method 1 = 5600:646 Multicultural Counseling group presentation (minimum average rubric grade = minimum 24 points total (i.e., average of 3 [adequate] or higher on a 1-5 scale) (knowledge) (before practicum, < year 2)
- Evaluation method 2 = 5600:675 Practicum performance evaluation (direct experience; minimum rating = 3 [competent] or higher on a 1-5 scale on all relevant performance areas) (skill) (during practicum, year 2)

Key Performance Indicator #5: Systemic and environmental factors that affect human development, functioning, and behavior (CACREP Section II, F.3.f)

- Evaluation method 1 = 5600:648 Individual & Family Development Across the Lifespan developmental issues presentation (group presentation; minimum average rubric grade = minimum 15 points total (i.e., average of 3 [adequate] or higher on a 1-5 scale) (knowledge) (before practicum, < year 2)
- Evaluation method 2 = 5600:675 Practicum performance evaluation (direct experience; minimum rating = 3 [competent] or higher on a 1-5 scale on all relevant performance areas) (skill) (during practicum, year 2)

Key Performance Indicator #6: Theories and models of career development, counseling, and decision making (CACREP Section II, F.4.a)

- Evaluation method 1 = 5600:647 Career Development & Counseling Across the Lifespan career development group project (presentation; minimum average rubric grade = minimum 18 points total (i.e., average of 3 [adequate] or higher on a 1-5 scale) (knowledge) (before practicum, < year 2)
- Evaluation method 2 = CPCE career development section (knowledge) (minimum score = national mean -1 standard deviation)

Key Performance Indicator #7: Essential interviewing, counseling, and case conceptualization skills (CACREP Section II, F.5.g)

- Evaluation method 1 = 5600:651 Techniques of Counseling mock interview (recording and transcription); minimum average rubric grade = minimum 15 points total (i.e., average of 3 [adequate] or higher on a 1-5 scale) (knowledge) (before practicum, < year 2)
- Evaluation method 2 = 5600:675 Practicum performance evaluation (direct experience; minimum

rating = 3 [competent] or higher on a 1-5 scale on all relevant performance areas) (skill) (during practicum, year 2)

Key Performance Indicator #8: Approaches to group formation, including recruiting, screening, and selecting members (CACREP Section II, F.6.e)

- Evaluation method 1 = 5600:653 Group Counseling group proposal presentation (presentation; minimum average rubric grade = minimum 12 points total (i.e., average of 3 [adequate] or higher on a 1-5 scale) (knowledge) (before practicum, < year 2)
- Evaluation method 2 = CPCE group counseling section (knowledge) (minimum score = national mean -1 standard deviation)

Key Performance Indicator #9: Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP Section II, F.7.m)

- Evaluation method 1 = 5600:645 Testing & Appraisal in Counseling case applications (written papers; minimum average rubric grade = minimum 15 points total (i.e., average of 3 [adequate] or higher on a 1-5 scale) (knowledge) (before practicum, < year 2)
- Evaluation method 2 = CPCE tests and appraisal section (knowledge) (minimum score = national mean -1 standard deviation)

Key Performance Indicator #10: Designs used in research and program evaluation (CACREP Section II, F.8.g)

- Evaluation method 1 = 5600:601 Research & Program Evaluation in Counseling journal article critique assignment (written paper; minimum average rubric grade = minimum 24 points total (i.e., average of 3 [adequate] or higher on a 1-5 scale) (knowledge) (before practicum, < year 2)
- Evaluation method 2 = CPCE research and program evaluation section (knowledge) (minimum score = national mean -1 standard deviation)

PROFESSIONAL ORGANIZATIONS AND STUDENT INVOLVEMENT

The Clinical Mental Health Counseling Program will require all students join at least one counseling-related professional organization early in the curriculum. This will be accomplished as part of the 5600:600 Professional Orientation & Ethics course requirements.

Students will be required to show evidence of involvement in the profession through documenting additional memberships, voluntary service, workshop attendance, professional conferences, and/or other opportunities for involvement.

Program faculty will share personal experiences and encourage student involvement in classes. The Alpha Upsilon Chapter of Chi Sigma Iota will also encourage involvement through meetings and mentoring activities.

Among many other important benefits, involvement in the profession, such as but not limited to, joining professional organization(s) includes:

- Promotes professional skill development
- Increases knowledge from leaders in the counseling profession
- Provides non-university-related networking opportunities
- Offers additional professional endorsement possibilities
- Helps build one's resume
- Provides continuing education units
- Increases excitement for and devotion to the counseling profession

The Clinical Mental Health Counseling Program encourages membership and active participation in both umbrella and specialty organizations. In particular, the Program encourages student membership and involvement in the following three professional organizations:

1. American Counseling Association

Mission = 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. [from <http://www.counseling.org/AboutUs/>]

Main website = <http://www.counseling.org/>

Membership website = <http://www.counseling.org/Counselors/MemberJoin.aspx>

2. American Mental Health Counselors Association

Mission = To enhance the profession of clinical mental health counseling through licensing, advocacy, education and professional development. [from <http://www.amhca.org/?page=About>

Main website = <http://www.amhca.org/>

Membership website = <http://www.amhca.org/?page=benefits>

3. Ohio Counseling Association

Mission = To be the professional organization representing all licensed counselors, and those in graduate training to be counselors, in Ohio. [from <http://www.ohiocounseling.org/>]

Main website = <http://www.ohiocounseling.org/>

Membership website = <http://www.ohiocounseling.org/Default.aspx?pageId=863923>

SCHOOL OF COUNSELING MISSION STATEMENT

The School of Counseling adheres to the following mission statement, which also applies to the Clinical Mental Health Counseling Program:

The faculty has as its mission the goal of training students who display a respect for human dignity, exhibit a commitment to fulfillment of their individual potential, show an understanding of educational and counseling processes with knowledge in their specific field of endeavor, apply ethical and competent behavior in the use of counseling skills, acquire and use knowledge of the roles and functions of others working in related fields, possess and display personal maturity/self-development, and who understand issues and trends of a multicultural and diverse society. In order to achieve these goals, the program faculty themselves will attempt to exhibit the above attitudes, behaviors, and competencies to serve as models of appropriate behavior for students.

AFFIRMATIVE ACTION POLICY STATEMENT

It is the policy of The University of Akron that there shall be no discrimination against any individual because of personal characteristics such as, but not limited to, age, sex, gender identity, race, creed, disability, national origin, religion, or sexual orientation. This nondiscrimination policy applies to all students (and applicants), faculty, staff, and employees.

The Clinical Mental Health Counseling Program strictly adheres to this policy. In addition, the program faculty believes that the recruitment and development of culturally diverse counselors is a professional responsibility, similar to providing adequate and appropriate services to culturally diverse clientele. Therefore, the program actively recruits minority students, and makes every effort to retain these students via financial and tutorial assistance.

Any student who feels that he/she may need accommodations due to the impact of a disability should consult <http://www.uakron.edu/access/> or the University Office of Accessibility at 330-972-7928.

PROGRAM DIVERSITY INCLUSION/RECRUITMENT STANDARDS

The Clinical Mental Health Counseling Program takes into account ethnic and cultural trends in order to provide a satisfying and effective education for its students. In order to promote the acceptance, facilitation, inclusion and retention of diverse students and faculty, the Clinical Mental Health Counseling Program engages in the following activities:

- (1) The student handbook highlights an affirmative action policy explaining “that there shall be no discrimination against any individual or group because of age, sex, race, ethnicity, gender or gender identity, creed, disability, national origin, religion, or sexual orientation” which applies to all students (and applicants), faculty, staff, and employees.
- (2) The program faculty openly endorse the recruitment and development of culturally diverse counselors as a professional responsibility, similar to providing adequate and appropriate services to culturally diverse clientele.
- (3) The program actively recruits minority students, and makes every effort to retain these students via financial and tutorial assistance (including accommodations due to the impact of a disability per the University Office of Accessibility).
- (4) The program maintains internal diversity statistics for our students and faculty.
- (5) Program faculty complete peer-reviewed publications and presentations on diversity-related topics and advocacy.
- (6) The program has access to the Office of Multicultural Development, which helps attract/retain students of color per <http://www.uakron.edu/omd/>.
- (7) The program has access to the university Chief Diversity Officer whose office helps attract/retain diverse students/faculty per <http://www.uakron.edu/ie/>.
- (8) The School of Counseling advertises for open faculty positions not only in the standard academic outlets (e.g., Chronicle of Higher Education) but also Black Issues in Higher Education, Diverse Issues, and Hispanic Outlook.

NON-DISCRIMINATION, SEXUAL HARASSMENT, ACCOMMODATION POLICIES

Non-Discrimination Policy

The University of Akron is an equal education and employment institution which operates under:

- nondiscrimination provisions of Titles VI, VII, of the Civil Rights Act of 1964 as amended and IX of the Educational Amendments of 1972 as amended.

- Executive Order 11246, Vocational Rehabilitation Act Section 504, Vietnam Era Veterans' Readjustment Act, and Americans with Disabilities Act of 1990 as related to admissions, treatment of students, and employment practices.

It is the policy of the institution that there shall be no unlawful discrimination against any individual because of race, color, creed, sex, age, national origin, handicap/disability or status as a veteran.

Sexual Harassment Policy

The University of Akron will not tolerate sexual harassment of any form in its programs and activities, and prohibits discrimination on the basis of sexual orientation in employment and admissions. The nondiscrimination policy applies to all students, faculty, staff, employees and applicants.

The University of Akron is committed to providing an environment free of all forms sexual violence and sexual harassment. This includes instances of attempted and/or completed sexual assault, domestic and dating violence, gender-based stalking, and sexual harassment. If you (or someone you know) has experienced or experiences sexual violence or sexual harassment, know that you are not alone. Help is available, regardless of when the violence or harassment occurred, and even if the person who did this is not a student, faculty or staff member.

Confidential help is available. If you wish to speak to a professional, in confidence, please contact:

- Rape Crisis Center – www.rccmsc.org – 24 Hour Hotline: 877-906-RAPE Office Located in the Student Recreation and Wellness Center 246 and the office number is: 330-972-6328
- University Counseling and Testing Center – uakron.edu/counseling 330-972-7082
- University Health Services – uakron.edu/healthservices 330-972-7808

Please know the majority of other University of Akron employees, including faculty members, are considered to be “responsible employees” under the law and are required to report sexual harassment and sexual violence. If you tell me about a situation, I will be required to report it to the Title IX Coordinator and possibly the police. You will still have options about how your case will be handled, including whether or not you wish to pursue a law enforcement or complaint process. You have a range of options available and we want to ensure you have access to the resources you need. Additional information, resources, support and the University of Akron protocols for responding to sexual violence are available at uakron.edu/Title-IX.

Accommodation Policy

Academic accommodations and services at the Office of Accessibility are determined by using a collaborative process that considers documentation from the diagnosing professional, the disability specialist's perspective and student input.

Accommodations are designed to ensure access to an academic career at The University of Akron.

Any student who feels she/he may need an academic accommodation based on the impact of a disability should contact the Office of Accessibility at (330) 972-7928 or www.uakron.edu/access. The office is located in Simmons Hall 105.

CORE PROGRAM FACULTY

The following are core faculty associated with the Clinical Mental Health Counseling Program. Per accreditation guidelines core faculty have the authority to determine program curricula within the structure of the institution's policies and to establish the operational policies and procedures of the program. Core faculty also serve as Faculty Advisors for students in the program. Names are listed alphabetically:

Dr. Julie Lenyk, Assistant Professor of Counseling Instruction

- Degree: Ph.D. in Counselor Education and Supervision (University of Akron)
- Professional Licenses: Licensed Professional Clinical Counselor/Supervising Counselor (LPCC-S), Licensed Independent Chemical Dependency Counselor (LICDC)
- Primary Courses Taught: Addiction Counseling, Treatment in Clinical Counseling, Practicum
- Office Phone: 972-8260
- Email Address: jml163@uakron.edu

Dr. Varunee Faii Sangganjanavanich, Professor (“Dr. F-eye”)

- Degree: Ph.D. in Counselor Education (University of Northern Colorado)
- Professional Licenses: Licensed Professional Clinical Counselor/Supervising Counselor (LPCC-S)
- Primary Courses Taught: Group Counseling, Research & Program Evaluation, Clinical Supervision
- Office Phone: 972-6851
- Email Address: vfs@uakron.edu

Dr. Robert C. Schwartz, Professor (Program and Clinical Coordinator)

- Degree: Ph.D. in Counselor Education (University of Florida)
- Professional Licenses: Licensed Professional Clinical Counselor/Supervising Counselor (LPCC-S)
- Primary Courses Taught: DSM, Master's Internship
- Office Phone: 972-8155
- Email Address: rcs@uakron.edu

NOTE: The Program Coordinator's defined duties include: (1) oversight of the program's mission, (2) proposals for program curriculum (Program Course Distribution) changes, (3) revisions to the student handbook, (4) coordination of the student admission process, (5) oversight and modifications to the program's organizational policies and procedures, (6) management of the program website and marketing materials, (7) oversight of accreditation and licensure procedures, and (8) service as liaison to non-program faculty, staff, administration and prospective students.

NOTE: The Clinical Coordinator's defined duties include: (1) oversight of the program's practicum and internship student application and approval process, (2) revisions to the structure and requirements for completion of clinical courses, (3) modifications to supervisor qualifications and dissemination of relevant clinical course information (e.g., practicum and internship syllabi), and (4) representation of the program to community clinical placements/professionals.

NON-CORE SCHOOL OF COUNSELING FACULTY/STAFF

The following are full-time School of Counseling faculty and support staff who are not core Clinical Mental Health Counseling Program faculty. Names are listed alphabetically:

Dr. Yue Dang (School Counseling Program)

- Office Phone: 972-7118

Dr. Heather Katafiasz (Marriage & Family Counseling/Therapy Program)

- Office Phone: 972-6637

Dr. Delila Owens (School Counseling Program)

- Office Phone: 972-8635

Dr. Rikki Patton (Marriage & Family Counseling/Therapy Program)

- Office Phone: 972-8158

Dr. David Tefteller (Marriage & Family Counseling/Therapy Program)

- Office Phone: 972-7777

Ms. Katie Logsdon (School Administrative Assistant)

- Office Phone: 972-7779

WHERE TO TURN FOR QUESTIONS/RESOURCES

The following persons/offices should be contacted as resources for the common questions/issues below:

- *Tips for program success, sample course sequence, additional copies of the student handbook* = Program 'current students' website (see <http://www.uakron.edu/soc/>)
- *Clinical Mental Health Counseling required coursework or planned program* = Program 'required coursework' website (see <http://www.uakron.edu/soc/masters/cmhc/required-courses.dot>), your Faculty Advisor, or the Program/Clinical Coordinator as a secondary resource
- *Clinical Mental Health Counseling degree requirements* = Your Faculty Advisor, or the Program/Clinical Coordinator as a secondary resource
- *Program-related issues/concerns* = Your Faculty Advisor, or the Program/Clinical Coordinator as a secondary resource
- *Graduation procedures/forms/requirements* = Graduate School website (see <http://www.uakron.edu/gradsch/>)
- *Counselor licensure* = Counselor, Social Worker, Marriage & Family Therapist Board (see <http://cswmft.ohio.gov/>), or the Program/Clinical Coordinator as a secondary resource
- *Comprehensive examination* = Student handbook, Faculty Advisor or the Dept Administrative Assistant as a secondary resources, or the Program/Clinical Coordinator as a tertiary resource
- *Practicum or Internship* = Student handbook's Practicum and Internship Guidelines, or Program/Clinical Coordinator as a secondary resource
- *Course schedule* = MyAkron (see <http://www.uakron.edu/ssc/myakron-guide/>), the Office of the Registrar (see <http://www.uakron.edu/registrar/>) as a secondary source, or the Dept Administrative Assistant as a tertiary resource
- *Course registration problems* = Dept Administrative Assistant, or the Office of the Registrar (see <http://www.uakron.edu/registrar/>) as a secondary resource
- *Computer problems* = Computing help desk website (see <http://www.uakron.edu/support-desk/index.dot> or call 330-972-6888)
- *Brightspace problems* = Brightspace website (see http://www.uakron.edu/it/instructional_services/dds/brightspace/brightspace-help-student)

PROGRAM ACCREDITATION

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body affiliated with the American Counseling Association (ACA) and recognized by the Commission on Recognition of Postsecondary Accreditation (CORPA), **has conferred full Clinical Mental Health Counseling accreditation to the program until 2024.**

Students are encouraged to visit the CACREP website to learn more about counseling accreditation guidelines: <http://www.cacrep.org/>.

