

Master's Degree in Educational Psychology

Clinical Mental Health Counseling

Student Handbook 2016-2017

Contact Reference List

Educational Psychology Department Website:

<http://ed-psych.utah.edu/prof-counseling/>

University of Utah Technology Support:

801-585-3450

University of Utah Canvas Support:

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>

CCP PROGRAM STAFF & DIRECTORS

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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 is a distinct licensure specialty from other helping professions such as psychology, social work, psychiatry, and psychiatric nursing although, like other mental health professions, a variety of issues may be addressed through professional counseling, including, but not limited to:

- 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 mission of the Clinical Mental Health Counseling emphasis is to educate and train professional counselors who will promote the optimal functioning of individuals, families, groups, and communities. Built upon a foundation of knowledge and skills in counseling those from diverse backgrounds, program graduates will be able to employ evidence-based practices to address the mental health needs of individuals, groups, and families. The course of study in the M.Ed. program in Educational Psychology will support the acquisition of knowledge and foster professional and personal growth through self-reflection, guided face-to-face and online instruction, and feedback through individual and small group supervision.

PROGRAM PHILOSOPHY

The Clinical Mental Health Counseling emphasis “*Philosophy of Training*” involves providing you with a program of study that leads to professional practice. The philosophy of the program is to provide trainees with the skills to become practicing mental health professionals in the community. This means that you will become familiar with the research process as a consumer of research findings. To this end, course offerings allow you to learn while you are also engaged in part- or full-time employment and there is not a formal research project requirement (e.g. 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. We are dedicated to providing you with quality supervision. It is our belief that training in professional counseling must involve face-to-face instruction with licensed professionals who are skilled in the profession, and can act as role models of professional counselors. This is why we limit the number of student applicants that we accept per academic year. A smaller, more personal student cohort gives us the opportunity to attend to your individual needs, provide you with supervision, and provides you with opportunities to interact on campus (and through practical placements in the field) with instructors and professional colleagues. Students in this program value this cooperative atmosphere among their class peers within a personalized learning environment.

FACULTY & CLINIC

The Educational Assessment and Student Support Clinic (formerly known as the Psychoeducational Clinic) serves children, adolescents, adults, and their families. The training clinic is used for students in their practicum course for clinical training in the second year. Each student is required to spend weekly administrative hours (at a minimum of 2 hours) in the clinic as part of the practicum coursework. Supervision is provided by doctoral counseling psychology students or community supervisors. The Clinic is located at: 1705 E. Campus Center Dr., Rooms 377-387. Salt Lake City, UT, 84112.

CMHC Program Faculty

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A.J. Metz, Ph.D., Assistant Professor
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Adjunct Associate Professor

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PROGRAM OBJECTIVES & CURRICULUM

Your course of study is intended to develop your ability to meet the following objectives:

- Develop competencies in counseling individuals, families, and groups using appropriate techniques, materials, and resources to address personal and developmental issues.
- Understand a variety of theoretical perspectives of human interaction and how these impact counseling.
- Develop self-awareness, knowledge, and skills related to issues of diversity and multiculturalism.
- Learn and understand the ethical principles and professional values that are an essential part of mental health counseling.
- Learn how to seek appropriate consultation with colleagues, other professionals, and informed lay persons.
- Develop the skills to establish effective relationships with individuals and agencies that also provide services to assist clients.
- Understand basic principles of social and cultural factors on the functioning of individuals, families, and communities.
- Learn the role, function and professional identity of a mental health counselor.
- Understand professional issues unique to mental health counseling.
- Learn to value continuing professional education and life-long learning in maintaining your professional counseling skills.

ORGANIZATIONAL STRUCTURE

The Master's Educational Psychology with emphasis in Clinical Mental Health Counseling is offered within the Counseling and Counseling Psychology (CCP) Program in the Department of Educational Psychology. Our department is housed within the College of Education at the University of Utah. The program faculty are expert instructors and leading researchers in their fields of study. They teach required courses as well as serve in all program functions including administering the master's comprehensive examination. They adhere to the highest standards of professional practice and are licensed professionals in their respective fields.

