Masters of Science Degree in Mental Health Counseling 2013–2014

Student Handbook
Welcome to the Viterbo University Master of Science degree in Mental Health Counseling (MSMHC). This degree program is housed in a College that partners The School of Nursing and the School of Social and Behavioral Sciences at Viterbo University. It is offered through the Viterbo University Center for Graduate Studies. This program emphasizes evidence-based practices and ethical principles to prepare students for careers in mental health counseling.

In many ways, the areas of this graduate program’s strengths are logical extensions of trends in the undergraduate psychology program, the continuing education program in substance abuse counseling and the successful graduate programs in nursing, business education and servant leadership at Viterbo University. In recent years, undergraduates in the psychology department have participated in educational experiences emphasizing evidence-based decision-making and best practices, as well as coursework preparing them for specialties in the substance abuse counseling field. With a historical focus on training undergraduates with relevant skills and practices in helping relationships, the development of a graduate degree in professional counseling was a predictable next step in providing an ever-evolving service to students and the community.

This degree program is also an extension of the Franciscan legacy and mission of Viterbo University. It is well aligned with Saint Francis’s prayer to bring hope to those in despair. Its academic emphases are on cultivating competence in the clinical application of counseling, conducting and reviewing research related to counseling, and completing studies regarding human behavior and mental processes. These emphases prepare graduates to serve some of the most underserved populations in our society—those affected by mental health and substance abuse disorders. The program was conceived as a vehicle for transforming despair into hope. Viterbo University’s commitment to ethics, service, leadership, and Franciscan values ensured that compassion, relationship-building, and ethical practice are recurring themes throughout the Master of Science in Mental Health Counseling program.

This degree program serves students well. It prepares them with the knowledge, skills, experiences, and understandings required to pursue licensure and a meaningful career as a professional counselor. Ultimately, of course, this program serves the greater La Crosse community and is an integral part of the process of offering hope to those in need where ever they live.
Table of Contents

Welcome .......................................................................................................................... 1
Section One: Program Information .................................................................................. 1
   Handbook Introduction ................................................................................................. 1
   Program Overview ......................................................................................................... 1
      Program Mission ......................................................................................................... 1
      Program Goals ............................................................................................................. 1
   Program Curriculum ..................................................................................................... 2
   Clinical Mental Health Counseling Program Learning Outcomes ............................. 2
   Program Delivery ......................................................................................................... 2
   Program Accreditation ................................................................................................. 3
   Program Faculty ........................................................................................................... 3
   Program Costs .............................................................................................................. 3
   Licensures/Certifications .............................................................................................. 3
   Expected Outcomes for Graduates ............................................................................. 4
Section Two: Application for Admission to the Graduate Program .............................. 6
   Admission Requirements and Application Procedures ............................................. 6
   Program Admission Requirements for Degree-Seeking Applicants ........................ 6
   Application Procedures for Admission to the Degree Program ............................... 7
   Program Admission Acceptance Criteria .................................................................. 8
   Admission of Non-Degree Seeking Students ............................................................ 8
   Admission of International Students ......................................................................... 8
   Admission of Transfer Students ................................................................................ 8
   Admission to the Program Notification .................................................................... 9
Section Three: Professional Sequence .......................................................................... 10
   Admission to the Professional Sequence .................................................................. 10
   Application Procedures ............................................................................................. 10
   Professional Sequence Acceptance Criteria .............................................................. 10
   Appeal Process for Professional Sequence Denial .................................................... 11
Section Four: Curriculum Information ............................................................................. 12
   Core Courses ............................................................................................................... 12
   Table 1: Required Core Courses ............................................................................... 12
   Concentrations ............................................................................................................ 12
   Table 2: Specialized Concentrations .......................................................................... 12
   Application Courses .................................................................................................... 13
   Table 3: Application Courses ..................................................................................... 13
   Practicum Description ................................................................................................. 13
      Practicum Requirements ............................................................................................ 13
   Internship Description ................................................................................................ 14
      Internship Requirements .......................................................................................... 14
   Action Research Project ............................................................................................... 15
      Action Research Results ........................................................................................... 15
   Course Descriptions ................................................................................................... 15
      Counseling Core Courses ......................................................................................... 15
      Research and Clinical Courses ................................................................................ 16
      Mental Health Counseling Courses ......................................................................... 17
      Specialty Area Courses ............................................................................................. 18
### Section Five: Policies and Regulations

Masters of Mental Health Counseling Policies and Regulations .................................................. 20
  - Academic Advising ............................................................................................................. 20
  - Degree Eligibility—Graduation ......................................................................................... 20
  - Degree Requirements—Grades .......................................................................................... 20
  - Duty for Reporting ............................................................................................................ 20
    - Reporting of Child Abuse and Neglect Policy .............................................................. 20
    - Abuse/Neglect of a Child or Vulnerable Adult Reporting Policy for Students
      - Serving the Community (1/2013) .............................................................................. 21
  - Expectations of Enrolling Students .................................................................................. 22
    - Leave of Absence ........................................................................................................... 22
    - Professional Development ............................................................................................ 23
    - Professional Development Activities and Standards .................................................... 23
    - Procedures Addressing Professional Development Concerns, Including Dismissal ... 24
    - Appeal Process .............................................................................................................. 24
  - Graduate Academic Regulations and Policies ................................................................. 24
    - Academic Calendar ....................................................................................................... 24
    - Academic Integrity ......................................................................................................... 24
    - Academic Integrity Policy ............................................................................................. 25
    - Academic Misconduct .................................................................................................. 25
    - Endorsement Policy ...................................................................................................... 26
    - Procedures for Unintentional Violations of Academic Misconduct ......................... 26
    - Procedures for Intentional Violations of Academic Misconduct ................................ 26
    - Sanctions for Previous Violations of Academic Misconduct ...................................... 27
    - Appeals Process for the Academic Integrity Policy ....................................................... 27
    - Academic Appeals ......................................................................................................... 28
    - Academic Policy Exception ......................................................................................... 29
  - Alternative Credit ............................................................................................................. 30
    - Credit by Examination ................................................................................................. 30
    - Credit for Prior Learning ............................................................................................... 30
    - Americans with Disabilities Act .................................................................................. 30
      - Disability Services ...................................................................................................... 30
      - Disability Accommodations ....................................................................................... 31
    - Attendance Policy .......................................................................................................... 31
    - Audit .................................................................................................................................. 32
    - Contact Hours ................................................................................................................ 32
    - Grades ............................................................................................................................. 32
    - Other Grades ................................................................................................................ 33
    - Incompletes ................................................................................................................... 34
    - Grade Appeal ................................................................................................................ 34
    - Grade Point Average ..................................................................................................... 34
    - Independent Study ........................................................................................................ 34
    - Military Deployment ..................................................................................................... 35
    - Registration ................................................................................................................... 36
    - Add/Drop ........................................................................................................................ 36
    - Repeating Courses ........................................................................................................ 36
    - Sexual Harassment Policy ............................................................................................ 36
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Definition</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Complaint Resolution</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Student Records</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Right to Privacy</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Transfer Students and Transfer Credit Policy</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Withdrawal from Viterbo University</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td><strong>Section 6: Selected Viterbo University Support Services</strong></td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Career Services</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Counseling Services</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Disability Services</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Academic Resource Center</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Library Services</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Technology Support</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td><strong>Appendices</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appendix A Verification Review of Student Handbook</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Appendix B Professional Sequence Application Form</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Appendix C Code of Professional and Ethical Conduct</td>
<td>45</td>
</tr>
</tbody>
</table>
Masters of Science in Mental Health Counseling Student Handbook

Section One
Program Information

Handbook Introduction
We appreciate the opportunity to provide information related to the Master of Science in Mental Health Counseling (MSMHC) degree program at Viterbo University. The handbook contains introductory information that is helpful at various stages of program involvement—from making initial decisions about applying to our program to planning and completing a personal course of study. The handbook provides an overview of the program, a description of admission requirements and procedures, and an outline of the curriculum. It also provides an overview of program and University regulations and policies and an introduction to selected campus services.

The information in this handbook is intended to augment the Graduate Studies Catalog which is published yearly. The information contained in this handbook is subject to change without notice. The changes will be posted on the webpage for the MSMHC program. It is the student’s obligation to check the webpage regularly. This handbook does not establish a contractual relationship and its sole purpose is to provide information regarding programs, requirements, policies and procedures for the MSMHC degree program.

A student entering the MSMHC degree program is bound by the handbook in effect at the time of entry and retains the right to follow the handbook for the duration of her or his stay in the program, provided attendance is uninterrupted. The Graduate Studies Catalog will provide general information about programs and policies affecting all graduate students at Viterbo University. Because there is no one-size fits all educational or career path, there are likely to be individual issues that are not clarified in a standardized handbook. Individual questions about the MSMHC program may be directed to the program director, Debra Murray at (608) 796-3720, damurray@viterbo.edu.

Program Overview

Program Mission
The mission of the Viterbo University Master of Science in Mental Health Counseling graduate program is to prepare professional counselors to provide treatment for individuals experiencing a continuum of mental health issues. The program educates counselors who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

Program Goals
1. Deliver a high quality counselor education for students.
2. Provide graduates with a counseling curriculum that integrates professional ethical standards of practice and contemporary theories and principles of counseling.
3. Ensure that the program remains consistent with the requirements for the State of Wisconsin Licensed Professional Counselor (LPC) and National Certified Counselor credentials.
**Program Curriculum**
The curriculum for the MSMHC is sixty-credits (60) comprised of core and elective courses. Clinical experiences are integrated into the program in the following areas: individual and group counseling; career and employment counseling; addictions and court-related issues; and consultation with universities, community agencies, and schools. Students can graduate with a concentration in a specialty area (i.e., addiction counseling, complementary health and wellness counseling, or child and adolescent counseling).

**Clinical Mental Health Counseling Program Learning Outcomes**
As noted earlier, the objective of the Clinical Mental Health Counseling program is to provide students with both the knowledge and skills for the practice of mental health counseling. The curriculum is designed to meet the disciplinary standards across 11 student learning domains to insure that our graduates are competent mental health professionals and meet the necessary licensure requirements of the profession. These domains are:

1. **Professional Orientation:** Students will construct a philosophy of counseling based on the history and future trends of the profession, professional roles and responsibilities, with an emphasis on ethical practice.
2. **Ethics:** Students will generate appropriate ethical responses within the framework of American Counseling Association Ethical Guidelines.
3. **Diversity & Advocacy:** Students will prioritize and respond to all aspects of social and cultural diversity, optimizing human development for clients.
4. **Human Growth & Development:** Students will compare and contrast theories of human development across the life-span and the full continuum of mental health issues to facilitate effective life transitions.
5. **Career and Life Planning:** Students will utilize theories and skills to facilitate client career and life decisions.
6. **Helping Relationships:** Students will demonstrate the foundational framework for establishing a therapeutic alliance with clients.
7. **Counseling Continuum:** Students will be able to work effectively in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term mental health approaches with clients.
8. **Group Work:** Students will articulate group theory and assess their ability to deliver effective group therapy with clients.
9. **Research and Evaluation:** Students will utilize relevant research strategies within an evidence-based counseling perspective.
10. **Assessment:** Students will accurately select assessment instruments for client needs and program evaluations.
11. **Diagnosis:** Students will conceptualize and apply relevant diagnostic procedures for clients.

**Program Delivery**
Students have opportunities to learn through a variety of teaching methodologies, including class discussions, role-playing, small group work, case-study analyses, classroom simulations, and an advocacy/research project. The curriculum will provide students with opportunities to apply the knowledge and skills learned in supervised clinical settings.
Students may take courses on a six-credit or nine-credit basis. The program offers classes in the evening, as well as on weekends. Courses are offered during the spring, fall, and summer semesters. Students can expect to finish the degree program in two to three years when taking either six or nine credits per session.

**Program Accreditation**
As a Viterbo University degree program, the Master’s program is accredited by the Higher Learning Commission of the North Central Association. In addition, the program is designed to meet the state educational requirements for licensure as a professional counselor required by the Wisconsin Department of Safety and Professional Services.

The optional advanced training area in addiction counseling is also recognized by the Wisconsin Department of Safety and Professional Services as fulfillment of the educational requirements for the Substance Abuse Counselor credential in the State of Wisconsin.