The Ohio Counselor, Social Worker, and Marriage and Family Therapy Board (OCSWMFTB) has approved the Clinical Mental Health Counseling Program as meeting all course-related and clinical requirements for students' eligibility as Licensed Professional Counselors (LPCs). After completion of required coursework and supervised clinical experiences, students must pass the State licensure examination (National Counselor Examination) in order to receive the LPC credential. After receiving additional supervised training during a clinical residency period students may be eligible for the Licensed Professional Clinical Counselor (LPCC) license.

Students are encouraged to visit the OCSWMFTB website to learn more about counselor licensure guidelines: <http://cswmft.ohio.gov/>.

PROGRAM APPLICATION PROCEDURES

All Clinical Mental Health Counseling Program application materials, procedures, and forms are available on the following website. Persons interested in applying for admission to this program are encouraged to read all directions thoroughly before submitting materials:
<http://www.uakron.edu/soc/masters/how-to-apply.dot>

An applicant may only apply to one master's degree program per semester. Before beginning a master's degree the student must have earned a bachelor's degree from an accredited institution. Applicants are required to have at least a 2.75 cumulative grade point average (GPA) for all undergraduate coursework OR at least a 3.00 cumulative GPA for the last 64 credits of undergraduate coursework.

Applicants should visit the Graduate School website for more detailed information about minimal University of Akron Graduate School application requirements:
<http://www.uakron.edu/admissions/graduate/>. International applicants are also encouraged to visit the Office of International Programs website in order to gain more information about university resources and international application procedures: <http://www.uakron.edu/oip/>.

The following materials must be included in application packets, regardless of which program the student is applying for: (1) a completed University of Akron online Graduate School application form, (2) official undergraduate transcripts (and graduate transcripts, if applicable), (3) a School of Counseling application supplement form, and (4) three letters of reference (use of Graduate School online reference form preferable).

INTERNATIONAL APPLICANTS must also submit (5) evidence of meeting minimum English proficiency standards, as outlined by the University, with application materials. See <https://www.uakron.edu/dotAsset/677965.pdf> for specific guidelines and evidence-related options.

ADMISSION AND SCREENING PROCEDURES

After applications have been received, personal interviews will be scheduled with applicants who meet the minimum application qualifications until the next admission cohort has been filled. Once all personal interviews have been completed, the following criteria will be considered during Clinical Mental Health Counseling Program admissions decisions:

1. Undergraduate grade point average (and graduate grade point average, if applicable)
 2. Graduate grade point average (and letter grades in specific courses relevant to the program) if graduate coursework has been completed
 3. Quantitative ratings and written feedback from at least three letters of reference
 4. Scope, type and quality of performance in previous professional and volunteer work related to the helping professions
 5. Written communication ability, as evidenced by completion of the Application Supplement Form
 6. Performance during an admission interview, including verbal communication ability, poise, genuineness, empathy, respect for diversity and unconditional positive regard, and professionalism.
 7. Congruence of graduate-level training and professional goals with the Clinical Mental Health Counseling Program, as evidenced by information on the Application Supplement Form and during the admission interview
- Felony and Other Criminal History Policy

Applicants are required to disclose any current or past criminal charges or convictions, or pending charges that might result in a conviction, when applying for admission to a School of Counseling Program. Failure to report a criminal history may result in denial and/or dismissal from the School of Counseling and the program. It is the prerogative of the School of Counseling faculty and administration to request additional information about the criminal history, and based on the information provided, to deny admission (and/or for School of Counseling students, to be dismissed), as students in all School programs are preparing to work with a vulnerable population and must apply for background checks prior to internship and licensure.

Admission decisions are made by one or more Clinical Mental Health Counseling Program core faculty after applications are reviewed considering the criteria above. Applicants are rank-ordered against other Program applications and are then admitted on a rolling basis until the next admission cohort has been filled (currently approximately 20-25 students each Fall and Spring semester).

Applicants should note that successful completion of all admission criteria above does not guarantee admission into the program. Enrollment is limited in order to ensure small class sizes, appropriate student-faculty ratios as dictated by accreditation guidelines, and availability of Practicum/Internship placement sites.

Admissions may also be delimited to those applicants who answer “no” on all items of The Statement of Good Moral Character (see Appendix A). If an applicant answers “yes” on any item, he/she must provide a written rationale to the Clinical Mental Health Counseling Program faculty; additional documentation, such as an FBI or BCI check, may also be required.

Once an applicant is admitted into the program his/her file will be forwarded to The University of Akron Graduate School for approval. Once approved, the Graduate School will send an official acceptance letter to the applicant. A Clinical Mental Health Counseling Program Faculty Advisor will be listed on the acceptance letter. Thus, a new student will be able to obtain academic advising before enrollment in the program. **There are three distinct types of admission to the Clinical Mental Health Counseling Program: full admission, provisional admission, and deferred admission.**

The Graduate School allows a maximum of 6 years to complete the Clinical Mental Health Counseling master’s degree. This six-year time limit begins the semester a student first enrolls in classes. This time frame will be reduced if transfer credits are substituted for any coursework on the PCD. The six-year time frame will begin on the date when the first course transferred was completed.

Clinical Mental Health Counseling Program Provisional Admissions

Applicants who do not meet the academic requirements for full admission may be considered for acceptance into the program under a provisional admission. This status may be appropriate if it is believed that the applicant has the potential, as indicated by application materials, to make a unique contribution to the profession. The policy of the School of Counseling established regarding the inclusion of professional and alternative educational experiences is as follows:

The Clinical Mental Health Counseling Program faculty may consider admitting students under provisional status if the applicant’s undergraduate GPA is 2.5 or above for four years or 2.75 for the last two years. In this case, the applicant’s prior professional and educational experiences will be evaluated. Possible criteria may include how much and what type of experience the applicant has had, the uniqueness of these experiences, the strength of professional recommendations, prior professional accomplishments, and any other outstanding qualifications that may enhance the applicant’s contributions to the program. Additional recommendations from previous schools attended or past employers may be required.

If a student is admitted to the program under provisional status, he/she must complete at least 12 semester credits of selected coursework – registration for additional coursework will not be permitted until the initial/provisional coursework has been successfully completed. Registration for coursework not approved under the provisional status risks dismissal from the program.

Students receiving provisional admission should note that this does not guarantee full admission to the Clinical Mental Health Counseling Program at a future date.

To gain full admission into the program, the student must complete at least 12 credits of Clinical Mental Health Counseling program required coursework, obtain a cumulative GPA of at least a 3.25, having not received a grade of 'C' or lower in any course, for the first 12 credits completed in the program, and obtain the recommendation of their Faculty Advisor. Failure to complete these requirements may result in dismissal from the program.

Clinical Mental Health Counseling Program Deferred Admissions

Under certain circumstances, applicants who have an undergraduate GPA below 2.5 for four years may be granted deferred admission. Possible criteria may include how much and what type of experience the applicant has had, the uniqueness of these experiences, the strength of professional recommendations, prior professional accomplishments, and any other outstanding qualifications that may enhance the applicant's contributions to the program. Additional recommendations from previous schools attended or past employers may be required. If granted deferred admission status, within one academic year the student must complete 12 hours of post baccalaureate coursework approved by the Clinical Mental Health Counseling Program faculty. The applicant must obtain a GPA of at least 3.0 on these courses. After a review of the student's transcript, the program faculty will re-consider the student's application materials. *Students receiving deferred admission should note that this does not guarantee full admission to the Clinical Mental Health Counseling Program at a future date.*

Graduate School Non-Degree Seeking Admissions

The Graduate School directly admits students for general graduate coursework on a non-degree basis under certain circumstances. This is option is usually available for students who already hold a bachelors or graduate degree. Students admitted under this classification must complete non-degree coursework but are not eligible for a master's degree (although non-degree coursework may transfer into a UA master's program if a separate admission is granted). **Applications for non-degree status are approved under the jurisdiction of the Graduate School (not the School of Counseling).** Applicants are encouraged to visit the Graduate School website to learn more about non-degree seeking admissions: <http://www.uakron.edu/gradsch/prospective-students/>.

Students admitted by the Graduate School for general coursework on a non-degree basis should note that this does not guarantee future admission to the Clinical Mental Health Counseling Program. In addition, students admitted under non-degree status will have second priority (after fully admitted students) for registration of School of Counseling courses with limited enrollments.

In order to obtain admission into the Clinical Mental Health Counseling program, non-degree seeking students must complete the entire program application process (see Program Application Procedures above). Should a non-degree seeking student ultimately be admitted to the program, classes successfully completed as a non-degree student may potentially be applied to the Clinical Mental Health Counseling

master's degree if all transfer credit criteria have been satisfied (see Program Course Distribution Form section below).

NOTE: Only students fully admitted to the Clinical Mental Health Counseling Program may complete a Clinical Mental Health Counseling Practicum. Non-degree students shall not be approved for a Clinical Mental Health Counseling Program Practicum.

NOTE: Only students fully admitted to the Clinical Mental Health Counseling Program, or UA School Counseling program students/graduates under special circumstances (see below), may be approved for a Clinical Mental Health Counseling Program Internship. See Internship section for details.

Non-Degree Seeking Admission Specific To Licensed Professional Counselor (LPC) Credential

UA School Counseling Program students or graduates are not able to obtain the CMHC degree. However, they are eligible to obtain the Ohio Licensed Professional Counselor (LPC) credential after additional coursework and a clinical internship, offered through the CMHC program.

The guidelines below outline requirements for this option:

In order to be eligible for the LPC license applicants will need to satisfy two requirements -

- (1) Complete all LPC licensure didactic coursework (as required by the State Board);
- (2) After completing all CMHC practicum/internship prerequisite coursework (except 5600:674 Prepracticum), complete a CMHC non-degree clinical internship after submitting all application requirements below. All CMHC practicum/internship prerequisites must be taken into account (except 5600:674 Prepracticum) and can be found at <http://www.uakron.edu/soc/masters/cmhc/required-courses.dot>.

(1) LPC Didactic Coursework

Below are courses that are typically needed by non-CMHC students:

1. 5600:662 Personality & Abnormal Behavior (must be completed prior to applying for licensure)
2. 5600:664 DSM (CMHC practicum/internship prereq)
3. 5600:666 Treatment in Clinical Counseling (CMHC practicum/internship prereq)
4. 5600:714 Evaluation of Mental Status (must be completed prior to applying for licensure)
5. 5600:635 Introduction to Clinical Counseling (CMHC practicum/internship prereq)
6. 5600:732 Addiction Counseling (should be completed prior to internship for competency purposes and to increase opportunities, but may not be required for licensure)

There may be additional courses needed, beyond those above. Please be sure to cross-check the courses you've completed against those on the attached PCD which satisfy the state LPC licensure requirements.

(2) CMHC Clinical Internship Application Process

A second practicum is not required, however there are specific internship application procedures and requirements for non-CMHC students. Please read these carefully.

Non-degree UA School Counseling Program students/graduates may be approved for a Clinical Mental Health Counseling Program Internship for Licensed Professional Counselor licensure under special circumstances only if all of the following criteria are met:

1. Applicant must currently be fully admitted in a School Counseling master's degree program in the School of Counseling at The University of Akron – OR - Must have obtained a School Counseling master's degree from the School of Counseling at The University of Akron within the prior five (5) years before a CMHC internship will begin. **If a prior degree was awarded longer than five (5) years prior to the start date of a Clinical Mental Health Counseling internship the experience shall not be approved [Note this requirement means that all LPC licensure coursework and the two semester clinical internship must be completed within five (5) years after graduating with a UA School Counseling master's degree.]**
2. In the School Counseling Program the applicant must have earned a cumulative GPA of at least 3.25 or better AND a B- or better in all degree-related coursework.
3. Applicant must complete all CMHC Practicum and Internship prerequisites [except 5600:674 Prepracticum] with a grade of B- or better prior to the start of Internship.
4. Applicant must apply for Internship to the Program/Clinical Coordinator. The application must include all of the following:
 - a. A written statement with rationale related to the applicant's professional goals, motivation to seek Professional Counselor licensure, and knowledge and acceptance of program Internship requirements.
 - b. At least two letters of reference specific to the applicant's personal and professional qualifications related to potential for success in a clinical Internship (or as a Professional Counselor). At least one reference letter must be from a prior clinical supervisor during the master's degree in counseling. The second reference letter may from a prior faculty member, master's degree in counseling advisor, or clinical supervisor. Both references should be able to speak to the applicant's ability for success in a clinical Internship.
 - c. A copy of the applicant's master's degree in counseling transcripts for review.
 - d. A personal interview with a core Program faculty member.
5. If approved, acceptance of all Internship procedures and requirements described in this handbook must be forwarded to the Program/Clinical Coordinator in writing.

UA School Counseling Program graduates can complete all LPC-related coursework at UA (including the clinical internship, if approved) as a non-degree student. In order to begin non-degree courses at UA, you'll need to apply to the Graduate School as a UA non-degree student. Non-degree applications are handled exclusively by the Graduate School. No School of Counseling application materials are needed.

Financial aid and graduate assistantships are not available for non-degree students.

Note - as a part of the training experience, and in order for faculty to monitor and evaluate program objectives, all students are required to utilize Typhon - a student tracking software that will help monitor academic progress, streamlining clinical paperwork, and showcasing student portfolios. Electronic data is stored the entire time students are enrolled in the program and for up to additional 5 years after graduation.

Typhon registration, including a one-time purchase price of \$90 at the time of the student handbook, is mandatory for all School of Counseling students. Typhon registration information will be provided once students are enrolled in the program, and students must register with Typhon by the end of the 8th week of their first semester enrolled the program. More information about Typhon can be found on the company website (<https://www.typhongroup.com/>).

TRANSFER OF CREDITS FROM ANOTHER PROGRAM

After receiving full admission into the Clinical Mental Health Counseling Program and after completion of at least 12 semester credits of required coursework, students may be eligible to transfer up to 1/3 or their required credits (up to 20 semester credits) from another program/institution if all of the following minimum criteria are met.

However, transfer of credits is at the discretion of each student's Faculty Advisor and the Graduate School. Therefore, a student wishing to transfer credits from another program/institution should meet with his/her Faculty Advisor as soon as possible after formal admission into the program (preferably before signing and submitting an official program plan or PCD):

- The course must directly substitute for a required course that is part of the Clinical Mental Health Counseling Program curriculum
- The course must have been at the graduate level (i.e., not an undergraduate course)
- The course must be a graded course (i.e., not pass/fail)
- The student must have received a grade of 'B' or better in the course
- The course must have been completed within the past six years
- All transfer courses, and all non-University of Akron degrees and academic statuses, must be in good standing as defined by the Graduate School

Students should be aware that transfer of credits will reduce the six-year time limit required for graduation. This time limit will be decreased proportionately according to when the transferred course was completed – for example, if a transferred course was completed three years prior to admission into the Clinical Mental Health Counseling Program, the student would only have three years remaining to complete all requirements for their degree.

NOTE: Students are encouraged to attend the University on a full-time basis in order to complete their degree in the most expeditious manner. The Graduate School allows up to six years for completion of the master's degree.

Financial aid may be available through student loans, tuition scholarships, and student employment to help offset the cost of full-time attendance. For information on loans, see the Financial Aids Office. For information about forms of financial aid visit the Graduate School's financial aid website at <http://www.uakron.edu/gradsch/financial-assistance/>, or the Office of Financial Aid website at <http://www.uakron.edu/finaid/>, or contact the Office of Financial Aid through finaid@uakron.edu or 3390972-7032.

Students attending part-time should give careful thought to the timing and sequencing of courses. This should be done in close consultation with their Faculty Advisor. It is especially important to note course prerequisites and the semesters when courses are traditionally offered. A full-time course load is normally 9-12 semester credit hours. Students who are employed should reduce their academic load proportionately. Students on graduate assistantships must register for a minimum of 9 credits and may take up to a maximum of 15 credits per semester of appointment.

REQUESTS TO CHANGE PROGRAMS AFTER ADMISSION

Fully admitted students who wish to change master's degree programs (e.g., changing from the Clinical Mental Health Counseling Program to the Marriage and Family Counseling/Therapy or School Counseling Program) must follow the steps below:

- (1) Schedule a meeting with one's Faculty Advisor to discuss this issue and reach consensus;
- (2) Following Faculty Advisor approval, petition in written format to Clinical Mental Health Program/Clinical Coordinator. Include a rationale for switching programs. The petition will be presented to Program faculty for consideration. Program faculty reserve the right to approve or deny the request;
- (3) If the request for changing programs is approved by the Clinical Mental Health Counseling Program faculty, petition in written format to the new (i.e., Marriage and Family Therapy or School Counseling) Program faculty.
- (4) If the request for changing programs is approved by the new Program faculty, a new Faculty Advisor (affiliated with the new master's Program) will be assigned by the new Program, a new Program Course Distribution (PCD) will be completed with the new Faculty Advisor, and the new Program faculty will notify the Graduate School of the degree and Faculty Advisor changes.