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 (CMHC) 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 Masters 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).

We are currently in the process of seeking accreditation, 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, 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)

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

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

- **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 crisis, 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).

C. CLINICAL MENTAL HEALTH COUNSELING CURRICULUM SEQUENCE

Year 1: Fall 2014

2 EDPS 6820 Prof 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 2015

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 2016

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

5 hours

Year 3: Fall 2016

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

6 hours

Year 1: Spring 2015

3 EDPS 6360 Multicultural Counseling (T)
3 EDPS 7600 DSM (R daytime)
3 EDPS 6300 Measurement (R)

9 hours

Year 2: Spring 2016

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 2017

3 EDPS 6910 Internship (T)
CPCE administered in February

3 hours

*To graduate, you need a total of 8 credit hours of internship over the course of at least two semesters. If you begin internship in 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 3 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 Internship in Professional Counseling (EDPS 6910) 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: Students obtaining a Master's degree in the Clinical Mental Health Counseling emphasis area must maintain a 3.0 cumulative grade point average, sustain a minimum 3.0 grade point average each semester, and earn a B- or higher in all required courses. Course grades lower than a B- must be repeated within 12 months to earn a higher grade (B- or above), and all incomplete grades must be resolved with a B- or higher within 12 months. A cumulative GPA that is below 3.0 for more than one semester is grounds for program dismissal.

Annual Evaluation: At the end of each academic year, faculty in the CCP program meet to review and evaluate student progress. Students will be evaluated in the following areas: academic performance; meeting program timeline deadlines; clinical skill development; ethical/professional behavior; personal/interpersonal behavior; and multicultural competence. A copy of this annual evaluation will be provided to the student and a copy will remain in the student's departmental file (a sample copy is provided in the appendix). In the event that concerns are raised in the evaluation meeting regarding a student's progress in any area, the Program Director will consult with the student to consider what steps may be needed to remedy the concern.

Appeal Process: In some cases, students may disagree with the outcome of student evaluations, student 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.

- In the case of students who are experiencing difficulty in the program or who have received an unsatisfactory evaluation, the student will meet with the Program Director to follow up and establish plans for remediation.
- If the student continues to disagree with an evaluation, the student may pursue the disagreement using more formal means. Detailed information about the process of this appeal is contained in the University of Utah Student Code

(<http://www.admin.utah.edu/ppmanual/8/8-10.html>).

The faculty is committed to student progress and success in the Program. You are strongly urged to maintain contact with the Program Director throughout the Program. If unforeseen circumstances prevent your timely progression through the program, please consult as early as possible with the Program Director to explore possible solutions.

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 at: <http://www.acait.com/>

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 3 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 2: Program of Study Form

Fall Year 2: Supervisory Committee Form

November 1 of year before graduation: Apply for Graduation

See 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 Clinical Mental Health Counseling 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 Professional Counseling 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. CMHC Course Descriptions
- D. Evaluation Form

A. Program Course Check List

Major: Clinical Mental Health Counseling
Degree: Master of Science
Catalog Year: 2015-2016 60 semester hours

Student: Jane Doe
UNID: u0000000

- _____ 2 EDPS 6820 Prof 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 DSM
- _____ 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

*Prerequisites for enrolling in the Internship in Professional Counseling are found on page 11.
Under subsection: Internships Requirements and Prerequisites.

B. CLINICAL MENTAL HEALTH COUNSELING CURRICULUM

The Clinical Mental Health 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.

| 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.