**Program Faculty**
The program faculty includes experienced professionals with advanced degrees, extensive experience in the mental health field, specialty certifications, and demonstrated teaching abilities.

**Program Costs**
Federal loan monies may be available to those who qualify. Contact the Viterbo University Financial Aid office for information (608) 796-3900. Full information on cost of attendance is available on the Business Office website.

**Licensures/Certifications**
The process for earning the professional counselor license or the substance abuse counselor credential involves completion of the prescribed educational requirements, as well as completion of application materials, background checks, testing, and a designated number of hours of supervised practice. Students must review the requirements of the organizations issuing licenses or credentials early in their degree programs to ensure they are qualified.

The Master of Science in Mental Health Counseling is designed to meet the educational requirement for licensure as a professional counselor in the State of Wisconsin; however, it is the student’s responsibility to stay current with state requirements and counseling licensure standards.

Completing the addiction counseling specialty meets the educational requirements for the Substance Abuse Counselor Credential in the State of Wisconsin, in addition to providing experiences applicable to the required hours of the supervised practice requirements. Currently, the Wisconsin Department of Safety and Professional Services equates a Master’s degree in a behavioral science field with an addiction emphasis or concentration in clinical counseling from an accredited school as equal to 2,000 hours of the supervised practice hours required for the Substance Abuse Counselor Credential. However it is the students’ responsibility to stay current with state requirements to achieve licensure.

In the state of Wisconsin, the Department of Safety and Professional Services is the governing body that oversees both the licensure and credential process.
Expected Outcomes for Graduates
The Master of Science in Mental Health Counseling program prepares students to provide ethical, evidence-based counseling services in a variety of settings, including mental health agencies, veterans’ administrations, psychiatric hospitals, residential treatment settings, correctional facilities, and university counseling centers. Graduates of the program develop and enhance the following competencies required for work in such environments:

- Competence in conducting clinical assessments,
- Expertise in the theory and methods of therapeutic practice with individuals and groups,
- Awareness of and appreciation for the multicultural aspects of human behavior, development, and systemic interdependence,
- Understanding of the standards for ethical and responsible professional counseling practice, and
- Eligibility for Licensure as a Professional Counselor (LPC) in Wisconsin.

Student Assessment
Student evaluation and assessment begins with admission to the Master of Science in Mental Health Counseling degree program. (See Section Two of this handbook.)

Additionally, each student is evaluated annually to ascertain their progress, including consideration of their academic performance, professional development, and personal development. This process, called the Annual Student Assessment, occurs at a meeting once each year with all the core faculty participating and identifies problems or concerns that need to be addressed. In preparation for the core faculty meeting, advisors formally review the students’ annual progress with the student. If evaluations indicate that a student has not illustrated the appropriate behavior for the program or not progressing in the program, the core faculty members will address the issue.

- Academic Performance. Students must maintain a 3.0 grade point average each year to remain in the program and to graduate. No grade lower than a C will be accepted for program completion. Students who achieve below a C in a course will need to repeat the course prior to graduation. Students are expected to adhere to the academic integrity policies outlined in the Graduate Studies Catalog. Generally a student cannot miss more than 15% of the course meetings and still pass the course.

- Professional Development. The academic experiences in the program are designed to not only promote best practices in the delivery of services, but quality and effective counseling services that demand more than academic preparation. The development of an appropriate professional identity, personal awareness, ethical standards, and interpersonal effectiveness are paramount to the success and effectiveness of individual students in this program. Without such professional growth and development, clinicians can do harm. Students are expected to model appropriate professional behaviors in the classroom, in their interactions with faculty and classmates, colleagues, other students, and in the experiential learning activities they pursue. In addition to formal course work, students are encouraged to pursue professional affiliations to promote scholarly work, provide avenues for continuing education, assist in presentation of research projects, and to provide reasonably priced insurance for practicums or internships. Students are encouraged to maintain a professional portfolio of materials documenting their professional development and supporting their pursuit of internship placements, certifications/licensure, and employment.
• **Personal Development.** Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals’ coping abilities. Mental Health Counselors must monitor not only their client’s behavior, but pay particular attention to their own stresses and challenges. Students are encouraged to seek professional assistance and notify their supervisor if they feel that their work is being compromised.

In the second year, students apply for acceptance into the Professional Sequence portion of the program and that serves as their annual performance assessment. (See Section Three of this handbook.)
Admission Requirements and Application Procedures

The Master of Science Degree in Mental Health Counseling (MSMHC) has a two-pronged admission process. Students initially apply for admission to the degree program. Those admitted to the program must later apply for admission to the Professional Sequence of the degree program.

All materials required to support the student application process for the degree program should be mailed to the following address for consideration by the program Admission Committee.

Attention: Admissions Committee
Master of Science Degree in Mental Health Counseling
Viterbo University
900 Viterbo Drive
La Crosse, WI 54601

Program Admission Requirements for Degree-Seeking Applicants
The following are the admission requirements for applicants for the MSMHC program:

- Applicants must have earned a Bachelor's degree in a human service or social science discipline and have completed prerequisite coursework in general psychology, behavior disorders/abnormal psychology, and research methods/statistics. Applicants who are seeking admission but have not completed the prerequisite coursework must develop and submit a plan for completing the prerequisites. The plan submitted to the Admissions Committee should include provisions for demonstrating competencies in prerequisites through either completing coursework at Viterbo University or another accredited college or passing the appropriate CLEP examination. Students with deficits in coursework/demonstrated competencies may be conditionally admitted prior to fulfilling these requirements.

- Applicants with an undergraduate cumulative grade point average (GPA) of 3.0 on a 4.0 point possible scale are eligible for admission. Applicants with a lower GPA must submit a letter with their application materials outlining special circumstance to explain why they believe their undergraduate GPA does not reflect their potential and readiness for graduate studies. These applicants will be considered for admission on an individual basis for provisional acceptance into the program.

- Applicants must take the Miller Analogies Test (MAT). Information about taking the MAT exam in La Crosse is available from the University of Wisconsin—La Crosse at (608) 785-8073. There is a fee for the exam. Information about testing sites in other locations is available on the Pearson Education website: MAT Testing Centers, Advance arrangements are necessary at all sites. Applicants will need to designate the code for the Viterbo University Master of Science in Mental Health Counseling, which is #2709. This code may not be listed specifically in the existing publications from MAT. Graduate Record Exam (GRE) scores may be submitted in lieu of MAT scores.
• Applicants must complete the program’s background check. While the findings from this background check may not preclude program enrollment, problematic findings are likely to restrict practicum and internship placements and complicate the successful completion of the program. In addition, such issues may preclude state licensure.
• Applicants must have three letters of recommendation supporting their candidacy for the Master of Science Degree in Mental Health Counseling submitted by individuals familiar with the applicant’s educational and vocational performance and potential.
• Applicants must submit all required materials (i.e., application, personal statement, transcripts, test scores, background check information, and recommendations). Completed applications are accepted each year depending on space availability and reviewed by the Admission Committee.
• Applicants must participate in a scheduled personal interview with program staff and complete experiential activities.

Application Procedures for Admission to the Degree Program
To apply to the Master of Science in Mental Health Counseling degree program at Viterbo University, applicants should complete the following steps and submit the required materials by the deadline above.

• Complete the online application form for admission to Graduate Studies at Viterbo University and submit the application fee.

• Submit the following materials to the Admissions Committee:
  o A personal statement outlining academic interests, career goals, reasons for pursuing graduate education, and relevant life and professional experience. The personal statement should be a typed, double-spaced document no longer than 500 words.
  o Official transcripts from the institution granting the applicant’s undergraduate degree and from any graduate coursework the student has completed. Nine credits of related graduate coursework earned at another accredited institution within the past five years may be transferred and, if appropriate, applied to degree requirements.
  o Students must have earned a grade of B or higher in any course accepted as transferred credits, as well as meet other criteria outlined in the Graduate School Catalog. Students wishing to transfer credits must during his or her semester seek permission in writing from the program director.
  o Submit official scores from the Miller Analogies or GTest (MAT) or GRE Scores.

• Arrange for three written recommendations from individuals familiar with the candidate’s educational and/or vocational history and potential. The recommendation form and submission directions are available in the appendices of this handbook.

• Candidates whose application materials support their readiness for graduate study in this field will be contacted to schedule a personal interview with program staff and participate in an experiential activity as part of the application process.

• Candidates will be notified of admittance decisions, and those accepted into the program will attend a program orientation session and then register for course work.
Program Admission Acceptance Criteria
All required materials must be submitted before a candidate is considered for admission. The program’s Admission Committee considers multiple factors when making decisions about a candidate’s acceptance into the Master of Science in Mental Health Counseling degree program. Those factors include the following:

- The applicant’s scholarship and aptitude for graduate studies,
- The applicant’s career goals and the relevance of those goals to the program,
- The applicant’s interpersonal skills and demonstrated potential for forming effective and culturally sensitive interpersonal relationships in both individual and group contexts, and
- The applicant’s demonstration of the collaborative skills necessary to thrive in and contribute to a cohort-based educational program.

Viterbo University reserves the right to deny admission to any applicant it deems unfit to participate in its MSMHC degree program.

Admission of Non-Degree Seeking Students
A limited number of Non-degree-seeking students with a Bachelor’s degree in a human service or social science discipline may be admitted to selected courses on a space-availability basis. Abbreviated application procedures are available for students not requesting admission to the degree program. Admission requirements include completion of a Bachelor’s degree in human services or social science discipline with a 3.0 grade point average. These students should complete the online application (specifying non-degree seeking status) and submit transcripts.

Admission of International Students
In addition to completing the admission process for degree-seeking students, students who are not U.S. citizens and wish to apply should request an International Student Application form from the Office of Global Education (Shaojie Jiang, Ph.D., Director, Global Education 608-796-3172, sjiang@viterbo.edu). Return that form along with the Viterbo University application and a copy of official transcripts. International students are also required to attain a minimum score of 525 for paper-based, 69 for computer-based, and 193 for Internet-based TOEFL exam prior to being admitted. A Declaration of Finances form indicating the financial resources available for financing the costs of education at Viterbo University is required and must be on file in the Office of Global Education before the Certificate of Eligibility (I-20 form) is issued. International students are also required to complete the immunization record document from the Health Services office. Viterbo University is authorized under federal law to enroll non-immigrant alien students.

Admission of Transfer Students
Transfer students will be considered for admission as long as they have a cumulative grade point average of 3.0/4.0, are currently permitted to return to their previous college or university, and are considered to be in good academic standing both at their previous school and at Viterbo University. Transfer applicants follow the admission requirements and procedures delineated above for degree-seeking candidates.

A maximum of nine transfer credits will be accepted in the program. Transfer credits must be graduate credits taken from a regionally accredited institution of higher education, completed within the past five academic years, and equivalent to the course being replaced as are
requirements for graduation at Viterbo University. In order to be considered for transfer, the grade earned must be at least a B and fulfill program requirements. Only letter-graded coursework is accepted. Students who wish to transfer credits must seek permission in writing from the program director prior to enrolling. In addition, the student must submit an official transcript documenting graduate coursework.

Admission to the Program Notification
A letter will be mailed informing each applicant of the final determination of the Admission Committee. There are three categories of admission to graduate studies at Viterbo University. Each one requires the completion and admission of the above admission documents.

- **Full acceptance to the program:** The student is admitted directly into the program and is eligible to begin classes during the next term.
- **Provisional admission to the program:** The student is provisionally admitted because of some deficiency in meeting the admission criteria; this status will be reviewed after two semesters or the completion of 12 credits in the program. The student may begin to take classes during the next term. After two semesters of achieving a B or better in all courses, the student’s provisional status will be reviewed, and the student will either be fully admitted or asked to leave the program.
- **Conditional admission to preliminary coursework:** This category applies to students needing to satisfy some or all of the prerequisite competencies or some other condition placed upon the student by the Admission Committee. Once the student satisfies all the conditions, he/she is fully accepted into the program, provided the student has maintained a 3.0 grade point average. With the approval, the student may complete program graduate courses concurrently with completion of prerequisites. All students who need to satisfy prerequisite competencies are admitted conditionally.

Advisor
All students are assigned to an academic advisor upon their admission into the MSMHC program. Initial contacts with the advisor will focus on developing an academic plan that progresses toward graduation/licensure and on discussing educational and professional development issues. Regular and ongoing contact between the advisor and student facilitates discussions related to career goals, educational needs, progress toward graduation, class schedules, professional development, and personal/academic concerns.

