



Master's Degree in Educational Psychology

2017-2018

STUDENT
HANBOOK

CLINICAL MENTAL HEALTH
COUNSELING

Table of Contents

Contact Reference List

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801-581-6112

Questions Regarding Graduate Admissions to the University of Utah:

<http://admissions.utah.edu/>

801-581-7283

Parking and Transportation:

<http://commuterservices.utah.edu/campus-parking/>

801-581-6415

Resume and Career Services:

<http://careers.utah.edu/>

801-581-6186

State of Utah Licensure Information:

<http://www.dopl.utah.gov/licensing/cmhc.html>

<http://www.counselor-license.com/states/utah-counselor-license.html#context/api/listings/prefilter>

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UNIVERSITY OF UTAH

The University of Utah, the state's flagship institution of higher education, was founded on February 28, 1850. Today, the University of Utah (known as the "U"), graduates more than 5,000 students each year with baccalaureate and graduate degrees.

The beautiful campus of the U, nestled in the foothills of the Wasatch Mountains, is located in Salt Lake City. The campus enrolls more than 26,000 students—a diverse group that comes from all 29 Utah counties, all 50 states, and 102 foreign countries. The U offers 75 undergraduate degree programs, along with more than 50 teaching majors and minors, and 96 graduate majors.

The University of Utah was the official site of the 2002 Olympic and Paralympic Villages, and is the home of Rice-Eccles Olympic Stadium.

The U offers outstanding programs in engineering, business, and the fine arts, among others; its law and medical schools are ranked in the top 50 nationwide (according to U.S. News and World Report). The university is ranked among the top 35 research institutions in the nation, according to the National Science Foundation. Cutting-edge research and care are offered through the Huntsman Cancer Institute and the Eccles Institute for Human Genetics. University Hospital serves as a clinical training ground for more than 1,000 students, and the John A. Moran Eye Center is the largest eye-care and vision-research center between the Mississippi River and the West Coast. (<http://utah.com/colleges-universities/university-of-utah>)

CLINICAL MENTAL HEALTH COUNSELING

Clinical mental health counselors facilitate the growth and development of individuals, families, and groups through the helping relationship. They practice in a range of settings, including outpatient, inpatient, and community mental health agencies, individual and group private practice settings, and other contexts where counseling and mental health services are provided. Clinical Mental Health Counseling (CMHC) is a distinct licensure specialty from other helping professions such as psychology, social work, psychiatry, and psychiatric nursing. Like other mental health professions, a variety of issues may be addressed through professional counseling, and the University of Utah CMHC program emphasizes the use of culturally-relevant, empirically supported, and strength-based approaches in addressing these issues, including:

- Anxiety and depression
- Lifespan adjustment issues
- Family and interpersonal problems
- Substance abuse and other addictions
- Adaptation to disability and illness
- Sexual abuse and domestic violence
- Eating disorders
- Career development
- Management of job stress
- Grieving death and loss

MISSION STATEMENT

The fundamental mission of the Master's in Clinical Mental Health Counseling specialty is to educate and train counselors who will promote the optimal functioning of individuals, families, groups, and communities. Built upon a foundation of knowledge, skills, and dispositions within a multicultural and social justice framework, program graduates will be able to translate research-validated practices into effective strategies for individuals, families, and groups from diverse backgrounds. The course of study will support the acquisition of competency-based knowledge while fostering professional and personal growth through self-reflection and constructive feedback.

PROGRAM PHILOSOPHY

The Clinical Mental Health Counseling's "Philosophy of Training" provides students with a well-established program of study that leads to a license-eligible degree. The philosophy of the program is to provide trainees with the skills to become practicing professionals in the community while understanding the research and science behind mental health practice. Through this research-based practice students will become familiar with the research process as a consumer of research findings. The training is also focused on providing a generalist model to prepare students for a range of professional roles across various settings while working with diverse communities.

PROGRAM MODEL & RATIONALE


The Master of Education (M.Ed.) in Clinical Mental Health Counseling (CMHC) is a three-year, 6-semester (optional summer semester), 60-credit hour degree that leads to licensure in the State of Utah as a Clinical Mental Health Counselor. The program is housed in the Department of Educational Psychology located in the College of Education at the University of Utah. The course offerings allow students to balance school and part- or full-time employment, as there is not a formal research project requirement (e.g., a thesis) for completing the M.Ed. degree. Most required courses meet once per week in the early evening and face-to-face coursework is supplemented with meaningful online offerings. Some daytime courses are required. The CMHC program is dedicated to providing students with quality supervision. Training in CMHC involves didactic instruction with licensed professionals who are skilled at providing direct services, and who can serve as mentors for future mental health counselors.

The CMHC program emphasizes the importance of a learning environment where the strengths of every student are recognized. Accordingly, the program adheres to the American Counseling Association (ACA) and the American Mental Health Counseling Association (AMHCA) ethical guidelines and standards. Students are trained for professionally and culturally competent practice as CMHC counselors including, diagnosis and assessment, treatment and intervention (including evidenced-based practice), treatment planning, consultation, and advocacy, with a particular focus on the social justice components of these responsibilities. The course sequence provides developmentally appropriate training experiences that build on each other in order for students to become entry-level, license eligible practitioners.

All seven core faculty members of the Counseling/Counseling Psychology Program hold doctoral degrees in Counseling Psychology. They further maintain membership in the American Psychological Association (multiple divisions) and professional organizations that fit their specialty area (e.g., American Counseling Association, Association of Women in Psychology, Utah Clinical Mental Health Association, etc.) Most of the faculty have experience conducting research and clinical experience in community settings across diverse populations. All have experience providing therapy, supervision, and service, and conducting research.

Name and Title	Courses taught	Research and Clinical Interests
<p><u>Uma Dorn, Ph.D.</u> Assistant Professor (Clinical)</p>  <p>Program Director CMHC</p>	<p>Professional Issues & Ethics, Counseling Skills, Multicultural Counseling, Counseling Practicum, Master's Internship, Field Practicum*</p>	<p>Dr. Dorn's research and clinical interests include multicultural counseling, training, and education, trauma, working with child and adolescent populations, and conducting assessment. She supervises master's and doctoral students at different levels of training.</p>
<p><u>A.J. Metz, Ph.D.</u> Associate Professor</p>  <p>Program Director School Counseling</p>	<p>Career Development & Assessment, Counseling Skills, Group Counseling, SC Practicum, SC Internship</p>	<p>Dr. Metz's primary interests involve the academic success and career development of underrepresented and underserved populations. With her colleagues she has written a student success textbook and developed online assessment tools to provide students with feedback on their college and career readiness.</p>
<p><u>Jason Burrow-Sanchez, Ph.D.</u> Professor</p>  <p>Program Director CPY</p>	<p>Substance Abuse, Counseling Foundations in CPY</p>	<p>Dr. Jason Burrow-Sanchez's research areas include the prevention and treatment of substance abuse in adolescent populations in school and community settings with a particular interest in Latino adolescents. He recently completed a 5-year NIDA funded grant examining the cultural accommodation of substance abuse treatment for Latino adolescents.</p>
<p><u>Sue Morrow, Ph.D.</u> Professor</p>		<p>Dr. Morrow conducts qualitative research in the broad areas of gender, trauma, and social justice. Her scholarship has focused on feminist</p>

