STUDENT HANDBOOK

2023-2024

*Empowering students. Empowering clients. Empowering communities.*

**

Dear Incoming Fall 2023 Cohort:

Congratulations on your acceptance into the Department of Counseling! We extend our warmest welcome to you. As you know, our admission process is quite competitive. You have demonstrated both your desire and readiness to begin graduate studies in Counseling and to become a professional clinical mental health or school counselor.

We hope our time together will be a journey of self-discovery, development of important skills, and increased knowledge. This, of course, is a life-long journey, but the next few years will most likely be intensively focused on the learning and skill development necessary to become a credentialed counselor. As a CACREP-Accredited Program, we reflect the training and values associated with our profession.

The faculty and staff are eager to play a central role in your education. In addition, you’ll find you’ve joined a learning community—and your fellow members in this community have much to offer you. Graduate school is a great time to meet friends and colleagues who will add to your personal and professional life.

Please read the following pages thoroughly. You’ll find a page near the end to sign as evidence that you’ve read this Handbook. You will be responsible for knowing and understanding the content as well as applying and following guidance herein. Be sure to keep this copy, it constitutes our agreement with you for providing your academic training in counseling. We also appreciate hearing your ideas about how to make this handbook more user-friendly, clear, and helpful.

In addition to detailed information about our Master’s degree offerings, this handbook contains a brief description of the Educational Specialist degree. For information about our doctoral program, please refer to our website and/or consult with a faculty member, who can provide you with the Doctoral Handbook.

Thanks for joining The University of Montana’s Department of Counseling. We’re happy you are here!

Warm Regards,

The UM Counseling Faculty

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# **Part I: College and Department Information**

The Department of Counseling is located in the Phyllis J. Washington College of Education. The College is NCATE-accredited (this applies to school counselors), and we are accredited in clinical mental health and school counseling by CACREP, the national accrediting body for professional counseling programs. The following describes general values of the College:

## PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION MISSION STATEMENT

The College of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

### Core Values and Professional Dispositions

The Phyllis J Washington College of Education community is guided by five core values in the pursuit of its mission:

* The holistic ideal: An education of the whole person that balances the social, emotional, cultural, physical, spiritual, intellectual, and aesthetic dimensions
* Intellectual enthusiasm: A dynamic pursuit of knowledge and dissemination of ideas and information within a culture that nourishes creativity and curiosity
* Social responsibility: An engagement in service and ethical behaviors in support of human dignity
* Personal and professional introspection: A lifelong commitment to authentic reflection and continual growth
* A global community: An inclusive perspective grounded in mutual respect that actively seeks and embraces a diversity of voices

Core values are reflected in a person’s actions and attitudes, or dispositions. Therefore, appropriate professional dispositions for educators are demonstrated by responsible behavior and mature judgment. Teacher education candidates are required to participate thoughtfully in classes and field experiences, to prioritize responsibilities to meet deadlines, and to accept and apply constructive feedback.

Candidates are welcomed as contributing members of this learning community and are expected to assume a tactful, supportive role that reflects a sincere respect for others in all academic endeavors. The effective use of the facets of language and the ability to meet the physical and emotional demands of the counseling and teaching professions are essential.

### PROFESSIONAL DISPOSITIONS

The Department of Counseling at The University of Montana has identified key professional dispositions embraced by both faculty and students. Students are assessed on these dispositions throughout their time in the program to support their development.

Central to these dispositions is a foundation of active *engagement* in personal and professional development. Students must demonstrate **integrity** (honest and trustworthy behavior, professionalism, and communication), **enthusiasm** (interest and passion for learning and development), and **curiosity and openness** (explores and entertains unfamiliar ideas, values, and beliefs). When the professional dispositions of **integrity**, **curiosity, and openness** work in conjunction, students are *respectful* of others and *aware* of their own reactions, ideas, values, and beliefs. Students are also *aware* of their impact on others and strive to maintain emotional wellness and stability. When **integrity**and **enthusiasm** work in conjunction, students are *reliable, dependable,* and *thorough* with assignments, supervision, clinical interactions, and program responsibilities. Last, **enthusiasm**, **curiosity, and openness** combine to demonstrate professional dispositions of being *committed to growth* both personally and professionally and remaining *reflective* throughout their development process.

Engaged

Genuine & Compassionate

Respectful Aware & Emotionally Stable

Committed to Growth Reflective

 Flexible

Reliable Professional Thorough

## CONCEPTUAL FRAMEWORK FOR THE UNIVERSITY PROFESSIONAL EDUCATION PROGRAMS

It is part of the human condition that we strive simultaneously to be self-sufficient individuals and effective members of larger social communities. Although we value personal autonomy, we are ultimately social creatures who need each other not only for companionship but also to bring meaning to our lives. It is through our connections with others—our shared decision-making, our common purpose, and our support for each other’s growth—that we satisfy our needs as humans.

A growing body of research supports the view that learning occurs best in communities. A learning community is a special kind of community that is created in the classroom or in an educational institution as a while, and comes into being when everyone involved in the learning process shares a commitment to learning. Because the concept of learning community has been used in many different contexts, it must have a specific meaning before it can be a unifying theme. Our learning community is characterized by the following elements:

* Integration of Ideas: Members of a learning community look beyond the traditionally subject-oriented curriculum and think about the interrelationships among and between subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and bringing differing kinds of knowledge to bear on dealing with actual problems.
* Cooperative Endeavors: In a learning community knowing and learning are viewed as communal acts, and members are encouraged to assist each other to learn and grow. There is a commitment to engage all learners cognitively and emotionally in acquiring knowledge that is personally meaningful. In the process members create a cohesiveness that encourages personal responsibility and commitment to the group and its goals.
* Respect for Diversity and Individual Worth: A learning community embraces diversity with respect to ideas, abilities, viewpoints, experiences, learning styles, and cultural backgrounds. Diversity is valued because of the inherent worth of each individual who brings his or her strengths to the community. The ethics of caring and mutual respect are viewed as essential for supportive learning environments that enhance each member’s self-esteem and foster risk-taking, creative conflict, and excellence.

When people gather to transmit knowledge and share ideas in an institution such as a university, a synergy is created that can result in learning of the highest order. Teachers and learners assume many roles, often shared, often overlapping, always interdependent. They respect each other in those roles. The community of learners is aware of each other’s background, and values how it contributes to the whole. Ideas, too, are valued for their diversity. People delight in their opportunities to gain knowledge cooperatively, regardless of age, academic status, cultural heritage, or interest. They discover together the connections among separate subject areas and among people, ultimately coming to understanding the importance of lifelong learning in a global society.

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## DEPARTMENT OF COUNSELING MISSION STATEMENT

The Department of Counseling fosters a learning environment where personal awareness and professional identity are paramount. We train students to be reflective and practice with integrity. Our graduates develop holistic and developmentally informed understandings of the people they serve and go on to provide for them in ways that instill hope, embrace diversity, and create optimism for change.

## EDUCATION POLICY ON STUDENT DIVERSITY

The Department of Counseling is committed to recruiting and retaining qualified students who represent a culturally diverse society.

## Remote Learning Statement

The Department of Counseling is an in-person program. As we continue the transition from COVID, we are aware that the pandemic continues to present risk for some. Should you have health concerns preventing in-person learning, we will work with you to make accommodations.

Because nearly all classes are designed for an in- person curriculum, arrangements for continuous remote learning must be approved by the faculty. Should short term, immediate needs require remote learning (travel due to the loss of a family member, quarantine, illness) please consult with your instructor as soon as possible. Remote learning will not be used to facilitate convenience, accommodate vacations, or the like.

We look forward to having you in class and creating rich learning environments together.

## Department Objectives

The UM Department of Counseling seeks to prepare counselors who:

* Understand and practice core school and mental health counseling roles, stay current in the profession and are life-long learners in counseling practice and scholarly activity, recognizing the importance of continued personal growth and exploration of self as socio-racial being, as well as personal biases and assumptions that interfere with professional competence;
* Are exposed to the broad spectrum of counseling theory and human development as applied to students and clients of diverse social and racial backgrounds;
* Facilitate student and client lifelong career development through assessment, educational planning, and cutting edge technology;
* Understand and apply counseling and consultation processes necessary to assist individuals, groups, and families, utilizing the ethics codes and ethical behaviors applicable to their professional identities and credentials;
* Are able to understand and use group and family theories and methods to address systemic and ecological factors that affect the lives of those with whom they work;
* Choose counseling assessment instruments based on their appropriateness and efficacy, being especially aware of racial and ethno cultural implications, while understanding the process, benefits, and limits of diagnosis and treatment planning;
* Recognize the importance of seeking consultation and/or supervision from the professional community and of belonging to and participating in professional counseling organizations at the local, state, regional, and national levels; and
* Utilize effective, and when possible, empirically supported means of assisting clients or students in their growth and development, striving toward accountability through data collection and analysis.

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## FACULTY AND STAFF

### CORE FACULTY

**Department Chair**

*Veronica Johnson, Ed.D.*

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Roni is a Professor in the Department of Counseling, and a licensed clinical professional counselor. Her educational background includes a B.A. in Psychology from the University of Montana, an M.A. in Mental Health Counseling from the University of Montana, and an Ed.D. in Counselor Education and Supervision, also from the University of Montana. Roni taught for five years at Winona State University in Minnesota before returning home to join the Department of Counseling at the University of Montana in 2014. Roni's clinical experiences include group home work, college counseling, adult mental health, and couples counseling. Her teaching and research interests include clinical supervision and supervision training, development and maintenance of intimate relationships, professional ethics, and forgiveness in intimate relationships.