With the consultation and approval of the Faculty Advisor, students must prepare a complete Degree Program Plan which explicates the courses the student will complete for their degree. The proposed degree program plan must be submitted prior to the student's completion of the first semester.
Admission to the Professional Sequence

Students should initiate the application process for the Professional Sequence following the successful completion of COUN 675: Techniques of Counseling. Students applying to the professional sequence must initiate the application process in the semester prior to enrollment in COUN 690: Counseling Practicum by the deadline set by the program. There are no exceptions for missing the deadlines (the program reserves the right to set and enforce all deadline dates) as follows:

- **May 1** to be eligible for the **Fall** semester practicum placements
- **September 1** to be eligible for the **Spring** semester placements
- **February 15** to be eligible for the **Summer** semester placements

Application Procedures

Students must complete the *Professional Sequence Application Form* (Appendix B) and:

- Submit a brief description (maximum of 300 words) of their academic, personal, and professional growth while enrolled in the academic portion of the program,
- Submit two (2) letters of recommendation by individuals familiar with the student’s performance and growth,
  - MSMHC core faculty members review each candidate’s application and are prohibited from writing letters of recommendation.
  - A recommendation for full-time or part-time employment may also be withheld if it is determined that the specific student is not qualified or adequately prepared for the position being sought.
- Complete a Background Information Disclosure,
  - Be aware that the findings from this background check may preclude acceptance into the professional sequence.
  - Problematic findings are likely to restrict practicum and internship placements, which complicates successful completion of the program.
- Demonstrate practice insurance suitable for clinical placements has been obtained,
  - Such insurance is typically available at reasonable costs for student practitioners.
  - See program office for more details or visit the American Counseling Association website
- Participate in a personal interview if requested to do so by the Professional Sequence Admission Committee.

Professional Sequence Acceptance Criteria

All required materials must be received before a candidate is considered for admission to the Professional Sequence. The program’s Professional Sequence Admission Committee considers multiple factors when making acceptance decisions that include the following:

- *The applicant’s academic performance in the program:*
Applicant has maintained at least a B average in coursework to date while in Masters of Mental Health Counseling (MSMHC) program.

- The applicant’s evidence of personal and professional growth while enrolled in the program:
  - Applicant has no history of behavior problems since entering the MSMHC program that have disrupted classes, laboratory work, or student group projects.
  - Applicant has consistently demonstrated professional conduct (behavior standards normally expected of a licensed professional counselor) in all dealings with faculty and fellow students.
  - Applicant shows the capacity to establish and work toward appropriate change goals that will improve effectiveness as a clinician.

- The applicant’s readiness to form meaningful and ethical helping relationships:
  - Applicant demonstrates knowledge and adherence to the American Counseling Association Code of Ethics in both written course assignments and laboratory counseling practice (see Appendix B).
  - Applicant has demonstrated appropriate concern for the welfare of clients in both course-related writing and laboratory counseling practice.

- The applicant’s background check suggests no issues that would prevent the student from getting licensed or receiving a clinical placement:
  - Applicant has no significant criminal record that would impede her/his ability to effectively counsel clients or ultimately obtain a professional counselor license in Wisconsin, as demonstrated by Wisconsin Caregiver’s Background Check and relevant background checks from other states.

Students will be notified of their acceptance into the Professional Sequence via letter from the Professional Sequence Admission Committee.

Students who are accepted into the Professional Sequence must consult the Masters of Mental Health Counseling Practicum/Internship Handbook for information on how to apply for practicum site placements in coordination with the Practicum/Internship Coordinator. The application process will typically involve submitting application materials (i.e., cover letters and resumes) to potential site supervisors and participating in a formal interview process.

**Appeal Process for Professional Sequence Denial**

Students may appeal admission decisions by submitting a letter of appeal to the Masters of Science in Mental Health Counseling Program Director, within 15 days of receiving admission status notification. The appeal letter should include:

- a brief overview of the issue,
- information about the basis and rationale for the appeal, and
- an explanation of the student's perspective about why her/his application to the professional sequence should be reconsidered.

The student may further appeal the decision to the Vice President for Academic Affairs. The student must submit the original letter of denial, her or his letter of appeal, and the response(s) to that appeal. The decision of the Vice President for Academic Affairs is final.
Masters of Science in Mental Health Counseling Student Handbook

Section Four
Curriculum Information

All students are required to complete 60 credits and maintain a 3.0 grade point average to be awarded the Master of Science Degree in Mental Health Counseling. Those credits include core courses to be completed by all students, as well as electives to fulfill one of the program’s specialty certification programs.

Core Courses
The core courses prepare students for their practicum/internship experiences and research activities. Initial contacts with one’s academic advisor will focus on developing an individual academic plan.

Table 1: Required Core Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 510</td>
<td>The Counseling Profession and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COUN 520</td>
<td>Multicultural Perspectives and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 530</td>
<td>Human Development in Social Context: Lifespan Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 540</td>
<td>Theories of Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 550</td>
<td>Career Development and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 560/595</td>
<td>Testing and Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 570</td>
<td>Couples and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 580</td>
<td>Wellness Counseling and Spiritual Health</td>
<td>3</td>
</tr>
<tr>
<td>COUN 590</td>
<td>Models of Addiction Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 630</td>
<td>Mental Health Leadership, Consultation, and Advocacy</td>
<td>2</td>
</tr>
<tr>
<td>COUN 640</td>
<td>Psycho-diagnostic and Treatment Planning</td>
<td>3</td>
</tr>
<tr>
<td>COUN 650</td>
<td>Psychopharmacology for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>COUN 660</td>
<td>Research, Evaluation, and Evidence-Based Practices</td>
<td>3</td>
</tr>
<tr>
<td>COUN 675</td>
<td>Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 680</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentrations
Each of the concentrations involves completion of nine credits, although one of the three-credit courses in each concentration is a required course embedded in the core curriculum. Students are encouraged to complete the remaining six (6) credits required for a concentration as their six elective credits, the number of elective credits required for completion of the degree program.

Table 2: Specialized Concentrations

<p>| Child and Adolescent Counseling                              | |
|---------------------------------------------------------------||</p>
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 570</td>
<td>Couples and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 571</td>
<td>Techniques in Counseling Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>COUN 572</td>
<td>Advanced Counseling for Children and Adolescents</td>
<td>3</td>
</tr>
</tbody>
</table>
Application Courses
These courses include on-campus or off-campus placement in a clinical setting and the opportunity to produce an action research project contributing to disciplinary knowledge.

Table 3: Application Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 690</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>COUN 695</td>
<td>Counseling Internship</td>
<td>3</td>
</tr>
<tr>
<td>COUN 696</td>
<td>Advanced Counseling Internship</td>
<td>3</td>
</tr>
<tr>
<td>COUN 699</td>
<td>Action Research Project</td>
<td>1</td>
</tr>
</tbody>
</table>

Practicum Description
The Practicum includes one semester of on-campus or off-campus placement in a clinical setting designed to introduce students to clinical work with actual clients. Under close supervision, students become comfortable with their role as a professional counselor and learn to apply the counseling, psycho-education and prevention approaches they learned in their course work. Supervision is provided by both the Site Supervisor (the designated individual at the placement site) and the Academic Faculty Supervisor (the Viterbo faculty member teaching the practicum class in which the student is enrolled). Ethical and legal standards are emphasized so that students learn to advocate for clients within the on- or off-campus setting. Practicums are designed to help students working with diverse client populations apply appropriate counseling theory to presenting problems. The Academic Faculty Supervisor and the Site Supervisor will enhance the student’s understanding of, and preparation of, case conceptualization and treatment plans within agency protocol. Evaluation by the Academic Faculty Supervisor with input from the Site Supervisor will be ongoing, with scheduled feedback sessions at the middle and end of semester. Practicum students will complete a total of three credits of COUN 690: Counseling Practicum to fulfill the practicum requirement.

Practicum Requirements
Each student’s practicum will include the following:
- Practicum experiences that total a minimum of 150 clock hours over a minimum 14-week academic term.
- Program orientation for the type of practicum and required site agency orientation.
- At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
• Weekly interaction that averages at least one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, or a site supervisor who is working in bi-weekly consultation with a program faculty member in accordance with the established supervision contract.

• An average of 1½ hours per week of group supervision that is provided on a regular schedule throughout the practicum by the Academic Faculty Supervisor and the Site Supervisor provides a minimum of one hour supervision on a weekly basis.

• The utilization of audio/video recordings per agency policy and procedures, to enable supervisor feedback. Live supervision of the student’s interactions with clients may be used as an alternative form of feedback.

• Evaluation of the student’s counseling performance throughout the practicum, including documentation of a summary evaluation submitted by the Site Supervisor when the student completes the practicum.

• Evidence that the student possesses his or her own current liability coverage.

**Internship Description**

The Internship typically includes two semesters of on-campus or off-campus placement in a clinical setting designed to continue the student’s development of clinical skills, abilities and knowledge. The two courses allow students’ increased experience with client groups consistent with program objectives and the student’s career goals. Interning students will complete a total of six credits of COUN 695: Counseling Internship and COUN 696: Advanced Counseling Internship to fulfill the internship requirement. Also, a third semester of Internship may be allowed in special cases.

As is the case with practicum placements, students become more comfortable with their role as a professional counselor under close supervision. However, in the final internship placement the client load is typically increased, allowing the in-depth application of counseling, psycho-education, and prevention approaches. The supervision will continue to be provided by the Site Supervisor and the Academic Faculty Supervisor who is the instructor of COUN 695: Counseling Internship and COUN 696: Advanced Counseling Internship. Interns will be expected to implement theories and approaches from intake through termination for several clients during their internship experiences. Evaluation by the Site Supervisor, combined with input from the Academic Faculty Supervisor, will be ongoing. Formal scheduled feedback sessions will be held at the middle and end of the semester.

**Internship Requirements**

The internship is intended to reflect the comprehensive work experience of a professional counselor. After the completion of six credits of COUN 695: Counseling Internship I and COUN 696: Counseling Internship II, students will have fulfilled the following required activities:

• Complete 600 hours of counseling internship, with at least 240 hours of direct client contact, including experience leading groups,

• Participate in the MSMHHC Program orientation for internships and in the required site agency orientation,
• Participate in weekly interaction of individual and/or triadic supervision throughout the internship. Usually performed by the Site Supervisor, the weekly interactions must average one hour per week for the three-credit per semester enrollment and two hours per week for the six-credit per semester enrollment,
• Experience an average of 1½ hours per week of group supervision provided by the Academic Faculty Supervisor during class sessions throughout the internship,
• Gain familiarity with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings), and
• Develop program-appropriate audio/video recordings for use in supervision or receive live supervision of interactions with clients in those placements not utilizing recordings.

Action Research Project
An Action Research Project (COUN 699) is required of all students and will likely be completed in conjunction with the internship experiences. This research project addresses an issue, need, or problem relevant to the internship setting, the clientele being served, and/or the professional aspirations of the graduate intern. The student will develop a research proposal, including a thorough review of the literature, as well as methodology for the identification, collection, and analysis of specific data elements. Students often develop and propose the project in COUN 695. The final research project will be submitted to the Program Director and Faculty Research Mentor responsible for supervising the student. The project will be disseminated through an annual Graduate Research Symposium. The Symposium will be opened to the professional public. The completed Action Research Project will be available in the Viterbo University Library.

Action Research Results
By completing the Action Research Project, each student will:
• Demonstrate an ability to effectively review and analyze professional research studies,
• Articulate the basic principles, models and applications of relevant research in the context of evidence-based mental health counseling,
• Analyze and use data to increase the effectiveness of clinical mental health counseling interventions and programs, and
• Design a project which evaluates existing research and proposes a research design that addresses a specific counseling question.

Course Descriptions
Counseling Core Courses (all required)
COUN 510: The Counseling Profession and Ethics, 3 Cr.
This course equips the entry-level counselor with an introduction to the profession of counseling and its history. It will explore the professional roles, organizations, training, and credentialing standards of the profession as well as the ethical, legal and professional issues facing counselors today and in the future. This course will also stimulate students’ self-awareness of personal, values, and multicultural issues concerning ethical decision-making.
COUN 520: Multicultural Perspectives and Counseling, 3 Cr.
The course promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups and families, and explores the impact of such differences on the theory and practice of mental health counseling. This is designed to enhance students’ abilities to apply multicultural awareness to their professional work.