		<p>qualitative research methods, adult women survivors of childhood sexual abuse, lesbian/gay/bisexual career development, and older lesbians' perceptions of later-life events. She has a small private practice in which she specializes in trauma. She also supervises doctoral practicum students on a regular basis.</p>
<p><u>Zac Imel, Ph.D.</u> Associate Professor</p> 	<p>Counseling Skills, Diagnostic Adult Psychology</p>	<p>Dr. Imel's primary interests involve research, teaching, and service related to the promotion and understanding of quality mental health treatment. Specific programs of research include methods for identifying and understanding the behaviors of effective (and less effective) therapists, the utilization of mental health services, cultural processes in psychotherapy, emerging linguistic techniques for modeling psychotherapy processes, and meta-analysis of treatment outcome studies.</p>
<p><u>Karen Tao, Ph.D.</u> Assistant Professor</p> 	<p>Counseling Practicum</p>	<p>Dr. Karen W. Tao's clinical and research interests are guided by an overarching goal to reduce disparities in the access, service, and quality of mental health and education for historically marginalized groups. She is interested in the questions, "How do people negotiate conversations about difference and culture?" and "Why does multicultural competence matter?" Karen conducts research in counseling and elementary school settings, utilizing qualitative and quantitative methods to identify cultural factors related to client improvement and student academic persistence. She currently provides clinical supervision to master's and doctoral students.</p>
<p><u>Jennifer Taylor, Ph.D.</u> Assistant Professor</p>	<p>Career Development and Assessment, Group Counseling, Counseling Skills</p>	<p>Dr. Taylor's clinical experience includes individual, couples, family, and group counseling. Her research focuses on professional competence, lifelong learning, continuing professional development, mentoring, and continuing education. As an extension of this work, she also studies important impacts and</p>

		<p>predictors of professional competence, including personal variables such as stress, self-care, and an appreciation for multiculturalism and engagement in social justice issues. Her overall program of research is designed to provide an evidence-based approach to understanding, generating, and maintaining professional competence across the professional lifespan.</p>
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Adjunct and Affiliate Program Faculty

Name, degree, and title	Courses taught	Research and Clinical Interests
<p>Aaron Fischer, Ph.D., Assistant Professor School Psychology</p>	<p>Lifespan Development Consultation Adv. Child Behavior Therapy</p>	<p>Dr. Fischer’s research interests follow two distinct lines of inquiry that are directly applicable to the fields of school and pediatric psychology and applied behavior analysis. First, he is interested in creating and evaluating effective strategies for psychologists engaging in consultation, while incorporating cutting-edge technology. Currently, he is evaluating telepresence robot problem-solving consultation as a strategy to increase access to consultative services for teachers and school staff in remote or underserved schools. His research will continue to evaluate the use of technology across multiple areas of consultation and school psychology. Dr. Fischer’s second line of research lies in evaluating and advancing evidence-based interventions for children and adolescents with ASD and their families (i.e., parent training). Currently, he is evaluating the effectiveness of positive behavioral pediatric feeding interventions for children and adolescents, which are delivered in clinic and through telehealth parent-training applications.</p>
<p>Mike Gardner, Ph.D. Professor Learning Sciences</p>	<p>Statistics</p>	<p>Dr. Gardner is currently pursuing research in: (1) memory and aging, particularly memory for numeric information; (2) the perception of frequency of events, and its reporting in psychological instruments; (3) connotative factors influencing interest in research, and (4) the validity of achievement tests in K-12 settings. He also continues to have interests in human intelligence, human memory, and reasoning and problem solving.</p>
<p>Dan Woltz, Ph.D. Professor Learning Sciences</p>	<p>Measurement & Assessment</p>	<p>Dr. Woltz is a professor in the Learning Sciences program of the Department of Educational Psychology. He teaches and advises students in learning and cognition as well as research design, psychometrics, and statistics.</p>
<p>Scott McAward, Ph.D.</p>	<p>Counseling Skills Summer Internship</p>	<p>Dr. McAward served as the interim associate vice president for student development within the Division of Student Affairs. He is also director for the Center for Disability Services. He is adjunct faculty for Interventions in higher education graduate level course for students in the Student Affairs program.</p>
<p>Jake Van Epps, Ph.D. Adjunct</p>	<p>Counseling Theories</p>	<p>Dr. Van Epps’ clinical interests include couples and family therapy, identity integration, relational issues, and emotion</p>

		regulation strategies. His clinical work is founded on the humanistic values of holding a hopeful, constructive view of human beings, and of their substantial capacity to be self-determining. Dr. Epps takes an ecological perspective in counseling by striving to understand individuals, couples, and families within their social, cultural, and familial contexts. Dr. Epps strives to integrate cultural knowledge with traditional evidenced-based psychotherapeutic strategies to empower clients to increase their general wellbeing and satisfaction from life.
Esther Israel, MS	Sex Therapy	Esther strives to make the practice of mental health services beneficial, accessible, and efficient for all, by working collaboratively and constructively to make changes. She is licensed as a clinical mental health counselor in the state of Utah, with an undergraduate degree in English Literature, and master's degrees in Forensic Psychology and Clinical Psychology. Esther is committed to disseminating the current scientific thinking on social science and policy. She is motivated to translate research to improve the greater good. Esther strives to educate others as to the lived experiences of people with mental illness, the cultural barriers to improve the collective mental health of Utahans, and the challenges of earning a living in the mental health profession.
Rob Davies, PhD Adjunct	Personality Theories	Dr. Davies is a licensed psychologist and the GME Wellness Director. His work consists on providing vision, innovation, and leadership to Graduate Medical Education Wellness efforts. Dr. Davies assists in providing mental health treatment for 850 residents and fellows at the University of Utah. He also develops and provides teaching and programming in mindfulness, gatekeeper training, and resiliency. Dr. Davies coordinates and supports over 20 individual departments in their wellness efforts, and he oversees data collection and research on resident and fellow wellness.

PROGRAM OBJECTIVES & CURRICULUM

The course of study outlined in the Master's in Clinical Mental Health Counseling (CMHC) specialty is intended to develop students' competencies to meet the following objectives:

Goal # 1 Research-based Practice: Counsel and assess individuals, families, groups, and communities using evidenced-based techniques, materials, and resources to assist clients in resolving socioemotional, personal, or vocational concerns, and/or coping with life's problems.

Objective1A: Students will have knowledge regarding evidenced-based practice, including empirical basis of assessment, intervention, and other psychological applications integrated with clinical expertise, and client preferences when working with individuals, families, groups and communities.

Objective1B: Students will demonstrate and apply knowledge of the scientific, theoretical, and contextual basis of assessment, interventions and other psychological applications, including having awareness of the strengths and limitations of assessments.

Goal # 2 Diagnosis & Treatment Planning: Articulate comprehension of a variety of theoretical perspectives on human behavior as well as articulating their personal rationale for and approach to counseling.

Objective2A: Students will demonstrate basic knowledge of formulating diagnoses and case conceptualization.

Objective2B: Students will utilize systematic approaches of gathering data to inform clinical decision-making.

Goal # 3 Cultural Diversity: Develop self-awareness and a multicultural orientation related to issues of diversity to more effectively serve a broad spectrum of individuals, families, groups and communities.

Objective3A: Students will demonstrate cultural humility, cultural courage, and understanding of one's own dimensions of diversity and attitudes towards diverse others.

Objective3B: Students will use cultural opportunities to understand and safeguard the welfare of others.

Objective3C: Students will demonstrate basic knowledge and understanding of the scientific, theoretical, and contextual issues related to individual and cultural diversity as they apply to clinical work.

Objective3D: Students will understand the need to consider individual and cultural diversity issues in all aspects of professional work (e.g., assessment, treatment, research, relationships with colleagues).

Objective3E: Students will apply knowledge, sensitivity, and understanding regarding individual and cultural diversity issues to work effectively with diverse others in assessment, treatment, and consultation.

Goal # 4 Social Justice & Advocacy: Advocate for others by addressing the impact of social, political, economic, or cultural factors to promote change at the individual (client), institutional, and/or systems level.

Objective4A: Students will demonstrate awareness of problems as possessing social, political, economic, and cultural factors that impact individuals, systems, and institutions.