Roni's favorite extracurricular activities include playing Scrabble, floating the river, and spending time with friends and family. She enjoys traveling, being outdoors, and watching her family grow.



*Kirsten Murray, Ph.D.*

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Kirsten’s educational background includes a B.S. in Psychology and Interpersonal Communication from The University of Idaho, an M. Coun. in Couple and Family Counseling from Idaho State University, and a Ph.D. in Counselor Education and Counseling, also from Idaho State University. Kirsten has practiced counseling since 2003 and has been a professor of Counseling since 2007. She joined the Department of Counseling at The University of Montana in the Fall of 2011. Kirsten’s counseling experience began in group-home settings treating individuals and families, and has extended across community non-profit settings and private practice.

Kirsten enjoys incorporating attention to advocacy, social justice, and systems work into her teaching and clinical pursuits. Her scholarly interests include qualitative research methodologies, wellness and resiliency practices, counselor training and supervision, and family and couple counseling. Her most recent research has focused on the treatment of family members in caregiving roles. Kirsten remains active with The American Counseling Association and its affiliates.



 *John Sommers-Flanagan, Ph.D.*

 John.sf@mso.umt.edu (406-721-6367)

John Sommers-Flanagan is a professor in Counseling at The University of Montana. Previously, he served as a mental health consultant with Trapper Creek Job Corps (2003-2014) and executive director of Families First Parenting Programs in Missoula, Montana (1995-2003). John is author or coauthor of over 100 publications, including nine books and many professional training videos. His books, co-written with his wife Rita, include *Tough Kids, Cool Counseling* (ACA, 2007), *How to Listen so Parents will Talk and Talk so Parents will Listen* (Wiley, 2011), *Counseling and Psychotherapy Theories in Context and Practice* (3rd ed., Wiley, 2018), *Clinical Interviewing (7th ed., coming in 2023)*, and *Suicide Assessment and Treatment Planning: A Strengths-Based Approach (ACA, 2021)*. In 2018, he produced a three-part, 7.5-hour suicide training video with *Psychotherapy.net*. John has published many newspaper columns, Op-Ed pieces, and has had articles in *Psychotherapy Networker, Counseling Today,* and *Slate Magazine*. John has an informational blog at [https://johnsommersflanagan.com/](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fjohnsommersflanagan.com%2F&data=05%7C01%7CVeronica.Johnson%40mso.umt.edu%7C2f34f25b2430437ac46408da8a96df88%7C68407ce503da49ffaf0a724be0d37c9d%7C0%7C0%7C637974677851249767%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Sxi%2BDgWe6wmH2bZTxam3sUcT26rsagrIYnUYOJP8888%3D&reserved=0). You can learn more about John’s latest venture, the Montana Happiness Project, at [montanahappinessproject.com/](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmontanahappinessproject.com%2F&data=05%7C01%7CVeronica.Johnson%40mso.umt.edu%7C2f34f25b2430437ac46408da8a96df88%7C68407ce503da49ffaf0a724be0d37c9d%7C0%7C0%7C637974677851249767%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=4eqnjv8nGpXBtusQPORhJhWMBG6etcyynhwPr0vSh2U%3D&reserved=0).

*Jayna Mumbauer-Pisano, Ph.D.*

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Jayna graduated with her PhD in Counselor Education from the University of Central Florida in May, 2019. She received her Master of Arts degree in School Counseling from Wake Forest University and her Bachelor of Arts in Psychology from Vanderbilt University. She is a Certified School Counselor in the state of North Carolina, a Registered Mental Health Intern in Florida, and a Nationally Certified Counselor. Jayna’s previous counseling experiences include counseling children and adolescents in elementary and high school, facilitating group counseling for adolescents with disabilities, and counseling adults at a community counseling clinic. Jayna has presented on issues relating to counseling and education at state, national, and international conferences. Her research focuses on mental health literacy, bibliotherapy, and adolescent health and well-being.

* Emily Sallee, Ph.D*

 Emily.sallee@mso.umt.edu (406-243-5273)

Emily Sallee is an Assistant Professor of Counseling at the University of Montana as well as the Executive Director of the Montana Safe Schools Center housed at UM. Emily’s experiences as a professional school counselor led to her drive in training future school counselors and continuing advocacy efforts for the profession by serving on the MSCA Board of Directors and in various other roles throughout the state. Emily is also the part-time school counselor at Woodman School and subs for school counselors and educators in her communities to both stay attune to current educational challenges and contexts as well as to keep her school counselor-bucket full. While other people’s kiddos tend to be easier to work with, Emily has three of her own to wrangle, in addition to a growing menagerie and ever-increasing lists of books to read, foods to eat, and trails to run.

** *Shannon Lollar, Ph.D.*

 Shannon.lollar@mso.umt.edu

Shannon is a Licensed Professional Counselor (Texas) and a Board-Certified Counselor (NCC) with 6 years of clinical experience and specializes in play therapy, working with first responders, individuals with addiction concerns, and folks who have experienced sexual violence. She graduated with her PhD in Counseling from the University of North Texas in December of 2021. She received her Master of Science in Clinical mental Health Counseling also from the University of North Texas. Shannon has presented on issues related to counseling and education at local, state, and national conferences. Her research focuses on the recruitment, retention, and resiliency of marginalized counselors in training, as well as healing and counselor wellness after vicarious and secondary trauma. Shannon loves playing soccer and cooking new recipes, she is also a huge nerd and loves all things Star Wars and Harry Potter.

 *Daniel Salois, Ph.D.*

 Daniel.salois@mso.umt.edu

Daniel is a licensed counselor in Montana and received his M.A. in Clinical Mental Health Counseling from the University of Montana. After working in rural communities near the Flathead Valley Daniel returned to the University of Montana to complete his PhD in Counselor Education and Supervision. Daniel sees private practice clients that focus on performance psychology, life transitions, and college counseling. Daniel also sees couples, families, and individuals at Tamarack Grief Resource Center, where he is the Clinical Supervisor. Daniel’s research focuses on promoting mental health on college campuses and he teaches a range of courses including Practicum, Fundamentals, Diagnosis, and Group Counseling. In his spare time Daniel prefers spending time with friends and family, crossword puzzles, going to the Roxy, and enjoying the Montana scenery.

**Clinical Director**

*Sara Polanchek, LCSW, Ed.D.*

 Sara.polanchek@mso.umt.edu (406-243-4140)

Sara is the clinical director in the Department of Counseling and Supervision. As director, she is responsible for the clinical supervision of the department’s counselors-in-training, as well as the overall functioning of the *Intimate and Family Relationships Lab*.  Sara received her Masters in Social Work from Arizona State University, and a doctorate in Counselor Education and Supervision from the University of Montana.  Sara and her husband have two super-awesome giant children (ages 20 and 17) whom she hopes are on the cusp of appreciating all her relationship-related wisdom.  Together they enjoy ping-ping, a multitude of team sports, card games, neighborhood *Top Chef*competitions, and myriad outdoor adventures.

## DOCTORAL TEACHING ASSISTANTS

*Leah Finch Matthew Schramm Timothy Kempff*

*Kanbi Knippling Alli Bristow*

*Sabina Sabyrkulova Cindy Boyle* [BACK TO TABLE OF CONTENTS](#_Table_of_Contents)

## COUNSELOR IDENTITY

### WHAT IS PROFESSIONAL COUNSELING?

Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Counseling is a collaborative effort between the counselor and the client/student. Through counseling, people can examine the behaviors, thoughts, and feelings that are causing difficulties in their lives. Clients and students learn effective ways to deal with their problems by building upon personal strengths. A professional counselor encourages growth and development in ways that foster client interests and welfare. For one view of the developmental process involved in counselor identity, note the following:

By Timothy E. Coppock

From: <http://ct.counseling.org/2012/03/a-closer-look-at-developing-counselor-identity/>

“To be sure, professional identity is much more than attending and presenting at conferences. But the process of building identity does include strong relationships with mentors and colleagues who aspire to teach and learn from one another at conferences and continuing education events. And, most formidably, professional identity is built during the two to four years devoted to acquiring the master’s degree required for licensure as a professional counselor in all 50 states. Indeed, there would be no licensure for professional counselors and, hence, we would not be able to provide vital services to clients if it weren’t for the dedication and advocacy of professional counselors and counselor educators. Professional identity depends in part on the critical decisions and crucial sacrifices made by leading counselors and counselor educators. They forged the relationships and coalitions necessary to enact laws that ensure credentialing and accreditation by organizations such as the National Board for Certified Counselors and the Council for Accreditation of Counseling and Related Educational Programs. They also provide us with the *ACA Code of Ethics* and other professional guidelines that protect both the public and our obligation to provide services that meet standards of care. Ultimately, if not for the perseverance and continued dedication of these leaders, counselor licensure laws would not have been enacted in all 50 states. “

### WHO ARE PROFESSIONAL MENTAL HEALTH COUNSELORS?

Licensed professional counselors provide quality mental health counseling to millions of Americans. Professional counselors have a graduate degree in counseling or a related field which included an internship and academic coursework in the eight core areas of professional counseling.