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

C. COURSE DESCRIPTIONS

| Course: | Description: |
|--|--|
| ED PS 6830 - Professional Issues in Mental Health Counseling | 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. |
| ED PS 6822 - Ethics and Standards in Professional Counseling | 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. |
| ED PS 6010 - Introduction to Statistics and Research Design | Provides basic knowledge 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'-ration, 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. |
| ED PS - 6200 Counseling Theories and Procedures | Consideration of contemporary counseling models, theories, procedures, the counseling relationship, professional ethics, and change-agent skills. |

| | |
|---|--|
| ED PS 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. |
| ED PS 6360 - Multicultural Counseling | 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 experimental and seminar-based course. Mainstream counseling theories will also be analyzed in terms of their appropriateness across cultures. |
| ED PS - 7600 Diagnostic Adult Psychopathology | Reviews adult psychopathology as classified in DSM. Discussion of mental illnesses include etiology, symptomatology, epidemiology, treatment as well as theoretical and multicultural considerations. |
| ED PS 6300 - Introduction to 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. |

| | |
|--|---|
| <p>ED PS 6050 - Life Span Development</p> | <p>Theories and research pertaining to human development and learning from birth through adolescence. Emphasizes application of theory and research to education. Students enrolled in ED PS 7050 will be held to a higher standard and may be assigned additional coursework.</p> |
| <p>ED PS 6340 - Substance Abuse</p> | <p>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. 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.).</p> |
| <p>ED PS 6710 - Practicum</p> | <p>Individual counseling practice under supervision in school, university, or other agency setting.</p> |
| <p>ED PS – 5068/6068 Meditation and Stress Reduction</p> | <p>Meets with ED PS 5068. This online course provides systematic training in the practice of meditation and explores scientific and traditional views of meditation.</p> |

| | |
|--|--|
| ED PS 7350 - Group Counseling | Meets with ED PS 6350. 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. Students enrolled in ED PS 7350 will be held to a higher standard of performance and assigned additional work. |
| ED PS 6330 - Career Development and Assessment | Meets with ED PS 7330. Analysis of career development theory and its applications. Career planning and vocational guidance which follows a comprehensive guidance model. Career assessment, psychological meaning of work, sources of career information, computer-aided guidance, interview techniques, and career development interventions. |
| ED PS 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. |
| ED PS 6250 - Families & Couples Counseling | Meets with ED PS 7250. 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 may derive some personal or family insights from the |

| | |
|--|--|
| | content of this class. Students enrolled in ED PS 7250 will be held. |
| ED PS 6910 - Internship | Case conferencing and counseling experience in agency settings supervised by licensed mental health professional appropriate to placement. |
| ED PS Interventions Course*: Sex Therapy CBT DBT Expressive Arts Therapy | |

* Can vary based on course offerings and approval by CMHC Director

D. EVALUATION FORM
COMPETENCY BENCHMARKS IN MASTERS COUNSELING RATING SCALE
2015-2016

TRAINEE NAME:

DATE OF EVALUATION:

DATES OF TRAINING EXPERIENCE THIS REVIEW COVERS: FROM _____ TO _____

YEARS IN MASTERS PROGRAM: _____

CURRENT/PREVIOUS TRAINING EXPERIENCES:

NAME OF PERSON COMPLETING FORM (INCLUDE HIGHEST DEGREE ATTAINED AND LICENSE):

WAS THIS TRAINEE UNDER YOUR SUPERVISION:

TYPE OF REVIEW:

- INITIAL REVIEW/PRACTICUM READINESS
- MID-PLACEMENT/INTERNSHIP READINESS
- FINAL REVIEW/PROFESSIONAL READINESS
- OTHER _____

COMPETENCIES IN PROFESSIONAL COUNSELING
AND RELATED HUMAN SERVICES*

The competency areas are represented at two levels of development in a master's degree program: (a) early and (b) exit. The former is hoped to reflect a student's competency attainment at an early stage in the graduate program. Flexibility exists such that individual programs have the freedom to determine the appropriate time in their program to rate early stage competencies. For instance, competencies directly related to practicum training or being in a supervisory relationship cannot be rated until engaged in (formative evaluation) or completion of that activity (summative evaluation), and that may not occur in some cases until the second year of a master's program; the latter (i.e., exit level of development) is intended to reflect an expected level of competence at the conclusion of the student's masters-level program of studies. We recognize and wish to respect that the coverage and emphases of these competencies and the level of proficiency expected may differ among different counseling master's programs.