Objective4B: Students will use awareness of the social, political, economic, or cultural factors that may impact human development in the context of service provision.

Goal #5 Ethical & Legal Issues: Comprehend and adhere to the ethical principles and professional values of the counseling profession.

Objective5A: Students will demonstrate knowledge of relevant ethical/professional codes and basic skills in ethical decision making, and demonstrate knowledge of legal and regulatory issues that apply to the practice of professional counseling.

Objective5B: Students will demonstrate the application of an ethical decision-making model by applying it to ethical dilemmas.

Objective5C: Students will display ethical values and conduct and integrate their own moral principles/ethical values in professional conduct.

Goal #6 Assessment and Evaluation: Develop, implement, and critically evaluate the efficacy of counseling services, programs, and related activities in the settings in which they plan to work.

Objective6A: Students will demonstrate knowledge of the assessment of intervention progress and outcome.

Objective6B: Students will evaluate intervention progress and modify intervention planning on the basis of their evaluation of clients' progress.

Objective6C: Students will display broadened self-awareness, utilize self-monitoring, display reflectivity regarding professional practice (reflection-on-action), use resources to enhance reflectivity, and demonstrate elements of reflection-in-action.

Goal #7 Human Growth & Development: Understand basic principles of human growth and development and recognize the influence of biological, social, and cultural factors on the behavior and development of individuals, families, groups, and communities.

Objective7A: Students will demonstrate knowledge regarding the range of behavior (including the biological basis of behavior) in the context of stages of human development and diversity.

Objective7B: Students will apply concepts of human growth and development and diversity to case formulation, assessment, diagnosis, intervention, and evaluation.

Goal # 8 Consultation & Relationships: Seek appropriate consultation with colleagues, other professionals, and lay persons while establishing effective relationships with individuals and agencies that also provide client services.

Objective8A: Students will understand when consultation is appropriate and engage in consultation when necessary.

Objective8B: Students will form and maintain productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals from other disciplines.

Goal #9 Professional Identity: Demonstrate the role and professional identity of counselors, understand professional issues unique to mental health counseling, and promote the growth and development of the clinical mental health counseling field.

Objective9A: Students will display professionalism and will understand professional values that foster effective relationships with others.

Objective9B: Students will act to understand and safeguard the welfare of others by being involved in professional organizations and participating in professional development activities.

ORGANIZATIONAL STRUCTURE

The CMHC program is offered through the Department of Educational Psychology in the College of Education.

The College of Education is comprised of five departments: Education, Culture & Society; Educational Leadership & Policy; Educational Psychology; Special Education; and the Urban Institute for Teacher Education (See Appendix D4 for College of Education Organizational Chart). The mission of the College of Education is to create a learning environment that fosters discovery and dissemination of knowledge to promote learning, equitable access, and enhanced learning outcomes for all students. Through the integration of outstanding teaching, research, and community outreach, the College of Education investigates significant issues impacting education policy and practice, while preparing its students for leadership and excellence within a diverse and changing educational community.

The Department of Educational Psychology is characterized by an emphasis on the application of behavioral sciences to educational and psychological processes. Within the department are four programs: Counseling and Counseling Psychology (CCP), School Psychology, Learning Sciences, and Reading and Literacy. The CCP program offers a Ph.D. in Counseling Psychology (APA-accredited), an M.Ed. degree in Clinical Mental Health Counseling, and an M.Ed. degree in School Counseling.

PROGRAM OF STUDY

The Clinical Mental Health Counseling emphasis requires a minimum of sixty (60) semester hours. Consequently, this program is designed to meet the educational requirements for licensure as a clinical mental health counselor in the state of Utah and is congruent with national standards for master's level licensure in most other states and jurisdictions across the country.

The Clinical Mental Health Counseling program is pursuing accreditation with master's in Psychology and Counseling Accreditation Council (MPCAC) and in general follows the standards of accreditation by the Council of Accreditation of Counseling and Related Educational Programs (CACREP), and meets the educational requirements for licensure qualification as described by the Utah Division of Occupational Licensure (DOPL).

Our educational standards follow both the CACREP and MCAC standards, which are as follows:

MCAC STANDARDS

- Professional counselor identity, ethical behavior, and social justice practices. Including but not limited to: assisting students to acquire knowledge related to the history of the helping profession; professional counseling roles and functions; ethical standards related to professional organizations in the field of counseling; and public policy processes including system advocacy strategies on behalf of the profession, clients, and the communities that counselors serve.
- Human development and wellness across the life span. Including but not limited to: the study of life span development; maturational and structural theories of human development; wellness counseling theories; strategies to deal with developmental processes and transitions; human behavior; disabilities; environmental, contextual and multicultural factors that contribute to healthy human development and relevant culturally competent counseling practices; and the promotion of social justice in society.
- Neuroscientific, physical, and biological foundations of human development and wellness. Including but not limited to: facilitating students' acquisition of new knowledge related to neuroscience, health and wellness; addictions; and the use of neuroscientific research findings for culturally competent counseling practices and social justice advocacy interventions.
- Ecological, contextual, multicultural, social justice foundations of human development. Including but not limited to: the study of culture from ecological,

contextual, multicultural, and social justice perspectives; evidence-based strategies for working with diverse groups (related to but not limited to age, race, culture, ethnicity, disability, sexual orientation, gender, class, religion/spirituality); the impact of power, privilege, and oppression and micro/macro aggressions on human development; and culturally competent counseling and social justice advocacy interventions.

- Counseling, consultation, and social justice advocacy theories and skills. Including but not limited to: training in preventive counseling; consultation; individual, group, couples, marriage, family, and addictions counseling; systems change intervention strategies and skills; and social justice advocacy interventions.
- Group theory, practice, and social justice advocacy. Including but not limited to: principles of group dynamics, group process, and group leadership; theories and methods of group counseling; and the application of group work theory and practice to organizational dynamics and social justice advocacy in different environmental settings (e.g., family, school, university, workplace, and community settings).
- Career and life development. Including but not limited to: the study of vocational/career development theories and decision-making models; career assessment instruments and techniques; occupational and related educational systems; career development applications; career counseling processes/techniques; and the application of social justice theories to people's vocational/career development.
- Assessment of human behavior and organizational/community/ institutional systems. Including but not limited to: assessment and diagnosis of individual psychiatric disorders as defined by classification systems such as the Diagnostic Statistical Manual (DSM) and the International Classification of Diseases (ICD); understanding of defined diagnostic disorders relative to the helping context; knowledge of cultural biases associated with classification systems; assessment strategies designed to promote healthy human functioning; and assessment strategies that focus on organizational/community/social justice advocacy dynamics as they impact human development, wellness, and the perpetuation of psychiatric disorders as listed in various classification systems.
- Tests and measurements. Including but not limited to: promoting an understanding of the theoretical and historical basis for, as well as knowledge of cultural biases associated with assessment techniques; testing methods; knowledge of various types of tests and evaluation strategies that result in knowledgeable selection, administration, and interpretation; and use of assessment/evaluation instruments and techniques that foster social justice among diverse client populations.
- Traditional and social justice-oriented research and evaluations. Including but not limited to: quantitative and qualitative research design and methods; statistical analyses, principles, practices, and application of needs assessments; the design and process of program evaluation; organizational, community, and social justice advocacy evaluation strategies; and knowledge of

cultural biases associated with research practices.

- Practicum/Internship experiences. At least two (2) academic terms of supervised field placement experiences that focus on issues related to the promotion of mental health, human development, wellness, cultural competence, and social justice advocacy (at least three semester hours or five quarter hours per academic term in a counseling and/or related human service setting with 300 hours of supervised field training). The practicum/internship experience (commensurate with program goals and state licensure requirements) shall be completed under the clinical supervision of appropriately credentialed professionals (e.g., licensed professional counselor, social worker, marriage and family therapist, school counselor, psychologist, or physician with a specialty in psychiatry).