COUN 530: Human Development in Social Context: Lifespan Counseling, 3 Cr.
This course provides an overview of theory and research related to human growth and development over the lifespan. The course provides specific developmentally appropriate interventions and culturally sensitive developmental assessments supported by research that are designed to enhance the growth and development of clients who seek counseling services. Students also will engage in experiential activities designed to enhance their own growth and development.

COUN 540: Theories of Mental Health Counseling, 3 Cr.
The course examines the philosophical bases of the helping processes as well as major contemporary counseling theories and their application in individual and group counseling and in family systems counseling. It is designed to aid students’ development of a personal counseling theory toward developing therapeutic relationships, counseling goals, intervention strategies and client outcome evaluation. Prerequisite: COUN 510.

COUN 550: Career Development and Counseling, 3 Cr.
The purpose of the course is to introduce students to career development theories, career counseling procedures and techniques, career assessment tools, career development program planning, and sources of occupational information. Emphasis is placed on empirically-based theories, theoretically based counseling interventions, and current issues in the world of work and vocational counseling as well as the social contexts of career development, and how these contexts can be integrated with existing career theory. Prerequisite: COUN 530.

COUN 560/595: Testing and Assessment in Counseling, 3 Cr.
The course provides an overview to the basic principles of assessment in counseling, focusing on test and non-test appraisal instruments and development of diagnostic skills. The course includes selection, use, and interpretation of instruments appropriate for appraisal of individuals and families. Attention is given to development of clinical documentation skills with a variety of populations. Prerequisite: COUN 510.

Research and Clinical Courses (18 semester credits—all required)
COUN 660: Research, Evaluation, and Evidenced-Based Practices, 3 Cr.
This course provides an overview of both the method and content of the research that the counseling tradition now depends on for accountability and transparency. Research will be analyzed and connected to the “best practices” that it informs, as well as the methods that it has shown to be ultimately less effectual, ineffectual, or even psychologically damaging. The Science - practitioner model: research informs practice and practice informs research will be central. Prerequisites: COUN 510, COUN 560.

COUN 675: Techniques of Mental Health Counseling, 3 Cr.
This course consists of laboratory training in counseling skills and application of major theories of counseling and psychotherapy with a special focus on gender, culture, ethical dilemmas, counselor preparation, and common theoretically-based assessment and case formulation strategies. The course is designed to provide students with the skills
necessary to begin a counseling practicum that include the following: counseling micro-skills, intervention strategies, treatment planning, goal setting, and counseling termination. Emphasis is on application of theoretical approaches to counseling strategies. Prerequisite: COUN 540.

COUN 680: Group Counseling, 3 Cr.
This course explores the theory, practice and ethics of group counseling while providing students supervision in the development and application of group counseling skills. Students will acquire knowledge through practical and theoretical activities to gain the ability to articulate theory and group process. Prerequisite: COUN 675.

COUN 690: Counseling Practicum, 3 Cr.
The purpose of the course is to enhance the counseling skills and conceptualization processes acquired through direct counseling experience, supervision, and classroom interaction. The application of counseling theory and techniques will occur with clients in a supervised lab in preparing supervisees for internship and their development as independent professional counselors. Prerequisites: Restricted to students admitted to practicum sequence COUN 675, COUN 680.

COUN 695: Counseling Internship 3 Cr.
The counseling internship is a field counseling experience supervised by a qualified counseling professional. Placement is at a site suitable to the counseling emphasis requirements and interests of the student and provides opportunities for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. University group supervision is conducted throughout a student’s internship experience. Prerequisite: COUN 660, COUN 690.

COUN 696: Advanced Counseling Internship, 3 Cr.
The advanced counseling internship is a field experience supervised by a qualified licensed counseling professional. Placement is at a site suitable to the counseling emphasis requirements and interests of the student and provides opportunities for the student to perform, under supervision, with increased independence. Students perform a variety of counseling activities, including but not limited to, group facilitation, individual counseling and assessment. University group supervision is conducted throughout a student’s internship experience. Perquisite: COUN 695 and Permission from Instructor.

COUN 699: Action Research Project, 1 Cr.
This required one credit course focuses on completion of the Action Research Project and integrates the components of research methods, design and relevant counseling issues. Students complete the Action Research proposal developed in the COUN 695: Counseling Internship. This Course may be repeated.

**Mental Health Counseling Courses (all courses required)**

COUN 570: Couples and Family Counseling, 3 Cr.
An overview of various family forms, the family life cycle, and healthy family functioning will be provided, followed by a review of the major theories of systemic family therapy. Basic family therapy process and outcome research will be reviewed. The code of ethics will be applied to clinical ethical dilemmas. A role play format will be used to practice basic therapy counseling skills. Prerequisite: COUN 540.
COUN 580: Wellness Counseling and Spiritual Health, 3 Cr.
This course highlights the psychological aspects of wellness, complementary health, and rehabilitation. It seeks to promote the knowledge and skills that counselors should possess to effectively engage clients in the exploration of their overall wellness, including their spiritual and religious lives, as it relates to other psychological concerns. The course also explores the actual and potential roles in the fields of health maintenance organizations and preventative medicine in designing and implementing plans to improve the wellness of individual patients/clients, and groups.

COUN 590: Models of Addiction Counseling and Co-Occurring Disorders Counseling, 3 Cr.
This course provides a survey of various chemical and behavioral addictions, including, but not limited to, substance abuse and co-occurring disorders, and sexual addictions. Students will participate in the evaluation of various causal and treatment models, focusing upon theoretical analysis of various addictive constructs and treatment paradigms.

COUN 630: Mental Health Leadership, Consultation, and Advocacy, 3 Cr.
This course is designed as an experiential/lecture experience for counseling students to learn about issues and trends in counseling with multicultural and diverse populations. Emphasis will be placed on the leadership for equity, social justice, and advocacy in counseling with underrepresented and oppressed populations. This course also provides an overview of the major consultation frameworks and associated techniques to be applied in schools, community agencies, or other organizational settings. Prerequisite: COUN 520.

COUN 640: Psychodiagnoses and Treatment Planning, 3 Cr.
This course will prepare the masters level professional in a variety of diagnostic procedures and processes. The areas covered include but are not limited to structured and unstructured interview formats, mental health screening and diagnostic protocols, mental status examinations, for suicidal and homicidal risk assessment, and substance abuse screening will be reviewed for use in assessment and treatment planning. Multicultural and diversity issues in diagnosis will also be reviewed. Prerequisites: COUN 520, COUN 560.

COUN 650: Psychopharmacology for Counselors, 3 Cr.
This course is designed to acquaint counseling students with the fundamentals of psychoactive drugs and their use, effects, and potential for abuse. The neural mechanisms of drug action, along with the physical and behavioral consequences of use and abuse, are explored. Emphasized concepts include the physiological and psychological mechanisms of addiction, tolerance, and withdrawal. Basics of pharmacology, adverse effects, indications, and drug interactions will be examined. Boundaries of practice and practical issues of assessment and referral will be covered. Prerequisite: COUN 590.

Specialty Area Courses (choose one area)
Specialty Area 1: Child and Adolescent Counseling
COUN 571: Counseling Children and Adolescents, 3 Cr.
This course provides an overview of theories and basic skill development for developing competency in child/adolescent assessment and counseling. Ethical dilemmas inherent in work with these populations will be addressed. Prerequisite: COUN 540.
COUN 572: Advanced Counseling for Children and Adolescents, 3 Cr.
This course provides an in-depth exploration of skill development for competency in child/adolescent assessment and counseling. Theoretical bases will be presented. Focus will be on diagnostic and treatment practices and role-play with youthful clients. Culture, environment, and ethical dilemmas inherent in work with youthful populations will be included. Prerequisite: COUN 530, COUN 571.

Specialty Area 2: Complementary Wellness and Spiritual Health

COUN 581: Promoting Healthy Lifestyle Choice and Interventions, 3 Cr.
This course provides the student with a general overview of the physical, social, emotional, intellectual, spiritual and environmental dimensions of health and their applications to personal wellness. The focus of this course will be on the knowledge and skills necessary for the promotion of positive lifestyle choices integrating wellness and resilience.

COUN 582: Integrative Holistic Medicine, 3 Cr.
The purpose of this course on Alternative Medicine is to explore complementary and alternative healing practices emphasizing patient/client counseling and education about mind-body approaches, complementary therapies, health promotion, disease prevention and wellness. The course seeks to prepare mental health counselors with assisting individuals, families, and groups with achieving a level of health and well-being that reaches beyond merely the absence of disease. Prerequisite: COUN 580.

Specialty Area 3: Addiction Counseling

COUN 591: Substance Abuse Disorders Counseling, 3 Cr.
This course addresses the personal, social, emotional, psychological, and environmental factors related to substance abuse disorders. Evaluations, diagnosis and treatment methods for substance use disorders, as well as co-occurring disorders will be examined. Professional, ethical, and legal issues unique to this population will be addressed. Prerequisite: COUN 590.

COUN 592: Fieldwork in Substance Abuse Disorders, 3 Cr.
This course provides practice and fieldwork in the areas of prevention, assessment, intervention and treatment of substance abuse disorders with an emphasis on evidence-based individual and group methods. Specific topics covered include dual diagnosis, risk assessment, crisis intervention, and issues related to diagnosis and treatment in multicultural populations. Prerequisite: COUN 590.

All students will successfully complete the Counselor Preparation Comprehensive Examination (CPCE) in preparation for licensure. Students will also be encouraged to acquire and maintain letters of recommendations from internship supervisors and faculty members.
Masters of Science in Mental Health Counseling Policies and Regulations

Academic Advising

All students are assigned to an academic advisor. Initial contacts with the advisor will focus on developing an academic plan to progress toward graduation/licensure and discussing educational and professional development issues. Regular and ongoing contact with one's advisor facilitates discussions related to career goals, educational needs, progress toward graduation, class schedules, professional development, and personal/academic concerns.

Degree Eligibility—Graduation

Students are eligible to graduate and be awarded the Master of Science in Mental Health Counseling when they have successfully completed 60 credits and fulfilled all coursework requirements, while maintaining a 3.0 grade point average. Students planning to graduate should file an Application for Degree form in the Registrar's Office, Murphy Center 204, when they register for their final semester. The deadline for the receipt of this form is January 15th for May or summer graduates and October 15 for December graduates. This form indicates the intent to graduate and is used to provide information to students concerning graduation, as well as provide Viterbo University with information to order diplomas and caps and gowns. Information concerning graduation will be sent by the Commencement Committee (to the current local address on file) at approximately mid-semester. Diplomas will be mailed two to three months after all requirements have been met and all fees paid.

Degree Requirements—Grades

Students must maintain a 3.0 grade point average each year to remain in the program and to graduate. No grade lower than a C will be accepted for program completion. Students who achieve below a C in a course will need to repeat the course prior to graduation. Students are expected to adhere to the academic integrity policies outlined in the Graduate Studies Catalog found in section five of this handbook. Generally a student cannot miss more than 15% of the course meetings and still pass the course. For weekly courses, this is one meeting a semester. In cases of grade disputes, students should first discuss the issue with the faculty member and if that discussion does not resolve the situation a student should follow the policy outlined for the Board of Review.

Duty for Reporting

Situations may arise during a field experience that require therapeutic staff to report activities or experiences. CACREP standards are captured in the Viterbo University policy which explicates the following procedures.

Reporting of Child Abuse and Neglect Policy

Viterbo University prioritizes safety and strives to provide a safe learning environment for everyone. Children under the age of 18 come into contact with Viterbo University employees and volunteers through various programs, camps, and events.

All Viterbo University employees must report if an employee, in the course of employment, observes an incident or threat of child abuse or neglect, or learns of an incident or threat of child abuse or neglect, and the employee has reasonable cause to believe that child abuse or neglect has
occurred or will occur. This includes abuse or neglect that occurs off campus and/or at a child’s home, if a Viterbo University employee observes or learns about it in the course of his or her employment. A person with knowledge of child abuse or neglect must report to the county department of human/social services or to law enforcement (county sheriff or the police department of the city, village, or town). A verbal or written report must be made as soon as possible, but no later than 24 hours after learning of the incident.