Students may not request to change programs after they have begun Practicum. In order to minimize disruption to course programs, professional identity, and licensure possibilities, any student who is enrolled in or who has completed Practicum during any master's degree program will not be permitted to change programs.

PROGRAM CURRICULUM OVERVIEW

The Clinical Mental Health Counseling master's degree is comprised of a minimum of 60 semester credit hours of approved graduate-level coursework. The Clinical Mental Health Counseling Program curriculum consists of four broad areas of coursework: (a) Educational Foundations, (b) Required Counseling Core Courses, (c) Clinical Counseling Specialty Courses, and (d) Program Electives.

Educational Foundations (9 semester credits total): 5600:601 Research & Program Evaluation, 5600:646 Multicultural Counseling, 5600:648 Individual & Family Counseling Across the Lifespan. Educational Foundation coursework provides knowledge and skills related to understanding human functioning and diversity through a framework of research and mental health system policies.

Required Counseling Core Courses (20 semester credits total): 5600:600 Professional Orientation & Ethics, 5600:635 Introduction to Clinical Counseling, 5600:643 Counseling: Theory & Philosophy, 5600:645 Tests & Appraisal in Counseling, 5600:647 Career Development & Counseling Across the Lifespan, 5600:651 Techniques of Counseling, 5600:653 Group Counseling. Required counseling core courses focus on an orientation to the counseling profession and basic core counseling skills that translate into professional practice.

Clinical Counseling Specialty Courses (28 semester credits total): 5600:662 Personality & Abnormal Behavior, 5600:664 DSM, 5600:666 Treatment in Clinical Counseling, 5600:732 Addiction Counseling I, 5600:714 Evaluation of Mental Status, 5600:674 Prepracticum in Counseling, 5600:675 Practicum in Counseling, 5600:685 Internship. Clinical counseling specialty courses focus on knowledge and skills related to common conditions treated by professional counselors (e.g., psychopathology) and practical skills working with a clinical population.

Program Electives (3 credits minimum): 5600:621 Counseling Youth at Risk, OR 5600:622 Play Therapy, OR 5600:660 Counseling Children, OR 5600:640 Counseling Adolescents, OR 5600:655 Marriage & Family Therapy, OR 5600:620 Issues in Sexuality for Counselors. Program electives offer an opportunity for specialty knowledge beyond minimum foundational, core, and clinical program areas.

For more information about the Program curriculum, or descriptions of each course in the curriculum, please review the Graduate Bulletin at <http://www.uakron.edu/gradsch/>.

PROGRAM COURSE DISTRIBUTION (PCD) FORM

The Program Course Distribution (PCD) Form is an official university document used to monitor course requirements for each particular program. It is a listing of courses which must be completed before graduation, and it is submitted to the Graduate School early in each student's program of study. Once accepted by the Graduate School, the PCD will be used to check completion of degree requirements after a student submits his/her advancement to Candidacy form. The PCD for the Clinical Mental Health Counseling Program conforms to those courses outlined in the Clinical Mental Health Counseling Program Curriculum Overview section above.

Students should consult with their Faculty Advisor before registering for coursework. **Students should arrange a face-to-face meeting with their Faculty Advisor during the first semester of enrollment in order to complete and sign their official PCD.** The PCD helps ensure that each student understands the requirements of the program and the sequence in which certain courses should be taken.

Once an official PCD is signed and submitted, the student must register for courses outlined on the form. In order to change one's course curriculum, a student must meet with his/her Faculty Advisor, have substitution coursework pre-approved, and submit additional paperwork. Students who deviate from their officially approved PCD without the written consent of their Faculty Advisor may delay their graduation and may jeopardize fulfillment of degree and/or State licensure requirements.

The complete Clinical Mental Health Counseling Program PCD is shown in Appendix A.

COURSE REGISTRATION INFORMATION

Course registration at The University of Akron is performed on MyAkron: <http://www.uakron.edu/ssc/myakron-guide/>. Before course registration can occur, students must first obtain a UA Net ID and Password from the UA computer center (Bierce Library, basement level). Students may also receive a private UA email address at this time. Next, students can check the School of Counseling's schedule of classes and register each semester through MyAkron.

Throughout one's graduate career, important forms, dates, and graduate information can be found at the Graduate School website: <http://www.uakron.edu/gradsch/>. Students are also encouraged to obtain a UA ZIP Card from ZIP service center (Student Union, ground floor) as soon as possible after formal admission into the program. The Zip Card allows students to check out books from the library, make photocopies, order food on campus, etc.

SPECIAL REGISTRATION FOR CLOSED COURSES

Certain clinical courses, including Field Experience, Practicum, and Internship, and Independent Studies have a closed registration policy for which School permission must be obtained. The School of Counseling Administrative Assistant should be contacted in order to register for closed courses or all other courses where 'departmental consent' is indicated. Permission from one's Faculty Advisor may be necessary before registration for closed courses is approved.

PRACTICUM AND INTERNSHIP GUIDELINES

As a part of the training experience, and in order for faculty to monitor and evaluate program objectives, **all students are required to utilize Typhon** - a student tracking software that will help monitor academic progress, streamlining clinical paperwork, and showcasing student portfolios. Electronic data is stored the entire time students are enrolled in the program and for up to additional 5 years after graduation.

Typhon registration, including a one-time purchase price of \$90 at the time of the student handbook, is mandatory for all School of Counseling students. Typhon registration information will be provided once students are enrolled in the program, and **students must register with Typhon by the end of the 8th week of their first semester enrolled the program.** More information about Typhon can be found on the company website (<https://www.typhongroup.com/>).

As a required part of Practicum and Internship work, Clinical Trainee (CT) status with the OCSWMFT Board is needed (unless waived by the Program/Clinical Coordinator), including applying for and gaining approval of BCI/FBI check. Students are responsible for paying the BCI/FBI check fee.

Introduction to Practicum/Internship

The Clinical Mental Health Counseling Master's Program requires that students complete five semester credits of Practicum (5600:675) and six semester credits of Internship (5600:685). These two courses are considered capstone training experiences that require full participation and commitment. Quality of students' clinical work and professional behaviors are evaluated and valued as highly as quantity of clinical services provided during the experience.

Students will be evaluated on the following areas, all of which must be demonstrated before the training experience ends and additional clinical training/work is permitted:

- Ethical/legal knowledge and compliance
- Compliance with setting policies/procedures
- Clinical assessment skills
- Treatment planning skills
- Clinical interventions with individual and group counseling clientele needs
- Client referral/triage skills
- Preparedness for and participation in supervision sessions
- Ability to self-reflect and self-assess strengths/limitations and one's scope of competencies
- Overall professionalism in the workplace (with clients, colleagues, peers, supervisors)
- Clinical documentation skills

NOTE: Clinical Mental Health Counseling students are responsible for knowing and adhering to all guidelines contained herein. Noncompliance with these guidelines may negatively impact successful completion of Practicum and/or Internship. Therefore, following the guidelines herein should be given careful attention throughout the Clinical Mental Health Counseling Program.

Practicum Overview/Guidelines (5600:675)

Practicum is designed as a comprehensive pre-professional training experience. It includes both direct and indirect counseling services. As part of their Practicum requirements, students must obtain 100 total work-related hours (including direct service hours, chart documentation, supervision-related hours, and other work-related experiences per CACREP guidelines). Of these 100 total work-related hours, students must accumulate at least 40 direct service hours. Direct service hours include face-to-face counseling, human growth and development activities, and consultation with individuals or groups per CACREP guidelines. Both individual and group counseling training experiences are required during Practicum.

See Appendix F for all Practicum forms and performance evaluations.

When planning to register for Practicum, students should maintain an awareness of required prerequisites: 5600:600,601,635,643,645,646,647,651,648,653,664,666,674.

All prerequisites must be completed prior to the start of Practicum.

In extraordinary circumstances a student may be approved to take one prerequisite concurrently with Practicum. This decision will be made by Program faculty after an appeal is presented by the student under extraordinary circumstances out of the student's control.

Completion of Practicum requires a long-term commitment of time and effort. **Students who work (whether on campus or off campus), or who have family/personal obligations outside of the University, will be asked to adjust their schedules accordingly in order to meet Practicum clinical/supervisory/academic requirements.** For example, if a student works off campus, he/she may need to adjust work times, reduce the number of hours worked per week, or terminate employment and seek financial assistance in order to fulfill Practicum requirements.

Although the academic requirements will vary slightly from semester to semester, **Practicum students must usually devote 12-14 hours/week to the experience. Both individual and group counseling training is required during Practicum. The following are examples of commitments that may be expected:**

- **Minimum of 5 hours/week individual client appointment times** – some flexibility is provided at the Clinic to help accommodate students' requests.
- **1-2 hours/week group counseling appointment times** – group counseling appointment times, whether at the Clinic or an off-campus agency, are usually scheduled during specific days/times.
- **1.5 – 2 hours/week class time with the faculty instructor** (i.e., group supervision) – class time/group supervision is scheduled on a specific day/time per the University course schedule.

- **1 hour/week individual supervision with the faculty instructor** – individual supervision day/time shall be negotiated with the faculty instructor, but usually occurs the same day as the class time/group supervision.
- **1 hour/week supervision with the group counseling supervisor** – group counseling supervision day/time shall be negotiated with the group counseling supervisor.
- **1 hour/week supervision with a doctoral student supervisor** – doctoral student supervision day/time, when it occurs, shall be negotiated with the doctoral student. Master’s students may or may not have a doctoral student supervisor, depending on the semester.
- **1-2 hours/week clinical documentation** – time used for completion of documentation is usually flexible, however documentation for a particular individual/group counseling session must usually be completed within one week, and often 1-3 days, after the session occurs.

Practicum Supervisor Qualifications

Faculty Instructor – Practicum course instructors must fulfill the following qualifications:

- (1) Be eligible to serve as an OCSWMFT Board-approved Clinical Trainee supervisor

Doctoral Student (in supervision training) – Doctoral students (in supervision training) serving as Supervisors must fulfill ALL of the following qualifications:

- (1) Have completed a master’s degree in a counseling-related profession, as well as counseling practicum and internship experiences equivalent to those in a CACREP-accredited entry-level program - **AND**
- (2) Are receiving preparation in counseling supervision through registration for a doctoral-level supervision-related course, with a faculty to student ratio that does not exceed 1:6 - **AND**
- (3) Are being supervised by a core Clinical Mental Health Counseling Program or Counselor Education and Supervision Program faculty member OR a faculty member who has obtained a doctoral degree in Counselor Education and Supervision or a related profession, and has obtained an Ohio Professional Counselor or Professional Clinical Counselor license (or who has been grandparented by the Ohio Counselor Board to supervise counselor trainees) with relevant supervision training and experience (either professionally or through having obtained the Ohio Supervising Counselor designation)

Site Supervisor (off-campus supervision) – Site supervisors must fulfill ALL of the following qualifications:

- (1) Have obtained a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including an Ohio mental health professional license - **AND**
- (2) Have obtained a minimum of two years of professional experience in the clinical area in which the student is enrolled - **AND**
- (3) Have obtained relevant supervision training and experience (either professionally or through having obtained the Ohio Supervising Counselor designation)

Practicum Registration Procedures

Practicum is a 5-credit course, completed during one semester. Practicum is a closed course. Therefore, self-registration is not permitted. Students must be pre-approved by the Program faculty and Program/Clinical Coordinator for candidacy after an academic/fitness review is conducted.

Three primary considerations are taken into account for candidacy by Program faculty before registration for Practicum is permitted:

1. Completion of all required course prerequisites
5600:600,601,635,643,645,646,647,648,651,653,664,666,674
2. Approval for candidacy to begin clinical coursework, as evaluated by Program faculty through review of student retention guidelines, candidacy course evaluations (5600:651, 674) using the Program's fitness evaluation, and compliance with the School of Counseling statement of expectations.
3. Placement on the primary Practicum list (versus waiting list) for a specific semester.

Regarding #3 above, in order to maintain quality instruction/supervision a limited number of Practicum students are registered each semester. Students on the primary Practicum list will be offered registration in Practicum if criteria #1-2 above are completed. Applicants on the primary list will be ranked in order of when each student was pre-approved for Practicum (i.e., 'first come-first served' basis).

If the amount of Practicum applicants outnumbers the enrollment limit for a particular semester, a waiting list will be created. Those on the waiting list will be given priority the following semester, unless a student on the primary list disenrolls from Practicum, after which students on the waiting list will be contacted.

Typically the most Practicum openings are available during Fall semesters (approximately 12 students), followed by Spring semesters (approximately 6-10 students) and Summer semesters (approximately 6 students).

Therefore, a completed Practicum application does not guarantee placement in Practicum during a particular semester.

The sequence below outlines steps taken during the Practicum registration process, and who is responsible for each step.

In order to be approved for Practicum all students must follow the steps outlined below in order. Failure to follow these steps in order may jeopardize Practicum registration.

Consultation with the Program/Clinical Coordinator is recommended if questions/concerns arise:

1. **Meet with Faculty Advisor** – [Who is responsible = Student; When to complete this step = **First semester in the Program**] – All newly admitted students must meet with a Faculty Advisor during their first semester, either during new student orientation or a private meeting, to review the student handbook (including Practicum prerequisites) and complete Program Course Distribution form (PCD).
2. **Plan Program coursework** - [Who is responsible = Student; When to complete this step = **First semester in the Program**] – During the first semester all newly admitted students must plan Program coursework, using the Program Course Distribution (PCD) form, in order to estimate when all Practicum prerequisites will be completed –

Practicum prerequisites = 5600:600,601,635,643,645,646,647,648,651,653,664,666,674.

- NOTE: all prerequisites must be completed prior to the start of Practicum unless an exception is approved by Program faculty under extraordinary circumstances.

3. **Apply for placement on the Practicum list beginning of semester before practicum is desired (i.e., first day once courses begin)** - [Who is responsible = Student; When to complete this step = Very beginning of semester before practicum is desired]

- A. **Students must confirm for themselves that all Practicum prerequisites will have been completed prior the semester Practicum will begin.**

Practicum prerequisites =

5600:600,601,635,643,645,646,647,648,651,653,664,666,674.

- B. **Immediately after courses begin during the semester before Practicum is desired (i.e., the first day of classes of thereafter) email the Program/Clinical Coordinator and request to be placed on the Practicum list:**

- Beginning Summer semester (first day of intersession) for Fall Practicum
- Beginning Fall semester (first day of classes) for Spring Practicum
- Beginning Spring semester (first day of classes) for Summer Practicum

NOTE: placement on the Practicum list is on a first come, first served basis. Therefore, completing this step as early as possible once the first day of classes officially begin each semester is important.

NOTE: to ensure equal opportunity for all students, placement on the Practicum list will not be accepted until classes have begun the semester prior to the semester when Practicum is desired.

Provide the following information in your Practicum request email:

- a. Your name
- b. Student ID#
- c. Semester to be placed on Practicum list
- d. Your confirmation that all Practicum prerequisites have been checked and will be completed

- **Note: students should not expect to know for certain whether they meet all considerations for Practicum (including readiness, meeting all prerequisites, and being on the primary list) until the middle of the semester before Practicum will begin (see below).**

4. Practicum list candidacy review – [Who is responsible = Program Faculty; When this step is completed = once all Practicum requests for following semester have been received] –

- a. Program faculty will review all Practicum candidates' academic and fitness records.
- b. Program faculty will then check all prerequisites for students on the primary Practicum list.
- c. Students who have not completed all prerequisites will be notified by the Program/Clinical Coordinator that they will be removed from the primary Practicum list).
- d. Program faculty will determine the final approved primary Practicum and waiting lists.

5. Practicum registration confirmation - [Who is responsible = Program/Clinical Coordinator; When this step is completed = once primary Practicum list is finalized] –

Program/Clinical Coordinator will notify all students approved for Practicum candidacy toward the middle of the semester before Practicum will begin. Students will also be registered for Practicum at the Program/Clinical Coordinator's request.

6. Apply to the Board for Clinical Trainee (CT) status - [Who is responsible = Student; When to complete this step = Immediately after practicum approval] – after receiving approval from Program/Clinical Coordinator for Practicum, apply to the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board for Clinical Trainee (CT) status.