CACREP STANDARDS

- **PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE:** a. history and philosophy of the counseling profession and its specialty areas b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams d. the role and process of the professional counselor advocating on behalf of the profession e. advocacy processes needed to address

institutional and social barriers that impede access, equity, and success for clients f. professional counseling organizations, including membership benefits, activities, services to members, and current issues g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues h. current labor market information relevant to opportunities for practice within the counseling profession i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling j. technology's impact on the counseling profession k. strategies for personal and professional self-evaluation and implications for practice l. self-care strategies appropriate to the counselor role m. the role of counseling supervision in the profession

- **SOCIAL AND CULTURAL DIVERSITY:** a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy c. multicultural counseling competencies d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others e. the effects of power and privilege for counselors and clients f. help-seeking behaviors of diverse clients g. the impact of spiritual beliefs on clients' and counselors' worldviews h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

- **HUMAN GROWTH AND DEVELOPMENT:** a. theories of individual and family development across the lifespan b. theories of learning c. theories of normal and abnormal personality development d. theories and etiology of addictions and addictive behaviors e. biological, neurological, and physiological factors that affect human development, functioning, and behavior f. systemic and environmental factors that affect human development, functioning, and behavior g. effects of crises, disasters, and trauma on diverse individuals across the lifespan h. a general framework for understanding differing abilities and strategies for differentiated interventions i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
- **CAREER DEVELOPMENT:** a. theories and models of career development, counseling, and decision making b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems d. approaches for assessing the conditions of the work environment on clients' life experiences e. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development f. strategies for career development program planning, organization, implementation, administration, and evaluation g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy h.

strategies for facilitating client skill development for career, educational, and lifework planning and management methods of identifying and using assessment tools and techniques relevant to career planning and decision making j. ethical and culturally relevant strategies for addressing career development

- **COUNSELING AND HELPING RELATIONSHIPS:** a. theories and models of counseling b. a systems approach to conceptualizing clients c. theories, models, and strategies for understanding and practicing consultation d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships e. the impact of technology on the counseling process f. counselor characteristics and behaviors that influence the counseling process g. essential interviewing, counseling, and case conceptualization skills h. developmentally relevant counseling treatment or intervention plans development of measurable outcomes for clients j. evidence-based counseling strategies and techniques for prevention and intervention k. strategies to promote client understanding of and access to a variety of community based resources l. suicide prevention models and strategies m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid n. processes for aiding students in developing a personal model of counseling
- **GROUP COUNSELING AND GROUP WORK:** a. theoretical foundations of group counseling and group work b. dynamics associated with group process and development c. therapeutic factors and how they contribute to group effectiveness d. characteristics and

functions of effective group leaders e. approaches to group formation, including recruiting, screening, and selecting members f. types of groups and other considerations that affect conducting groups in varied settings g. ethical and culturally relevant strategies for designing and facilitating groups h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

- **ASSESSMENT AND TESTING:** a. historical perspectives concerning the nature and meaning of assessment and testing in counseling b. methods of effectively preparing for and conducting initial assessment meetings c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide d. procedures for identifying trauma and abuse and for reporting abuse e. use of assessments for diagnostic and intervention planning purposes f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations h. reliability and validity in

the use of assessments i. use of assessments relevant to academic/educational, career, personal, and social development j. use of environmental assessments and systematic behavioral observations k. use of symptom checklists, and personality and psychological testing l. use of assessment results to diagnose developmental, behavioral, and mental disorders m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

- **RESEARCH AND PROGRAM EVALUATION:** a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice b. identification of evidence-based counseling practices c. needs assessments d. development of outcome measures for counseling programs e. evaluation of counseling interventions and programs f. qualitative, quantitative, and mixed research methods g. designs used in research and program evaluation h. statistical methods used in conducting research and program evaluation i. analysis and use of data in counseling j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Given the applied nature of this discipline, the program and courses at the University of Utah incorporate an experiential component involving role plays, self-disclosure or self-reflective journals, and field assignments, as well as a 1000 clock hour supervised counseling experience (split between practicum and internship).

B. CLINICAL MENTAL HEALTH COUNSELING CURRICULUM

The Clinical Mental Health Counseling program meets the current educational and program experience requirements of R156-60c-302a and R156-60c-302b of the Utah Clinical Mental Health Counselor Act Rules and thus prepares students for licensure in the state of Utah. Students who intend to seek licensure in another state are strongly encouraged to consult the licensure laws in that state and complete necessary requirements while they are matriculating at the University of Utah. Graduates of this program are required to complete an additional 4000 hours of clinical mental health counselor training as specified in the Utah 58-60-405 Mental Health Professional Practice Act, and such practice must be under the supervision of a licensed mental health professional and pass a national licensure exam before being granted a license.

University of Utah		DOPL		
		Credit Hours	Credit Hours	
EDPS 6820	Professional Issues in Mental Health Counseling	2	2	Professional Orientation and Ethical Practice
EDPS 6822	Master's LPC Ethics and Standards	2		
EDPS 6360	Multicultural Counseling	3	2	Cultural Diversity
EDPS 6350	Group Counseling	3	2	Group Work
EDPS 6330	Career Development and Assessment	3	2	Career Development
EDPS 6200	Counseling Theories	3	6	Helping Relationships (Skills, theory)
EDPS 6210	Counseling Skills	3		
EDPS 6340	Substance Abuse Counseling	3	2	Substance use
EDPS 6300	Introduction to Measurement	3	2	Psychometric Test and measurement theory
EDPS 7600	DSM: Adult Psychopathology	3	4	Mental Status/DSM/Psychopathology
EDPS 7180	Personality Assessment			
EDPS 6010	Introduction to Statistics and Research Design	3	2	Research and Evaluation in Mental Health Counseling
EDPS 6710	Practicum in Counseling	6	4	Practicum and Internship
EDPS 6910	Internship in Counseling	8		

A comparison of educational requirements for licensure and
University of Utah degree requirements

C. CLINICAL MENTAL HEALTH COUNSELING CURRICULUM SEQUENCE

Year 1: Fall 2017

2 EDPS 6820 Professional Issues (M)
2 EDPS 6822 Master's Ethics (M)
3 EDPS 6010 Statistics (T)
3 EDPS 6200 Counseling Theories (W)
3 EDPS 6210 Counseling Skills (R)

13 hours

Year 2: Fall 2018

3 EDPS 6340 Substance Abuse (M)
3 EDPS 6710 Practicum (T daytime)
3 EDPS 6050 Lifespan Development (T)
3 EDPS 5068/ 6068 Meditation & Stress (OL)

12 hours

Year 2: Summer 2019

3 EDPS 7235 Interventions (May-daytime for 1 week) or approved interventions course
*2 EDPS 6910 Internship (W)

5 hours

Year 3: Fall 2019

3 EDPS 6910 Internship (T)
3 EDPS 6250 Family Counseling (T)

6 hours

Year 1: Spring 2018

3 EDPS 6360 Multicultural Counseling (T)
3 EDPS 7600 Diagnostic Adult Psychotherapy (W)
3 EDPS 6300 Measurement (R)

9 hours

Year 2: Spring 2019

3 EDPS 6710 Practicum (W daytime)
3 EDPS 6330 Career (T)
3 EDPS 6350 Group Counseling (W)
3 EDPS 7180 Personality Assess (R)

12 hours

Year 3: Spring 2020

3 EDPS 6910 Internship (T)
CPCE administered in February

3 hours

M – Monday; T- Tuesday; W – Wednesday; R – Thursday; OL - Online

*To graduate, you need a total of 8 credit hours of internship over the course of at least two semesters. If you begin your internship in the summer, you would sign up for internship credit hours in the summer and then take fewer internship credit hours in the fall and spring semesters. If you do not begin internship in the summer, you will need to take the 8 credit hours over the course of the fall and spring semesters. **TOTAL 60 HOURS**

COMPREHENSIVE EXAM

Successful completion of the program also requires that students pass a comprehensive exam, typically conducted at the culmination of the student's program of study. This is a multiple choice examination that mirrors the National Counselor Examination (NCE). The specific exam is the Counselor Preparation Comprehensive Examination (CPCE), a 160 item exam used by over 220 colleges and universities that train professional counselors. Information about this exam can be found at: <http://www.cce-global.org/cpce>

All admitted applicants in the Clinical Mental Health Counseling track will register and take the CPCE examination that is required for M.Ed. degree completion. Pass rates are established by national normative data and by the CCP faculty. Three faculty members from the CCP program are selected to serve as the student's Comprehensive Examination Supervisory Committee. These three committee members also serve as the student's supervisory committee and oversee the year-end evaluation of the student's program of study.