The employee should also report the incident to the Vice President for Academic Affairs, Vice President for Student Development, Human Resource Director, or the Vice President of Finance and Administration as soon as possible. The Vice President for Academic Affairs, Vice President for Student Development, Human Resource Director, or the Vice President of Finance and Administration shall, in turn, report the incident to the President as soon as possible.

These reporting requirements are mandatory, and are not optional. Any Viterbo University employee who fails to report suspected child abuse or neglect in violation of this policy is in violation of this requirement and may also be found to be in violation of other applicable and related work rules. Those who fail to comply with this reporting requirement may be subject to disciplinary action up to, and including, termination of employment.

All Viterbo University employees should treat information regarding suspected abuse or neglect as sensitive and confidential and share it only with appropriate individuals, such as the agencies to whom reports are to be made and appropriate University officials.

A Viterbo University employee making a report of child abuse or neglect in good faith may not be discharged from employment, disciplined or otherwise discriminated against in regard to employment, or threatened with any such treatment because that employee made a report in good faith.

Any Viterbo University employee who is a mandatory reporter under Wisconsin, Minnesota, and/or Iowa state statutes must comply with the requirements of a state mandatory reporter law. All questions or concerns regarding this matter should be directed to one of the named administrators listed above.

Additionally, Viterbo University policy includes students through the following addendum:

Abuse/Neglect of a Child or Vulnerable Adult Reporting Policy for Students Serving the Community (1/2013)

1. In your service, you may encounter instances where you witness abuse to a child or vulnerable adult, or you may hear of or suspect that a child or vulnerable adult has been abused or neglected. If you witness or suspect abuse or neglect of a child or vulnerable adult:
   2. Report any concerns the site coordinator/administrator immediately.
   3. Concerns should then be reported to local law enforcement or the local Human Services agency, immediately after speaking with the site Coordinator. Even if the site administrator reports your concerns, you should still make a report, as you have first-hand information that may be critical in assisting authorities in their assessment of a child or vulnerable adult’s safety. Do not wait to report if the site administrator is not available, again these concerns need to be reported to local authorities immediately.
   4. If you do not feel comfortable or have concerns discussing concerns with the site administrator, talk with your course instructor, advisor, or faculty coordinating your service experience immediately; they can help guide you through the reporting process.

You do not have to be certain that abuse or neglect is occurring to report, nor do you need to investigate further before reporting. Suspicion is enough to report; child and adult protection professionals will determine whether or not they respond to the report and they will determine whether or not a child or adult has been abused or neglected.
Thus, cases of suspected child abuse must immediately be reported to the appropriate authorities. Also, all cases of imminent harm posed by a client either to his/herself or another requires that the therapist take reasonable steps to warn/protect potential victims. Such steps may include admitting a suicidal person to the hospital or contacting potential victims of violence, as well as the police.

Any client cases containing issues of the above nature should be brought to the attention of the Site Supervisor or Academic Faculty Supervisor immediately for staffing. When uncertain about how to proceed in case of emergencies, seek the supervisor most readily available. This includes both on- and off-campus supervisors.

**Expectations of Enrolling Students**

Viterbo University expects our students will uphold the highest professional, personal, and ethical standards and to respond when those standards are compromised. Mental Health Counselors must monitor not only their client’s behavior, but pay particular attention to their own stresses and challenges. The 2005 American Counseling Association *Code of Ethics*, in Section F.8.b, states in part, “Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services.” Faculty members too will be monitoring student behaviors. Section F.9.b of the Code of Ethics states in part, “Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies… Counselor educators 1) assist students and supervisees in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.”

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals’ coping abilities. You are encouraged to seek professional assistance and notify your supervisor if you feel that your work is being compromised. Consulting the following resources may also be helpful in managing the stresses of counseling practice:


**Leave of Absence**

Graduate students may need to stop continuous enrollment for various reasons and should speak with their advisor about their decision. Semester-based program students, who will not be taking a course the subsequent semester, but intend to return to Viterbo to complete a program should register for NENR-000 the subsequent semester/summer session(s). This will allow for the students’ technology accounts and student records to remain active. Students will not be billed tuition for this course, nor will they receive financial aid or attendance verification.

The student may register for NENR-000 for a maximum of three continuous semesters/terms (fall, spring, summer). The student is responsible for registering for the NENR-000 via VitNet.
for each subsequent term, prior to the end of the first week of the subsequent term. After the third semester of NENR-000, the students’ record and technology accounts will be deactivated. Students wishing to return to complete a program/degree, and are eligible to do so, will need to complete the reentry process and will be subject to the catalog and requirements at the time of reentry.

When a student takes a leave of absence that spans more than one semester from the MSMHC program, a re-entry procedure is required. See the Program Director for details. Viterbo University graduate school policy regarding leave of absence and reentry may be found in the Graduate School Catalog adhered to by the MSMHC program.

Professional Development
Students enrolled in the Master of Science in Mental Health Counseling degree program are preparing to enter a challenging field and will likely have significant impact on the lives of others when providing clinical services. The academic experiences in the program are designed to not only promote best practices in the delivery of services, but quality and effective counseling services demand more than academic preparation. The development of an appropriate professional identity, personal awareness, ethical standards, and interpersonal effectiveness are paramount to the success and effectiveness of individual students in this program. Without such professional growth and development, clinicians can do harm. For these reasons, a number of strategies to promote professional development are incorporated into the program.

Professional Development Activities and Standards
Professional responsibilities and ethics will be emphasized throughout the program. Students will be expected to model appropriate professional behaviors in their classroom behaviors, interactions with faculty and classmates, colleagues, other students, and in the experiential learning activities (i.e., volunteer activities, practicum, and internship) they pursue. This program will utilize the American Psychology Association (APA) code of ethics for psychologists, and the American Counseling Association (ACA) code of ethics for counselors. Students are responsible for understanding and following these ethical standards.

Program staff will conduct an annual review of individual student performance and provide feedback to students about performance, strengths, and areas needing improvement. Students not demonstrating appropriate professional behavior or ethics may be dismissed from the program. The office of MSMHC retains records related to students in the program and placement of alumni. That information is available to students upon request and is utilized to generate statistical reports related to the program.

Program staff members maintain high standards for student academic performance and expect students to demonstrate commitment, initiative, and high expectations for their own learning in the program. Students are expected to adhere to the academic integrity policies outlined in the Graduate School Catalog.

In addition to formal course work, students will be encouraged to pursue professional affiliations, such as student memberships in the ACA and the APA. Such memberships promote scholarly work, provide avenues for continuing education, assist in presentation of research projects, and also provide reasonably priced insurance when on practicum or internship. Students are
encouraged to maintain a professional portfolio of materials documenting their professional
development and supporting their pursuit of internship placements, certifications/licensure, and
employment. Prior to graduation, all students will successfully complete the Counselor
Preparation Comprehensive Examination (CPCE) in preparation for licensure. Students can also
visit the Credit for Credentialing & Education (CCE) website for additional information.
Students will also be encouraged to acquire and maintain letters of recommendations from
internship supervisors and faculty members.

Procedures Addressing Professional Development Concerns, Including Dismissal
Program faculty members will conduct systematic and ongoing developmental assessments on
each student’s progress, including consideration of the student’s academic performance,
professional development, and personal development. Consistent with the Viterbo University
due process policy and the relevant professional codes of ethics and standards of practice, if such
evaluations indicate that a student has not illustrated the appropriate behavior for the program or
not progressing in the program, faculty members will address the issue.

Serious violations of the code of conduct or ethics will result in suspension or dismissal from the
program. If the situation warrants it, the faculty will help facilitate a plan for remediation with
the student. If the student’s implementation of the plan does not adequately remedy the issue, the
student will be dismissed from the program. Students will be invited to discuss potential
suspension or dismissal with program staff prior to receiving a written notification of suspension
or dismissal. All incidences of code of conduct violation or ethics violation will be documented
and kept in the student file, and shared with the Vice President for Academic Affairs. Viterbo
University graduate school policy regarding suspension or dismissal may be found in the
Graduate School Handbook and are adhered to by the MSMHC program.

Appeal Process
Students may appeal decisions related to professional development concerns and/or suspension
or dismissal by submitting a letter-of-appeal to the Program Director within 15 days of receiving
notification of the issue. That letter should include a brief overview of the issue, a description of
the specific concerns expressed by program staff, information about the basis for the student
appeal, and an explanation of the student's perspective about why the professional development
concern is in error or corrected. The student may further appeal the denial decision to the Dean
of Graduate Studies and the Vice President for Academic Affairs. Student grade issues can be
ultimately appealed to the Board of Review as outlined in the Graduate School Catalog. The
appeal decision of professional development/code of conduct/or ethics concerns and/or
suspension or dismissal by the Vice President for Academic Affairs is final.

Graduate Academic Regulations and Policies
Academic Calendar
Regardless of delivery methods, the academic year is divided into two semesters, each 15 weeks
in length plus a final exam week. The summer session typically runs 14 weeks.

Academic Integrity
All members of the Viterbo University community are expected to conduct themselves in an
ethical manner and adhere to the highest standards of academic integrity. Furthermore, Viterbo
University students are expected to adhere to a standard of academic honesty befitting their

MSMHC—Masters Handbook (Revised 5/2014) 24
enrollment in this Catholic Franciscan university. They will not engage in plagiarism, cheating, lying, or stealing, nor will they tolerate those who do so. Fundamental to the principle of independent learning and professional growth is the requirement of honesty and integrity in the conduct of one’s academic life. Academic dishonesty in any form is a serious offense against the academic community. Each academic program will review the standards of academic integrity and have students acknowledge their acceptance of the standards.

**Academic Integrity Policy**

Viterbo University students, faculty, and administration share the responsibility of maintaining a standard of academic honesty. The faculty must create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students are responsible for understanding and refraining from academic misconduct.

**Academic Misconduct**

Academic misconduct is any activity that may compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to,

- Violating course rules as contained in the course syllabus or other information provided to the student; violating program regulations as established by departmental committees and made available to students;
- Knowingly providing or receiving information from others during examinations; or possessing or using unauthorized materials during examinations;
- Knowingly providing or using assistance in the laboratory, on field work, in scholarship, or on a course assignment when said work was to be completed individually;
- Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another’s work or ideas as one’s own whether intentional or unintentional; it includes the unacknowledged paraphrasing or word-for-word use of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. Each student is responsible for understanding plagiarism and the consequences of committing plagiarism. The Viterbo University library offers information about plagiarism and how it can be avoided. Viterbo students are strongly encouraged to complete an online tutorial on avoiding plagiarism, which is available online.
- Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted to satisfy requirements for another course or academic requirement, without permission of either the instructor of the course for which the work is being submitted or the supervising authority for the academic requirement;
- Falsifying or fabricating laboratory results, research results, or any other assignments;
- Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
- Altering grades or marks in an effort to change the earned grade or credit;
- Altering university forms or records, or using such forms or records without authorization; or
- Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material, or manipulating a grading system.
A faculty member who suspects a student of academic misconduct shall follow these steps.

- Notify the student in writing of the allegation.
- Contact the program director (graduate program) and/or the department chair or dean of the school (undergraduate program).
- Contact the vice president for academic affairs to notify that office that the student is involved in an allegation of academic misconduct and to discover if the student has previously violated the academic integrity policy.

**Endorsement Policy**

Department faculty members will assist well qualified students in obtaining employment in the field of human services. The assistance typically occurs through writing letters of recommendation and/or providing recommendations. Students are encouraged to seek the support of appropriate faculty members. However, departmental faculty members reserve the right to decline the request. In addition, a recommendation letter may be withheld if it is determined the student is not qualified or adequately prepared for the position being sought.

**Procedures for Unintentional Violations of Academic Misconduct**

If the student has not previously committed academic misconduct, the faculty member shall determine whether this academic misconduct is intentional or unintentional. Unintentional academic misconduct occurs when a student attempts to acknowledge, quote, and/or cite sources but does so inadequately or incorrectly. In determining if the misconduct is intentional or unintentional, the faculty member may consult with the student and/or program director.

Students may have only one report of unintentional academic misconduct; more than one unintentional offense shall be treated as intentional academic misconduct.

If the faculty member determines that the misconduct is unintentional, the faculty member:

- Must provide a written warning that the continuation or repetition of academic misconduct will be cause for additional disciplinary action; and
- May award a failing grade on the assignment; or
- May require the student to resubmit the corrected assignment or complete an alternative assignment. The faculty member shall determine the grade for the resubmitted or alternate assignment.