*The following competencies are intended to capture the domains expected for entry-level readiness for supervised post-masters practice leading to licensure/certification in many areas of professional counseling. To facilitate use of these competencies by programs, the follow rating levels are suggested for competency attainment: (1) lacking, (2) emergent, and (3) proficient.

I. PROFESSIONALISM

A. Professional Values and Attitudes: as evidenced in behavior and comportsment that reflect the values and attitudes of psychology.

1. Integrity - Honesty, personal responsibility and adherence to professional values

1A) Understands professional values; honest, responsible

Examples:

- Demonstrates honesty, even in difficult situations
- Takes responsibility for own actions
- Demonstrates ethical behavior and basic knowledge relevant professional ethical principles and codes of conduct

1B) Adherence to professional values infuses work as counselor; recognizes situations that challenge adherence to professional values

Examples:

- Identifies situations that challenge professional values, and seeks supervisor guidance as needed
- Demonstrates ability to discuss failures and lapses in adherence to professional values with supervisors that the trainee might observe as occurring within a training setting

| | Initial Understands professional values; honest, responsible | Mid-Placement Understands professional values; honest, responsible | Final Review Demonstrates professional values; honest, responsible |
|----------------|--|--|--|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

I. PROFESSIONALISM

A. Professional Values and Attitudes: as evidenced in behavior and comportsment that reflect the values and attitudes of psychology.

2. Deportment

2A) Understands how to conduct oneself in a professional manner

Examples:

- Demonstrates appropriate personal hygiene and attire
- Distinguishes between appropriate and inappropriate language and demeanor in professional contexts

2B) Communication and physical conduct (including attire) is professionally appropriate, across different settings

Examples:

- Demonstrates awareness of the impact behavior has on client, public and profession
- Utilizes appropriate language and demeanor in professional communications

| | Initial Understands how to conduct oneself in a professional manner | Mid-Placement Communication and physical conduct (including attire) is professionally appropriate, across different settings | Final Review Communication and physical conduct (including attire) is professionally appropriate, across different settings |
|----------------|--|---|--|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

I. PROFESSIONALISM

A. Professional Values and Attitudes: as evidenced in behavior and comportsment that reflect the values and attitudes of psychology.

3. Accountability

3A) Accountable and reliable

Examples:

- Turns in assignments in accordance with established deadlines
- Demonstrates personal organization skills
- Plans and organizes own workload
- Follows policies and procedures of institution
- Follows through on commitments

3B) Accepts responsibility for own actions

Examples:

- Completes required case documentation promptly and accurately
- Accepts responsibility for meeting deadlines
- Available when "on-call"
- Acknowledges errors
- Utilizes supervision to strengthen effectiveness of practice

| | Initial Accountable and reliable | Mid-placement Accepts responsibility for own actions | Final Review Accountable and reliable; accepts responsibility for own actions |
|--|-------------------------------------|---|--|
|--|-------------------------------------|---|--|

| | | | |
|----------------|--------------------------|--------------------------|-------------------------------------|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Comments:

I. PROFESSIONALISM

A. Professional Values and Attitudes: as evidenced in behavior and comporment that reflect the values and attitudes of psychology.

4. Concern for the Welfare of Others

4A) Demonstrates awareness of the need to uphold and protect the welfare of others

Examples:

- Displays initiative to help others
- Articulates importance of concepts of confidentiality, privacy, and informed consent
- Demonstrates compassion (awareness of suffering and the wish to relieve it) for others

4B) Acts to understand and safeguard the welfare of others

Examples:

- Displays respect in interpersonal interactions with others including those from divergent perspectives or backgrounds
- Determines when response to client needs takes precedence over personal needs

| | Initial Demonstrates awareness of the need to uphold and protect the welfare of others | Mid-placement Acts to understand and safeguard the welfare of others | Final Review Acts to understand and safeguard the welfare of others |
|----------------|--|--|---|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

I. PROFESSIONALISM

B. Individual and Cultural Diversity (ICD): Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly.

1. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context

1A) Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others

Examples:

- Articulates how ethnic group values influence who one is and how one relates to other people
- Articulates dimensions of diversity (e.g., race, gender, sexual orientation)

1B) Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation

Examples:

- Uses knowledge of self to monitor effectiveness as a professional
- Initiates supervision about diversity issues

| | Initial Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others | Mid-placement Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation | Final Review Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation |
|----------------|---|--|---|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

I. PROFESSIONALISM

B. Individual and Cultural Diversity (ICD): Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly.

2. Others as Shaped by Individual and Cultural Diversity and Context

2A) Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings

Examples:

- Demonstrates knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals
- Articulates beginning understanding of the way culture and context are a consideration in working with clients

2B) Applies knowledge of others as cultural beings in assessment, treatment, and consultation

Examples:

- Demonstrates understanding that others may have multiple cultural identities
- Initiates supervision about diversity issues with others

| | Initial Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others | Mid-placement Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation | Final Review Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation |
|----------------|---|--|---|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

I. PROFESSIONALISM

B. Individual and Cultural Diversity (ICD): Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly.

3. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context

3A) Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others

Examples:

- Demonstrates knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals
- Articulates beginning understanding of the way culture and context are a consideration in the therapeutic relationship

3B) Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others

Examples:

- Understands the role that diversity may play in interactions with others
- Initiates supervision about diversity issues in interactions with others

| | Initial Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others | Mid-placement Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others | Final Review Applies and seeks knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others |
|------------|---|--|---|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Not Applicable

Comments:

I. PROFESSIONALISM

B. Individual and Cultural Diversity (ICD): Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly

4. Applications based on Individual and Cultural Context

4A) Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD as they apply to professional work. Understands the need to consider ICD issues in all aspects of professional work (e.g., assessment, treatment, research, relationships with colleagues)

Examples:

- Demonstrates basic knowledge of literatures on individual and cultural differences
- Engages in respectful interactions that reflect ICD knowledge
- Seeks out literature on individual and cultural differences to inform interactions with diverse others

4B) Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation

Examples:

- Demonstrates knowledge of ICD literature
- Works effectively with diverse others in professional activities
- Demonstrates awareness of effects of oppression and privilege on self and others

| | Initial | Mid-placement | Final Review |
|----------------|---|---|---|
| | Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD as they apply to professional work. Understands the need to consider ICD issues in all aspects of professional work (e.g., assessment, treatment, research, relationships with colleagues) | Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation | Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation |
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

I. PROFESSIONALISM

C. Ethical/Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

1. Knowledge of Ethical, Legal and Professional Standards and Guidelines

1A) Demonstrates basic knowledge of relevant ethical/professional codes and basic skills in ethical decision making; demonstrates beginning level knowledge of legal and regulatory issues in the practice of professional counseling that apply to practice while placed at practicum setting

Examples:

- Demonstrates beginning knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent
- Identifies key documents/policies that guide the practice of professional counseling
- Demonstrates beginning knowledge of ethical principles and the ACA ethics code

1B) Demonstrates intermediate level knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations

Examples:

- Identifies ethical dilemmas effectively
- Actively consults with supervisor to act upon ethical and legal aspects of practice
- Addresses ethical and legal aspects within the case conceptualization
- Discusses ethical implications of professional work
- Recognizes and discusses limits of own ethical and legal knowledge
- Demonstrates intermediate knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent

| | Initial | Mid-placement | Final Review |
|------------|--|---|---|
| | Demonstrates basic knowledge of relevant ethical/professional codes and basic skills in ethical decision making; demonstrates beginning level knowledge of legal and regulatory issues in the practice of professional counseling that apply to practice while placed at practicum setting | Demonstrates intermediate level knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulation | Demonstrates professional level knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulation |
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Not Applicable

Comments:

I. PROFESSIONALISM

C. Ethical/Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations

2. Awareness and Application of Ethical Decision Making

2A) Demonstrates awareness of the importance of applying an ethical decision model to practice

Examples:

- Recognizes the importance of basic ethical concepts applicable in initial practice (e.g. child abuse reporting, informed consent, confidentiality, multiple relationships, and competence)
- Demonstrates awareness of an ethical decision making model through responses to case vignettes

2B) Demonstrates the application of an ethical decision-making model by applying it to ethical dilemmas

Examples:

- Uses an ethical decision-making model when discussing cases in supervision
- Identifies ethical implications in cases and understands the ethical elements present in ethical dilemma or question
- Discusses ethical dilemmas and decision making in supervision, staff meetings, presentations, practicum setting

| | Initial Demonstrates awareness of the importance of applying an ethical decision model to practice | Mid-placement Demonstrates the application of an ethical decision-making model by applying it to ethical dilemmas | Final Review Demonstrates the application of an ethical decision-making model by applying it to ethical dilemmas |
|----------------|---|--|---|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

I. PROFESSIONALISM

C. Ethical/Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

3. Ethical Conduct

3A) Displays ethical attitudes and values

- Examples:
- Evidences desire to help others
 - Shows honesty and integrity; values ethical behavior
 - Demonstrates personal courage consistent with ethical values of professional counselors
 - Displays appropriate boundary management

3B) Integrates own moral principles/ethical values in professional conduct

- Examples:
- Is able to articulate knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues
 - Is able to spontaneously discuss intersection of personal and professional ethical and moral issues

| | Initial Displays ethical attitudes and values | Mid-placement Integrates own moral principles/ethical values in professional conduct | Final Review Integrates own moral principles/ethical values in professional conduct |
|----------------|--|---|--|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

I. PROFESSIONALISM

D. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

1. Reflective Practice

1A) Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action)

- Examples:
- Demonstrates openness to:
- considering own personal concerns and issues
 - recognizing impact of self on others
 - articulating attitudes, values, and beliefs toward diverse others
 - self-identifying multiple individual and cultural identities

·systematically reviewing own professional performance with supervisors/teachers

1B) Displays broadened self-awareness; utilizes self- monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action

Examples:

- Is able to articulate attitudes, values, and beliefs toward diverse others
- Recognizes impact of self on others
- Self-identifies multiple individual and cultural identities
- Is able to describe how others experience him/her and identifies roles one might play within a group
- Responsively utilizes supervision to enhance reflectivity
- Reviews own professional performance via video or audiotape with supervisors
- Displays ability to adjust professional performance as situation requires

| | Initial | Mid-placement | Final Review |
|----------------|---|--|--|
| | Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action) | Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action | Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action |
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

I. PROFESSIONALISM

D. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

3. Self-Care (attention to personal health and well-being to assure effective professional functioning)

3A) Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care

Examples:

- Articulates benefits of engaging in self-care
- Makes use of opportunities to engage in self-care

3B) Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice

Examples:

- Takes action recommended by supervisor for self-care to ensure effective training
- Maintains/alters weekly schedule to allow for self-care activities

| | Initial Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care | Mid-placement Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice | Final Review Monitors issues related to self-care and creates a plan to address issues |
|----------------|---|--|---|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

I. PROFESSIONALISM

D. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

4. Participation in Supervision Process

4A) Demonstrates straightforward, truthful, and respectful communication in supervisory relationship

Examples:

- Demonstrates willingness to admit errors and accept feedback
- Acknowledges supervisor's differing viewpoints in supervision

4B) Effectively participates in supervision

Examples:

- Seeks supervision to improve performance; presents work for feedback, and integrates feedback into performance
- Initiates discussion with supervisor of own reaction to client/patients in session
- Seeks supervisor's perspective on client progress

| | Initial Demonstrates straightforward, truthful, and respectful communication in supervisory relationship | Mid-placement Effectively participates in supervision | Final Review Effectively participates and uses supervision in addressing self as a therapist and client issues |
|--|---|--|---|
|--|---|--|---|

| | | | |
|----------------|--------------------------|--------------------------|--------------------------|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

II. RELATIONAL

A. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities

1. Interpersonal Relationships

1A) Displays interpersonal skills

Examples:

- Listens and is empathic with others
- Respects and shows interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc.
- Demonstrates interpersonal skills verbally and non-verbally
- Receives feedback
- Works cooperatively and collaboratively with peers

1B) Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines

Examples:

- Forms effective working alliances with most clients
- Engages with supervisors to work effectively
- Involved in departmental, institutional, or professional activities or governance
- Demonstrates respectful and collegial interactions with those who have different professional models or perspectives

| Initial | Mid-placement | Final Review |
|---|--|--|
| Displays interpersonal skills with peers/colleagues, professors, and professionals from other disciplines | Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines | Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines |

| | | | |
|----------------|--------------------------|--------------------------|--------------------------|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

IV. APPLICATION

A. Evidence-Based Practice (EBP): Integration of research and clinical expertise in the context of patient factors.

1. Knowledge and Application of Evidence-Based Practice

1A) Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological practice applications; demonstrates basic knowledge of the value of evidence-based practice and its role in professional counseling

Examples:

- Articulates the relationship of EBP to professional counseling
- Critically evaluates research and articulates integration of theory and practice

1B) Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications integrated with clinical expertise, and client preferences

Examples:

- Demonstrates knowledge of interventions and explanations for their use based on EBP
- Demonstrates the ability to select interventions, assessment tools, and consultation methods for different problems and populations related to the practice setting
- Investigates existing literature related to problems and client issues
- Writes a statement of own theoretical perspective regarding intervention strategies
- Creates a treatment plan that reflects successful integration of empirical findings, clinical judgment, and client preferences in consultation with supervisor

| Initial | Mid-placement | Final Review |
|---|--|--|
| Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological practice applications; demonstrates basic knowledge of the value of evidence-based practice and its role in professional counseling | Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications integrated with clinical expertise, and client preferences | Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications integrated with clinical expertise, and client preferences |

| | | | |
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| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

IV. APPLICATION

B. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

1. Knowledge of Measurement and Psychometrics

1A) Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing

Examples:

- Demonstrates awareness of the benefits and limitations of standardized assessment
- Demonstrates knowledge of the construct(s) being assessed
- Evidences understanding of basic psychometric constructs such as validity, reliability, and test construction

1B) Selects assessment measures with attention to issues of reliability and validity

Examples:

- Identifies appropriate assessment measures for cases seen at practice site
- Consults with supervisor regarding selection of assessment measures

| | Initial Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing | Mid-placement Selects assessment measures with attention to issues of reliability and validity | Final Review Selects and uses assessment measures with attention to issues of reliability and validity |
|----------------|--|---|---|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

IV. APPLICATION

B. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

2. Knowledge of Assessment Methods

2A) Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam

Examples:

- Accurately administers and scores various assessment tools in non-clinical (e.g. course) contexts
- Demonstrates knowledge of initial interviewing methods (both structured and semi-structured interviews, mini-mental status exam)

2B) Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures appropriate to their level of training

Examples:

- Demonstrates intermediate level ability to accurately select, administer, score and interpret assessment tools with client populations
- Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams

| | Initial | Mid-placement | Final Review |
|----------------|--|---|---|
| | Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam | Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures appropriate to their level of training | Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures appropriate to their level of training |
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

IV. APPLICATION

B. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

4. Diagnosis

4A) Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity

Examples:

- Identifies DSM criteria
- Describes normal development consistent with broad area of training

4B) Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity (what is the appropriate level to expect)

Examples:

- Articulates relevant developmental features and clinical symptoms as applied to presenting question
- Demonstrates ability to identify problem areas and to use concepts of differential diagnosis

| | Initial Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity | Mid-placement Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity | Final Review Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity |
|----------------|---|---|--|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

IV. APPLICATION

B. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

5. Conceptualization and Recommendations

5A) Demonstrates basic knowledge of formulating diagnosis and case conceptualization

Examples:

- Demonstrates basic knowledge of diagnostic formulation in courses
- Discusses case conceptualization with hypothetical cases

5B) Utilizes systematic approaches of gathering data to inform clinical decision-making

Examples:

- Presents cases and reports demonstrating how diagnosis is based on case material
- Makes clinical decisions based on connections between diagnoses, hypotheses and recommendations

| | Initial Demonstrates basic knowledge of formulating diagnosis and case conceptualization | Mid-placement Utilizes systematic approaches of gathering data to inform clinical decision-making | Final Review Utilizes systematic approaches of gathering data to inform clinical decision-making |
|----------------|--|--|---|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

IV. APPLICATION

C. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations (e.g., career, group, family and/or systems-level interventions).