Students must obtain CT status prior to beginning Practicum. For steps to complete CT status visit <http://cswmft.ohio.gov/Counselors/CounselorTrainee.aspx>

Because the CT application process may take several weeks to complete (including official State forms and a criminal records check), students are encouraged to begin the CT application process immediately after approval of Practicum.

- 7. Obtain professional liability insurance - [Who is responsible = Student; When to complete this step = 1-2 weeks before Practicum semester begins].**

Providing evidence of active professional liability insurance is a requirement before beginning clinical work. Evidence of insurance coverage must be provided to the practicum instructor. Insurance coverage is free for student members of the American Counseling Association and American Mental Health Counselors Association.

Apply to ACA as a student member, then obtain free liability insurance:

<http://www.counseling.org/membership>

- 8. Complete mandatory Clinic orientation - [Who is responsible = Student; When to complete this step = usually 1-2 weeks before Practicum semester begins] – complete mandatory Clinic orientation after being contacted by the Clinic.**

Approximately one month before Practicum semester begins the Clinic will send Clinic orientation materials to all Practicum students, including directions for completion of the face-to-face and online orientation process and group counseling placement materials/procedures.

New Practicum students will complete online Clinic orientation approximately 1-2 weeks before semester begins; complete face-to-face Clinic orientation process approximately 1-2 weeks before semester begins.

Students must complete all orientation materials before beginning Clinic work.

- 9. Begin Practicum experience (i.e., attend first Practicum class/group supervision) - [Who is responsible = Student; When to complete this step = First week that Practicum semester begins] – meet with Instructor during regularly scheduled class time (i.e., group supervision), obtain syllabus and supervision-related forms/materials, discuss Practicum process/requirements, and schedule individual supervision sessions and other meetings as required.**

NOTE: Only students fully admitted to the Clinical Mental Health Counseling Program may complete a Clinical Mental Health Counseling Practicum. Non-degree students shall not be approved for a Clinical Mental Health Counseling Program Practicum.

Internship Overview/Guidelines (5600:685)

The objective of Internship is to provide an intensive on-the-job supervised experience beyond Practicum for the integration and application of knowledge and skills that the student has gained in didactic coursework. The Internship is a post-Practicum, on-the-job experience conducted in a setting as similar as possible to that in which a student may subsequently seek employment.

See Appendix G for all Internship forms and performance evaluations.

Note: Internship placement is dependent on completion of Practicum – Internship cannot begin until Practicum has been passed and clinical readiness for Internship has been determined. This requirement must be disclosed to potential Internship site hosts/supervisors when interviewing at potential sites.

Internship must be completed part-time during at least two semesters (3 credits of 5600:685 each semester). One semester Internships are not permitted for educational, client service, and provider placement reasons. Internship students usually work approximately 25 hours/week.

As part of Internship requirements, students must obtain 600 total work-related hours (including direct service hours, chart documentation, supervision-related hours, and other work-related experiences). Of these 600 total work-related hours, students must accumulate at least 240 direct service hours. Direct service hours include face-to-face counseling, human growth and development activities, and consultation with individuals or groups per CACREP guidelines.

Students who do not fulfill their 600-hour or direct service hour requirements after registering for six semester credits must enroll for an additional 3 credit hours of Internship (5600:685) each semester until the 600-hour requirement is completed.

Beyond class meetings and individual supervision sessions there is one main clinical requirement related to the 600 total work-related hours and 240 direct service hours outlined above:

Students must work for at least one mental health agency providing professional counseling services, including indirect and direct services as outlined below. This internship component should include approximately 20 hours/week of committed work time over (at least) two semesters.

Per Program, CACREP and Ohio Counselor, Social Worker & Marriage and Family Therapist Board requirements, clinical experiences must include on-the-job supervised training in professional counseling. The supervised Internship shall include a minimum of six hundred (600) hours of total work-related experiences, including both 'direct service' and 'indirect service.' Of the six hundred (600) hours of total work-related experiences, at least two hundred forty (240) shall be in direct service to clients, which should include the diagnosis and treatment of mental disorders through individual and/or group counseling unless a different type of professional counseling experience is preapproved.

Indirect Service – Indirect service relates to internship work experiences in addition to direct service with clients. All internship-related supervision, including class time (i.e., group supervision) and all on-site supervision, is considered indirect service. In addition to supervision, all work-related activities performed at the job site(s) not including direct client contact are considered indirect service – for example, being at the site when clients no-show, preparing for client sessions while at the site, case management functions, record keeping, documentation, contacting referral sources, consultation with professionals at the job site, agency-related in-service trainings and staff meetings.

Direct Service - The intent of direct service is to help students learn how to interact with and treat clients during the counseling process. In general, any **counseling-related 'client contact'** counts as direct service - face to face or phone contact directly with clients individually or in groups. Direct service can therefore include individual or group counseling-related relationship building, assessment, diagnosis, treatment planning, intervention, referral, or termination activities. **In order to ensure that individual counseling skills are learned as part of Internship, at least some of the direct service must be related to individual counseling (versus group counseling, testing, one-time assessments or other forms of direct service).** Case management and other non-counseling-related activities are not considered direct service, rather these hours can be counted toward indirect service as described above.

Note: When completing an in-state (Ohio) Internship (not out-of-state Internship) students must register with the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board as a Clinical Trainee (CT) for Internship, unless a waiver of this requirement has been preapproved by the Program/Clinical Coordinator prior to the start of Internship under special circumstances. Visit <http://cswmft.ohio.gov/Counselors/CounselorTrainee.aspx> to find steps toward completing the CT application process.

Completion of Internship requires a long-term commitment of time and effort. **Students who work (whether on campus or off campus), or who have family/personal obligations outside of the University, will be asked to adjust their schedules accordingly in order to meet Internship clinical/supervisory/academic requirements.** For example, if a student works off campus, he/she may need to adjust work times, reduce the number of hours worked per week, or terminate employment and seek financial assistance in order to fulfill Internship requirements.

Although the academic requirements will vary slightly from semester to semester, **Internship students usually devote at least 20 hours/week to the experience. The following are examples of commitments that may be expected:**

- **Approximately 15-20 hours/week individual/group counseling indirect and direct service at a mental health agency** – some flexibility is usually provided by agencies to help accommodate students' requests.

- **2-4 hours/week clinical documentation** – time used for completion of documentation is usually flexible, however documentation for a particular individual/group counseling session must usually be completed within one week, and often 1-3 days, after the session occurs.
- **3 hours/bi-weekly class time with the faculty instructor** (i.e., group supervision) – class time is scheduled on a specific day/time per the University course schedule.
- **1 hour/week individual supervision with the site (agency) supervisor** – individual supervision day/time shall be negotiated with the site supervisor.

Non-Degree Clinical Mental Health Counseling Internship Applications:

Non-degree UA School Counseling students/graduates may be approved for a Clinical Mental Health Counseling Program Internship for Licensed Professional Counselor licensure under special circumstances only if all of the following criteria are met:

1. Applicant must currently be fully admitted in a School Counseling master's degree program in the School of Counseling at The University of Akron

OR

Must have obtained a School Counseling master's degree from the School of Counseling at The University of Akron within the prior five (5) years before a Clinical Mental Health Counseling internship will begin. If a prior degree was awarded longer than five (5) years prior to the start date of a Clinical Mental Health Counseling internship the experience shall not be approved.

2. In the School Counseling program the applicant must have earned a cumulative GPA of at least 3.25 or better AND a B- or better in all degree-related coursework.
3. Applicant must complete all Clinical Mental Health Counseling Practicum and Internship prerequisites [except 5600:674 Prepracticum] with a grade of B- or better prior to the start of Internship.
4. Applicant must apply for Internship to the Program/Clinical Coordinator. The application must include all of the following:
 - a. A written statement with rationale related to the applicant's professional goals, motivation to seek Professional Counselor licensure, and knowledge and acceptance of program Internship requirements.
 - b. At least two letters of reference specific to the applicant's personal and professional qualifications related to potential for success in a clinical Internship (or as a Professional Counselor). At least one reference letter must be from a prior clinical supervisor during the master's degree in counseling. The second reference letter may from a prior faculty

- member, master's degree in counseling advisor, or clinical supervisor. Both references should be able to speak to the applicants ability for success in a clinical Internship.
- c. A copy of the applicant's master's degree in counseling transcripts for review.
 - d. A personal interview with a core Program faculty member.
5. If approved, acceptance of all Internship procedures and requirements described in this handbook must be forwarded to the Program/Clinical Coordinator in writing.
-

Out-of-State (non-Ohio) Internship Placements

Out-of-state Internships must be pre-approved by the Program/Clinical Coordinator. Out-of-state Internships are discouraged. It is strongly recommended that Internship be completed in Ohio so the setting, supervisor, and overall clinical experience can be pre-approved and monitored closely by the course instructor and program faculty. Students who intend to complete Internship requirements out-of-state will be required to complete the same course/documentation requirements as students who are placed locally.

Because out-of-state Internship students may not be able to physically attend the required group supervision class at The University of Akron, and CACREP requires that students must attend an average of 1.5 hours per week of group supervision provided on a regular schedule throughout the Internship and performed by a program faculty member, **students may need to attend class virtually (through videoconference) throughout Internship.**

In the event that a student wishes to fulfill their Internship requirements out-of-state, the following should be considered. A meeting must be scheduled with the Program/Clinical Coordinator to provide a rationale for the out-of-state placement. If the Program/Clinical Coordinator approves the out-of-state placement, the student will be responsible for independently seeking an appropriate site. **An appropriate site is defined as one that can fulfill all in-state internship site/supervisor requirements above tailored to licensure requirements for the state in which Internship will take place.**

Per CACREP accreditation requirements an appropriately licensed professional is one who holds a minimum of a master's degree in counseling or a related profession, has an active license in the state where the Internship will take place, and has competency in clinical supervision. To be considered competent as a supervisor, an individual must have been licensed for at least two years and have acceptable supervisory training and experience.

When completing an out-of-state (non-Ohio) Internship students need not register with the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board as a Clinical Trainee (CT). CT status is an Ohio training-related requirement.

Students who are planning to complete their Internship out-of-state should be prepared to visit the site and meet with agency personnel. Once a student has been accepted at a site, confirmation must be sent to the Program/Clinical Coordinator regarding the student's acceptance, and the supervisor's name and

professional license number. **Clinical Mental Health Counseling interns may not be placed at a private practice setting during Internship.**

Internship Supervisor Qualifications

Faculty Instructor – Internship course instructors must fulfill ONE of the following qualifications:

- (1) Be a core Clinical Mental Health Counseling Program faculty member - **OR**
- (2) Have obtained a masters degree in Community Counseling or Clinical Mental Health Counseling, and have obtained an Ohio Professional Counselor or Professional Clinical Counselor license with relevant supervision training and experience (either professionally or through having obtained the Ohio Supervising Counselor designation) - **OR**
- (3) Have obtained a clinical masters degree substantially similar to a Community Counseling or Clinical Mental Health Counseling degree (which included diagnosis and treatment of mental disorders), and have obtained an Ohio Professional Clinical Counselor license with relevant supervision training and experience (either professionally or through having obtained the Ohio Supervising Counselor designation), and have completed at least three years of recent professional experience working in a community mental health agency.

Site Supervisor (off-campus supervision) – Site supervisors must fulfill ALL of the following qualifications:

- (1) Have obtained a minimum of a master's degree in counseling or a related profession with equivalent qualifications - **AND**
 - (2) Have obtained an Ohio Professional Clinical Counselor license with Supervising Counselor designation - **AND**
 - (3) Have completed at least three years of recent professional experience working in a community mental health agency.
-

Internship Registration Procedures

Note: the following course/registration procedures are for in-state (Ohio) Internships.

Note: Internship should be completed the semester(s) immediately following completion of Practicum.

Internship is a closed course. Students cannot register on their own and must be pre-approved by the Program/Clinical Coordinator (i.e., self-registration is not possible).

After following the procedures below, only students fully admitted to the Clinical Mental Health Counseling Program and/or non-degree students pre-approved by the Program/Clinical Coordinator may complete a Clinical Mental Health Counseling Internship.

Two primary considerations are taken into account before registration for Internship is permitted:

1. Completion of all requirements for Practicum (5600:675).
2. Academic readiness to continue clinical coursework, as evaluated by Program faculty through review of Practicum knowledge/awareness/skills, student retention guidelines, the professional fitness evaluation, and compliance with the School of Counseling statement of expectations.

The sequence below outlines steps taken during the Internship registration process, and who is responsible for certain steps in the sequence.

In order to be approved for Internship all students must follow the steps described below in the order. Failure to follow these steps in order may jeopardize Internship registration.

Note: Internship may occur at more than one site. If this is the case the following steps should be followed, and the forms below must be completed, for each Internship site.

Consultation with the Program/Clinical Coordinator is recommended if questions/concerns arise.

Registration Procedures

- 10. Obtain Internship site list - [Who is responsible = Student; When to complete this step = 2-4 weeks before Practicum semester begins, once approval of Practicum is obtained] – obtain Internship site list from the Program/Clinical Coordinator. Next, consider potential sites (3-4 recommended) as Internship placements.**

Internship sites not on the site list may be considered for placement. If an Internship site of interest is not on the site list, the site must be pre-approved by the Program/Clinical Coordinator before proceeding to the next step.

Note: Clinical Mental Health Counseling students may not be placed at private practices during Internship. Internship must take place at a mental health agency.

- 11. Seek Internship Site(s) - [Who is responsible = Student; When to complete this step = No later than the beginning of Practicum semester] – contact sites to seek out Internship placements for the following semester.**

Treat the Internship search similarly to a professional job search. Review websites and other materials for information about the agency and its services before contacting potential sites.

Have the following information ready to present to site hosts/supervisors when discussing Internship opportunities:

- a. Your name
- b. Your phone and email address
- c. Your resume (including courses completed thus far)
- d. Your Program of study, and both the Program Clinical Coordinator's and Internship Instructor's names and contact information (should questions arise)
- e. Your part-time (20-25 hours/week) Internship work hours available
- f. Dates when Internship will begin/end
- g. Knowledge about the agency through web-based and other materials
- h. Specific client populations you wish to work with, specific skills you wish to learn, professional strengths, and areas for growth

Make certain to discuss all of the following with the potential site host/supervisor before determining if the site is an appropriate placement, all of which are prerequisites for an appropriate Internship site:

- i. **Student must receive an adequate number and type of clientele throughout the Internship experience** - The majority of direct service hours must include the diagnosis and treatment of mental and emotional disorders per Ohio Counselor, Social Worker, and Marriage & Family Therapist Board guidelines.
- ii. **Student must be supervised (individually or triadic) weekly for an average of 1 hour/week by an appropriately licensed counselor** – the primary site host/supervisor of record with the School and Board must be a **Professional Clinical Counselor with Supervising Counselor credentials (LPCC-S)** who meets State of Ohio Clinical Trainee (CT) licensure requirements (unless other arrangements have been preapproved by the Program/Clinical Coordinator).

It is strongly recommended that, before proceeding to the next step, you verify that the site host/supervisor has an active LPCC-S. Go to <https://license.ohio.gov/lookup/default.asp?division=97>, enter the professional's name and other info, and verify licensure status online.

Although additional supervision may be received by other licensed professionals, licensed social workers, psychologists, psychiatrists, and marriage/family therapists do not qualify as primary site hosts/supervisors of record for CTs seeking the Professional Counselor license.

- iii. **Student must be provided by the site with office space and resources (phone, supplies, etc) needed for successful completion of clinical work.**

- iv. **Student must be provided with the flexibility to audio and/or videotape interactions with clients for use in supervision, obtain live observation from site host(s), or co-counseling with supervisors.**
- v. **Student must be provided with opportunities to learn the entire scope of clinical work** – should be provided with opportunities to learn chart documentation, attend staff meetings, attend agency-related trainings, consult with colleagues, and learn organizational/policy/business-related aspects of agency work.
- vi. **Site host/supervisor must be willing to participate in the following during the Internship experience (in addition to supervision-related activities):**
 1. Memorandum of Agreement (completed before Internship begins) – this form outlines the roles/responsibilities of the student, site host/supervisor, and course Instructor, must be signed by the student, site host/supervisor, and Instructor, and must be provided to the course Instructor. [SEE BELOW]
 - Make certain to show the Memorandum of Agreement to the site host/supervisor during the interview process so he/she can determine if he/she is willing to complete the form (per step #8 below).**
 2. Student Evaluation (end of Internship) – this rating form provides an evaluation of student’s knowledge/skills throughout the Internship, and must be provided to the course Instructor. Form will be provided during Internship semester.
 3. Contact with the course Instructor when questions/issues arise (throughout the Internship).
- vii. **Internship placement is dependent on completion of Practicum** – Internship cannot begin until Practicum has been passed and clinical readiness for Internship has been determined. Students/supervisors should know whether Internship has been approved toward the middle of Practicum semester (see steps #4-5 below).