In determining the appropriate sanction, the faculty member shall consider all pertinent facts, including the nature of the offense, mitigating and aggravating circumstances, and the student’s response to the event. The faculty member shall notify the Vice President for Academic Affairs that the misconduct was determined to be unintentional so that Vice President for Academic Affairs office may properly monitor all faculty notifications for patterns of academic misconduct.

**Procedures for Intentional Violations of Academic Misconduct**

If the faculty member determines that the misconduct was intentional, he or she shall refer the incident to the director of the relevant graduate program. The director of the program shall collect all pertinent facts, including the nature of the offense, mitigating circumstances, the student’s response to the event, and the failure of the individual to comply with past sanctions. The program director shall make the final determination of whether or not academic misconduct occurred and, if so, whether said misconduct was intentional or unintentional.
If the program director finds that the student has intentionally violated the academic integrity policy, the program director will notify the student in writing and make a recommendation to the Vice President for Academic Affairs who shall impose sanction(s). At a minimum, the student shall receive a failing grade in the course. Most cases of intentional academic misconduct at the graduate level will result in either suspension or expulsion from Viterbo University.

In determining the appropriate sanction, the faculty member shall consider all pertinent facts, including the nature of the offense, mitigating and aggravating circumstances, and the student’s response to the event. The faculty member shall notify the vice president for academic affairs that the misconduct was determined to be unintentional so that the vice president for academic affair’s office may properly monitor all faculty notifications for patterns of academic misconduct.

Sanctions for Previous Violations of Academic Misconduct
If the student has committed other academic misconduct, the matter shall be handled by the Vice President for Academic Affairs described below. The Vice President for Academic Affairs may impose one or more of the following sanctions for a violation of this academic integrity policy:

- Interim suspension—Suspension from classes, campus facilities, university premises and/or university-sponsored functions, for an interim period pending disciplinary proceedings. A student suspended on an interim basis may discuss with Vice President for Academic Affairs or designee the reliability of the information related to the student’s academic misconduct.
- University suspension—Separation from the University for a specified period of time. The Vice President for Academic Affairs may specify conditions for readmission
- University expulsion—Permanent separation of the student from the University.

The Vice President for Academic Affairs will communicate the decision in writing to the student. The Vice President for Academic Affairs will also send a copy of the letter to The Vice President for Student Development, or designee.

In accordance with procedures set forth in the Viterbo University Student Handbook, students may appeal any decision for breach of academic honesty to the University Board of Review. (See academic appeals below.) In any appeal case the breach of the academic policy itself takes precedence over the sanction given for the violation.

Appeals Process for the Academic Integrity Policy
When a student disputes the charge of breaching the academic honesty policy or the sanction given for the violation:

- The student should address in writing the specific complaint to the individual faculty member and include copies of all communication used in the initial stages of the investigation,
- If the student disagrees with the faculty member’s decision, the student may continue the written complaint and include copies of all communication used in the stages of the investigation to the program director (graduate) or chairperson of the relevant department (undergraduate),
• If the student disagrees with the program director or chairperson’s decision, the student may continue the written complaint and include copies of all communication used in the stages of the investigation to the dean of the relevant school,
• If the student disagrees with the dean’s decision, the student may continue the written complaint and include copies of all communication used in the stages of the investigation to the Vice President for Academic Affairs, or
• If the informal appeals do not satisfactorily resolve the grade dispute, the student may file a formal, written appeal to the Board of Review.

**Academic Appeals**

In accordance with procedures set forth in the Viterbo University Student Handbook, students may appeal any decision for breach of academic honesty to the University Board of Review. In any appeal case the breach of the academic policy itself takes precedence over the sanction given for the violation.

The Board of Review will meet, at a minimum, three times a year, if necessary, during:

- Fall in-service week in August (to address all spring and first seven week summer session appeals)
- The last week in November (to address all summer and first seven week fall session appeals)
- The second week in April (to address all fall and first seven week spring session appeals)

Formal grade appeals to the Board of Review must be filed within the fourth week of the subsequent semester following the finalization of grades in the Registrar’s office. This written appeal shall include:

- A request to the chairperson of the Board of Review to meet to hear the appeal,
- An initial statement of the problem, including both a chronology of events leading up to the informal appeal, and a description of the previous attempts to resolve the dispute with the instructor, chairperson, dean, and Vice President for Academic Affairs, and
- Submission of a name of a member of the Viterbo University faculty, administration, general staff, and/or student body to serve on the Board of Review on the student’s behalf.

The Board of Review will acknowledge the receipt of the appeal within five working days and notify the student of the next Board of Appeals meeting date.

A copy of the written appeal shall be presented to the Vice President for Academic Affairs and the aggrieved faculty member, program and/or department by the Board of Review within five working days. The respondents shall in turn present in writing a response with any necessary documentation to the Board of Review with five working days. The Vice President for Academic Affairs shall name a member of the Viterbo University faculty, administration, general staff, and/or student body to serve on the Board of Review on the respondent's behalf.

All parties affected by the appeal shall have a copy of the student’s written grievance no later than three working days before their meeting with the Board of Review. All parties that the
Board requests to participate in the hearing will be notified in writing no later than three working days before a meeting convenes.

Any additional evidence deemed necessary by the Board to consider the appeals adequately shall be solicited in writing no later than three working days before the meeting date. All written statements and documentation shall be made available to both the complainant, the respondent, the Vice President for Academic Affairs and to the president by the chairperson of the Board of Review no later than one working day in advance of the meeting.

The Board of Review may let stand the decision of the Vice President for Academic Affairs and reverse it, or take another course of action, including but not limited to remanding the issue to any previous party in the appeal process. In unusual cases, if after thorough review of a grade dispute, the Board of Review finds a serious injustice in the awarding of the grade, it may recommend a grade change to the President of the university. The grade change can be effected only by the action of the President on the specific recommendation of the Board of Review.

The recommendation(s) of the Board of Review shall be submitted to the President and conveyed in writing within 24 hours of the end of the hearing to the student who filed the appeal, the affected faculty member, the affected department’s chairperson, and the vice president for academic affairs.

The decision of the Board of Review may be appealed by either party to the president of the university. The appeal must be written and submitted to the president within two weeks of the recommendation by the Board of Review. After considering the appeal, the president shall render a decision, which is final. The president shall notify both parties of the decision within one week of this appeal.

Other than the deadline for initiating the appeals process, all deadlines stated in the appeals process may be lengthened or shortened by the reviewing entity for good cause, upon the request of either party or at the reviewing entity for good cause, upon the request of either party or at the reviewing entity’s own discretion.

All records and correspondence in such cases will be kept in the office files of the vice president for academic affairs until graduation. Students’ academic transcripts shall exclude academic misconduct violations except for cases of expulsion.

**Academic Policy Exception**

Students seeking an exception to any university academic policy listed in this academic policy section may petition the vice president for academic affairs for an exception. The Academic Policy Exception form is found on the Registrar’s Office Web page. You must have the approval of your advisor, program director, and school dean prior to the submission of the form to the vice president for academic affairs.
Alternative Credit
Credit by Examination
For students in graduate programs requiring prerequisite coursework, Viterbo University participates in the College Level Examination Program (CLEP). CLEP is a national program administered through the College Board.

Credit for Prior Learning
The credit for prior learning (portfolio) program is for students who feel they have significant college-relevant learning from lifetime/work experience applicable toward college credit. The portfolio process must be completed during a student’s first calendar year of enrollment. A limit of nine credits may be earned by portfolio for associate and master’s degree students and a maximum of 15 credits may be earned by portfolio for bachelor degree students. To participate in the credit for prior learning program a student must:

- Be currently enrolled,
- Meet with the program director/coordinator to get instructions and make a plan for completing the portfolio,
- Complete Parts A and B of the Application for Credit for Prior Learning, and submit the portfolio review fee to the Business Office (obtaining their signature in Part C of the Application for Credit for Prior Learning,
- Construct a portfolio containing lifetime/work learning applicable to the student learning outcomes of a course in the Viterbo University catalog,
- Submit the portfolio to the program director/coordinator. The portfolio will be sent to the appropriate faculty reviewer(s) for evaluation,
- Upon receipt of the Application for Credit for Prior Learning with parts D and E completed by the faculty reviewer(s), and approved by the Vice President for Academic Affairs (VPAA), the program director/coordinator will notify you of the decision.
- Take the Application for Credit for Prior Learning to the Business Office and pay the portfolio fees for each credit approved by the faculty reviewer, and
- Submit the completed application form, with all required signatures, to the Registrar’s office so the approved credits can be awarded.

Students who would like to know more about credit for prior learning are encouraged to contact their program director or coordinator.

Americans with Disabilities Act
If you are a person with a disability and require any auxiliary aids, services, or other accommodations for a class, please follow the Viterbo policy.

Disability Services
Viterbo University has adopted the following policy statement applying to nondiscrimination on the basis of disability:
It shall be the policy of Viterbo University to comply with the Rehabilitation Act and the Americans with Disabilities Act and regulations issued there in to the extent applicable to Viterbo University.

Any student who has a documented, diagnosed disability and requires specific accommodations should:
Contact and meet with Jane Eddy, ADA Coordinator, Murphy Center 332, or call 608-796-3194 or 608-796-3194

Request a copy of the Viterbo University guidelines applying to non-discrimination on the basis of disability and the application form.

Complete the appropriate application for accommodations.

The Academic Resource Center provides services to students who have indicated that they have a disability. Special arrangements or accommodations are only provided to those students who have documentation on file that describes and certifies the disability and indicates services needed.

Disability Accommodations

Accommodations for individuals with disabilities provided in the Academic Resource Center:

- **Note takers**: Arrangements are made to provide copies of notes. Frequently a student in the class takes notes on special note taking (carbonless) notepaper. Such paper is provided by the Academic Resource Center.
- **Test proctoring/transcription**: Staff member or a computer program reads tests or assignments to student. Answers are written as dictated or word processed.
- **Extended test time**: Extra time on tests when documentation indicates it is appropriate.
- **Alternative test location**: A quiet, distraction-free environment for testing.
- **Software for students visually impaired**: Jaws, Kurzweil reading software, and Braille embosser.
- **Academic counseling**: Staff will provide information on study skills and time management.

It is the student’s responsibility to notify the professor(s) as well the Academic Resource Center reception desk if she/he plan to schedule a test in the Academic Resource Center.

**NOTE. If you have a diagnosed and documented disability, please make an appointment to meet with Jane Eddy (jleddy@viterbo.edu) by contacting the Administrative Assistant in the Academic Resource Center. At this appointment, you will receive the necessary forms to share with your instructors that will allow for classroom accommodations.**

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Student presence and participation in the classroom is an important component of this challenge. Each student is encouraged to develop a professional work ethic that reflects responsibility, initiative, and teamwork. In light of the above, students are expected to attend all classes. Students who are absent from class miss opportunities to contribute to the learning environment of the classroom and to learn from their colleagues. Each program has specific attendance policies. Absences from class may result in a loss of college financial aid. Federal regulation requires that students make satisfactory progress toward a degree in order to retain federal financial aid. Students not able to attend classes due to military obligations should refer to the military deployment policy.
**Audit**

Students pursuing a degree at Viterbo University may wish to audit a course for personal or professional knowledge. Students who are auditing are not required to complete assignments or take examinations, but auditors are expected to attend classes. If their attendance is unsatisfactory, auditing students will be administratively withdrawn from the course. Students receive no credit for courses that they audit; a grade of AU is entered on their records. Audited courses do not count toward students’ degree requirements. To audit a course, students must complete an audit form obtained on the registrar’s office Web page. The completed form includes the instructor’s signature, which signifies consent for the student to audit the course. Students must return the completed form to the registrar’s office no later than Friday of the first week of class. After the first week of classes, students may not change their course status from audit to credit. In exceptional circumstances a student may change the status of the course from credit to audit. In that case, students must file the paperwork no later than the midpoint of the class. Students may also repeat audited courses for credit in subsequent semesters. Students may not repeat courses for which credit was received as audited courses in subsequent semesters. The tuition and fees for audit courses are the same as for credit courses.