Professional counselors are licensed or certified in every state in the United States and the District of Columbia. State licensure typically requires a master’s or doctoral degree, two or three years of supervised clinical experience, and the passage of an examination. Many excellent professional counselors are certified by the National Board for Certified Counselors (NBCC). Participation in continuing education is often required for the renewal of a license or certification.

Professional counselors adhere to a code of ethics that protects client or student confidentiality, prohibits discrimination, and requires understanding of and respect for diverse cultural backgrounds. It also mandates that professional counselors put the needs and welfare of clients before all others in their practice.

### WHO ARE PROFESSIONAL SCHOOL COUNSELORS?

Professional school counselors address the academic, career, and personal/social needs of all students through the implementation of a comprehensive, standards-based, developmental school counseling program. They are employed in elementary, middle or junior high, and senior high schools, and in post-secondary settings. Their work is differentiated by attention to age-specific developmental stages of student growth, and the needs, tasks and student interests related to those stages. School counselors work with all students, including those considered at-risk and those with special needs. They are specialists in human behavior and build relationships which provide assistance to students through four primary interventions: counseling (individual and group), large group guidance, consultation, and coordination.

### PROFESSIONAL COUNSELING ORGANIZATIONS AND RESOURCES

The American Counseling Association, <http://www.counseling.org>

American Mental Health Counselors Association, [http://www.amhca.org](http://www.amhca.org/)

American School Counselor Association, <http://www.schoolcounselor.org>

The National Board of Certified Counselors, <http://www.nbcc.org>

Montana School Counselor Association, <http://www.mtschoolcounselor.org>

Council for Accreditation of Counseling and Related Educational Programs, <http://www.cacrep.org>

### PROFESSIONAL INVOLVEMENT

Students are encouraged to become active members in professional counseling organizations. Professional involvement and activities can occur in many ways, including volunteering at conferences, presenting research and innovative methods to professional bodies, providing professional advocacy to the US Congress or Montana Legislature, or holding a professional office. Students are strongly encouraged to work with faculty members to further cultivate their professional interests and identities beyond our foundational coursework and advising.

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# **Part II: Department Policies**

## ETHICAL RESPONSIBILITIES

Within the first month of study, all students are required to read the Code of Ethics of the American Counseling Association and the American School Counseling Association. At all times, you must conduct yourself in professional and ethical ways while studying and practicing in our degree programs. Failure to do so will result in the termination of your training with us. Ethical codes can be found online at <https://www.counseling.org/knowledge-center/ethics>, and <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf> respectively.

## DEPARTMENT COMMUNICATION POLICIES

### POSTING OF DEPARTMENT ANNOUNCEMENTS AND INFORMATION

Please check our website <https://www.umt.edu/education/departments/counsed/>, CyberBear, and your email for information about courses, sign-ups for limited enrollment classes, schedules, workshops, internship opportunities, graduation deadlines and requirements, social events, news about the campus, colloquium information and so forth. During the Fall and Spring semesters, the departmental TAs produce the Counseling Digest—A weekly electronic informational newsletter distributed to the Counseling e-mail list.

### ELECTRONIC MAIL

All students must establish an e-mail account in their first semester of study (this service is free to UM students). Your account must be through The University of Montana though you can establish an alias that will pass University email through to your personal email. You can establish a U of MT account in the Liberal Arts building on campus. Be sure to take your Griz Card with you (Griz Cards are obtained in the University Center). Provide the Doctoral T.A. with your current e-mail for our department roster. Faculty and staff frequently use e-mail to contact students, so check yours daily. Whenever you change your address, phone number or e-mail address, please notify the T.A. immediately or you may miss important information.

### CELL/MOBILE PHONE USE

Turn off your cell phone during class time, consultation time, supervision, and counseling times.

If you’ve forgotten to turn it off and it rings, do NOT answer. It is not acceptable to send or check texts messages in class.

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## FIRST YEAR REQUIREMENTS

### FALL ORIENTATION AND PROFESSIONAL IDENTITY ENHANCER

At the beginning of the fall term, at a time determined to be convenient for most students, the department faculty and second year students will host a social gathering intended to welcome all students back to campus and facilitate professional and social connections among students. Besides being fun, the intention of this gathering is to facilitate deeper connections among students who will soon become professional colleagues.

During the fall semester, incoming students are required to attend *COUN 510: Introduction to the Counseling Profession*, a one-credit interactive class that serves as an introduction to the program and the profession. This course is managed by the department faculty and will include TAs and guests. During this time together, we begin to foster the counselor identity that will develop throughout the rest of your time in our graduate program. COUN 510 includes two full days of instruction.

### PROFESSIONAL ASSOCIATION MEMBERSHIP

Students must submit proof of membership in a professional organization and professional liability insurance to the T.A. during their first fall semester, as well as each subsequent year when the membership is renewed. All students are encouraged to be continuous members of the American Counseling Association ([www.counseling.org](http://www.counseling.org)), the American Mental Health Counseling Association (<http://www.amhca.org>) or the American School Counselor Association ([www.schoolcounselor.org](http://www.schoolcounselor.org)). Membership in the Montana School Counseling Association ([www.mtschoolcounselor.org](http://www.mtschoolcounselor.org)) is also encouraged.

### LIABILITY INSURANCE

During your first term, while enrolled in COUN 512, Fundamentals of Counseling, you must obtain liability insurance available through the American Counseling Association or the American School Counseling Association. At the present time, student liability insurance is included in student membership in the above two organizations. Regardless of which policy you obtain, you must give a copy of your liability insurance certificate to the T.A. every year or you will not be able to engage in clinical work. You may need to request the certificate from your insurance carrier; they do not always send the certificates automatically. You must carry this insurance throughout your studies with us, and it is your responsibility to ensure the Department has proof of current coverage on file at all times.

### TEVERA

Several courses in the Department of Counseling will have a course fee attached to registration for the course. COUN 510: Intro to the Counseling Profession is one of those courses, and the fee covers the cost of registering your use of Tevera, a software program that tracks clinical or school placement documentation and counseling hours. You will begin utilizing Tevera when you enter COUN 530: Practicum, throughout your program, and continuing post-degree. You will be provided with instruction on how to use Tevera, and the course fee covers ongoing access to the program.

### BACKGROUND CHECK

The Department of Counseling does not require a background check for admission. During COUN 512: Fundamentals of Counseling, students are required to complete a background check. Background checks are required by most internship sites and employers post-degree. As well, licensing entities will require a background check. It is important that students discuss any background concerns with their advisor during the first semester of study. Instructions for Counseling students to obtain a background check is below.

Students can complete the process of obtaining a background check through the University of Montana Office of Clinical Experiences at the start of their first term, or the term they enroll in COUN 512: Fundamentals of Counseling. The Office of Clinical Experiences is located in the PJWCoE Teacher Education Suite on the second floor, East end of the building, room 225. Anna Kiley (anna.kiley@mso.umt.edu; 406-243-5581) is the Director that processes background checks for our College. The first step in completing a background check is to get fingerprinted. Currently, the Missoula County Sheriff's Office is taking appointments for fingerprinting, and students can access that information here: <https://www.ci.missoula.mt.us/446/Get-Fingerprinted>. The fingerprint cards are available near the front desk of the Teacher Education Services offices on the far end of the 2nd floor in the PJWCoE building. You can either pick one up prior to your appointment or see the instructions here on how to complete a blank card: <https://www.umt.edu/education/departments/currinst/documents/fingerprint-instructions-out-of-area-july-2017.pdf>

Once Anna receives the results of the background check, the Office of Clinical Experiences will consult with a Department of Counseling appointed committee about any issues that arise out of the background check. Students will be required to re-apply again through the Office of Public Instruction (OPI), or the Board of Behavioral Health, depending on track, at the time of graduation and licensure.

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## ADVISING

### USE OF FACULTY ADVISING

Please use faculty office hours and/or email for extended conversations and *be sure to come prepared for advising.* Fill out your proposed course of study, and make notes of any questions you might have. Keep up with Department or Graduate School policy changes by consulting the course schedule on Cyberbear (<https://cyberbear.umt.edu/>), and the Counseling Handbook. We encourage new students to meet with their advisor during their first month of enrollment or sooner to develop a personalized program of study.

**NOTE:** Department faculty do not provide counseling to students. This would constitute a dual role that would seriously impact the objectivity necessary in each role, and would therefore be considered highly unethical. When faculty members recognize areas that may inhibit professional effectiveness, they will identify these to the student and suggest resources that may be helpful. Faculty are obligated to include any and all information they are aware of in considering a student’s progress toward becoming a school counselor or licensed clinical mental health counselor. Therefore, all information that students choose to share in class, in advising sessions, at social gatherings, or in any other context is not considered confidential.

In some instances, students will not be allowed to participate in practicum or internship until the identified personal or professional issues are resolved. In rare cases, students may be asked to withdraw from the department for personal and/or academic reasons, including seriously unethical behavior or plagiarism. Faculty will make every effort to work with students to identify such problems as early as possible in the educational process and to develop a professional development and remediation plan that addresses these issues.