12. Secure site/supervisor - [Who is responsible = Student; When to complete this step = By first 1/3 of Practicum semester or as soon as possible] – attempt to have an Internship site/supervisor secured which complies with #2. i – vii above. Because Internship placements are increasingly competitive, students are strongly encouraged to begin the Internship selection/placement process early. It is recommended that students begin seeking Internship placements no later than the beginning of Practicum, and attempt to have the placement secured by the first 1/3 of Practicum semester.

- 13. Submit Completed Internship Site Information/Registration Form To Program/Clinical Coordinator - [Who is responsible = Student; When to complete this step = By middle 1/3 of Practicum semester or as soon as possible; See Appendix G] – once an Internship site/supervisor are secured, complete the Internship Site Information/Registration Form and submit to the Program/Clinical Coordinator for approval. You will then receive confirmation with next steps, including approval to register with the Board as a Clinical Trainee.**
- 14. Apply to the Board for Clinical Trainee (CT) status - [Who is responsible = Student; When to complete this step = By last 1/3 of Practicum semester] – after receiving site/supervisor approval from Program/Clinical Coordinator to register for Internship, apply to the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board for Clinical Trainee (CT) status.**

Students must obtain CT status prior to beginning Internship unless a waiver of this requirement has been preapproved by the Program/Clinical Coordinator prior to the start of Internship under special circumstances. For steps to complete CT status visit <http://cswmft.ohio.gov/Counselors/CounselorTrainee.aspx>

Note: a site and supervisor (holding an active PCC-S license) must be secured before applying for CT status is possible because the CT application essentially asks the Board to approve a specific site/supervisor for a specific Internship.

Because the CT application process may take several weeks to complete (including official State forms and a criminal records check), students are encouraged to begin the CT application process toward the last 1/3 of Practicum.

- 15. Internship Course Registration – [Who is responsible = Program/Clinical Coordinator; When this step is completed = Soon after course registration opens for the following semester] – The Program/Clinical Coordinator will register all interns once a site/supervisor has been approved.**
- 16. Verify that professional liability insurance coverage received for Practicum will extend until completion of Internship - [Who is responsible = Student; When to complete this step = Last 1/3 of Practicum semester] - maintaining active professional liability insurance is a requirement for all clinical work. Please renew insurance coverage as needed to make certain coverage will not expire before the end of Internship.**

Insurance coverage is free for student members of the American Counseling Association and American Mental Health Counseling Association.

Insurance can also be obtained through other mental health organizations. Students are strongly encouraged to begin this process early.

17. **Complete the Memorandum of Agreement form** - [Who is responsible = Student; When to complete this step = Before Internship semester begins; See Appendix G] - meet with site host/supervisor and complete Memorandum of Agreement.

This form must be signed by both the student and site host/supervisor. The form should be turned in to the Internship course Instructor during the first class meeting.

18. **Begin Internship (i.e., attend first Internship class)** - [Who is responsible = Student; When to complete this step = The first week that Internship semester begins] - meet during regularly scheduled class time (i.e., group supervision), and discuss Internship process/requirements with Instructor; begin working at Internship site, meet with site host/supervisor and schedule individual supervision sessions and other meetings as required.

COMPREHENSIVE EXAMINATION

All Clinical Mental Health Counseling students are required to pass a comprehensive examination in order to graduate with the master's degree. The comprehensive examination helps students solidify didactic knowledge, and prepares students for the State licensure examination (the National Counselor Exam or NCE).

The Clinical Mental Health Counseling Program uses the Counselor Preparation Comprehensive Examination (CPCE) for this purpose. As of this student handbook a passing score on the CPCE is 1 standard deviation below the national average adjusted for each test administration. Therefore, the passing score will vary slightly from test to test. However, prior test administrations show that 1 standard deviation below the national average is approximately 65-70% (+/- 5%).

Students will be responsible for registering for the CPCE through Pearson, paying the cost of test administration (\$75 as of this student handbook).

According to the authors "the CPCE is utilized by over 210 universities and colleges; the CPCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs" (<http://www.cce-global.org/Org/CPCE>). Students may visit the following website for more detailed information about the purpose, goals, and structure of the CPCE: <http://www.cce-global.org/Org/CPCE>.

The examination will be offered to all Program students once each semester on The University of Akron main campus. **The examination is typically offered during October (for Fall semester), March (for Spring semester), and July (for Summer semester).** Students should register with the School Administrative Assistant toward the beginning of the semester they wish to complete the examination.

It is strongly recommended that the comprehensive examination be taken DURING PRACTICUM SEMESTER.

Examination Grading Policy

- Students may complete the comprehensive examination a total of three times.
- Students who fail the written comprehensive examination (CPCE) the first time will be permitted to re-take the complete written examination one time the following semester. The same examination taken the first time must be re-taken during the second attempt. Students are strongly encouraged to meet with their Faculty Advisor, in order to review their test results and strengths/weaknesses, before re-taking the examination.
- Students who fail the written examination (CPCE) two times may petition the program faculty to complete the examination in a different format to be determined by the Program faculty, scheduled the following semester by Program faculty and student.
- Students who fail the written examination three times, including the alternately formatted examination one time, will be dismissed from the Program.

Examination Study Materials

Since the CPCE and the National Counselor Examination (NCE) are based on the same eight knowledge areas, any study materials developed for the NCE should be useful for the CPCE". Students may visit the following website for more information about the NCE:

<http://nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification/>. Although different questions are used for each administration of the examination, the following eight core content areas are always covered on the NCE and therefore the CPCE:

- Human Growth and Development Across the Lifespan
- Social and Cultural Foundations/Multicultural Counseling
- Helping Relationships/Introductory Counseling Theory and Techniques
- Group Counseling
- Career and Counseling/Development
- Tests and Appraisal
- Research and Program Evaluation
- Professional Orientation & Ethics

In particular, it is recommended that information from the following Clinical Mental Health Counseling coursework be used to study for the CPCE (and NCE):

Professional Orientation & Ethics (5600:600)
Career Counseling (5600:647)
Techniques of Counseling (5600:651)
Tests and Appraisal (5600:645)
Counseling Theories (5600:643)

Group Counseling (5600:653)

Intro to Clinical Mental Health Counseling (5600:635)

Multicultural Counseling (5600:646)

Individual and Family Development Across the Lifespan (5600:648)

Research & Program Evaluation (5600:601)

DSM (5600:664) – Note: not one of the core examination areas but diagnosis/evaluation-related information is often included in the NCE

Students are encouraged to purchase study materials focused on the NCE or CPCE. Students are referred to the following resource for more information about NCE study guides:

<http://www.nbcc.org/Exam/StudyGuides>

The following study guides for purchase are some typically useful for students:

- **“Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination”** by Bradley T. Erford, Danica G. Hays, Stephanie Crockett, Emily M. Miller
- **“Encyclopedia of Counseling”** by Howard Rosenthal
- **“Vital Information and Review Questions for the NCE, CPCE and State Counseling Exams”** by Howard Rosenthal

Additional study aids for purchase may be found at the following websites:

<http://howardrosenthal.com/id10.html>

<http://www.ncereview.com/>

<http://counselingexam.com/nce/resource/helwig.html>

STUDENT AND PROGRAM REVIEW PROCESS

In keeping with the objectives of the Clinical Mental Health Counseling Program, formative and summative student and Program data will be evaluated by Program faculty to ensure quality control and successful student/Program development over time:

1. **Student Evaluation Process** (by Program faculty)

[Each Fall and Spring semester]

- a. Review of students' individual course grades
- b. Review of students' overall grade point averages
- c. Review of student fitness concerns, when applicable, utilizing areas outlined in the Student Candidacy Fitness Evaluation
- d. Review of clinical supervisor evaluations/feedback, when applicable, related to clinical competence:
 - i. 5600:675 – Practicum
 - ii. 5600:685 – Internship
- e. Review of student compliance concerns, when applicable, regarding the School of Counseling statement of expectations
- f. Review of students' comprehensive examination (CPCE) scores and pass rates
- g. Review of students' Clinical Mental Health Counseling and core course key performance indicators.

2. Program Evaluation Process (by Program faculty)**[Once annually – end-Spring semester and/or early Summer semester]**

- a. Review of current student exit/completer survey results
- b. Review of Program graduate/alumni survey results
- c. Review of Program supervisors and employers survey results
- d. Review of global comprehensive examination (CPCE) patterns
- e. Review of Clinical Mental Health Counseling Program and core course key performance indicator outcome patterns.

STUDENT RETENTION CRITERIA

The following minimum criteria must be met for student retention after each Program review:

1. **Evidence of progress that indicates an ability to complete degree requirements in six years (as required by the Graduate School).**
2. **An overall GPA of at least 3.0 (on a 5-point standard grading scale) or higher throughout the program.**

3. **Demonstration of at least ‘2’ (adequate) performance on all areas of the Student Candidacy Fitness Evaluation when applicable (See Appendix H).**
4. **Demonstration of at least ‘3’ (competent) or better in all relevant Practicum performance evaluation areas.**
5. **Demonstration of at least ‘3’ (competent) or better on all relevant Internship performance evaluation areas.**
6. **A passing score on the comprehensive examination (CPCE).**
7. **Demonstration that the School of Counseling Statement of Expectations has been followed throughout the program, which is printed on all School of Counseling syllabi:**

“Programs in the School of Counseling are charged with the dual task of nurturing the development of counselors-in-training and ensuring the quality of client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student’s progress in the program may be interrupted for failure to comply with academic standards or if a student’s interpersonal or emotional status interferes with being able to provide effective or ethical services to clients.

For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, a professional attitude, and moral character. These factors are evaluated based on one’s academic performance and one’s ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should also demonstrate the ability to accept and integrate feedback, gain awareness of their impact on others, accept personal responsibility, and show effective and appropriate expression of emotions.”

STUDENT FEEDBACK AND REMEDIATION PROCEDURES

The following feedback and remediation procedures will be used Program-wide when issues/concerns arise related to each of the Student Review/Retention Criteria described above.

1. **Lack of evidence of progress that indicates an ability to complete degree requirements in six years (as required by the Graduate School).**

- A. Faculty Advisor will discuss timeline with student, options for Program completion, and option of Graduate School extension related to extenuating circumstances.
 - B. Graduate School will notify student in writing 1-2 semesters before six year timeline shall expire, with options for extension or dismissal.
2. **Overall GPA of less than 3.0 or higher throughout the program (on a 5-point standard grading scale; A=4.0, B+=3.5, B=3.0, C+=2.5, C=2.0, D+=1.5, D=1.0, F=Below 1.0).**
 - A. First semester - Faculty Advisor will communicate GPA to student. Faculty Advisor and student will discuss academic and other issues impacting GPA. Student will be placed on academic probation for one semester.
 - B. Second semester - Student will remain on academic probation for second semester. Student must meet with Program faculty to discuss academic issues and generate remediation plan.
 - C. Third semester – Student may be subject to dismissal from Program.
3. **Demonstration of less than ‘2’ (adequate) on one or more area of the Student Candidacy Fitness Evaluation when completed (See Appendix H).**
 - A. First course - Faculty Advisor will meet with student to discuss fitness issues impacting course grade. Faculty advisor and student will draft formal remediation plan.
 - B. Second course - Student must meet with Program faculty to discuss fitness issues impacting course grade. Student will be placed on academic probation and will not be approved for registration for clinical courses until remediation plan is achieved. Student may be reviewed for possible dismissal from Program.
 - C. Third course or lack of successful completion of remediation plan - Student may be subject to dismissal from Program.
4. **Demonstration of less than ‘3’ (competent) in one or more relevant area of the Practicum competency performance evaluation.**
 - A. Practicum Instructor will meet with student to discuss competency issues impacting clinical work. Practicum Instructor and student will draft formal remediation plan. Practicum Instructor will consult with Faculty Advisor to discuss recommendation regarding continuation of clinical work (i.e., receiving In Progress in Practicum) and remediation plan.
 - B. Lack of successful completion of remediation plan - Student must meet with Program faculty to discuss competency issues. Student will be placed on academic probation and will not be approved for registration for

additional clinical courses until remediation plan is achieved. Student will be reviewed for possible dismissal from Program.

- C. Lack of successful completion of remediation plan – Student may be subject to dismissal from Program.

5. Demonstration of less than ‘3’ (competent) in one or more relevant area of the Internship performance evaluation.

- A. Internship Instructor will meet with off-site supervisor and student to discuss competency issues impacting clinical work. Internship Instructor and student will draft formal remediation plan. Internship Instructor will discuss with off-site supervisor recommendation regarding continuation of clinical work (i.e., receiving In Progress in Practicum) and remediation plan.
- B. Lack of successful completion of remediation plan - Student must meet with Program faculty to discuss competency issues. Student will be placed on academic probation and will not be approved for registration for additional clinical courses until remediation plan is achieved. Student will be reviewed for possible dismissal from Program.
- C. Lack of successful completion of remediation plan – Student may be subject to dismissal from Program.

6. Non-passing score on the comprehensive examination (CPCE).

- A. First non-passing score – Student must re-take the complete written examination one time the following semester. The same examination taken the first time must be re-taken during the second attempt.
- B. Second non-passing score – Student may petition the Program faculty to complete the examination in an alternate format to be determined by the Program faculty, scheduled the following semester by Program faculty and student.
- C. Third non-passing score (including the alternate format) - Student will be dismissed from the Program.

7. Demonstration of non-adherence to the School of Counseling Statement of Expectations.

- A. First report – Course Instructor and/or Faculty Advisor will meet with student to discuss fitness issues impacting professional limitations. Faculty advisor and student will draft formal remediation plan.
- B. Second report - Student must meet with Program faculty to discuss fitness issues impacting course grade. Student will be placed on academic

probation and will not be approved for registration for clinical courses until remediation plan is achieved.

- C. Third report or lack of successful completion of remediation plan – Student may be subject to dismissal from Program.

NOTE: A faculty member may at any time voice an academic or personal fitness concern about a student in the program. If the program faculty decides that a student concern is serious enough to potentially result in dismissal, a letter will be sent to the student notifying them of the concern.

STUDENT GRIEVANCE PROCEDURES

The Clinical Mental Health Counseling Program complies with grievance procedures approved by the College of Health Professions, Graduate School, and University. Clinical Mental Health Counseling students have certain rights and responsibilities as stated in The University of Akron Bylaws (3359-42-01-C2, 3359-11-13, and 3359-41-01) and in the Student Code of Conduct. If a student believes that he or she has valid grounds for appealing a faculty/Program/School decision, or has an academic-related issue/complaint, the student must first attempt to resolve the issue at the lowest level possible.

Student must follow the procedures below in order when a grievance is sought:

1. Speak directly with the person (i.e., faculty member) most directly involved; then
2. Speak with one's Faculty Advisor; then
3. Speak with the Clinical Mental Health Counseling Program/Clinical Coordinator; then
4. Contact the School of Counseling Chairperson - the student should appeal, in writing, to the School of Counseling Chairperson for resolution of an academic issue; then
5. Contact the College of Health Professions Dean's Office - the student must appeal, in writing, to the Dean for resolution

For more detailed information about student appeals or complaint procedures, please contact the College of Health Profession, or read the 'Grievance Procedures for Graduate Students' section of the Graduate Bulletin.

GRADUATION APPLICATION PROCEDURES

All students must complete a Graduation Application before graduation is possible. This form must be submitted to the Graduate School prior to the due date, which is dependent upon the semester a student intends to graduate. Students are responsible to awareness of Graduation Application due dates, and online submission of the application.

It is strongly recommended that this form be submitted during the very beginning of first Internship semester.

The Graduation Application form must be submitted before very strict due dates set by the Graduate School. Graduate Application forms can be found online through MyAkron.

Contact the Graduate School for questions (330-972-7663). Students are responsible for registering with the Graduation Office and paying a graduation fee at the time of submission of the online Graduation Application form.

GRADUATION REQUIREMENTS

In order to be eligible for graduation with a master's degree in Clinical Mental Health Counseling, the following minimal requirements must be satisfied. Additional non-Program requirements may need to be satisfied per University rules (e.g., payment of fees, graduation application procedures, etc):

1. Completion all required coursework on the officially approved PCD within a six-year timeframe after the first course was completed toward the degree.
2. Attainment of a cumulative 3.0 GPA or better.
3. Successful completion of Practicum and Internship, determined by receiving a grade of B- or better, and acceptable supervisor ratings on standard competency evaluations.
4. Successful passage of the comprehensive examination (CPCE).
5. Adherence to the School of Counseling Statement of Expectations throughout the Program.