2. Skills

2A) Displays basic helping skills

Examples:

- Displays helping skills, such as empathic listening, framing problems during role plays.
- Uses non-verbal communication such as eye-contact and body positioning with role play clients to convey interest and concern

2B) Displays clinical skill in developing the therapeutic alliance

Examples:

- Develops rapport with clients
- Develops therapeutic relationships through collaborations with clients

| | Initial Displays basic helping skills | Mid-placement Displays clinical skill in developing the therapeutic alliance | Final Review Displays clinical skill in developing and maintaining the therapeutic alliance |
|----------------|--|---|--|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

IV. APPLICATION

C. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations (e.g., career, group, family and/or systems-level interventions).

3. Intervention Implementation

3A) Demonstrates basic knowledge of intervention strategies

Examples:

- Is able to articulate awareness of theoretical basis of intervention and some general strategies
- Is able to articulate awareness of the concept of evidence-based practice

3B) Implements evidence-based interventions

Examples:

- Case presentations demonstrate application of evidence-based practice
- Discusses evidence based practices during supervision

| | Initial Demonstrates basic knowledge of intervention strategies | Mid-placement Implements evidence-based interventions | Final Review Implements and evaluates progress of evidence-based interventions |
|----------------|--|--|---|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

IV. APPLICATION

C. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations (e.g., career, group, family and/or systems-level interventions).

4. Progress Evaluation

4A) Demonstrates basic knowledge of the assessment of intervention progress and outcome

Examples:

- Identifies measures of treatment progress and outcome by name
- Is able to articulate an understanding of the use of repeated assessment to guide treatment
- Appropriately administers and scores treatment progress and outcome measures

4B) Evaluates intervention progress and modifies intervention planning on the basis of their evaluation of clients' progress

Examples:

- Describes instances of lack of progress and actions taken in response
- Demonstrates ability to evaluate treatment progress in context of evidence based interventions

| | Initial Demonstrates basic knowledge of the assessment of intervention progress and outcome | Mid-placement Evaluates intervention progress and modifies intervention planning on the basis of their evaluation of clients' progress | Final Review Evaluates intervention progress and modifies intervention planning on the basis of their evaluation of clients' progress |
|----------------|--|--|---|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

V. SYSTEMS

B. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

1. Empowerment

1A) Demonstrates awareness of problems as possessing social, political, economic and cultural factors that impact individuals, systems, and institutions.

Examples:

- Articulates social, political, economic or cultural factors that may impact on human development and functioning
- Demonstrates consideration of social, political, economic, and cultural factors in the therapeutic process

1B) Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision

Examples:

- Identifies specific barriers to client improvement, e.g., lack of access to resources
- Assists client in development of self-advocacy plans

| | Initial Demonstrates awareness of problems as possessing social, political, economic and cultural factors that impact individuals, systems, and institutions. | Mid-placement Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision | Final Review Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision |
|----------------|--|--|---|
| Lacking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Not Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Reviewed by Faculty:

Date: _____

Placed in student file:

*** If student is "lacking" in two or more areas in any domain(s) or across domains a remediation plan will be put it into place in collaboration with the student and approved by CCP faculty. Continued concerns would result in the decision by CCP faculty to place a student on academic probation, or to suspend or dismiss a student from an academic program because the student failed to meet the relevant academic standards of the discipline or program***

For more information regarding code of conduct - <http://regulations.utah.edu/academics/6-400.php>