Additional advising materials to be reviewed are located in [**Part III – Degree Requirements**](#_Part_III:_DEGREE).

### SWITCHING OR COMBINING TRACKS

You were accepted into a specific course of study. For example, if you applied for the School Counseling Track, you cannot take courses in the Clinical Mental Health Counseling Track, nor can you switch tracks. **We do not have a dual-track option**. If students wish to switch tracks, they must withdraw from the program they were accepted to and reapply to the desired program. There is no guarantee that students will be admitted when reapplying. On a course-by-course basis, you may be allowed to take a given course, but you cannot complete the practicum and internship requirements in the other track. Please discuss your interest in taking courses from the “other” track with your advisor.

There are specific guidelines for students wanting to pursue both licensure options after graduation (Licensed School Counselor and Licensed Clinical Mental Health Counselor).

For students on the School Counseling track wanting to pursue LCPC licensure after graduation –

* + Apply to the Ed.S. program post-degree to pursue Mental Health Counseling specialty courses (COUN 615: Diagnosis and COUN 625: Mental Health Systems), plus two additional courses and a 600-hour internship, for a total of 18 credits.
* Secure CMHC employment post-graduation (700 pre-degree hours count towards licensure)

For Clinical Mental Health Counseling students wanting to pursue School Counseling licensure after graduation -

* Apply to the Ed.S. program post-degree, complete school counseling specialty courses (COUN 565: School Counseling, Program Development and Supervision; COUN 566: Counseling Children and Adolescents), two additional courses, and a 600 hr. School Counseling Internship.

### EXCEPTIONS POLICY

Students may request exceptions to the set program of study, which will be reviewed by the entire faculty. When exceptions are approved, these will be noted in the student’s file. Requests for exceptions to rules established by the Graduate School of the University of Montana must be made in writing to the Graduate School after approval by the Counseling faculty. Decisions of the Graduate School are final. It is very rare for the Graduate School or the Department of Counseling to approve a major exception.

### CONTINUOUS ENROLLMENT POLICIES

The Department of Counseling follows campus enrollment policies, which are available at the Graduate School Website.

<http://www.umt.edu/grad/current-students/academic-policies/degree-standards.php>

This is a summary of some of the key policies:

Continuous enrollment must be maintained during a student’s graduate studies. Once you begin, you must register for a minimum of 3 credits every fall and every spring term. This does not apply to summer term, though certain courses are available only during summer. Students may apply for one leave of absence (one academic year) during their academic program. A leave of absence application is filed with the Department of Counseling, which forwards the request to the Graduate School for approval. The approval is not automatic.

Should the student, together with their advisor, determine that a leave of absence is necessary, this request must be brought to the entire faculty for review. If the leave is supported by the Counseling faculty, the student must write a formal request for leave on the form available on the Grad School website: <https://www.umt.edu/grad/current-students/leave-of-absence.php>. Generally, leaves are granted primarily for health reasons, though other reasons or hardships may qualify. The Graduate Dean is the person who grants the leave. Should the Counseling faculty approve the leave, students may wish to visit with the Graduate Dean prior to making the formal request.

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## EVALUATION PROCEDURES

### PROGRESS THROUGH PROGRAM OF STUDY

Graduate students are expected to move toward independent but collaborative learning, consulting with faculty as necessary while maintaining a clear and focused professional direction. Students must demonstrate improvement and development in academic, clinical, consultative and critical thinking skills, and make timely progress toward their degree.

### INCOMPLETE COURSEWORK

The Department of Counseling expects students to complete all work for a course during the semester in which it is taught. We encourage students to consult with the course instructor as soon as it appears that the student will experience difficulty with course completion. When course requirements are not completed during the semester a course is offered, students will receive a grade of “I” or “Incomplete” in all but unusual circumstances.

Examples of what defines “unusual” are the Department providing an inadequate number of clients for COUN 530 or ongoing work on a Thesis/Professional paper (COUN 699) which may qualify for a grade of “N”. An “I” must be completed within one academic year or it reverts to a lower grade, usually a “C”, “D”, or an “F”. Please consult the faculty teaching a specific course for more information on how much work must be completed to qualify for an “I”. Incompletes generally revert to an “F” after one year. Students find incompletes difficult to finish once the energy from class attendance is lost. You will always be busy, so make every effort to finish your courses on time.

Students who have more than six credits of “Incomplete” or grades of “N” will be reviewed by the faculty to ensure that they are making adequate academic progress. Such students will be asked to sign a contract guaranteeing a satisfactory timeline for the completion of outstanding work. Continuous accumulation of more than six credits of incomplete or “N” grades may cause the student to be suspended from the department. Students are advised to consult with the campus Financial Aid Office regarding “Incomplete” grades. These may negatively impact financial assistance.

### UNSATISFACTORY GRADES

Students must receive a “B” or better in clinical courses including COUN 512: Fundamentals of Counseling, COUN 530: Practicum in Counseling, and COUN 585: Internship in Counseling. Grades that fall below a B serve as indicators of remediation. Any grade of “C-” or lower received in a required or non-clinical course will not count toward your degree. Should you receive a “C-” in a course, you must repeat the course. The department considers grades of “C” or lower to serve as indicators of remediation. Should you receive grades of “C” or lower, this may serve as evidence for a remediation and professional development plan. Please note for a grade at the C level or below in a clinical class will result in a conference for remediation. This meeting will construct a plan for clinical improvement and include involved parties such as the internship instructor, advisor, faculty member, etc.

In addition, the Graduate School maintains the following: Students must maintain a B average in courses taken for graduate credit at The University of Montana; no grade below C will be accepted toward any degree requirement. A C- in any course is considered below a C. The student is automatically on academic probation if the cumulative grade point average falls below 3.0, and the program or the Graduate School may place limits on the time for the student to remediate the academic problem. For more information on the Graduate School’s academic policies, see their website at: <https://www.umt.edu/grad/student-journey/current-students/academic-policies/default.php>.

### ANNUAL STUDENT EVALUATION

All students will be formally evaluated annually by the faculty for timely progress through their program of study. Primary evaluation areas include: academic development, professional counseling skills development, and personal growth or development (both generally and in relationship to professional and ethical proficiencies). Students may be asked to remediate deficiencies, explore personal issues, or take additional course work related to their stated professional goals. In cases where special difficulties are noted, the student may be asked by the faculty to take a leave from the department, to terminate graduate study, or to transition to the Helping Skills Certificate program. In all cases, students will be involved as early as possible in such decisions and the least disruptive course of action will be pursued.

The faculty’s evaluation is composed of observations of academic, clinical, and personal behavior in all contexts in which these occur, including both formal and informal contact. The annual evaluation committee consists of the entire department faculty. Annual evaluations take place during the first few weeks of the Spring Semester for first-year students, and during the last few weeks of the Spring semester for second and third-year students. Students participate in a self-evaluation and receive an evaluation from the faculty. The faculty-generated evaluation must be signed by the student in Tevera. Signing the evaluation indicates that the student has received the evaluation and does not signify that the student necessarily agrees with it.

After reading the evaluation, students may respond in writing and/or in person. The yearly evaluation is completed and stored in Tevera. For an example of the Student Self-Evaluation Form and Yearly Student Evaluation Form, please see [**Appendices D and E**](#_Appendix_D).

### STUDENT PROFESSIONAL DEVELOPMENT AND REMEDIATION PROCESSES

The Department of Counseling engages in ongoing student review as part of our professional gatekeeping function. This professional responsibility includes attending to student concerns that include issues of impairment, incompetence, ethical misconduct, and problematic behaviors that could potentially impact future students and clients. The purpose of the professional development and remediation process is to address identified issues of concern and create a plan to address student limitations. A template of a professional development and remediation plan is included in [**Appendix**](#_Appendix_F) **F**. While all faculty will be aware of the plan, the identified student will work closely with a remediation committee, consisting of the student’s advisor, a department-appointed faculty member, and a faculty member of the student’s choosing during the remediation process. The student’s advisor will monitor progress of the plan according to an agreed upon timeline, and the remediation committee will determine the next course of action for the student.

It is also important to note that unethical behavior, impaired performance, or unprofessional practices may result in disciplinary action on the part of the Department or University. For further clarification on faculty and supervisor responsibilities, see the statement below from the 2014 ACA Code of Ethics:

Section F6: Counseling Supervision Evaluation, Remediation and Endorsement

F.6.b. Gatekeeping and Remediation

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They insure that supervisees are aware of options available to them to address such decisions.

The Graduate School at the University of Montana also has specific policies and standards related to your status as a student in good standing at the University and in our programs.

### STUDENT APPEAL PROCESS

The purpose of the appeal process is to secure, at the lowest possible level, an equitable solution to problems that affect graduate students. Such problems will usually concern a disagreement between you (the student) and a University of Montana faculty member, administrator, or committee regarding such matters as: interpretation or execution of a University, Graduate School, School of Education, or department rule, regulation, policy or procedure; course offerings, and other non-personal issues. Appeals are kept as informal as possible at each level of the process. This process is described in the Student Conduct Code:

 <http://www.umt.edu/student-affairs/dean-of-students/default.php>

**NOTE**: Students may also file a grievance through the ASUM Resolution Officer, as specified by the faculty Collective Bargaining Agreement. Such grievances do not require that resolution was sought at levels more immediate to the issue, though this is preferred. Grievances are filed though the ASUM Resolution Officer pertain to two general areas: (a) The faculty member(s) failure to carry out their responsibilities as defined in the Contract; and/or (b) the faculty member(s) failure to maintain a responsible, professional relationship with the complainant(s), using the teaching/learning context as a means to extract inappropriate personal advantage or in any other way used professional authority for other than appropriate purposes. See <https://www.umt.edu/provost/students/concerns/default.php> for additional information.