Community members (non-degree/non-licensure/non-endorsement seeking students) may also audit certain courses. The same policies and deadlines apply to non-degree auditors. Interested students should submit an online non-degree student application, for initial entrance to Viterbo University. Non-degree students should check the current fee schedule, published in the class schedule, for rates.

**Contact Hours**

Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week.

Regardless of format, all sections are required to meet the required credit hour standards by any combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Laboratory periods, clinical, internships, and practicums vary in length depending upon the requirements of the course. Normally one credit hour equals no less than 30 actual clock hours.

Minimum class and outside work time are calculated according to the formula. \([750 + 1800] \times \text{the number of credits of a course} = \text{the minimum number of minutes of seat time and outside work required.}\) For example: a three credit course requires a minimum of 7,650 total minutes.

**Grades**

A student’s grade in each class is determined by the instructor according to evaluation methods provided by the instructor. Methods of evaluation are published in each course syllabus. It is the responsibility of the instructor to inform students of the methods of evaluation to be used. At the conclusion of each course final grades are submitted to the registrar via VitNet.
The grading system is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A/B</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B/C</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C/D</td>
<td>1.5</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>U</td>
<td>Administrative F</td>
</tr>
<tr>
<td>SU</td>
<td>Administrative Suspension</td>
</tr>
</tbody>
</table>

*For each credit

A grade of U is awarded to students who did not officially drop from the course, but who failed to participate in course activities through the end of the enrollment period. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. The U will calculate in a student’s grade point average as an F would (zero grade points). It also may be replaced, per the repeat policy, as an F would.

A grade of SU is awarded to students who do not officially drop a course, but who are not participating in course activities. The SU will calculate in a student’s grade point average as an F would (zero grade points). It also may be replaced, per the repeat policy, as an F would.

**Other Grades**

| CR | Credit granted; assumes B work or better |
| NC | No credit granted                        |
| AU | Audit (no credit)                        |
| I  | Incomplete.                              |
|    | Student has been doing passing work but must still meet certain requirements before the grade can be determined. |
| NR | Non-reported.                            |

The Office of the Registrar may use a grade of NR after the deadline for faculty to submit grades, but before the grade can be collected from the faculty member. The NR grade is not a permanent grade and will be changed as soon as the grade can be collected. An NR grade is not calculated in the grade point average.

W Withdrawal from course

An appeal of a final grade must be made to the instructor no later than the fourth week of the subsequent semester. Any grade change requires the signature of the instructor, the director of the program, and the vice president for academic affairs. Any other discrepancies in a student’s term record must be reported to the Office of the Registrar no later than the fourth week of the subsequent semester.
Incompletes
A grade of incomplete is given infrequently and only under unusual circumstances that are beyond the student’s control such as a serious illness or death in the family or unanticipated complications in an original research project. To be considered for an incomplete, the student must have at least 50% of the course work complete and have a passing grade in the course. Students will find the form to request a grade of incomplete on the registrar’s office Web page. The student must seek the approval of the instructor, department chair, and dean or vice president for academic affairs. The completed form with approving signatures needs to be submitted to the registrar’s office by the last class.

The student is responsible for completing the required course work by the agreed upon deadline. The instructor is responsible for submitting a replacement grade to the registrar’s office. If the incomplete grade is not removed and the replacement grade from the instructor is not on file in the registrar’s office by mid-semester of the subsequent semester or summer session, the incomplete grade converts to an F.

Grade Appeal
When grievances arise in regard to a course grade, the student should first discuss the matter with the individual faculty member. If a satisfactory conclusion is not achieved, the matter may be brought, in turn, to the respective department chairperson, school dean, and then to the vice president for academic affairs. Matters still in dispute may finally be taken to the Board of Review. Formal, written grade appeals must be filed within the fourth week of the subsequent semester (fall, spring, and summer) following the finalization of grades in the Registrar’s Office and in accordance with procedures available above under the appeals section.

Grade Point Average
The grade point average of a student’s work is the ratio of the grade points to the number of credits attempted. Courses taken under the credit/no credit option as well as courses completed at another institution are not included in the grade point average.

Independent Study
Independent study is one way Viterbo students can enjoy individualized learning. Independent study allows students to proceed at their own pace and take more responsibility for their own learning. Since independent study requires initiative and allows for considerable freedom, students should plan the proposed study carefully with help from the directing faculty. Students should outline the proposed plan of study on the contract and registration form. The same number of student/faculty contact hours as a regular course must be maintained. The plan must be approved by the instructor, academic advisor, department chair/program director, and dean of the discipline of the independent study. Students must complete the form found on the registrar’s office Web page and file it with the registrar’s office upon registration, but no later than the end of the first week of classes for the term of the independent study. Students must complete the work of the independent study within the semester they register for the course. Over the course of their Viterbo University career, students may take a maximum of three credits of independent study.
Independent study courses may be of three types:

- Directed study, research, and/or readings in an area that is not included in the regular course offerings. (The course appears on a student’s transcript with the title Independent Study.)
- Departure from the regular credit value of a course, such as independent work on one portion of an existing course. (The course appears on a student’s transcript with the title Independent Study.)
- The independent study of a course listed in the current university catalog.

Subsequent independent study courses may be repeated for credit.

**Military Deployment**

Viterbo University has set forth the following policy for students serving in a branch of the armed forces and called to active duty, including state activation of a member of the National Guard. This policy also applies to a student who is a spouse of an activated service member (who has a dependent child).

The graduate program director will serve as the main contact for the student. In all cases (deployment during the term and between terms), the graduate program director will work with the student to determine if any online or other course enrollment for subsequent terms is possible while being deployed.

- The student must provide a copy of his/her orders.
- If the deployment occurs after a term begins and will be for the duration of the term or longer:
  - If a student decides he/she cannot continue his/her studies, a student may request a full refund of tuition charges and mandatory fees for courses that cannot be completed. All or a portion of tuition charges and mandatory fees may be waived by the business office. No refund of non-mandatory fees will occur. Any room and board charges will be prorated based on the dates of attendance. Financial aid adjustments will be made in accordance with federal and state financial aid regulations. If a balance remains on a student’s account after all adjustments have been made, the account will be flagged as “no interest” until the student returns or it is determined the student is not continuing studies at Viterbo University.
  - At the discretion of the faculty member, a student may continue a course using communication means available (Blackboard/Moodle, email, etc.). All charges and financial aid pertaining to the courses in which the student continues enrollment will remain.
  - If a student has completed a short term course but is enrolled in other courses that have not been completed, the charges and financial aid related to the completed course will remain and the rest of the charges and financial aid will be adjusted appropriately.
- If the deployment is short term or mandatory training (begins and ends during the term):
  - In consultation with the faculty members and dean or department chair, every effort will be made to accommodate the short term absence.
- If the deployment occurs between terms, it is recommended that the student contact the graduate program director and register for a leave of absence (NENR-000).
**Registration**

Students who have pre-registered for classes but decide not to attend Viterbo University must inform the program director of the change in plans prior to the beginning of the semester. Students are liable for all charges until this official notification is made.

**Add/Drop**

For students in campus-based programs, schedule changes may be made via the VitNet online system any time after a student’s initial registration time through the first week of the semester. After the first week of the semester, courses may no longer be added, and any drops must be made via the drop form in the Office of the Registrar. When students wish to change a section or credit value for a class, they must drop and then add the class. These changes must also be completed by the end of the first week of the semester. Compressed courses may not be added after the first class meeting.

The drop dates for Viterbo courses are based on the 16-week term. Courses other than 16 weeks in length, which includes most graduate level courses, have prorated drop dates. Contact your program director or the registrar’s office for specific drop dates. Depending on the time of the drop, a course may be removed from the permanent record or be recorded with a grade of W (non-penalty). No drops are allowed after the deadline to drop with a grade of W. The official drop date is considered to be the date the form is submitted to the Office of the Registrar.

**Repeating Courses**

Except where program requirements prevent it, students may repeat a course. Each grade is listed on the permanent record; only the last grade is used in computing the grade point average. Repeating courses may affect financial aid and academic progress.

Grades from courses repeated at other institutions to replace grades earned at Viterbo University will not be used in computing the grade point average. Students must seek prior approval before taking or repeating a course at another institution.

**Sexual Harassment Policy**

Viterbo University is committed to maintaining a learning and working environment which respects the dignity of all individuals, and is free from sexual harassment. Accordingly, Viterbo University will not tolerate the sexual harassment of one member of the university community by another, or by external parties/individuals providing services to Viterbo University. The university community subject to this prohibition includes faculty, administrators, staff, and students.

**Definition**

Sexual harassment takes two forms under the law: (1) *Quid pro quo* or (2) hostile atmosphere.

*Quid pro quo* harassment occurs where an individual retaliates against another for submitting to, or refusing to submit to, sexual harassment. This refusal may include refusing sexual advances, rejecting physical contact, or denying requests for sexual favors. The retaliatory action may include the denial of a promotion, the levying of discipline, lowering of a student grade, or termination of employment.
Quid quo harassment also occurs where submission to sexual harassment is proffered as a condition for favorable treatment. This favorable treatment may include promotion, wage advance, or academic advancement.

Hostile atmosphere is the other form of sexual harassment. An individual’s conduct, whether intentional or unintentional, may create a hostile, intimidating, or offensive learning and working environment for others. This hostile environment may be created by repeated and unwelcome sexual advances or requests for sexual favors. Also, unwelcome verbal or physical conduct of a sexual nature may create a hostile atmosphere. Such conduct includes, for example, unsolicited gestures or comments of a sexual nature, display of offensive, sexually graphic materials, or physical conduct of a sexual nature.

Sexual harassment may originate from faculty, administrators, staff or students. Also, sexual harassment may originate from external parties/individuals providing services to Viterbo University. Harassment can occur if the offending individual is the same gender as the individual being harassed. If an individual is offended by witnessing the harassment of another individual, a harassment complaint may still be filed even though the harassment is not directly aimed at the individual witnessing the harassment.

As defined above, sexual harassment is a specific form of discrimination in which the power differential inherent in the relationship between a student and teacher or supervisor and subordinate is exploited. However, this policy also recognizes that sexual harassment may occur between individuals who have similar status at Viterbo University, such as student-student or faculty-faculty.

Consenting sexual relationships between faculty and student or supervisor and subordinate often present the most difficult cases of sexual harassment. The power differential between these two groups can cast serious doubt on whether the relationship is consensual. Also, the relationship can easily turn the learning or working environment into a hostile one for the complainant. Since the purpose behind this policy is to free the working and learning environment from such damaging interference, Viterbo University strongly discourages such relationships. If the University learns of such a relationship between a supervisor and subordinate, steps will be taken to alter the reporting structure. If the relationship occurs between a faculty member and student, the matter will be discussed with the faculty member and student and steps taken to avoid harm.

**Complaint Resolution**

The primary goal of the sexual harassment policy is to prevent objectionable behavior or stop it whenever it occurs. No member of the community will be retaliated against for making a sexual harassment complaint.

Any member of the community who believes he or she has been sexually harassed by another should, if possible, tell the individual harassing him/her that the behavior is offensive and must stop, and should also report the harassment to the vice president for academic affairs, human resource director, or the vice president of finance and administration as soon as possible. Any member of the community who becomes aware of a sexual harassment incident should report the incident to the vice president for academic affairs, human resource director, or the vice president...
of finance and administration as soon as possible. Timely reporting of incidents will ensure efficient resolution.

The vice president for academic affairs, human resource director, or the vice president of finance and administration will conduct an investigation of the harassment complaint. The complainant will prepare a written complaint describing the incident as completely as possible, and provide the written complaint to the vice president for academic affairs, human resource director, or the vice president of finance and administration. To the extent possible, the investigation will remain confidential, considering the complainant’s right of privacy, the need to be fair to the respondent by notifying the respondent of the complaint, and the need to gather information regarding the incident. Investigation of the complaint may require the interviewing of members of the university community who may have witnessed the incident, or who may have information regarding the incident, as well as review of relevant data or documents. The investigation will be conducted expeditiously, but in a manner consistent with the complexity and severity of the matter. The vice president for academic affairs, human resource director, or the vice president of finance and administration will maintain a written record of the complaint and resolution process.

If there is a finding that sexual harassment has occurred, the offending individual will be subject to an appropriate penalty. The penalty will depend on the severity, frequency, or repetition of the harassment. If the matter involves an employee, discipline, ranging from reprimand to discharge, may be given. If the matter involves a student, discipline, ranging from reprimand to administrative withdrawal, may be given. The complainant will be notified of the results of the investigation and the resolution of the complaint.