Individuals will have three opportunities to take and pass the CPCE. If an individual is unable to achieve the pass rate after three attempts, an alternate examination will be administered.

INTERNSHIP REQUIREMENTS AND PREREQUISITES

The internship in professional counseling is intended as a capstone experience for the final year of the M.Ed. degree program of study. Numerous internship placements are available throughout the metro area, and your internship coordinator will assist you in identifying a suitable match to your interests. Arrangements for the professional counseling internship are made through the internship coordinator in the semester (spring) prior to the beginning of the internship year. Prerequisites for enrolling in the EDPS 6910 (Internship in Professional Counseling) include successful completion of: EDPS 6010 (Introduction to Statistics); EDPS 6200 (Counseling Theories and Procedures); EDPS 6210 (Counseling Skills); EDPS 6300 (Introduction to Measurement); EDPS 6350 (Group Counseling Procedures); EDPS 6360 (Multicultural Counseling); EDPS 6710 (Skills Training Practicum); EDPS 7180 (Personality Assessment); EDPS 6960 (Master's Ethics); EDPS 6820 (Professional Issues in Counseling); and EDPS 7600 (Diagnostic Adult Psychopathology). The internship experience occurs over two semesters, with approximately 30 hours per week of supervised experience beginning fall semester, which translates into 900 hours of supervised work (the remaining 100 hours having been completed in practicum).

LICENSURE INFORMATION

The clinical mental health counseling emphasis meets the educational requirements for licensure as a clinical mental health counselor in the state of Utah. Licensure is regulated by the Professional Counselor Licensing Board under the rules and regulations of the Division of Occupational and Professional Licensing (DOPL) in the state of Utah.

Information pertaining to licensure and application materials can be obtained from:

*Department of Commerce
Division of Occupational and Professional Licensing*

Heber M. Wells Building/160 East 300 South
Salt Lake City, Utah 84145-0805
(801) 530-6628
OR access the DOPL web page at:
http://www.dopl.utah.gov/licensing/professional_counseling.html

ACADEMIC STANDARDS, STUDENT EVALUATION, AND APPEALS

ACADEMIC STANDARDS

Student Grades: In the academic arena, student grades based on formal coursework are examined. Students are expected to maintain an acceptable cumulative Grade Point Average (GPA), which, defined by the graduate school, is at least a B or 3.0 average. The graduate school requires the department to place a student on probation if the student's cumulative GPA drops below 3.0. Following graduate school policy, when a student's cumulative GPA is below 3.0, the student's academic record will be designated as "probationary status."

Probationary status requires that the student formally appeal to the CCP faculty to remove the probationary status designation. This requires rectifying a sub-standard GPA and involves a formal letter and petition that will be voted on for approval by the CCP faculty. The record of this appeal process will be placed in the student's permanent academic file.

The graduate school will not accept any grade below a C- as credit towards a degree. Further, the CCP faculty has determined that all students must earn a minimum grade of B- or credit (CR) in required courses. Any grade below B-, if there exists an active Incomplete designation on the student's transcript, or any No-credit (NC) report on the transcript must be rectified or retaken as soon as possible (but within 12 calendar months) and, if not ameliorated with a grade of a B- or better or CR (for credit only coursework), may result in the student's dismissal from the program for failure to meet the academic standards of the program. If a required course that has received a sub-standard grade is not passed with a B- or better on a second attempt, a formal petition from the student to the CCP faculty is required for approval to re-take a course a third time. If a student does not pass (at a B- or better) any required course after a third attempt, the student may be dismissed from the program for failure to meet the minimum CMHC academic standards.

Comprehensive Examination: Academic competence is also assessed through taking the comprehensive exam, the Counselor Preparation Comprehensive Examination (CPCE Exam), and obtaining a score that is above the national average (in 2017 - 87.13 or above). Any student not obtaining a score of 87.13 is provided two opportunities to retake the exam. The student meets with the program director and discusses a study plan and retake of the exam. After three attempts at passing the CPCE, there is an alternate oral exam that is offered (see Appendix). The student is then required to form a three-member committee of which includes program director and one other CCP faculty member. The program then considers changing the CPCE exam to an oral exam. The state of Utah no longer requires the National Counseling Exam (NCE) for licensure. Failure to pass the oral exam after the three attempts of the CPCE is grounds for program dismissal for not meeting the minimum CMHC academic standards.

Personal/Interpersonal Functioning: Occasionally, a student may experience personal or interpersonal difficulties that lead the faculty to question the student's ability to function as a professional. However, if, in the collective judgment of the faculty, a student is experiencing such difficulties, the student may first be informally advised by their advisor and/or program director to seek appropriate professional or other help to remediate and resolve the difficulty. As a result of the annual student evaluation, the faculty may also collaboratively develop a remediation plan. Problems that would meet the definition of a personal/interpersonal difficulty are those that are likely, in the professional judgment of the faculty, to interfere with the student's ability to function competently and safely in providing psychological services to students/clients and/or function credibly as a student member of a professional mental health service team. Some characteristics of personal/interpersonal difficulties include but are not limited to: (a) the student does not acknowledge, understand, or address the problem when it is identified; (b) the problem is not merely a reflection of a knowledge or skill deficit that can be remedied by additional standard training; (c) the quality of services delivered by the student is sufficiently negatively affected by the problem as to raise concern in the judgment of a supervisor about the welfare and best interest of a student's client; (d) the problem is not restricted to one area of academic/professional functioning; (e) a disproportionate amount of attention by faculty or supervisors is required and the problem continues to persist; (f) the student's behavior does not change as a function of feedback, remedial efforts, and/or other faculty interventions to ameliorate the problem; (g) the problematic behavior has ethical or legal ramifications for the program and its continuing accreditation status; and/or (h) the student's behavior negatively affects the public's view of the program or an agency in which the student practices or with which the program has an ongoing professional relationship.

If a student has been identified with problems that affect their personal/interpersonal functioning to the extent that questions of student competency are raised by the CCP faculty or practicum/internship supervisor, the student's program of study will be designated as on probationary status. In this instance, probationary status requires that a remediation plan is established in consultation with the student (where possible) and the CCP faculty (directed by the program director) to ameliorate the problem. The student, the program director, and/or the advisor will collaboratively establish a remediation contract that must be satisfied before the student can appeal to have the probationary designation removed from the student's program of study.

The student must, upon satisfactorily rectifying the personal/interpersonal problem through the successful fulfillment of the terms of the remediation contract, initiate a letter that is approved and countersigned by the program director and/or advisor petitioning the CCP program to remove the probationary status designation from the student's program of study. If the student is not successful in removing a probationary designation for a personal/interpersonal problem within one academic year, the student will be dismissed from the CMHC program for failure to meet minimum academic standards of the program.