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## ENDORSEMENT AND CREDENTIALING POLICY

The Counseling faculty will recommend graduates for licensure, certification, or employment only in area(s) for which the graduate has received adequate professional preparation. This policy is based, in part, on the 2014 ACA Code of Ethics, Section F.6.d., which states: “Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.”

On occasion, school counseling students may have the opportunity to pursue a Class 5 license prior to graduation. In these instances, the student must consult with their advisor and COUN 585 Internship instructor before applying for and/or accepting employment as a Class 5 School Counselor.

As Counselor Educators, we have a vested interest in your professional development and professional successes. Consequently, we are generally happy to write letters of recommendation and support for students in our department—as long as you are a student in good standing. The quality of letter we can write on your behalf is derived from a number of factors, including (a) your academic performance, (b) your counseling skill development, and (c) your personal development. These are the same areas that we focus on in our annual assessment and feedback process.

**Students are encouraged to keep accurate records of all academic coursework, including course descriptions and syllabi, a copy of the graduate catalog (**<https://catalog.umt.edu/programs/>**), and documentation of supervision hours and professional development activities.** The Department of Counseling cannot be responsible for keeping these records for you! These materials may be **essential** for your eventual eligibility for professional licensure or certification. As well, should you relocate to another state from which you seek licensure; you may need to provide your original syllabi, records of supervised hours and even examples of your academic work, even if you completed graduate school decades ago.

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## RECORD KEEPING

The Department keeps a digital file on each student with three compartments. The first is your standard file, with your application materials submitted to gain admission to the department. These files are not open to the student (because they may contain confidential letters submitted for admission) without express permission from the faculty. The second contains documentation related to your clinical work, the majority of which is housed in Tevera. The third is your advising file, also housed in Tevera. These records include transcripts of all academic work completed for the degree, candidacy forms filed by the student, and evaluation forms. A student’s advising and clinical files are considered open files and students can request to access to these at any time. These files are kept for eight (8) years and then destroyed.

Please note: **It is YOUR responsibility to keep duplicate copies of your hours and other materials you may need later for licensure or other matters.** Students may make copies of supervised hours logs and all evaluations received in COUN 530 (practicum) and COUN 585 (internship).

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## WRITING AND RESEARCH POLICIES

### APA PUBLICATION STYLE

Unless otherwise specified, all formal written assignments must adhere to the guidelines provided in the latest edition of the Publication Manual of the American Psychological Association.

### WRITING AND RESEARCH SUPPORT

Faculty may ask students to seek campus assistance for development and remediation of writing skills. This includes grammar and syntax, cogency of argument, clarity of expression, and the ability to seek, integrate and reference academic sources. Students may be asked to rewrite papers that fail to meet graduate level writing standards. The Mansfield library has a faculty librarian available to all students. We encourage you to seek assistance to develop resources, electronic searching skills, and other library-based support. The University also has a writing center solely for the purpose of assisting students with writing skills. For more information about the Writing and Public Speaking Center, and to schedule an appointment, visit the following site: <http://www.umt.edu/writingcenter/>.

## GROUP EXPERIENCE

All students are required to participate in a group experience consisting of 10 hours, led by a credentialed mental health professional, and approved of, in advance, by the faculty person who teaches the Group Counseling and Guidance course (COUN 520). The completion of this group experience will be linked to your final grade in COUN 520.

## SUMMER COURSEWORK POLICY

Four summer courses are required for the completion of the MA degree. These four courses (COUN 495: Substance-related and addictive disorders, COUN 540: Individual Appraisal, COUN 560: Lifespan Development, and COUN 570: Career Counseling) are only offered during the summer session(s). while it is possible to complete all four summer courses in one summer, it is not recommended. Admitted students may take summer courses before their first fall semester. Due to the condensed nature of summer courses, attendance in person is required for all summer courses, barring extenuating circumstances. If you know that you have a schedule conflict with a summer course, plan to take that course a different summer session.

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# **Part III: DEGREE REQUIREMENTS**

Students pursuing studies in Counseling are expected to obtain knowledge and experience in the following areas. Please see the linked [2016 CACREP Counseling Core and Specialty Standards](https://www.cacrep.org/for-programs/2016-cacrep-standards/) for a finer grained understanding:

## ACADEMIC DEVELOPMENT

Students are expected to increase their knowledge of facts, theories, and clinical procedures in counseling and related disciplines. In addition, they are expected to be able to think independently and to know how to use academic and professional resources appropriate to problem analysis. Students become part of a collaborative learning community that includes both higher education and community resources. They must become proficient at understanding, analyzing and critiquing the counseling research knowledge base.

## PROFESSIONAL COUNSELING SKILLS DEVELOPMENT

Students are expected to master applied skills in communication, relationship development, appraisal, treatment planning and client-specific counseling techniques. They are expected to understand and participate in the process of ethical decision-making and to recognize professional and ethical challenges. Students must be able to make appropriate referrals, seek supervision, and identify personal and professional limits. At the completion of graduate studies, students must be able to form a working relationship with clients, students, teachers, and administrative personnel. When appropriate, students must be able to recognize common developmental problems, life problems, and/or mental disorders and work with these situations effectively.

## PERSONAL DEVELOPMENT

Counseling is a complex skill that involves the whole person and invariably activates personal and emotional issues in the counselor. Students must learn to keep these issues from distorting the counseling relationship and achieve clarity in assessing personal issues that may potentially interfere with their ability to be effective with clients, schoolchildren, or other individuals with whom they work. *Students are expected to get assistance with personal issues that adversely affect their ability to provide effective counseling.* No trainee, however healthy psychologically, is without personal struggles—this falls on a continuum from blind spots to using or abusing clients. In few other professions is one’s level of personal and psychological development so involved in one’s work. *All students are strongly encouraged to obtain personal counseling while they are enrolled in graduate studies.* If and when personal issues appear to be negatively impacting counseling skill development and/or client growth, personal counseling will be a required part of a student’s professional development and remediation plan.

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## COUNSELING RESOURCES

The University of Montana’s [Counseling Services](https://www.umt.edu/curry-health-center/Counseling/) offers individual and group counseling services to students at a reduced rate. Students are encouraged to contact them at 406-243-4711 to establish an appointment or gather information for personal counseling. Please note, that to avoid problems with professional boundaries, Counseling students do not obtain counseling from Counseling Services staff who also provide internship supervision for our department.

Students are also encouraged to speak with department faculty for community recommendations that support a goodness of fit when seeking personal counseling.

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## Master’s Degree Requirements: CLINICAL MENTAL HEALTH COUNSELING TRACK

### Prerequisites:

The Department of Counseling does not require specific undergraduate degree for admission. However, the following undergraduate prerequisites are recommended. These can be completed “credit/no credit.”

\_\_\_Developmental psychology or equivalent

\_\_\_Abnormal psychology

\_\_\_Basic statistics and/or educational measurement

### Core Courses: Required

\_\_\_\_COUN 510 Introduction to the Counseling Profession 1 credit

\_\_\_\_COUN 511 Theories and Techniques of Counseling 3 credits

\_\_\_\_COUN 512 Fundamentals of Counseling 3 credits

\_\_\_\_COUN 520 Group Counseling Theory 3 credits

\_\_\_\_COUN 530 Applied Counseling Skills (AKA: Practicum) 3 credits

\_\_\_\_COUN 540 Individual Appraisal 3 credits

\_\_\_\_COUN 545 Counseling Research and Program Evaluation 3 credits

\_\_\_\_COUN 550 Introduction to Family Counseling 3 credits

\_\_\_\_COUN 555 Risk and Resiliency 3 credits

\_\_\_\_COUN 560 Lifespan Developmental Counseling 3 credits

\_\_\_\_COUN 570 Career Counseling 3 credits

\_\_\_\_COUN 575 Multicultural Counseling 3 credits

\_\_\_\_COUN 580 (495) Substance-related and Addictive Disorders and Recovery 3 credits (or similar course from another department with advisor approval)

\_\_\_\_COUN 589 Comprehensive Exam 1 credit

\_\_\_\_COUN 595 Psychopharmacology 1 credit

\_\_\_\_COUN 610 Professional Ethics and Orientation 3 credits

### Mental Health Counseling Track: Required

\_\_\_\_COUN 585 Counseling Methods: Agency (AKA: Internship) 6 credits

\_\_\_\_COUN 615 Diagnosis and Treatment Planning 3 credits

\_\_\_\_COUN 625 Intro to Mental Health Systems 3 credits

### Electives

6 credits of graduate level electives are required. When applicable to our course load, the Department will offer Counseling Electives focused on a particular area of study. Students intending to pursue LAC or LMFT must take COUN 580 and/or COUN 550, respectively, before enrolling in advanced elective courses. Students may also consult with their faculty advisor for additional graduate course offering appropriate to their major. Students may wish to complete additional internship credits as part of their elective requirement. Please work with your advisor.