If the investigation of the complaint shows that the complainant made a false complaint, Viterbo University may discipline the complainant for making such a false complaint. If the matter involves an employee, discipline, ranging from reprimand to discharge, may be given. If the matter involves a student, discipline, ranging from reprimand to administrative withdrawal, may be given. A false complaint is one where there is absolutely no basis for the complaint or the complaint was motivated by malice toward the respondent.

In addition to the complaint resolution procedures described above, the complainant may also file a charge with an appropriate external agency (e.g. Equal Employment Opportunity Commission, Wisconsin Equal Rights Division).

**Student Records**

**Right to Privacy**

Viterbo University annually informs students of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. This act, with which the institution intends to comply fully, was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act office concerning alleged failures by the institution to comply with the act.
Local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the act. A copy of the policy may be obtained from the Office of the Registrar or the office’s website. This office also maintains a directory of records which lists all education records maintained on students by this institution.

Viterbo University hereby designates the following student information as public or “directory information.” Such information may be disclosed by the institution for any purpose, at its discretion—name; address (home, local/campus, and email); telephone listings; date of birth/age; major/minor field of study; participation in officially recognized activities and sports; weight and height of athletic team members; dates of attendance; full-time/part-time status; photograph; registration course schedule; class level; academic level; degrees/academic recognitions/awards received; name/address/occupation of parent/guardian/spouse; and educational institutions or agencies attended. Currently enrolled students may withhold disclosure of directory information under the Family Educational Rights and Privacy Act of 1974, as amended. To withhold disclosure, written notification must be received in the Office of the Registrar by the end of the second week of each semester and the first week of summer school. Forms requesting the withholding of “directory information” are available through the Office of the Registrar.

Viterbo University assumes that failure on the part of any student to request specifically the withholding of “directory information” indicates individual approval for disclosure.

The Viterbo University transcript does not include any academic standing notations. The transcript will, however, include a notation if the student has been expelled from the institution.

**Transfer Students and Transfer Credit Policy**

Viterbo’s graduate programs welcome applications from students attending, or having attended, other regionally accredited graduate programs. Transfer students will be considered for admission as long as they have a cumulative grade point average of 3.0/4.0, are free to return to their previous college or university, and are considered to be in good academic standing both at their previous school and at Viterbo University. Transfer applicants shall follow admission requirements set forth above.

Individual consideration will be granted in the awarding of transfer credits by the specific program. Transfer credits must be graduate credit taken from a regionally accredited institution of higher education completed within the timeline specified by the specific. In order to be considered for transfer, the grade earned must be at least a B and fulfill program requirements. Only letter-graded coursework is accepted in transfer. Students who wish to transfer credits must seek permission in writing from the program director prior to enrolling. In addition, the student must have an official transcript sent to the program director after the completion of the graduate course. Courses will be evaluated for equivalency and the director will provide written notification of acceptance of transfer credit to the student. Students enrolled in a graduate program at Viterbo University who wish to take a course at another institution must obtain prior approval from the program director to ensure the course will be transferred into the program.

**Withdrawal from Viterbo University**

A student who wishes to withdraw completely from the university during a semester must complete an official withdrawal form obtained from the graduate program director or on the
registrar’s office Web page. The official date of withdrawal is the day the form is received in the Registrar’s Office. This process must be completed prior to the last week of the course. Any applicable refunds for courses less than 16 weeks in length are prorated according to the deadline dates printed in the class schedules for the fall, spring, and summer terms. A student who wishes to reenter for any subsequent term must complete a reentry application form for re-acceptance. Failing grades are recorded for students who do not officially withdraw from the university.
Masters of Science in Mental Health Counseling Student Handbook

Section Six

Selected Viterbo University Support Services

Career Services
The Career Services Office in Murphy Center 374 offers assistance with career planning and development. Specific services include career counseling, classes and workshops, resume reviews, assistance with internship/employment correspondence, mock interviews, job search assistance, and an online job bank. While drop-ins are served when staff is available, it is advisable to call (608) 796-3828 or email careers@viterbo.edu to arrange an appointment.

Counseling Services
Campus Counseling Services, located in the Student Development Center, provide confidential assistance for students confronting a variety of personal or interpersonal stressors. Because it is important that those entering the helping professions have resolved or effectively dealt with personal issues that could impede their relationships with and service to clients, students are encouraged to make an appointment with the campus counselor to work on such issues. For many, the process of being involved in counseling and initiating positive change in one's own life often facilitates further understanding and insight into work with clients. Counseling appointments may be scheduled by calling (608) 796-3808.

Disability Services
In compliance with the Rehabilitation Act and the Americans with Disabilities Act (ADA), any student who has a documented, diagnosed disability requiring accommodations to maximize learning will be able to arrange recommended accommodations by contacting and meeting with the ADA Coordinator in Murphy Center 332 or by calling (608) 796-3194 to complete application materials. Examples of accommodations include note takers, test proctoring and transcription, specialized software for students with visual impairment, and academic counseling.

Academic Resource Center
The Academic Resource Center, located on the third floor of the Murphy Center, provides a variety of services aimed at helping students improve their academic work and achieve their full potentials. Services include workshops, and one-on-one meetings. Students are required to submit writing in APA format, and are responsible for understanding these guidelines. If you need a refresher, workshops related to the APA Style are also sponsored by the Academic Resource Center.

Library Services
The Viterbo University Todd Wehr Memorial Library staff is committed to providing quality library services both on and off campus. They may be accessed in person on the first floor of Murphy Center; by telephone at (608) 796-3270 or 1-800-848-3726, ext. 3270; by email at reference@viterbo.edu; or through the library's website. The library website provides links to many resources. Extensive online databases are available. If there are difficulties using any of the databases, contact the library staff. Passwords are necessary for some databases. Library holdings can be searched online as well. Interlibrary loan services can be arranged. Article retrieval and mailings may be arranged at a small fee.
Technology Support
All campus-based students are given a Moodle, email, and VitNet account. Moodle is Viterbo University’s online course management software. Moodle also serves as a repository for certain guidelines and forms for communication. The assigned email address is used throughout the duration of the student’s time at Viterbo University and is the official means of communication to students. Students may forward the Viterbo University email to another email address. VitNet is the online student information system and is used for registration, grades, and billing. The Help Desk is available at (608) 796-3870 or helpdesk@viterbo.edu for assistance with computer, Internet, and Moodle issues.
Master of Science Degree in Mental Health Counseling Student Handbook

Appendix A

Verification Review

As a student of Masters of Science Degree in Mental Health Counseling, understanding the policies and procedures of the program is essential. This is an agreement stating that you have read and understand the policies and procedures in the Masters of Science Degree in Mental Health Counseling Student Handbook.

Furthermore, the Masters of Science Degree in Mental Health Counseling requires that all students follow the American Counseling Association (ACA) code of ethics and the American Psychology Association (APA) writing guidelines. This is an agreement stating that you have reviewed the ACA code of ethics and the APA writing guidelines. All written work for the Masters of Science Degree in Mental Health Counseling program is to be completed following the APA writing guidelines. Assistance is available from the Academic Resource Center and the Addiction Studies faculty.

*I have read and understand the policies and procedures outlined in the Masters of Science Degree in Mental Health Counseling Student Handbook. I understand that at any point, the Masters of Science Degree in Mental Health Counseling Handbook may be subject to change and that students will be notified and provided with addendums. I have also reviewed the ACA code of ethics and APA writing guidelines. I understand that they are both expectations for Masters of Science Degree in Mental Health Counseling students. I agree to follow the policies and procedures described in the Masters of Science Degree in Mental Health Counseling Handbook and the ACA code of ethics, along with the APA writing guidelines.*

Printed Name

____________________________________________________________

Signature

____________________________________________________________

Date

____________________________________________________________

*Please turn this form no later than the second week of your first course to:*

Debra A. Murray
MSMHC Director/Professor MC 558
608-796-3097 damurray@viterbo.edu
Professional Sequence Application Form

RETURN TO:
Professional Sequence Admission Committee
Viterbo University
Masters of Science in Mental Health Counseling
900 Viterbo Drive
La Crosse, WI 54601

Name: ___________________________________________ Student #:____________
Address: ____________________________________________
City: ___________________________ State: _______ Zip:_____________________
Hm Ph:_________________ Wk Ph: ________________ Cell:__________________
Email: ____________________________________________ Advisor:______________
Student Status: ______Full-time ______Part-time __________________________Specialty Area
Employment Status: ______Full-time ______Part-time
Present Position: ____________________________________________
Employer: ____________________________________________

Check or list COMPLETED courses in program of study.

Counseling  ____COUN-510  ____COUN-520  ____COUN-530  ____COUN-540
Core  ____COUN-550  ____COUN-560  ____COUN-590  ____COUN-640
____COUN-650  ____COUN-660  ____COUN-675  ____COUN-680
Other Courses ____COUN-570  ____COUN-580  ____COUN-630
Completed ____COUN-650  ____COUN-  ____COUN-

Total Number of Semester hours completed: _______

Anticipated Graduation: Semester/Year ________ / ________

Supervised Experience: (circle one):
A. I HAVE NOT completed the Practicum/Internships.
B. I HAVE completed the Practicum/internship.
   Please note the semester and year you will take Practicum ______ / ______
   Please note the semester and year you will take Internship ______ / ______
   Please note the semester and year you will take Advanced Internship ______ / ______
**General Statements**
While interning at your practicum, internship or advanced internship site, you are representing not only yourself, but the University and your fellow students, both current and future. Whether you do well or not at your site may have implications far beyond your current situation.

You are governed by the employer’s employment policies, practices, procedures, dress code, and/or standards of conduct. To avoid any misunderstanding, it is recommended that you obtain clarification regarding such matters from your employer when you begin your assignment.

You must keep both Masters of Science in Mental Health Counseling (MSMHC) Program and your sponsoring employer apprised, at all times, of your current email address, physical address, and telephone number.

You understand that the only permissible work absences include illness or other serious circumstances. Keeping pace with coursework or co-curricular activities are not legitimate excuses. You will be responsible to notify the employer and MSMHC Practicum/Internship Coordinator immediately in case of absence.

Any changes in your practicum/internship status (layoff, cutback in hours, or dismissal) must be reported immediately to MSMHC Practicum/Internship Coordinator.

If you feel victimized by a work-related incident (e.g., job misrepresentation, unethical activities, sexual harassment, discrimination, etc.), you are to contact MSMHC Practicum/Internship Coordinator immediately.

Due to the nature of an Practicum/Internship arrangement, you may not withdraw from a site except in severe and justifiable circumstances as determined by your MSMHC Practicum/Internship Coordinator in consultation with the cooperating site sponsor. A dishonorable dismissal will nullify the Practicum/Internship arrangement at the risk of academic penalty and loss of tuition.

You will follow all policies and procedures of the practicum/internship, as well as the university policies for on-campus classes. This includes completion of all assignments related to the internship.

**Specific Statements**
*You will conduct yourself in a professional manner at all times. This includes, but is not limited to:*

- Maintaining confidentiality regarding information accessed on any patient’s, client’s, members’, customers’, employees’ chart or records, products or services associated with the internship site;
- Reporting for the practicum/internship on time;
- Using appropriate written and oral expression in all interactions with university personnel, managers, supervisors, employees, the public, and clients;
- Participating in any orientation or testing required by the practicum/internship site;
• Observing all established safety and sanitation codes;
• Engaging in positive, professional, ethical, and legal behavior;
• Accepting responsibility and accountability for decisions and actions taken while at the internship site; and
• Ensuring that all interactions with guests, patients, clients, consumers, customers, the public, and fellow employees are conducted with dignity and respect towards every person.

By my signature below, I indicate my understanding of, and willingness to conform to, the professional standards of the Master of Science in Mental Health Counseling Program delineated in the above statements. If any facet of the code of conduct is not adhered to, I am aware that I may be at risk of losing academic credit or being asked to leave the site or the program.

Name (print) ____________________________________________________________

Signature ___________________________ Date ______________________

Please turn in by the second week of your practicum to the Program Coordinator.

(adapted from Code of Professional and Ethical Conduct for Student Interns, Michael True, 2007, Messiah College, Grantham, PA)