Ethical Standards and Professional Guidelines: The continued development of CMHC as a profession is dependent upon those in the field consistently implementing ethical standards of conduct in their professional work. The CMHC program endorses the ACA and AMHCA Ethical Standards. These standards are used in the licensing laws in the state of Utah. Students in the program must adhere to these standards and principles in all of their work as counselors-in-training. Students must familiarize themselves with the Code of Ethics during their first

semester in residence in the program. Students who are suspected of violating any of the standards or principles will be subject to program sanctions including, but not limited to, remediation or program dismissal. Although students will have the right to due process as described below, suspected egregious violations of certain ethical standards or principles (e.g., falsification of data, sexual misconduct, or violations of confidentiality) may result in immediate suspension or dismissal.

The privilege of attending the University of Utah and becoming a part of the counseling/counseling psychology community both at Utah and in the broader profession of psychology is accompanied by the responsibility to adhere to the highest ethical standards and standards of academic integrity without which the university, program, and profession could not function. A key component of academic integrity is honesty. All students are expected to adhere to the University of Utah Student Code of Conduct and to the highest levels of academic integrity. Examples of breaches of academic integrity, or academic misconduct, include falsifying research data, cheating, and plagiarism. According to the University of Utah Student Code of Conduct, plagiarism is “the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of misconduct.” The program has zero tolerance for academic misconduct, considered a breach of both professional ethics and academic integrity, and such breaches will be treated seriously. Consequences for academic and behavioral sanctions are defined in the Student Code (Sections B.3. and B.6) (<http://regulations.utah.edu/academics/6-400.php>) and may include (but are not limited to) redoing an assignment, receiving a lowered grade, failing a course, or dismissal from the program.

Graduate School Policies: Students can consult the University of Utah Graduate Student Policies online at <http://gradschool.utah.edu> for information concerning graduate registration, graduate admissions, international admissions, credit and grading policies, degree requirements, dissertation regulations and deadlines, graduate records, and master’s examinations.

STUDENT EVALUATION

At the end of each academic semester, the CCP faculty meet to review and evaluate student progress in their respective programs. Students are evaluated in the following areas: academic performance, clinical skill development, ethical behavior, professionalism, multicultural competence, and self-care. Feedback from adjunct faculty is solicited and used as part of the evaluation. Students who are deemed to be experiencing issues of concern or who have been flagged for attention (e.g., academic problems, feedback on counseling practice that is below the expected level of competency, personal or interpersonal difficulties, or failing to proceed through the program in a timely manner) are also evaluated at the end of each fall semester.

If a student is having difficulties, those problems will be clearly specified in the annual evaluation. A meeting is also arranged with the student to address specific issues, and this is documented by the program director and/or advisor. In collaboration with the students, expectations are delineated along with a timeline for rectifying the problem or issue.

Depending on the issue, the student may be asked to meet with the faculty to discuss the situation and possible solutions; the student may be given a specified time frame (e.g., one semester, one academic year, or until some other specific date) in which feedback must be attended to and problems resolved. In these instances, the student's program of study may be placed on probationary status and/or the student may be required to limit further coursework or other activities until the problem is resolved. The student will also be advised in writing if dismissal is pending based on non-completion of requirements or related difficulties. At each stage of the process, the student is urged to consult the program director and/or advisor for clarification, advice, and support.

The CMHC program has established new procedures for evaluating students as part of the self-study process and will begin the 2017-2018 academic year, along with guidelines for appeal decisions made in the evaluation process. These steps are:

NEW EVALUATION PROCESS (Beginning Spring 2017)

- At least two weeks prior to the Annual Student Evaluation Meeting (4th Monday in April), the program director sends an official email to all students in the program stating the date of the evaluation meeting and a web link to complete the Student Self-Assessment (SSA) (See Appendix F13).
- Students must complete the Student Self-Assessment at least one week prior to the annual evaluation meeting. Students on probationary status must provide a detailed update on the progress they have made toward removing the probationary status designation.
- The program director reviews the SSAs and compiles information in preparation for the annual meeting.
- At the Mid-Year Student Evaluation Meeting, the program director only reports on students for whom they deem "needing faculty attention." Examples of issues/concerns needing faculty attention include: poor academic performance, poor clinical skill development (low competency ratings from counseling skills instructor or practicum/internship supervisor), concerns about ethical/legal/professional behavior, concerns about multicultural competence, difficulties integrating self-care or struggles with work-life balance. Students will meet with their advisors and/or program director to discuss strengths and any specific growth areas before the end semester. A specific written plan will be developed only if concerns are noted at the mid-year evaluation meeting. This is developed in collaboration with the advisor and/or program director and is placed in the student file by the academic coordinator.
- At the Annual Student Evaluation Meeting, the program director presents a synopsis of each student's progress addressing academics (e.g., grades), professional practice, professional/ethical behavior, multicultural competency, and personal/interpersonal behavior and competency activities (with input augmented by practicum and internship supervisors and adjunct faculty).
- Based on faculty feedback and discussion, a brief written summary is completed by the program director and a copy is provided to the student and academic coordinator by the end of the semester when grades are due. If there are concerns, a meeting will be scheduled with the student, program director and/or advisor to review the annual evaluation and provide specific feedback to the students. In collaboration with the

student, a remediation plan will be developed, and the expectations and timeline will be delineated.

- For students who will be entering their second and third year of the program, the self-assessment will be reviewed by student and advisor/program director in the fall to collaboratively create goals for the following year.

APPEAL PROCESS

In some cases, a student may disagree with the outcome of their evaluation, course grades, or supervisory or practicum evaluations. In these cases, the following procedures have been identified to guide students in the process of appealing such decisions.

- The first course of action is for the student to meet with the person involved (faculty member or site supervisor). In the interest of collegiality and in keeping with ethical behavior, as well as to empower students to handle conflicts in a productive and forthright manner, students are encouraged to first attempt to resolve issues directly with whom they have a perceived conflict or grievance. However, because of the power differential inherent in the faculty-student relationship, along with student concerns about evaluation, it may be difficult or unwise to proceed in this direct manner. When this is the case, the student may want to contact the program director or another faculty member who may act as a consultant in the matter. If doing so would present a conflict of interest, the student may take their concern directly to the department chairperson.
- If the student meets with the person involved and the concern is not dealt with to the student's satisfaction, the student may present their concern orally or in writing to the program director.
- The program director will then approach the individual to discuss a satisfactory resolution of the concern. Please note that it is a university policy that representatives of the university report instances of alleged discrimination or sexual harassment to Office of Equal Opportunity/Affirmative Action (OEO/AA).
- If the results of this interaction are unsatisfactory from the student's perspective, the student may communicate, verbally or in writing, to the chair of the department. If those results are unsatisfactory from the student's perspective, they can then communicate verbally or in writing to the dean of the College of Education.
- If the chair or dean fails to respond, or if the student disagrees with the decision, or if the program disagrees with the decision, a formal appeal may be submitted to the Academic Appeals Committee of the College of Education within 15 days of the chair or dean's failure to respond. Detailed information about the Academic Appeals Committee, along with specific steps to follow an appeal, is contained in the University of Utah Student Code found at <http://regulations.utah.edu/academics/6-400.php>.

The CCP faculty is committed to student progress and success in the program. Students are strongly urged to maintain contact with their program director throughout the program. If unforeseen circumstances prevent the timely and successful progression through the program, students are urged to consult as early as possible with program director to explore possible solutions. Students may request one-year extensions of time deadlines for exceptional circumstances. The faculty will review each request on an individual basis, considering such factors as whether the student is continuing to make acceptable progress, the student's

success in other areas of the program besides the one in question, and the student's demonstration of a responsible and coherent plan to remedy the identified problem.