**Total minimum graduate credits, Clinical Mental Health Counseling Track: 60**

## Mental Health Counseling Sample 2-Year Course Planning

Note: This is a general 2-year plus Summer plan. Always consult with your advisor about your personal situation, especially if you want to proceed more slowly. We almost always recommend proceeding more slowly than this for the CMHC Masters degree.

**Summer courses –** Consult with your advisor (12 credits over two or three summers)

3 – COUN 540 – Individual Appraisal

3 – COUN 560 – Lifespan Development

3 – COUN 570 – Career Counseling

3 – COUN 580 (495) – Substance-related and Addictive Disorders and Recovery [This may also be in SW or PSYX. Consult with advisor]

**First Fall** **(13 credits; If you can only take 10 credits, take the top 4 courses)**

1 – COUN 510 – Introduction to the Counseling Profession

3 – COUN 511 – Theories and Techniques of Counseling

3 – COUN 512 – Counseling Fundamentals [Skills Gate]

3 – COUN 610 – Ethics and Professional Orientation [Conceptual Gate]

3 – COUN 550 – Intro to Family Counseling

**First Spring** (13-17 credits)

3 – COUN 520 – Group Counseling

3 – COUN 530 – Applied Counseling Skills – Clinical Mental Health

3 – COUN 615 – Diagnosis and Treatment Planning in Counseling

3 – COUN 575 – Multicultural Counseling

3 – Elective (consult with advisor)

1 – COUN 595 – Psychopharmacology workshop

**Second Fall** (9 credits)

3 – COUN 585 – Counseling Methods, Mental Health

3 – COUN 545 – Counseling Research and Program Evaluation

3 – COUN 555 – Risk and Resiliency (if you didn’t take this your first spring)

**Second Spring** (7-13 credits, depending on previous courses)

3 – COUN 585 – Counseling Methods, Mental Health

1 – COUN 589 – Comprehensive Examination

3 – COUN 625 – Mental Health Systems

3 – Elective

**Second or Third Summer**

3 –COUN 560 – Lifespan Development

3 – COUN 540 – Appraisal

OR COUN 570 – Careers and COUN 595 – Addictions (if you didn’t already take these courses another summer)

\*You might take 1 or 2 credits of COUN 585 – Counseling Methods, Mental Health

\*Consult with your advisor or COUN 585 instructor for guidance on planning internship hours/credits.

**Basic Rules**:

(1) You need 60 graduate level semester credits to graduate; (2) COUN 530 (Practicum) prereqs are COUN 510, 511, 512, 610; COUN 530 co-reqs are COUN 520 and 615; (3) You must complete 100 COUN 530 hours before counting COUN 585 hours. You need 6 credits (600 hours) of COUN 585 (Internship); (4) Consult with an advisor on electives. If you plan to pursue LAC or LMFT, COUN 580 – Addictions, and/or COUN 550 – Families are prerequisites.

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## Master’s Degree Requirements: SCHOOL COUNSELING TRACK

### Prerequisites

The Department of Counseling does not require a specific undergraduate degree for admission. However, the following undergraduate prerequisite is required for SC licensure.

\_\_\_An exceptionality course

The following undergraduate prerequisites are recommended. These can be completed “credit/no credit.”

\_\_\_Developmental psychology or equivalent

\_\_\_Abnormal psychology

\_\_\_Basic statistics and/or educational measurement

### Core Courses: Required

\_\_\_\_COUN 510 Introduction to The Counseling Profession 1 credit

\_\_\_\_COUN 511 Theories and Techniques of Counseling 3 credits

\_\_\_\_COUN 512 Fundamentals of Counseling 3 credits

\_\_\_\_COUN 520 Group Counseling Theory 3 credits

\_\_\_\_COUN 530 Applied Counseling Skills (AKA: Practicum)\* 3 credits

\_\_\_\_COUN 540 Individual Appraisal 3 credits

\_\_\_\_COUN 545 Counseling Research and Program Evaluation 3 credits

\_\_\_\_COUN 550 Introduction to Family Counseling 3 credits

\_\_\_\_COUN 555 Risk and Resiliency 3 credits

\_\_\_\_COUN 560 Lifespan Developmental Counseling 3 credits

\_\_\_\_COUN 570 Career Counseling 3 credits

\_\_\_\_COUN 575 Multicultural Counseling 3 credits

\_\_\_\_COUN 580 (495) Substance-related and Addictive Disorders and Recovery 3 credits (or similar course from another department—check with your advisor)

\_\_\_\_COUN 589 Comprehensive Exam 1 credit

\_\_\_\_COUN 595 Psychopharmacology workshop 1 credit

\_\_\_\_COUN 610 Professional Ethics and Orientation 3 credits

### School Counseling Track: Required

\_\_\_\_COUN 565 School Counseling, Program Development and Supervision 3 credits

\_\_\_\_COUN 566 Counseling Children and Adolescents in Schools 3 credits

\_\_\_\_COUN 585 Counseling Methods: School (AKA: Internship) 6 credits

### Electives

6 credits of graduate level electives are required. School Counseling students are strongly encouraged to choose one of the following courses and/or consult with their advisor.

\_\_\_G EDSP 461 Positive Behavior Supports

\_\_\_G EDLD 554 School Law

**Total Minimum Credits, School Counseling Track + Core: 60 credits**

## School Counseling Two-Year Course Planning

Note: This is a 2-year plan. Always consult with your advisor about your personal situation. Be sure to include undergraduate prerequisites in your first year of study: An exceptionalities course. Prerequisites may be taken cr/no credit, but you cannot count undergrad credits toward your graduate degree.

**First Summer** (**12 credits total; Where possible, it is best to split courses between summers)**

3 – COUN 540 – Individual Appraisal

3 -- COUN 560 – Lifespan Development

3 – COUN 570 – Career Counseling

3 – COUN 580 (495) – Substance-related and Addictive Disorders and Recovery (also available in other departments; check with advisor)

**First Fall (13 -16 credits)**

1 – COUN 510 – Introduction to the Counseling Profession

3 – COUN 511 – Theories and Techniques of Counseling

3 – COUN 512 – Fundamentals of Counseling

3 – COUN 550 – Intro to Family Counseling (you can wait until second fall to take this)

3 – COUN 565 – School Counseling, Program Development and Supervision

3 – COUN 610 – Ethics and Professional Orientation

**First Spring (12-13 credits)**

3 – COUN 520 – Group Counseling

3 – COUN 530 – Applied Counseling Skills

3 – COUN 566 – Counseling Children and Adolescents in the Schools

3 – Elective (talk with advisor about options)

1 – COUN 595 – Psychopharmacology

**Second Fall (9-15 credits)**

3 – COUN 585 – Counseling Methods, School

3 – COUN 545 – Research and Program Evaluation

3 – COUN 555 – Risk and Resiliency

3 – COUN 550 – Intro to Family Counseling (if you didn’t take this your first fall)

**Second Spring (10-11 credits)**

3 – COUN 585 – Counseling Methods, School

1 – COUN 589 – Comprehensive Examination

3 – Elective (EDSP 461 – Positive Behavior Supports; work with your advisor on identifying the best elective course for your program of study)

**Basic Rules:** (1) You need 60 graduate semester credit hours to graduate; (2) You must take COUN 511, COUN 512, COUN 565, and be enrolled in COUN 520, 566 and 610 before taking SCH practicum (COUN 530) and you must complete your 100 required COUN 530 hours before you can take COUN 585, which is a total of 6 credits for 600 hours; (3) Check with your advisor on prerequisites and electives.

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## HELPING SKILLS CERTIFICATE PROGRAM

The Helping Skills Certificate program is intended for working professionals in helping roles who want to further develop specific skills to initiate, establish, and maintain effective and healing relationships with the people they serve. The Helping Skills certificate does not prepare students for professional counseling licensure. Faculty may recommend the Helping Skills Certificate program as an alternative to obtaining a Master’s degree in Clinical Mental Health Counseling or School Counseling as part of a student professional development plan.

**Required courses:** **15 credits**

COUN 511: Counseling Theory and Technique (3 cr.)

COUN 512: Fundamentals of Counseling (3 cr.)

COUN 560: Lifespan Development OR Equivalent from another department (3 cr.)

COUN 610: Professional Ethics and Orientation (3 cr.)

COUN 575: Multicultural Counseling (3 cr.) OR Equivalent from another department

Graduate-level courses offered from other departments (PSYX, SW, EDLD, EDUC) may be considered with advisor review and approval.

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## COMPREHENSIVE EXAM PROCESS

During the final regular semester of the Master of Arts program of study, students complete a comprehensive examination process. It is not possible to complete this requirement during summer term. The comprehensive examination (COUN 589) includes two parts.

Part I is an objective content-based exam that includes multiple-choice and short answer questions encompassing course content from their programs of study, encompassing the CACREP Standard areas. Depending on examination results, as remediation students may be required to (a) retake a different form of the examination, (b) submit a written assignment, or (c) retake one or more courses. The written Comprehensive Exam is offered once/semester, on the third Friday in November (fall) and the third Friday in April (spring).