PROGRAM CODE OF ETHICS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Ohio licensure laws and regulations, and the American Counseling Association's Code of Ethics. The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the American Counseling Association's website for details related to these guidelines:

<http://www.counseling.org/knowledge-center/ethics>

SCHOOL OF COUNSELING STATEMENT OF EXPECTATIONS

Programs in the School of Counseling are charged with the dual task of nurturing the development of counselors-in-training and ensuring the quality of client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's

progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with being able to provide effective or ethical services to clients. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, a professional attitude, and moral character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should also demonstrate the ability to accept and integrate feedback, gain awareness of their impact on others, accept personal responsibility, and show effective and appropriate expression of emotions.

For further information about The University of Akron's policies regarding student ethics and conduct, please consult <http://www.uakron.edu/sja/> (Student Code of Conduct). Any student who feels that he/she may need accommodations due to the impact of a disability, please consult <http://www.uakron.edu/access/> or the Office of Accessibility at 330-972-7928.

PROGRAM ENDORSEMENT STATEMENT (for student recommendations)

Program faculty, recognizing the uniqueness of each student, seek to identify and extend knowledge, skills, and attitudes required by effective professional counselors. It is hoped that this emphasis will transfer to students and enable them to meet the diverse needs of various clientele. Students are encouraged to visit the Clinical Mental Health Counseling Program website to learn more about the program's objectives and philosophy:

<http://www.uakron.edu/soc/masters/cmhc/>

Student requests for endorsements should be directed to the appropriate individual faculty, as deemed most relevant to each student. Common requests for endorsements for recommendations include:

- Course Instructor – Practicum or Internship placement recommendations
- Faculty Advisor – Practicum, Internship, or employment recommendations; extracurricular opportunities (e.g., professional organization membership)
- Program/Clinical Coordinator – Practicum, Internship, or employment recommendations; extracurricular opportunities (e.g., professional organization membership)
- Clinical (Practicum or Internship) supervisor - licensure or employment recommendations

Decisions about the appropriateness of an endorsement for professional licensure and/or employment and/or extracurricular professional activity will be considered on an individual basis related to the specific endorsement being sought and the qualifications of the student. Students will not be given letters of reference for employment outside of their area(s) of demonstrated competence.

Program faculty endorsements decisions will primarily take into account information related to the Program's Student Retention Criteria, including but not limited to:

- The student's academic performance thus far in the Program (i.e, individual course grades and cumulative GPA)
- The student's professional fitness related to Student Candidacy Fitness Evaluation, as applicable
- The student's performance evaluations in clinical courses (i.e., Practicum and/or Internship), as applicable
- The student's performance related to the comprehensive examination, as applicable
- School of Counseling faculty feedback related to adherence to the School of Counseling Statement of Expectations

**POTENTIAL JOB SETTINGS FOR GRADUATES OF THE
CLINICAL MENTAL HEALTH COUNSELING PROGRAM**

The Clinical Mental Health Counseling Program involves a course of study that can lead to entry-level employment in a wide variety of human service settings, including community mental health centers, employee assistance programs, addiction-recovery programs, and outreach programs geared to specific issues and/or populations:

College programs for non-traditional students
State mental institutions
College admissions offices
Government law enforcement programs
Joint vocational schools
Programs for minority, ethnic, or women's groups
Adult education
Hospitals
Career education programs
Job placement programs
College financial aid offices
Juvenile court systems
College residency hall programs
Public employment job placement programs
Special juvenile programs
Juvenile corrections agencies
Public and private rehabilitation agencies
Community mental health centers
Business and industry personnel/counseling offices
Adult corrections institutions
Community family counseling agencies
Religious counseling agencies
Private practice
Drug and alcohol abuse/rehabilitation programs
Senior citizens agencies
Human relations training programs in business
Nursing homes

GENERAL INFORMATION AND DEFINITIONS

Accreditation: A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of quality performance and integrity based on review against a specific set of published criteria or standards. In the United States, accreditation represents a unique process of voluntary, nongovernmental review of educational institutions and professional preparation programs that has been historically described as a self-regulating peer review process.

Advocacy: Action taken on behalf of clients and/or the counseling profession to support appropriate policies and standards for the counseling profession and promote individual human worth, dignity, and potential and to oppose or work to change policies and procedures, systemic barriers, long-standing traditions, or preconceived notions that stifle human development.

Assessment: The gathering and analysis of data used in evaluations and decision making.

Assistantships: Each year a limited number of assistantships are awarded to master's students. These assistantships provide a stipend plus remission of tuition. Further information can be obtained in the School of Counseling Administrative Assistant.

Clinical Courses/Instruction: All supervised course work within which the student has the opportunity to engage in a broad range of clinical activities similar to those performed by a professional counselor. This includes all Practica and Internships completed within a student's program.

The Clinic for Individual and Family Counseling: The Clinic is College of Health Professions Center serving as a training and community mental health facility that serves some of the clinical practice requirements of master's and doctoral-level students. The Clinic functions as a mental health provider for the Greater Akron area and offers services that include individual, couples, family, and group counseling. Students are encouraged to visit the Clinic's website at <http://www.uakron.edu/cifc/index.dot>.

Counseling-Related Field: Faculty and supervisor are reviewed for qualifications based on terminal degree, postdoctoral study, professional affiliations, licensure and/or certification (e.g., PC, NBCC), presentations, publications, and/or research. The program will document faculty whose professional qualifications and identity is with professional counseling and counselor education.

Common Core Coursework: Eight areas of curricular experiences required by CACREP to prepare all counselors. The eight areas include: (1) Professional Identity and Ethics, (2) Social and Cultural Diversity, (3) Human Growth and Development, (4) Career Development, (5) Helping Relationships, (6) Group Work, (7) Assessment, and (8) Research and Program Evaluation. The common core areas represent knowledge areas that are fundamental to the counseling profession.

Consultation: Voluntary, nonsupervisory relationship between professionals and other pertinent persons for the purpose of aiding the consultee(s).

Core (Primary) Program Faculty Member: A full-time program faculty member whose appointment is to the Clinical Mental Health Counseling Program and who advises program students and makes program-related decisions.

Credentialing: Formal recognition of professional competence designated by certification, licensure, or registry. Program or institutional accreditation is a kind of credentialing.

Curricular Experiences: Planned, structured, and formal teaching activities intended to enable students to learn and apply specific information, principles, values, and skills that are the intended consequences of the formal education offered by an academic unit. In general, the term is used in these standards to mean either an academic course or a readily identifiable portion of an academic course.

Direct Service: Interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by Practicum or Internship students working with clients.

Diversity: Distinctiveness and uniqueness among and between human beings.

Due Process Policy: Written procedures by the institution to protect an individual's rights as a student.

Entry-Level: The preparation requirements considered necessary to enter professional practice after completing a program of study; the first level at which one can be considered a professional counselor.

Evaluation: The act of making informed decisions based on the use and analysis of pertinent data.

Fitness: Suitability for being a professional counselor. Fitness implies psychological health, including the following variables: self-awareness, self-acceptance, self-knowledge, self-confidence, courage, resilience, purpose in life, balance, moderation, and emotional stability.

Guideline: An explanatory statement that either amplifies a standard or provides an example of how the requirement may be interpreted. The intent is to allow for flexibility and yet remain within the framework of the standard with which it is associated.

Internship: A distinctly defined, post-Practicum, supervised "capstone" clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates and authenticates professional knowledge and skills appropriate to the student's program and initial postgraduate professional placement.

Licensure: The process by which a state agency or government grants permission to an individual to engage in a given profession and to use the designated title of that profession after the applicant has attained the minimal degree of competency necessary to ensure that the public health, safety, and welfare are reasonably well protected. Students who graduate from the Clinical Mental Health Counseling Program are eligible for the Professional Counselor (PC) license after passing the Professional Counselor Licensure Examination.

Multicultural Experiences: Term denoting the diversity of racial, ethnic, and cultural heritage, including issues of socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, profession or career, and physical and mental abilities present in a nation's population. The product of interactions among culturally distinct individuals that result in attitudinal and behavioral changes.

New Student Orientation: During the Fall and Spring semesters a new student orientation is held to acquaint new students with the faculty and the Clinical Mental Health Counseling Program. The new student orientation provides an opportunity for students to plan their program coursework.

Practicum: A distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum is completed prior to Internship.

Professional Counselor: A counselor who has received a master's degree or higher from an entry-level program in counseling matching the standards outlined by CACREP and State licensure laws. A professional counselor remains active in the counseling profession by participating in professional development and seeking appropriate licensure and certification.

Professional Liability Insurance: Insurance coverage is necessary for both the client and counselor-trainee's protection. Students must verify appropriate insurance coverage before being permitted to enroll in Practicum or Internship. Currently, one of the best ways for students to get such insurance is to join ACA as a student member and obtain liability insurance through ACA.

Professional Organizations: Students in the Clinical Mental Health Counseling Program, as part of their professional responsibility, should consider membership in one or more of the following organizations:

Chi Sigma Iota is an international counseling honor society. Students with at least a 3.5 grade point average in their counseling coursework are invited to join. Initiation is held during Fall semester. This organization provides an opportunity to get to know other helping professionals in the community and develop leadership and service skills through activities sponsored by the organization. The Alpha Upsilon chapter has received numerous national awards. Students are encouraged to visit the organization's website at <http://www.uakron.edu/education/academic-programs/counseling/organizations.dot>.

American Counseling Association (ACA) is a professional organization that provides its members with leadership training, continuing education, and professional development opportunities. This organization offers a selection of divisions and organizational affiliates to serve a wide range of professional needs and interests. Also, a number of professional periodicals accompany membership. Students receive a special membership rate. See www.counseling.org.

Ohio Counseling Association (OCA) is the state-level counseling organization in Ohio. There are a number of area chapters plus state level division associations. Student membership rates are available. See <http://www.ohiocounseling.org/>.

Program: A structured sequence of curricular and clinical experiences for which accreditation is sought. In the context of these standards, "programs" are housed within an "academic unit." The School of Counseling offers master's degree programs in Classroom Guidance for Teachers, Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy, and School Counseling, and doctoral programs in Counseling Psychology, Counselor Education, and Marriage and Family Counseling/Therapy.

Student Retention Policy: The policy by which the program faculty evaluate each student for academic, professional, and personal fitness to continue in a counseling program. In addition, the policy outlines procedures to be followed if a student does not meet program criteria.

Supervision: A tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in Practicum and Internship and facilitates the learning and skill development experiences associated with Practicum and Internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients.

Technology: Electronically based hardware, software, video, and related products and knowledge, skills, and tools for learning and communication processes. Technology for counselor preparation encompasses distance learning, and computer-based and other electronic applications.

Appendix A

Clinical Mental Health Counseling Master’s Program - Program # 560005
(Revised/Effective Spring 2019 Semester)

Program Course Distribution (PCD)

Name: _____ **Student ID #:** _____

Address: _____ **Date:** _____

_____ **Phone #:** _____

Advising Checklist:

- Plan courses to be taken semester-by-semester (*completed during first semester of course work*)
- Apply to have any transfer credits transferred, if applicable (*completed during first semester of course work*)
- Master’s Comprehensive Examination explained
- Practicum/Internship process explained (*including requirement that a criminal records check be completed*)
- Student review/evaluation process, retention guidelines, and graduation application requirements explained
- Program Student Handbook received/reviewed

STUDENT: I HAVE READ THE ABOVE ADVISING CHECKLIST AND UNDERSTAND THAT IT IS MY RESPONSIBILITY TO MEET ALL PROGRAM COURSE/STUDENT HANDBOOK REQUIREMENTS. FAILURE TO FOLLOW PROGRAM GUIDELINES/DEADLINES MAY IMPACT MY GRADUATION.

Student Signature: _____ Date: _____

Faculty Advisor Signature: _____ Date: _____

EDUCATIONAL FOUNDATIONS (9 semester credits)

5600:601 (3 credits) Research & Program Evaluation
 5600:646 (3 credits) Multicultural Counseling
 5600:648 (3 credits) Individual & Family Development Across the Lifespan

REQUIRED COUNSELING CORE COURSES (20 semester credits)

5600:600 (2 credits) Professional Orientation & Ethics (Should be taken 1st semester in Program)
 5600:635 (2 credits) Introduction to Clinical Counseling
 5600:643 (3 credits) Counseling: Theory & Philosophy
 5600:645 (3 credits) Tests & Appraisal in Counseling (**Prerequisite 5600:601**)

5600:647 (3 credits) Career Development & Counseling
 5600:651 (3 credits) Techniques of Counseling (**Prerequisite 5600:643**)
 5600:653 (4 credits) Group Counseling (**Prerequisite 5600:651**)

CLINICAL COUNSELING SPECIALTY COURSES (28 semester credits)

5600:662 (3 credits) Personality & Abnormal Behavior
 5600:664 (3 credits) DSM
 5600:666 (3 credits) Treatment in Clinical Counseling
 5600:732 (3 credits) Addiction Counseling I
 5600:714 (3 credits) Evaluation of Mental Status
 5600:674 (2 credits) Prepracticum in Counseling (**Prerequisites 5600:643/651**)
 5600:675 (5 credits) Practicum (**Prerequisites 5600:600/601/635/643/645/647/648/646/651/653/664/666/674**)
 5600:685 (6 credits; 3 credits each semester, 2 consecutive semesters) Internship (**Prerequisite 5600:675**)

PROGRAM ELECTIVE (3 semester credits minimum)

5600:622 Play Therapy, **OR**
 5600:660 Counseling Children, **OR**
 5600:640 Counseling Adolescents, **OR**
 5600:621 Counseling Youth at Risk, **OR**
 5600:655 Marriage & Family Therapy, **OR**
 5600:620 Issues in Sexuality for Counselors, **OR**

Other 5600 elective course specific to treatment specialty skills pre-approved by Faculty Advisor

Total Program Semester Credits =	60 credit hours (minimum)
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- **Students have a maximum of six years to complete the master’s degree. This time frame will be reduced if transfer credits are substituted for any coursework on this PCD. The six-year time frame begins with the date of the first transferred course.**
- **Any changes to this PCD must be approved in writing by the student’s Faculty Advisor. Changes to this PCD may impact a student’s ability to graduate and/or become licensed as a Professional Counselor in Ohio. Students may register for courses beyond those required for the degree, but shall not substitute required courses without preapproval by their Faculty Advisor.**
- **Note specific Practicum and Internship guidelines and registration procedures. These guidelines/procedures are found in the CMHC student handbook. Students are responsible for knowing and following these guidelines/procedures. Failure to do so may negatively impact Practicum and/or Internship completion.**

Appendix B

Tips for Program Success

These tips are designed to help you successfully navigate through the Clinical Mental Health Counseling Program. Please read them carefully:

1. **Receive and thoroughly review your Clinical Mental Health Counseling Student Handbook during your first semester in the program.** Make sure to direct program-related questions to your Faculty Advisor or the Clinical Mental Health Counseling Program Coordinator as soon as possible.
2. **Complete your Program Course Distribution (PCD) form during your first semester in the program.** You and your Faculty Advisor must sign this form (it must then be submitted to the College of Health Professions by your Faculty Advisor). By signing this form you acknowledge an awareness of course-related requirements necessary for completion of your degree.
3. **Throughout your program maintain an awareness of courses that carry prerequisites, and plan your curriculum carefully.** Program courses that carry prerequisites include 5600:645, 651, 653, 674, 675 and 685 (see PCD for details).
4. **Register for classes as soon as online registration is open** (classes fill up early).
5. **Review and follow the Program's student evaluation and retention guidelines throughout the Program to ensure successful completion of the degree.**
6. **For part-time students, remember that the Graduate School allows a maximum of 6 years to complete a master's degree.** This six-year time limit begins the semester a student is officially admitted into the program.
7. **Plan to take the master's comprehensive examination during the semester you are enrolled in Practicum.** Register with the School Administrative Assistant in advance of taking the examination (see Student Handbook for courses included on the exam and study resources).
8. **Because Internship placements are increasingly competitive, Practicum students are strongly encouraged to begin the Internship selection/placement process early.** It is recommended that students begin seeking Internship placements no later than the beginning of Practicum. An Internship site list is available from the Program/Clinical Coordinator.
9. **Before beginning Internship students must register with the State Board as a Clinical Trainee (CT).** Because this process may take several weeks to complete and includes a criminal records check, students are encouraged to begin this process toward the last 1/2 of Practicum.
10. **During the beginning of the semester enrolled in Internship, submit an online graduation application.**
11. **Make sure to check graduation-related deadlines the semester before you will graduate.**
12. **Know and follow the American Counseling Association Code of Ethics, the Counselor, Social Worker, and Marriage and Family Therapist Board Laws and Rules, and the University of Akron Code of Conduct.**
13. **If you have concerns during the Program, review the Student Grievance Procedures outlined in the Student Handbook so a resolution can be reached as efficiently and effectively as possible.**

Appendix C

Clinical Mental Health Counseling Program Schedule of Classes

The following reflects typical semesters that program-related classes are offered. However, due to university minimum enrollment requirements and other guidelines (e.g., accreditation standards), on occasion course offerings may vary. Please contact the School Administrative Assistant for questions.