ADDRESSING CONFLICT, HARASSMENT, OR HOSTILE CLIMATE

In addition, students will want to be aware of the following guidelines if they experience conflict, harassment, or a hostile climate that negatively affects their experience in the program. Due process for appealing or resolving such grievances is based on the University of Utah Code of Student Rights and Responsibilities (Student Code) online at <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

Note that grievance procedures associated with the annual review of student performance or other academic evaluations in the program are discussed in detail above.

Students in the CMHC program have the right to be treated with respect, and the faculty desire to create an environment in which individual and cultural differences are valued and faculty and students work together with a sense of collaboration and mutual consideration. Despite the best efforts of both students and faculty, however, occasionally circumstances may occur in which the imbalance of power or other factors negatively affect student welfare or put students at risk. In such cases, for example, a student may invoke grievance procedures.

The University of Utah nondiscrimination statement, to which the CMHC program and department of Educational Psychology adhere, prohibits discrimination on the basis of "race, color, national origin, sex, age, status as a person with a disability, religion, sexual orientation, and status as a veteran or disabled veteran." Specific questions related to discrimination may also be addressed by contacting the University's Office of Equal Opportunity/Affirmative Action (OEO/AA), which can be found on the web at <http://www.oeo.utah.edu>. It is the responsibility of faculty and other representatives of the university to report instances of sexual harassment or discrimination to OEO/AA.

In addition, the Center for Disability Services provides direct assistance to students with disabilities to encourage and enhance their independence, ongoing cooperative efforts to develop and maintain an accessible physical environment, and educational efforts to create a supportive psychological environment so students can achieve their educational objectives. The Center for Disability Services may be contacted at <http://disability.utah.edu>, 162 Union Bldg, 200 South Central Campus Drive, Room #162, Salt Lake City, Utah 84112-9107. Voice/TDD: (801) 581-5020 - Fax: (801) 581-5487 - Operator: (801) 581-7200.

INFORMATION ABOUT PROFESSIONAL ORGANIZATIONS

Students and potential applicants may want to review additional information relevant to the CMHC specialization at the following links:

American Counseling Association
<https://www.counseling.org/>

ACA Code of Ethics
<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

American Mental Health Counseling Association

<http://www.amhca.org/>

AMHCA Code of Ethics

<http://www.amhca.org/page/codeofethics>

Utah Mental Health Counselors Association

<http://umhca.org/>

PROVISION OF COUNSELING SERVICES DURING THE PROGRAM

Students involved in the skills training practicum (EDPS 6710) or internship experiences must provide evidence of professional liability insurance (even though EDPS 6710 employs only volunteer clients, liability insurance provides added protection to you for unforeseen circumstances). This insurance can be purchased

Students *must* be registered for an internship (EDPS 6910) in order to receive credit towards their program of study for engaging in the provision of supervised mental health counseling.

Students are not permitted to provide mental health services while matriculating in this program unless they are registered for either Practicum (or 6710) or Internship (6910). The only exception to this rule is if a student is practicing under another license which authorizes the delivery of services being offered by the student (e.g., LCSW).

ADDITIONAL PROGRAM AND DEPARTMENT POLICIES

You *must* be registered for a minimum of three credits during each fall and spring semester to maintain your status as a matriculated graduate student at the University of Utah (note: students may, but are not required to, enroll in summer). Students must also be enrolled for three semester hours of graduate credit in the semester that they take the master's comprehensive examination (or CPCE). Students must complete all requirements for the degree within a four year time limit. Failure to meet the four-year time limit deadline is grounds for dismissal from the program.

All students must file supervisory committee forms with the departmental academic program specialist, which are due by the student's second year in the graduate program. Students should also be aware that their admission to candidacy form (also known as the program of Study Form) must be completed in the semester the student intends to graduate. To complete these forms, please consult with the program specialist JoLynn Yates: 801-581-7148

FORMS DUE:

Fall Year 3: Program of Study Form

Fall Year 3: Supervisory Committee Form

November 1st of the year before graduation: Apply for Graduation

See the department program assistant for forms.

ADMISSIONS REQUIREMENTS AND PROCEDURES

The Counseling and Counseling Psychology (CCP) faculty evaluate admissions quality and diversity of experience and background, past academic achievement, personal statement, letters of recommendation, and Graduate Record Examination (GRE) scores. Applicants must meet the admissions requirements of the University of Utah Graduate School and demonstrate interest and commitment to Professional Counseling. Applications for admission are reviewed once per year. All materials must be received by December 15. Complete the online Graduate School application through the Apply Yourself system (<http://app.applyyourself.com/?id=utahgrad>) before the department's December 15th admission application deadline.

The graduate school allows six (6) semester hours of transfer work from other institutions OR nine (9) semester hours of graduate credit earned in a non-matriculated status at the University of Utah. These may be applied towards degree requirements at the discretion of the faculty. All transfer credit or credit earned in a non-matriculated status at the University of Utah must be approved by the CCP faculty and by the graduate school of the University of Utah.

The Counseling and Counseling Psychology program will conduct a group interview for potential applicants. These applicants are selected from the pool of students that apply for the CMHC program. Applicants will be notified after the interview of their admittance status.

DIFFERENTIAL TUITION

Differential tuition is an additional fee paid by all students in the EDPS department's professional training programs. Currently differential tuition is approximately \$54.00 per credit hour.

Differential tuition fees are returned in their entirety to the program and support students matriculating in that program through a variety of means including travel funding, professional membership fees, etc. Further, these funds are used to support student socials, orientation sessions, student awards, and an annual supervisor and student recognition event.

Students should contact their student representative for more information on how to take advantage of differential tuition funds.

For more details regarding university tuition, fees, and differential tuition see <http://fbs.admin.utah.edu/download/income/Graduate/EPFeeRes.pdf>

ADDITIONAL RESOURCES / LINKS

Students and potential applicants may want to review additional information relevant to the counseling profession and the CMHC program at the following links:

Utah Mental Health Counselors Association
www.umhca.org

American Counseling Association (ACA)
www.counseling.org

ACA Code of Ethics
<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

MPCAC
<http://www.mpcacaccreditation.org/>

Council for Accreditation of Counseling and Related Professions (CACREP)
www.cacrep.org

National Board for Certified Counselors
www.nbcc.org

Counselor Preparation Comprehensive Examination (CPCE)
<http://www.cce-global.org/Org/CPCE>

University of Utah Student Code
<http://www.admin.utah.edu/ppmanual/8/8-10.html>

APPENDIX

- A. Program Course Checklist
- B. CMHC Curriculum and DOPL requirements
- C. Student Self-Assessment
- D. Course Descriptions

A. Program Course Check List

Major: Clinical Mental Health Counseling
Degree: Master of Education
Catalog Year: 2017-2018 60 semester hours

Student:
UNID: u0000000

- _____ 2 EDPS 6820 Professional Issues
- _____ 2 EDPS 6822 Master's Ethics
- _____ 3 EDPS 6010 Statistics
- _____ 3 EDPS 6200 Counseling Theories
- _____ 3 EDPS 6210 Counseling Skills
- _____ 3 EDPS 6360 Multicultural Counseling
- _____ 3 EDPS 7600 Diagnostic Adult Psychotherapy
- _____ 3 EDPS 6300 Measurement
- _____ 3 EDPS 6340 Substance Abuse
- _____ 6 EDPS 6710 Practicum
- _____ 3 EDPS 6330 Career
- _____ 3 EDPS 6050 Lifespan Development
- _____ 3 EDPS 6350 Group Counseling
- _____ 3 EDPS 5068/6068 Meditation & Stress
- _____ 3 EDPS 7180 Personality Assessment
- _____ 3 EDPS 7235 Interventions
- _____ 8 EDPS 6910 Internship
- _____ 3 EDPS 6250 Family Counseling