Because we are a CACREP-approved program, students have the option of taking the formal NCE (National Counselor Examination), required for licensure in many states, including Montana. Taking the formal NCE in their last semester of study or within six months of graduation has significant benefits for new graduates. For CMHC graduates, it means once the required 3000 supervised hours are completed (as licensure candidates) and this information is approved by the Montana licensing Board, licensure will be almost immediate. For School Counseling graduates, passing the NCE can result in an initial higher rate of compensation. New grads also become eligible for the designation “National Certified Counselor,” which may aid with licensure and employment in other states.

Students may opt not to take the formal NCE, but must take and pass the Department written comprehensive exam, similar to the formal NCE.

Part II is an oral examination with the advisor and a doctoral student, focusing on demonstrating applied knowledge and skills. Mental Health and School Counseling students focus on tailored criteria for Part II of their comprehensive examination, reflective of their degree.

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## PREPARING TO GRADUATE

### Graduation Filing Policy

You must file necessary forms in a timely fashion along with the necessary supporting documents in the manner prescribed by the department policy, College of Education and Graduate School rules. It is the student’s responsibility to be aware of deadlines. Check the university website, <https://www.umt.edu/grad/current-students/completing-degree/deadlines/default.php> for forms and specific procedures and deadlines.

### Completion of Terminal Activities

Students must have completed all terminal activities including comprehensive examinations, final projects, dissertation proposals and dissertation defenses prior to finals week of the semester they wish to graduate. Students may not take comprehensive examinations, present final projects, defend proposals or schedule a dissertation defense during the Summer Session.

### Instructions for Completing Degree Application Forms

It is your responsibility to be aware of filing dates for graduation. Filing dates are normally about mid-semester of the semester prior to proposed graduation (about 6-8 months in advance of expected graduation date). The “Application for Graduation” form is available online at <https://www.umt.edu/grad/student-journey/current-students/default.php>. Complete this form and submit to your advisor prior to filing with the Graduate School along with the graduation filing fee.

The Graduate School form must be reviewed and signed by your advisor at least 10 days prior to the filing date deadline. At this meeting, it is your responsibility to bring complete transcripts so the advisor can verify your graduation application. Even if you have brought transcripts to your advisor before, be sure to bring them to this meeting.

Forms are subject to change. Contact the Graduate School to ensure the form is still current. Filing for Fall semester graduation often has a July deadline. Faculty may be out of town at mid-summer, so take care of this well in advance of the July deadline.

### Graduate School rules that apply to your degree application

Only 9 non-degree credits or the credits earned during a single semester (whichever is more) may be applied to graduate degrees. This does not include prerequisites. Permission is required for these credits to apply. Transfer credits are generally limited to nine for the Master of Arts in Counseling.

Transfer credits are acceptable only from institutions offering graduate degrees in the discipline of the courses taken. Credits must be identified as graduate credits on your transcript from that institution and these must have been for a letter grade of A or B. Your advisor and the Graduate School reserve the right to reject courses that are inappropriate for a graduate degree in Counseling.

All requirements for the degree must have been completed within 6 years of the date you complete your Master of Arts degree. At least half the credits required for your degree (excluding a combined total of 15 credits for research and thesis where taken) must be at the 500 to 600 level. You must have a graduate G.P.A of 3.0 or higher to graduate.

**Note:** As you graduate, please make sure the department has an email address, your phone number, and a mailing address for you. [BACK TO TABLE OF CONTENTS](#_Table_of_Contents)

# **Part IV: Appendices**

## Appendix A: Student Responsibilities Quick Reference Guide

*A word to the smart student: During your studies, keep a personal copy of each document you obtain. Document any special arrangements that are made with a faculty member, such as waiving classes, substitutions, credits given, etc. by typing up the special arrangement, and having the faculty member sign it. Keep the original and have a copy placed in your file for future reference.*

|  |  |
| --- | --- |
| **What To Do** | **When To Do It** |
| Verify acceptability of and/or complete prerequisites | First year |
| Submit signed Handbook Acknowledgement Form to Tevera. | First fall semester, and when notified by faculty due to handbook updates  |
| Submit proof of ACA or ASCA membership to Tevera.  | First fall semester and each time you renew  |
| Submit Certificate of Liability Insurance to Tevera. | When you begin Counseling Fundamentals and each time you renew (be sure this is in place for Practicum and Internship experiences) |
|   |   |
| Meet with your advisor to check in on your program of study | Each semester  |
| Submit completed Spring Student Evaluation Form to your advisor via Tevera and schedule meeting with your advisor to discuss your evaluation | First weeks of Spring semester for 1st year students; last weeks of Spring semester for 2nd and 3rd year students.  |
| Submit Application for graduation to graduate school, and pay the graduation fee.  | About 6 months prior to expected graduation – check the Graduate School Website. Dates are subject to change.  |
| Arrange for comps process with advisor | Last semester |
|  |  |

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## Appendix B: Advising Materials

This electronic packet has several parts, including:

1. Advising checklist (just as a reminder to cover some essentials)
2. Program of Study Worksheet (to be completed in Tevera)
3. [CMHC and SC requirements checklist](#_Master’s_Degree_Requirements:)

Note: Information on graduation, comprehensive exams, LAC advising, and all other essential material is included in the Student Handbook.

### Advisor Checklist

The following materials are used by faculty advisors to establish a program of study, track student progress, and facilitate student-advisor communication.

Student Name Semester

Advisor Name Date

Check the task or items accomplished this semester:

 Check with student re: proof of insurance

 Check with student re: prerequisites

 Complete an updated “Program of Study” form

 Talk with student about employment possibilities in the field

 Encourage student involvement in professional organizations (ACA/ASCA/local)

 Provide feedback from annual faculty evaluation in Tevera (Spring only)

 Receive student’s self-evaluation in Tevera (Spring only)

 Provide support and encouragement for student progress

List below any special issues the student has discussed that you may need to check in on next semester:

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## Appendix C: Program of Study Planning Form

Advisee Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [Type in student’s specific program of study below, also in Tevera]

|  |  |  |
| --- | --- | --- |
| 1st Summer | 1st Fall | 1st Spring |
|  |  |  |
| 2nd Summer | 2nd Fall | 2nd Spring |
|  |  |  |
| 3rd Summer | 3rd Fall | 3rd Spring |
|  |  |  |
| 4th Summer | 4th Fall | 4th Spring |
|  |  |  |

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## Appendix D: Student Self-Evaluation Form

\*To be completed in Tevera\*

Name Date

*Please respond to the questions below and return your response to your faculty advisor. The Counseling faculty will jointly review your thoughts and provide feedback on your progress, talents, and challenges on a separate form.*

**Academic Development**

Progress through your program of study: Does your pace through the program satisfy you? What challenges have you faced? Do you anticipate a change in pace in the future? Describe.

When will you graduate? What do you need from the department or yourself so this occurs when you want it to? If you have incompletes or “N” grades, what are your plans to complete these?

Conceptual skills development and intellectual curiosity: How do you evaluate your academic development thus far? Are you becoming able to integrate academic understandings with counseling skills with real people? In what ways do you notice growing academic and clinical accomplishments?

**Professional Counseling Skills and Personal Development**

What accomplishments and challenges have you faced in supervisory relationships, internship and practicum experiences? (Not all these areas apply to all students).

How would you evaluate your progress in handling your personal and professional development?

Use the back to describe academic, counseling, or personal development areas you would like to focus on in the future.

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## **Appendix E:** **Student Yearly Faculty Evaluation**

\*To be completed in Tevera\*

***Student Name:***

***Advisor:***

***Date:***

**Academic Development**

***KNOWLEDGE OF THEORIES AND CLINICAL TECHNIQUES AND APPLICATIONS IN COUNSELING***

***\_\_\_\_\_ Area of Concern***

***Student is either unable to articulate the basic theories, common factors, and developmental information, or can do so only at a surface level and is unable to integrate this knowledge into a counseling application.***

***\_\_\_\_\_ Acceptable***

***Student articulates counseling theories, common factors, group theory and techniques and makes adequate application, appropriate to her or his level of counseling development.***

***\_\_\_\_\_Exemplary***

***Student scores at the top of quizzes and exams, makes linkages between courses and materials, demonstrates and articulates appropriate and advanced applications of the material.***

***Comments:***

***KNOWLEDGE OF HOW TO USE APPROPRIATE ACADEMIC AND PROFESSIONAL RESOURCES***

***\_\_\_\_\_ Area of Concern***

***Student relies on faculty to guide him/her in finding information and identifying sources of academic information. Over-relies on Google or other online search engines as a primary source of authority.***

***\_\_\_\_\_ Acceptable***

***Student demonstrates ability to use library and online academic sources, reads original authors and top journals in the field. Demonstrates research proficiency, readily identifying and understanding the professional counseling knowledge base.***

***\_\_\_\_\_Exemplary***

***Student conducts extensive searches, seeks out original materials, and shows expertise in specific areas beyond expected levels. The student is able to accurately critique counseling research apply it to the knowledge base, and integrate findings into clinical practice.***

***Comments:***

***CONTRIBUTION TO COLLABORATIVE LEARNING COMMUNITIES***

***\_\_\_\_\_ Area of Concern***

***Student rarely participates in class, does not attend gatherings of students, does not attend community lectures, and does not belong to local, state, or national professional counseling groups or organizations.***