For convenience, the courses below are listed in the order they appear on the Program Course Distribution (PCD) form:

<u>Course Number/Name</u>	<u>Semester(s) Offered</u>
• 5600:648 - Individual & Family Development	Fall, Spring, Summer
• 5600:646 - Multicultural Counseling	Fall, Spring, Summer
• 5600:601 - Research & Program Evaluation	Fall, Spring
• 5600:600 - Professional Orientation & Ethics	Fall, Spring
• 5600:635 - Intro to Clinical Counseling	Fall
• 5600:643 - Counseling Theory & Philosophy	Fall, Spring
• 5600:647 - Career Counseling	Fall, Spring
• 5600:645 - Tests & Appraisal in Counseling	Fall, Spring, Summer
• 5600:651 - Techniques of Counseling	Fall, Spring
• 5600:653 - Group Counseling	Fall, Spring, Summer
• 5600:674 - Prepracticum	Fall, Spring, Summer
• 5600:675 - Practicum	Fall, Spring, Summer
• 5600:685 - Internship	Fall, Spring, Summer
• 5600:732 - Addiction Counseling I	Fall, Spring
• 5600:620 - Issues in Sexuality for Counselors	Fall
• 5600:662 - Personality & Abnormal Behavior	Fall, Spring, Summer
• 5600:714 – Evaluation of Mental Status	Spring
• 5600:664 - DSM	Fall, Spring
• 5600:660 - Counseling Children	Spring (semesters may change)
• 5600:655 - Introduction to Marriage & Family Therapy	Fall (semesters may change)
• 5600:622 - Play Therapy	Spring (semesters may change)
• 5600:621 - Counseling Youth at Risk	Spring (semesters may change)
• 5600:640 - Counseling Adolescents	Fall (semesters may change)
• 5600:666 - Treatment in Clinical Counseling	Fall

NOTE: It is important to register for classes as early as possible. Please maintain an awareness of when course registration opens each semester, and register for classes as soon as possible after that date.

Appendix D

Sample Full-Time Program Course Distribution (PCD) Sequence

First Semester

5600:600	Professional Orientation & Ethics (2 Credits)	<i>– complete as soon as possible</i>
5600:601	Research & Evaluation (3 Credits)	
5600:643	Counseling: Theory and Philosophy (3 Credits)	

Second Semester

5600:646	Multicultural Counseling (3 Credits)	
5600:645	Tests & Appraisal in Counseling (3 Credits)	<i>– prerequisite 5600:601</i>
5600:651	Techniques of Counseling (3 Credits)	<i>– prerequisite 5600:643</i>
5600:635	Introduction to Clinical Counseling (2 Credits)	

Third Semester

5600:653	Group Counseling (4 Credits)	<i>– prerequisites 5600:643/651</i>
5600:647	Career Counseling (3 Credits)	
5600:648	Individual & Family Development Across the Lifespan (3 Credits)	

Fourth Semester

5600:664	DSM (3 Credits)
5600:732	Addiction Counseling I (3 Credits)
5600:662	Personality & Abnormal Behavior (3 Credits)

Fifth Semester

5600:666	Treatment in Clinical Counseling (3 Credits)	
5600:674	Prepracticum (2 credits)	<i>- prerequisites 5600:643/651</i>
5600:714	Evaluation of Mental Status (3 Credits)	
5600:XXX	Program Elective Course (3 Credits)	

Sixth Semester

5600:675	Practicum in Counseling (5 Credits)	<i>– prerequisites 5600:600/601/635/643/645/647/648/646/651/653/664/666/674</i> <i>– take master's comprehensive examination</i>
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Seventh Semester

5600:685	Internship in Counseling (3 Credits)	<i>– complete online Graduation Application</i>
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Eighth Semester

5600:685	Internship in Counseling (3 Credits)
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NOTE: The above course sequence is outlined for example purposes only. Specific order/sequence of courses may differ for each student depending upon credits taken, and when courses are offered. Students should consult with their Faculty Advisor before planning master's program coursework.

Appendix E

Receipt of Confirmation of the Program's Student Handbook

Clinical Mental Health Counseling Master's Program

School of Counseling



By signing this form I attest that I have received, reviewed, understand, and agree to abide by all policies and procedures the Clinical Mental Health Counseling Program student handbook. I have discussed any questions with the Program/Clinical Coordinator or my Faculty Advisor.

I understand that I am responsible for the information presented in the student handbook.

Printed Name

Signature

Date

Note: Please return this document to the Program/Clinical Coordinator, Dr. Robert C. Schwartz (rsc@uakron.edu), within 15 days after beginning the first course applied to the Clinical Mental Health Counseling master's degree. This document will be placed in your student file.

Appendix F

Practicum Forms and Evaluation Methods



The University of Akron
College of Health Professions
 School of Counseling

PRACTICUM MEMORANDUM OF AGREEMENT
Off-Campus Supervised Clinical Training

This Memorandum of Agreement serves as a supervision contract, and is intended to provide informed consent for off-campus site hosts/supervisors, University of Akron course instructors, and graduate students related to off-campus clinical training experiences.

Student Information

Trainee's Name:		Semester/Year:	
Trainee's Degree Program:		Training Experience (e.g., practicum, internship)	

University Course Instructor Information

Course Instructor's Name:		Course Number (related to training experience):	
Course Instructor's Phone Number:		Course Instructor's Email Address:	

Site Host/Supervisor Information

Site Host/Supervisor's Name and License #:		Name of Site (agency name):	
Site Supervisor's Phone Number:		Site Supervisor's Email Address:	

Site Supervisor's Full Mailing Address:	
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Direct Client Service Responsibilities (scope of practice approved by site host/supervisor and instructor)

Types of Clinical Duties/Modalities Provided (group, individual, etc):	
--	--

**UNIVERSITY COURSE INSTRUCTOR, OFF-SITE SUPERVISOR, TRAINEE
ROLES AND RESPONSIBILITIES**

- *Training shall take place only during the dates specified below.*
- *A new Memorandum of Agreement shall be completed for each training site/supervisor.*
- *Memorandum of Agreement must be signed by site host/supervisor and student before training experience (e.g., clinical work) begins.*

Dates of Training Experience	From (M/D/Y):		To (M/D/Y):	
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The UNIVERSITY COURSE INSTRUCTOR shall be responsible for the following:

1. Oversight and evaluation of academic requirements related to the course listed above, as described on the course syllabus.
2. Monitoring of the student's duties and fulfillment of course requirements during the clinical experience, and verifying that direct service duties are either within student's scope of practice or are being developed under supervision.
3. Assigning a course grade (with consultation from the off-site host/supervisor) based on course requirements.
4. Consultation with off-site host/supervisor as needed regarding trainee's work-related performance in order to evaluate academic progress through the course and/or program.
5. Contacting the site host face-to-face or by phone during the semester – once toward midterm, once toward end-semester. Arranging site visits and scheduling meetings with off-site host/supervisor, intern, and Program Coordinator when needed.

The OFF-SITE HOST/SUPERVISOR shall be responsible for the following:

1. Interviewing potential student trainee, and making determination about fit between student trainee and site.
2. Ensuring that the trainee is provided with an overall orientation to the site and specific skills/requirements necessary for the implementation of the training experience.
3. Ensuring that the trainee is provided with agency policies/procedures relevant to their work.
4. Providing supervision of training-related experiences at the site listed above, ensuring both a quality learning experience and oversight of work-related responsibilities.

Group counseling supervision = If the supervisor will be physically present during the trainee's counseling experience (co-counseling), supervision may be conducted by a LPC, LPCC, LPCC/S, LISW, LMFT, or licensed psychologist. If the supervisor will not be physically present during the trainee's counseling experience, then supervision must be conducted by a LPCC/S.

Individual counseling supervision = Supervision must be conducted by a LPCC/S unless another licensed supervisor is preapproved by the Program/Clinical Coordinator under special circumstances while conforming to CACREP supervision standards.

5. Ensuring that direct service-related questions/emergencies are handled to ensure adequate client care.
6. Ensuring that legal vicarious responsibility for those being served by the trainee is taken by the organization and site supervisor; verifying that direct service duties are either within student's scope of practice or are being developed under the supervision of the site host.
7. Maintaining an active Ohio license throughout the training experience per the standards above.
8. Informing the university course instructor about any site or trainee-related issues that may negatively impact the trainee's learning or fulfillment of academic requirements.

The STUDENT/TRAINEE shall be responsible for the following:

1. Attesting that he/she has read, understands, and will conduct all professional behaviors in accordance with American Counseling Association ethics and Ohio laws. Any breach of ethical codes may result in consequences including removal from the training experience, a failing course grade, or dismissal from the program.
2. Adhering to the administrative policies, procedures, rules, and professional standards of the site.
3. Providing direct service to consumers either within one's scope of practice or while being developed under supervision.
4. Participating openly and fully in supervision sessions with site host/supervisor, and attempting to adhere to site supervisor's training recommendations.
5. Disclosing to site supervisor any unusual incidents regarding his/her clientele/training experience.
6. Informing the university course instructor about any site or supervisor-related issues that may negatively impact his/her learning or fulfillment of academic requirements.

Right of TERMINATION:

It is agreed to by the parties herein that the OFF-SITE HOST/SUPERVISOR or organization maintains the right to terminate the training experience of a student whose professional behaviors or health status is detrimental to the operation of the site or those it serves. However, such action will not be taken until a grievance against the trainee has been discussed with both the STUDENT/TRAINEE and the UNIVERSITY COURSE INSTRUCTOR.

The undersigned agree that the information provided above is accurate, and that all guidelines shall be adhered to throughout the training experience:

SITE HOST/SUPERVISOR (License Type and #) Date

STUDENT/TRAINEE Date

UNIVERSITY COURSE INSTRUCTOR Date

SUBMIT ORIGINAL/SIGNED FORM TO UNIVERSITY COURSE INSTRUCTOR:

School of Counseling, The University of Akron, 302 Buchtel Common, Akron OH 44325-5007

[Site Host/Supervisor and Student/Trainee should retain a copy of this agreement for future reference]

Revised 5/22/19

							XXXX XXX
							XXXX XXX
							XXXX XXX
							XXXX XXX
							XXXX XXX
							XXXX XXX
							XXXX XXX
X	Direct Service Indiv Total =	Direct Service Group Total =	Direct Service Other Total =	Indirect Hours Indiv Sup Total =	Indirect Hours Group Sup Total =	Indirect Hours Other Total =	Grand Total Direct & Indirec t Total =

Student Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____



The University of Akron
College of Health Professions
 School of Counseling

COUNSELOR TRAINEE SUPERVISION CONTRACT

(Adapted from Osborn & Davis, 1996)

This contract serves as a description of the counseling supervision provided by

_____ (“Supervisor”) to _____ (“Supervisee”), a Counselor Trainee enrolled in _____,

for the _____ Semester 20_____.

I. Purpose, Goals, and Objectives:

- A. Monitor and ensure welfare of clients seen by Supervisee.
- B. Promote development of Supervisee’s professional counselor identity and competence.
- C. Fulfill academic requirement for Supervisee’s practicum
- D. Fulfill requirements in preparation for Supervisee’s pursuit of counselor licensure

II. Context of Services:

- A. One (1) clock hour of individual supervision weekly.
- B. Individual supervision will be conducted in the Clinic for Individual and Family Counseling at the University of Akron on _____ (*day of week*), from _____ to _____ (*time*), where equipment is available to review videotapes.
- C. Supervision sessions will focus on cognitive, behavioral/interpersonal and affective aspects of clients/Supervisee/treatment interactions, ethical considerations, case consultation, review of tape recorded clinical sessions, and experiential learning (e.g., role plays) as needed.
- D. Regular review of written clinical documentation will occur during and/or outside of weekly supervision sessions.

III. Method of Evaluation:

- A. Feedback will be provided by the Supervisor during each session, and a formal evaluation in the form of objective ratings will be conducted at mid-semester and at the conclusion of the semester. A verbal and/or narrative evaluation will also

be provided at mid-semester and at the conclusion of the semester as an addendum to the objective evaluations.

- B. Specific feedback provided by Supervisor will focus on Supervisee's demonstrated counseling skills, professionalism and clinical documentation.
- C. Supervisee will evaluate Supervisor at mid-semester and at the close of semester, using a standard evaluation form for evaluating supervisors. A verbal and/or narrative evaluation will also accompany the objective evaluations.
- D. Supervision notes will be shared with Supervisee at Supervisor's discretion and at the request of the Supervisee.

IV. Duties and Responsibilities of Supervisor and Supervisee:

A. Supervisor

1. Examine client presenting complaints and treatment plans.
2. View videotapes of Supervisee's counseling sessions both within and outside of regularly scheduled supervision sessions.
3. Review and sign off on all client documentation.
4. Challenge Supervisee to justify approach and techniques used.
5. Monitor Supervisee's counseling skills.
6. Present and model appropriate directives/guidance.
7. Intervene when client welfare is at risk.
8. Ensure American Counseling Association (ACA) *Code of Ethics* are upheld.
9. Maintain weekly supervision case notes.

B. Supervisee

1. Uphold *ACA Code of Ethics*.
2. View counseling session videotapes in preparation for weekly supervision, and on an ongoing basis outside supervision sessions.
3. Be prepared to discuss all client cases – have client files, current and completed client case notes, and counseling session videotapes ready to review in weekly supervision sessions.
4. Justify client case conceptualizations made and approach/ techniques used.
5. Complete all clinical documentation and place in appropriate client files in a timely manner.
6. Consult with Counseling Center staff and Supervisor in cases of emergency.
7. Demonstrate openness to learning/Supervisor feedback.
8. Implement supervisory directives in subsequent sessions.

- C. Supervisee's Personal Learning Objectives will include the following (*completed by Supervisee and reviewed by Supervisor*)
-

V. Procedural Considerations:

- A. Supervisee’s written case notes, treatment plans and videotapes will be reviewed and evaluated in each supervision session.
- B. Issues related to Supervisee’s professional development will be discussed as needed.
- C. Supervision sessions will be used to discuss issues of conflict and failure of either party to abide by directives outlined in this contract. If concerns of either party are not resolved in supervision, the student’s program coordinator and/or School Chair will be consulted.
- D. In event of emergency, Supervisee is to contact Supervisor at _____, or through the Clinic for Individual and Family Counseling, (330) 972-6822.

VI. Supervisor’s Professional Disclosure Statement: Supervisor will provide Supervisee with a written Professional Disclosure Statement, including Supervisor’s license type and number, address and phone number, education, areas of competence/scope of practice, and contact information for the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board. See www.cswmft.ohio.gov for more information about the Professional Disclosure Statement.

VII. Terms of the Contract: This contract is subject to revision at any time, upon the request of either the Supervisor or Supervisee. A formal review of the contract will be made at mid-semester of. Revisions will be made only with consent of Supervisee and approval of the Supervisor.

We agree, to the best of our ability, to uphold the directives specified in this supervision contract and to conduct our professional behavior according to the ethical principles of our professional association.

_____	_____
<i>Supervisee</i>	<i>Date</i>
_____	_____
<i>Supervisor</i>	<i>Date</i>

This contract is effective from _____ to _____.
(start date) (finish date)



The University of Akron
College of Health Professions
School of Counseling

Counseling Tape Critique Form

Student Name:

Case #

Date:

Briefly describe the client's presenting concerns, and what happened during the counseling session - describe your focus for the session.

Summarize what you accomplished clinically during the session.

What skills/counselor qualities do you think you performed well, and what needed improvement.

What are your plans for the next session.

What type of feedback would you like from your supervisor.

Supervisor's Comments.



The University of Akron
College of Health Professions
 School of Counseling

Practicum Trainee Performance Evaluation

Trainee Name:	Semester:
Supervisor Name:	Evaluation Date:
Supervisor Signature:	

Instructions: Please rate the trainee on the following items using the Likert scale below. A rating of 3 (competent) or higher is required in all areas in order to receive a passing grade for the course.