_____ Completed 60 hours for the program

_____ Completed 1000 hours (Practicum and Internship); 400 direct hours

_____ Passed CPCE

Student Self-Assessment

Please respond to the statements below using the scale provided.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
I anticipate receiving a grade of B- or above in all of my classes this semester. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I anticipate receiving a cumulative GPA of 3.0 or above this semester. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to identify ethical and legal issues in clinical mental health counseling. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am gaining confidence in my ability to intervene when I see ethical and legal issues in clinical mental health counseling. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to use basic counseling skills (e.g., paraphrase, feeling reflection, open questions, etc.) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to use specific interventions in counseling (MI, ACT, CBT, IPT, etc.) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in completing a suicide and homicide risk assessment. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my assessment skills (administration and scoring of traditional assessment measures, strengths and limitation of administration, test construction and interviewing). (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident about my knowledge regarding the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

range of normal and abnormal behavior in the context of stages of human development and diversity. (9)							
I am confident in my ability to identify multicultural/diversity/social justice issues. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in applying knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications integrated with clinical expertise, and client preferences. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am developing a professional identity as a clinical mental health counselor. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I display professionalism in my internship site. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I engage in self-care practices to prevent counselor impairment and burnout. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 I have been involved in research in the following ways (include presentations):

Q16 I have been involved in social justice/advocacy activities in the following ways:

Q17 I have received the following awards and/or recognition:

Q18 Anything else that would be helpful for us to know about your professional activities:

Goals for this academic year (include areas as applicable - research, clinical, academic, social justice/advocacy):

Course Descriptions

Course Number & Title	Course Description
EDPS 6010 Statistics	Provides a foundation in descriptive and inferential statistics, as well as a survey of the basics of research design. Topics covered include graphing of data, percentiles, mean, median, mode, standard deviation, the standard normal distribution, correlation, simple regression, probability, logic of hypothesis testing, z-tests, students' t-ratios, one and two sample hypothesis tests, independent and correlated samples hypothesis tests, research design and planning, reliability, instrument validity, internal validity, population generalizability, and a survey of various approaches to research.
EDPS 6050 Lifespan Development	Theories and research pertaining to human development and learning from birth through adolescence. Emphasizes application of theory and research to education. Students enrolled in EDPS 7050 will be held to a higher standard and may be assigned additional coursework.
EDPS 5068/6068 Meditation and Stress Reduction	Meets with EDPS 5068. This online course provides systematic training in the practice of meditation and explores scientific and traditional views of meditation.
EDPS 6200 Counseling Theories	Consideration of contemporary counseling models, theories, procedures, the counseling relationship, professional ethics, and change-agent skills.
ED PS 6250 Family & Couple Counseling	This course is designed as an introduction to the field of family and couples therapy. Students who successfully complete the course should be well versed in the basics of both the founding and contemporary theories of the discipline. Further, students will be exposed to a number of clinical vignettes and case scenarios that demonstrate the application of the theories in family and couple therapies. Systems theory guides the majority of what will be presented in class. Through class readings, lectures, classroom discussion, and role plays, students will be able to make a more informed decision as to whether or not family therapy is a field that holds potential for them in their own professional pursuits. Additionally, students are able to develop greater awareness of how personal or family history influences their clinical work.
EDPS 6210 Counseling Skills	Basic interviewing and counseling skills, relationship skills, formulation of counseling objectives and modes of intervention. Pre-practicum experience to prepare students to work with clients.
EDPS 6300 Measurement	An introduction to the statistics of measurement including common scale transformations and interpretations, reliability estimation methods and interpretations, and validity estimation methods and interpretations. Emphasis is on learning to evaluate the quality of measures for various applications based on available psychometric evidence.

<u>EDPS 6330 Career Development</u>	Analysis of career development theory and its applications. Career planning and vocational guidance that follows a comprehensive guidance model. Career assessment, psychological meaning of work, sources of career information, computer-aided guidance, interview techniques, and career development interventions.
<u>EDPS 6340 Substance Abuse</u>	This course is designed to provide an overview of the current theory, practice, and research related to substance abuse counseling. Emphasis is placed on developing awareness and knowledge of the specific issues related to substance abuse counseling as compared to other areas of counseling. The course also covers basic bio-chemistry and brain development/structure related to etiology/maintenance of drugs of abuse. Additional course objectives include understanding of the professional and ethical issues related to substance abuse counseling and discussion of practical approaches to substance abuse counseling in various prevention and treatment settings (e.g., schools, clinics, community, etc.)
<u>EDPS 6350 Group Counseling</u>	Survey of group dynamics, group counseling, and group psychotherapy from a theoretical applied perspective. The course will include practical application of group counseling interventions in educational and community-based settings.
<u>EDPS 6360 Multicultural Counseling</u>	A course in diversity issues which examines counseling the culturally different client. The course is grounded in an awareness, knowledge, and skills approach. Ethnic/cultural groups, women, sexual orientation, and disability will be examined. This is both an experiential and seminar-based course. Mainstream counseling theories will also be analyzed in terms of their appropriateness across cultures.
<u>EDPS 6361 Advanced MC Lab</u>	An advanced course in multiculturalism that follows from the content learned in the multicultural counseling course. This course focuses on understanding specific personal biases and integrating multicultural concepts from affective, social, and cognitive, perspectives. This course information is delivered through participation in process groups and experiential activities.
<u>EDPS 6710 Counseling Practicum</u>	Individual counseling practice under supervision in the university or other agency setting.
<u>EDPS 6820 Professional Issues</u>	Focuses on the professional issues facing mental health counselors. Topics include education and training of mental health therapists, managed care, outcome research, and relationships with other professions, third-party issues, professional examinations, and licensure requirements.
<u>EDPS 6822 Ethics and Standards in Professional Counseling</u>	This course focuses on the legal, ethical, and professional issues that influence the research and professional practice of counselors. Current professional issues, ethical codes for the American Counseling Association and the American Psychological Association, and relevant legal issues are discussed in detail.
<u>EDPS 6910 Internship</u>	Case conferencing and counseling experience in agency settings supervised by licensed mental health professional appropriate to placement.

EDPS 7600 Adult Diagnostic Psychopathology	Reviews adult psychopathology as classified in the Diagnostic Statistical Manual (DSM). Discussions of mental illnesses include etiology, symptomatology, epidemiology, treatment, as well as theoretical and multicultural considerations.
EDPS 7180 Personality Assessment	Development, interpretation, and use of the Minnesota Multiphasic Personality Inventory. Profile analysis, inference formulation, and report writing. Integration of test data with history and mental status examination and the interventions process.
EDPS Interventions Course or Elective Interventions Course	Students select at a minimum of one course from the following: (1) Sex Therapy ; (2) Feminist Multicultural Therapy ; (3) Expressive Arts Therapy ; (4) Cognitive Behavioral Therapy; (5) Dialectical Behavioral Therapy; (6) Acceptance and Commitment Therapy

See http://catalog.utah.edu/preview_entity.php?catoid=8&ent_oid=847&returnto=590#Course Offerings for a complete description of courses offered by the department. The department's course offerings can be found in detail by following the link above. The department's offerings are heavily weighted toward graduate offerings, as the department has no undergraduate major (although the department does offer an Undergraduate Certificate in Positive Psychology). The department offers the following number of courses at each level: (a) 1000 level: 0 courses; (b) 2000 level: 6 courses; (c) 3000 level: 10 courses; (d) 4000 level: 9 courses; (e) 5000 level: 33 courses; (f) 6000 level: 100 courses; and 7000 level: 94 courses.

Syllabi for recently taught courses can be found at the following website: <http://ed-psych.utah.edu/syllabi-review.php>