***\_\_\_\_\_ Acceptable***

***Student participates regularly in class and other student gatherings. Student is a member of at least one professional counseling association and attends campus or community lectures, professional meetings, and so on.***

***\_\_\_\_\_Exemplary***

***Student participates actively in class, submits projects to professional meetings and conferences, attends campus or community lectures, and seeks out opportunities for scholarly collaboration with faculty and peers.***

***Comments:***

**Counseling Skill Development**

***ABILITY TO ESTABLISH A COUNSELING ALLIANCE***

***\_\_\_\_\_ Area of Concern***

***Student builds weak or inconsistent counseling relationships. Student sometimes fails to build a counseling alliance or has conflicts with clients.***

***\_\_\_\_\_ Acceptable***

***Student is able to consistently build a counseling relationship, utilizing basic techniques and approaches. Demonstrates an awareness of the state of the counseling alliance with each client. Student attempts to repair or address ruptures in the alliance.***

***\_\_\_\_\_Exemplary***

***Student consistently establishes strong therapeutic alliances and is able to utilize the alliance as an active part of counseling. Demonstrates a precise awareness of the state of the relationship with each client. Student is able to recognize potential ruptures to the alliance and plans for them accordingly.***

 ***Comments:***

***APPRAISAL AND TREATMENT PLANNING (INCLUDING APPROPRIATE REFERRALS)***

***\_\_\_\_\_ Area of Concern***

***Student may be beginning to build an understanding of appraisal methods and consequent treatment planning, but implements them with poor or inconsistent success. The counselor does not integrate appropriate referrals.***

***\_\_\_\_\_ Acceptable***

***Student is proficient in appraisal and treatment planning methods, but does not actively seek new techniques and strategies. Although applied accurately, their appraisals and treatment plans could have more depth and integration. The counselor’s referral resources are adequate.***

***\_\_\_\_\_Exemplary***

***Student demonstrates high proficiency in appraisal selection and implementation. Student creates thorough and thoughtful treatment plans with relevant theoretical underpinnings tailored to client needs. Student actively seeks new information regarding Appraisal and Treatment Planning. Student is actively building and using referral networks to best meet client needs.***

***Comments:***

***THEORETICAL APPLICATION AND USE OF APPROPRIATE COUNSELING TECHNIQUES***

***\_\_\_\_\_ Area of Concern***

***Student applies basic counseling techniques, sometimes in an inconsistent, or unplanned way. Student does not work to further develop new skills and techniques.***

***\_\_\_\_\_ Acceptable***

***Student consistently applies basic counseling techniques in an appropriate manner according to the level of training. Student cautiously and under supervision applies newly learned techniques grounded in a theoretical framework.***

***\_\_\_\_\_Exemplary***

***Student has mastered basic counseling techniques and uses them with ease and comfort. Student actively researches new or unfamiliar techniques that best match a client’s needs and seeks supervision before implementing them. The students’ theoretical framework is solid and relied on when choosing interventions with intention.***

***Comments:***

***RECOGNIZING AND MANAGING ETHICAL CHALLENGES***

***\_\_\_\_\_ Area of Concern***

***Student remains unaware of ethical challenges when they are presented or acts without regard to ethical challenges. Student may see ethical dilemmas in a black and white, right or wrong format. Student does not seek guidance or respond to input regarding ethical challenges.***

***\_\_\_\_\_ Acceptable***

***Student is aware of basic ethical challenges and seeks supervision when they arise. Student may sometimes still struggle with seeing challenges as black and white. Student responds to input and feedback but does not offer consultation to other students.***

***\_\_\_\_\_Exemplary***

***Student is consistently aware of many ethical challenges and grasps ethical details. Student is able to see many facets of a dilemma and uses supervision when needed. Student is able to lead others by example and provides sound, ethical feedback to other students.***

***Comments:***

***SEEKING AND RESPONDING TO SUPERVISION***

***\_\_\_\_\_ Area of Concern***

***Student does not seek supervision or seeks supervision more than necessary. Student is consistently unprepared for supervision (lacking recording or notes). Student responds poorly or defensively to feedback during supervision and fails to attempt to implement suggestions and direction in work with clients.***

***\_\_\_\_\_ Acceptable***

***Student attends regular supervision meetings. Student comes prepared to supervision meetings with recordings and notes. Student attends to and incorporates supervision directives with clients and is beginning to bring his or her voice and thoughts to the supervision collaborative.***

***\_\_\_\_\_Exemplary***

***Student attends regular supervision meetings and seeks additional supervision when required. Student comes prepared to supervision with recordings, notes, and questions regarding client cases. Student is intentional and open about using of supervision. Student engages supervision as a collaborative process, consistently integrating directives that surface in supervision.***

***Comments:***

**Personal and Professional Development**

***ABILITY TO IDENTIFY AND KEEP PERSONAL ISSUES FROM ADVERSELY AFFECTING ACADEMIC PERFORMANCE, THE COUNSELING RELATIONSHIP OR OTHER PROFESSIONAL RELATIONSHIPS***

***\_\_\_\_\_ Area of Concern***

***Student allows personal issues and concerns to predominate their professional and student roles and shows little awareness or willingness to address these personal patterns.***

***\_\_\_\_\_ Acceptable***

***Student is willing to seek input when facing personal demands or issues. When personal patterns interfere with professional and student roles, the student is responsive to addressing personal concerns. Student appears to balance life demands effectively.***

***\_\_\_\_\_Exemplary***

***Student has found ways to transform personal issues and demands into learning opportunities and shows an exceptional capacity for doing so. Student is aware of personal patterns and remain conscious of their impact. Life demands are embraced while also attending to the need for personal balance and wellness.***

***Comments:***

***ABILITY TO PRESENT ONESELF PROFESSIONALLY***

***\_\_\_\_\_ Area of Concern***

***Student does not attend to professional etiquette. Dress and/or communication styles are not reflective of professional standing. Student fails to respond to professional and student demands in a timely and responsible manner.***

***\_\_\_\_\_ Acceptable***

***Student responds to professional and student demands appropriately, and behaves with integrity. Dress and communication styles are adequate and effectively meet the needs of professional and student demands. Student is timely and appropriate when responding to professional and student demands.***

***\_\_\_\_\_Exemplary***

***The student holds a high standard of professional behavior and integrity. Dress and communication styles serve as a model to other students and reflect an overall sense of respect and duty to the profession. Student is timely, responsible, and appropriate when responding to professional and student demands.***

***Comments:***

***DEMONSTRATION OF CURIOSITY AND OPENNESS***

***\_\_\_\_\_ Area of Concern***

***Student does not value or demonstrate a commitment to curiosity and openness and resists exploring unfamiliar ideas, values, and beliefs. Student lacks intrinsic motivation and engages with coursework and clinical work in a perfunctorily manner. This may impact their ability to reflect on their own growth, engage with peers, and connect with clients/students***

***\_\_\_\_\_ Acceptable***

***Student values and demonstrates a commitment to curiosity and openness. Student explores and entertains unfamiliar ideas, values, and beliefs with enthusiasm. Student possesses intrinsic motivation and is aware of their impact on others. Student can connect with and value perspectives from their peers, clients, and students.***

***\_\_\_\_\_Exemplary***

***Student demonstrates an exceptional commitment to openness and curiosity. Student can explore and entertain unfamiliar ideas, values, and beliefs with ease. Student is driven by intrinsic motivation and can easily find value in their coursework. Student is aware of their impact on others and expresses appreciation and interest in the perspective of their instructors, peers, and clients/students.***

***Comments:***

**Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty Advisor Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Your signature signifies you have read this evaluation. It does not necessarily indicate you agree with it.

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## Appendix F: Department of Counseling Student Remediation and Professional Development Plan

\_\_\_ Initial Plan Review \_\_\_ Follow-up \_\_\_ Final Review

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_ Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Committee Member 2 (faculty-appointed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Committee Member 3 (student-appointed):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Identified Areas of Concern:

Remediation Plan and Schedule:

|  |  |  |
| --- | --- | --- |
| Specific Behavioral Objectives & Target Dates | Method of Remediation | Met?Yes/No(and date)  |
| 1.  |  |  |
| 2. |  |  |

Progress Since Last Review (if applicable): \_\_\_ Sufficient \_\_\_ Insufficient

Other steps taken to remediate concerns:

Advisor Comments and Recommendations:

Student Comments:

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Advisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Department Chair Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Faculty Responsible for Implementing Remediation Plan (if different from Advisor)

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

Date of Next Review (if applicable):

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## Appendix G: Student Acknowledgment of Counseling Handbook Policies

\*Complete in Tevera\*

A copy of this page is to be filed in Tevera during your first semester of enrollment. You cannot receive a grade in COUN 510: Intro to the Counseling Profession without filing this form. Please complete this form in Tevera and maintain this copy for your personal files.

I, (please print) , have read the Counseling Handbook in its entirety. I understand this handbook is part of our dynamic and responsive program and study, and thus is updated and revised as need be.

I agree to keep current with my program of study. I understand and accept the policies and information contained in the Handbook. I have discussed matters that are unclear to me with my Advisor.

My first semester of enrollment in the Department of Counseling was

 .

Student Signature Date

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