Rating Scale: 5 = exemplary, 4 = skilled, 3 = competent, 2 = needs improvement, 1 = remedial

	1	2	3	4	5	Score
1. Trainee demonstrates an understanding of the ACA Code of Ethics and Ohio Counselor Laws and Rules.	Insufficient understanding demonstrated	General understanding demonstrated but needs improvement	Sufficient understanding demonstrated	Full understanding demonstrated	Full, in-depth, and comprehensive understanding demonstrated	
2. Trainee understands relevant legislation and government policies related to the profession.	Insufficient understanding demonstrated	General understanding demonstrated but needs improvement	Sufficient understanding demonstrated	Full understanding demonstrated	Full, in-depth, and comprehensive understanding demonstrated	
3. Trainee maintains scheduled appointments with clients and avoids non-approved cancellations.	Inadequately maintains scheduled appointments	Generally maintains scheduled appointments but needs improvement	Adequately maintains scheduled appointments	Always maintains and is prepared for scheduled appointments	Consistently maintains, is prepared for, and is early for scheduled appointments	

4. Trainee maintains scheduled appointments with supervisor and avoids non-approved cancellations.	Inadequately maintains scheduled appointments	Generally maintains scheduled appointments but needs improvement	Adequately maintains scheduled appointments	Always maintains and is prepared for scheduled appointments	Consistently maintains, is prepared for, and is early for scheduled appointments	
5. Trainee completes all documentation accurately and within the timeframe established.	Inadequate documentation completion	Documentation generally completed but needs improvement	Adequately completes documentation	Accurately and conscientiously completes documentation	Consistently, accurately and early documentation completion	
6. Trainee demonstrates professionalism with clients, colleagues and supervisors (e.g., communication, interpersonal skills, conscientiousness, etc)	Inadequate behaviors demonstrated	Behaviors generally demonstrated but needs improvement	Behaviors adequately demonstrated	Behaviors proficiently demonstrated	Behaviors consistently demonstrated	
7. Trainee is aware of their own belief systems, values, and cultural limitations on their work with clients.	Inadequate awareness demonstrated with clients	General awareness demonstrated with clients but needs improvement	Adequate awareness demonstrated with clients	Heightened awareness demonstrated with clients	Excellent awareness demonstrated with both clients and supervisors	
8. Trainee understands cultural factors relevant for effective counseling practice.	Insufficient understanding demonstrated	General understanding demonstrated but needs improvement	Sufficient understanding demonstrated	Full understanding demonstrated	Full, in-depth, and comprehensive understanding demonstrated	
9. Trainee demonstrates the ability to engage with clients in the intake interview.	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	

10. Trainee effectively uses a mental health history during the assessment process and during diagnosis decision-making.	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
11. Trainee utilizes appropriate psychological assessment methods to develop biopsychosocial client conceptualizations.	Inadequate utilization demonstrated	General utilization demonstrated but needs improvement	Adequate utilization demonstrated	Proficient utilization demonstrated	Excellent utilization demonstrated	
12. Trainee demonstrates use of open-ended questions to engage the client.	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
13. Trainee demonstrates use of reflection to engage the client.	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
14. Trainee demonstrates use of summarization to engage the client.	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
15. Trainee demonstrates use of empathy to engage the client.	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
16. Trainee demonstrates use of empathy to build rapport toward client growth and development.	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	

17. Trainee demonstrates beginning use of interventions for prevention and treatment of mental health issues.	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
18. Trainee shows an understanding of theory-based models and interventions for the treatment of mental health issues.	Insufficient understanding demonstrated	General understanding demonstrated but needs improvement	Sufficient understanding demonstrated	Full understanding demonstrated	Full, in-depth, and comprehensive understanding demonstrated	
19. Trainee develops comprehensive treatment plans with clients.	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	

Below please provide any other written qualitative information that would be helpful in evaluating the student’s performance in practicum:



The University of Akron
College of Health Professions
 School of Counseling

Practicum Off-Site Supervisor Evaluation Form

The School of Counseling requests that the trainee’s off-site supervisor complete the following evaluation form at the end of the training experience. Please include any information that may be helpful for the School of Counseling during the training process.

Trainee’s Name: _____

Supervisor’s Name: _____

Site Name: _____

**1 = Poor, 2 = Fair, 3 = Average,
 4 = Good, 5 = Excellent**

- | | | | | | | |
|----|--|----------|----------|----------|----------|----------|
| 1. | Trainee’s willingness and ability to follow policies/procedures/guidelines | 1 | 2 | 3 | 4 | 5 |
| 2. | Trainee’s openness and participation during the supervision process | 1 | 2 | 3 | 4 | 5 |
| 3. | Trainee’s ability to remain attentive/engaged with clients verbally/non-verbally | 1 | 2 | 3 | 4 | 5 |
| 4. | Trainee’s ability to demonstrate facilitative skills, such as empathy, positive regard, non-judgmental attitude, and genuineness | 1 | 2 | 3 | 4 | 5 |
| 5. | Trainee’s willingness to take appropriate risks to learn and grow | 1 | 2 | 3 | 4 | 5 |
| 6. | Trainee’s overall ability to help clients reach their stated/treatment goals | 1 | 2 | 3 | 4 | 5 |

Additional Comments: _____

Total number of work-related hours accumulated at the site: _____

Total number of direct service hours accumulated at the site: _____

Supervisor’s Signature: _____ Date: _____

Appendix G

Internship Forms and Evaluation Methods

School of Counseling

**CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP
SITE INFORMATION/REGISTRATIONFORM**

Please complete form and return to the Program/Clinical Coordinator for Internship approval before agreeing to accept a placement or applying for Clinical Trainee status. One (separate) form must be completed for each site and/or supervisor requested for Internship.

Student Information

Student Name:		Student ID:	
Degree/ Program:	Clinical Mental Health Counseling Master's Program	First Semester of Internship (Semester/Year):	
Email Address:		Phone Number:	

Proposed Internship Site/Supervisor Information

Site Host/ Supervisor's Name:		Name of Site (agency name):	
Supervisor's License Type (PCC-S, etc):		Supervisor's License Number:	
Site Supervisor's Phone Number:		Site Supervisor's Email Address:	
Supervisor's Full Mailing Address:			

Direct Client Service Duties (the following clinical duties outline the 'direct service' counseling scope of practice)

Types of Clinical Duties/Modalities Provided:	
---	--



The University of Akron
College of Health Professions
 School of Counseling

CLINICAL MENTAL HEALTH COUNSELING MEMORANDUM OF AGREEMENT

Off-site (Non-University of Akron campus) Supervised Clinical Training

This Memorandum of Agreement serves as a supervision contract, and is intended to provide informed consent for non-University of Akron site hosts/supervisors, University of Akron course instructors, and graduate students related to non-University of Akron campus clinical training experiences.

Student Information

Trainee's Name:		Semester/Year:	
Trainee's Degree Program:	Clinical Mental Health Counseling Master's Program	Training Experience (e.g. practicum, internship)	

University Course Instructor Information

Course Instructor's Name:		Course Number (related to training experience):	5600:685 Internship
Course Instructor's Phone Number:		Course Instructor's Email Address:	

Site Host/Supervisor Information

Site Host/Supervisor's Name and License #:		Name of Site (agency name):	
Site Supervisor's Phone Number:		Site Supervisor's Email Address:	
Site Supervisor's Full Mailing Address:			

Direct Client Service Responsibilities (scope of practice approved by site host/supervisor and instructor)

Types of Clinical Duties/Modalities Provided:	
---	--

**UNIVERSITY COURSE INSTRUCTOR, OFF-SITE SUPERVISOR, TRAINEE
ROLES AND RESPONSIBILITIES**

- *Training shall take place only during the dates specified below.*
- *A new Memorandum of Agreement shall be completed for each training site/supervisor.*
- *Memorandum of Agreement must be signed by site host/supervisor and student before training experience (e.g., clinical work) begins.*

Dates of Training Experience	From (M/D/Y):		To (M/D/Y):	
------------------------------	---------------	--	-------------	--

The UNIVERSITY COURSE INSTRUCTOR shall be responsible for the following:

6. Oversight and evaluation of academic requirements related to the course listed above, as described on the course syllabus.
7. Monitoring of the student's performance and duties during the Internship experience, and verifying that direct service duties are either within student's scope of practice or are being developed under supervision per ACA ethical codes.
8. Assigning a course grade (with consultation from the off-site host/supervisor).
9. Consultation with off-site host/supervisor as needed regarding trainee's work-related performance in order to evaluate academic progress through the course and/or program.
10. Contacting the site host face-to-face or by phone at least once during each semester. Arranging a site visit during the first semester of internship, and scheduling meetings with off-site host/supervisor, intern, and Program Coordinator when needed.

The OFF-SITE HOST/SUPERVISOR shall be responsible for the following:

9. Interviewing potential student trainee, and making determination about fit between student trainee and site.
10. Ensuring that the trainee is provided with an overall orientation to the site and specific skills/requirements necessary for the implementation of the training experience.
11. Ensuring that the trainee is provided with agency policies/procedures relevant to their work.
12. Providing supervision of training-related experiences at the site, ensuring both a quality learning experience and oversight of work-related responsibilities. **Supervision must include at minimum one hour of weekly individual or triadic supervision sessions on a regular schedule.**
13. Providing an opportunity for the trainee to participate in direct and indirect service to clients within their scope of practice. **Direct service** refers to direct counseling-related contact with clients including: individual and/or group counseling, assessment, diagnosis, treatment planning, and referral for clients having mental disorders; **Indirect service** refers to any work-related experiences that are not direct service such as: supervision, participation in staff meetings/trainings, documentation, preparation activities, case management functions, being on the job site when clients no-show, etc.
14. Ensuring that the trainee is provided with the flexibility to audio and/or videotape interactions with clients for use in supervision, or has the opportunity for live observation/feedback from site host(s).
15. Ensuring that direct service-related questions/emergencies are handled to ensure adequate client care.
16. Ensuring that vicarious responsibility for those being served by the trainee is taken by the organization/site supervisor; verifying that direct service duties are within trainee's scope of practice or are being developed under supervision per ACA ethical codes.

17. Maintaining an active Ohio Professional Clinical Counselor (Supervising Counselor) license throughout the training experience.
18. Accepting registration with the Ohio Counselor, Social Worker & Marriage and Family Therapist Board as the trainee’s direct Supervisor, including providing information and completing documentation to this effect.
19. Informing the university course instructor about any site or trainee-related issues that may negatively impact the trainee’s learning or fulfillment of academic requirements.

The STUDENT/TRAINEE shall be responsible for the following:

7. Maintaining Ohio Clinical Trainee status and professional liability insurance, throughout the experience.
8. Maintaining active professional liability insurance throughout the experience.
9. Attesting that he/she has read, understands, and will conduct all professional behaviors in accordance with American Counseling Association ethics and Ohio laws. Any breach of ethical codes may result in consequences including removal from the training experience, a failing course grade, or dismissal from the program.
10. Adhering to the administrative policies, procedures, rules, and professional standards of the site.
11. Providing direct service to consumers either within one’s scope of practice or while being developed under supervision per ACA ethical codes.
12. Participating openly and fully in supervision sessions with site host/supervisor, and attempting to adhere to site supervisor’s training recommendations.
13. Disclosing to site supervisor any unusual incidents regarding his/her clientele/training experience.
14. Informing the university course instructor about any site or supervisor-related issues that may negatively impact his/her learning or fulfillment of academic requirements.

Right of TERMINATION:

It is agreed to by the parties herein that the OFF-SITE HOST/SUPERVISOR or organization maintains the right to terminate the training experience of a student whose professional behaviors or health status is detrimental to the operation of the site or those it serves. However, such action will not be taken until a grievance against the trainee has been discussed with both the STUDENT/TRAINEE and the UNIVERSITY COURSE INSTRUCTOR.

The undersigned agree that the information provided above is accurate, and that all guidelines shall be adhered to throughout the training experience:

SITE HOST/SUPERVISOR	(License Type and #)	Date
----------------------	----------------------	------

STUDENT/TRAINEE	Date
-----------------	------

UNIVERSITY COURSE INSTRUCTOR	Date
------------------------------	------

**SUBMIT ORIGINAL/SIGNED FORM TO UNIVERSITY COURSE INSTRUCTOR:
School of Counseling, University of Akron, 302 Buchtel Common, Akron, OH 44325-5007**

Appendix H

Student Candidacy Fitness Evaluation

**Clinical Mental Health Counseling Master’s Program
School of Counseling**

This form is intended to provide feedback to program faculty and students regarding performance concerns in key areas related to courses serving as prerequisites for clinical courses such as Practicum and Internship.

The purpose is to track student development and offer remediation, when needed, as student fitness concerns are identified throughout the program’s curriculum.

Instructions to instructor: (1) complete top portion; (2) rate student on each area; (3) describe any areas for growth (i.e., rating 1); (4) sign and date form; (5) return to Program/Clinical Coordinator.

Rate the student above according to a 3-point Likert-type scale (where observed) in the following areas, describing areas for growth (i.e., ratings of 1):

1 = Deficient **2 = Adequate** **3 = Good**
(Remediation Needed) **(Acceptable But Developing)** **(No Limitations Noted)**

Openness to Learning/Feedback

1 = Deficient	2 = Adequate	3 = Good	Not Observed
E.g., dogmatic about own perspective. Ignores or was defensive about constructive feedback. Shows little or no evidence of incorporating feedback received.	E.g., amenable to discussion of multiple perspectives. Usually accepts constructive feedback. Some evidence of effort to incorporate feedback received.	E.g., solicits others’ perspectives. Invites constructive feedback. Shows evidence of incorporation of feedback received.	N/A
Describe ratings of 1:			

Flexibility

1 = Deficient	2 = Adequate	3 = Good	Not Observed
E.g., shows little or no effort to flex own responses to changing demands. Intolerant of unforeseeable or necessary changes in protocol.	E.g., shows effort to recognize and flex own responses to changing demands. Attempts change with unforeseeable or necessary alternations in protocol.	E.g., demonstrates changing own responses to environmental demands. Accepts unforeseeable or necessary changes in protocol.	N/A
Describe ratings of 1:			

Self-Awareness

1 = Deficient	2 = Adequate	3 = Good	Not Observed
E.g., words and actions reflect little or no concern for how others were impacted by them. Little effort toward understanding self and limitations.	E.g., effort toward reflecting on how words and actions reflect on others. Effort toward understanding self and limitations.	E.g., demonstrates reflection on how words and actions reflect on others. Shows understanding of self and limitations.	N/A
Describe ratings of 1:			

Personal Responsibility/Conscientiousness

1 = Deficient	2 = Adequate	3 = Good	Not Observed
E.g., minimizes or embellished information to minimize problems. Blames others for problems. Is late for, or disruptive in, class. Is not conscientious.	E.g., attempts not to embellish information minimize problems. Attempts to reflect on problems. Is generally on time for, and not disruptive in, class. Attempts to be conscientious.	E.g., does not embellish information to minimize problems. Shows self-reflection with problems. Is on time for, and participates in, class. Is conscientious.	N/A
Describe ratings of 1:			

Professional Maturity

1 = Deficient	2 = Adequate	3 = Good	Not Observed
E.g., Insufficient self-control (anger, etc). Deficits in problem-solving. Minimal respect for personal/cultural differences.	E.g., Attempts self-control (anger, etc). and appropriate problem-solving. Shows some respect for personal/cultural differences.	E.g., Demonstrates self-control. Uses appropriate problem-solving strategies. Displays respect for personal/cultural differences.	N/A
Describe ratings of 1:			

Academic/Classroom Performance

1 = Deficient	2 = Adequate	3 = Good	Not Observed
E.g., Poor written skills. Poor oral communication skills. Poor in-class performance. At risk of/will/did receive grade of less than 3.0 or B- in class.	E.g., Acceptable written skills. Shows adequate oral communication skills. Will/did receive adequate/passing grade in class.	E.g., Good written skills. Displays oral communication skills. Will/did receive above average grade in class (e.g., 3.5/B+ or better).	N/A
Describe ratings of 1:			

Ethics

1 = Deficient	2 = Adequate	3 = Good	Not Observed
E.g., Does not know or continually follow program or ethical guidelines. Concerns related to School of Counseling Statement of Expectations.	E.g., Attempts to know and usually follows program and ethical guidelines. Attempts to follow School of Counseling Statement of Expectations.	E.g., Shows a heightened understanding of, and continually follows, program and ethical guidelines. Follows School of Counseling Statement of Expectations.	N/A
Describe ratings of 1:			

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