

**Master of Science in
Clinical Mental Health Counseling**

Student Handbook



**Viterbo University Master of Science Degree in
Mental Health Counseling**

Welcome to the Viterbo University Master of Science degree in Clinical Mental Health Counseling (MSCMHC). This degree program is housed in a college that partners the College of Education, Engineering, Letter and 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 Clinical 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.

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Student Handbook

Masters of Science in Mental Health Counseling

Section One: Program Information

Handbook Introduction

We appreciate the opportunity to provide information related to the Master of Science in Mental Health Counseling (MSCMHC) 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 Viterbo University's *Graduate 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 MSCMHC 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 MSCMHC degree program.

A student entering the MSCMHC 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 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 MSCMHC program may be directed to the program director, Debra Murray at (608) 796-3720, damurray@viterbo.edu.

Program Overview

Counselor Education Programs Mission

The mission of the Viterbo University counselor education graduate programs is to prepare professional counselors capable of building professional helping relationships, provide empirically supported techniques in a variety of settings and who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives’.

Program Mission

The mission of the Viterbo University’s Master of Science in Clinical 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 MSCMHC 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 8 counseling core curriculum domains and the clinical mental health counseling specialty domain to ensure that our graduates are competent mental health professionals and meet the necessary licensure requirements of the profession. The CMHC program learning objectives are:

Objective 1: (Social and Cultural Diversity) Students will articulate the impact of values, beliefs, and cultural perspectives relative to the counseling process.

Objective 2: (Orientation and Ethics, Human Development, Career Development) Students will demonstrate professional ethical standards of practice and the application of contemporary theories and principles of clinical mental health counseling.

Objective 3: (Counseling Relationship, Group Counseling) Students will be able to conceptualize individual, group, and systemic approaches in clinical mental health counseling work.

Objective 4: (Assessment, Research) Students will evaluate and integrate theory, research, and evidence-based approaches within their counseling practice.

Objective 5: (CMHC Specialty) Students will demonstrate accurate conceptualization and diagnosis of clients' presenting issues.

Objective 6: (CMHC Specialty) Students will demonstrate effective counseling relationships with their clients and effective communication skills with colleagues within the agency setting.

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

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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 Council for Accreditation of Counseling & Related Education Programs accredited Viterbo Master of Science in Mental Health Counseling since July of 2015.

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 Clinical 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 Clinical 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, students complete a reflective self-assessment. If evaluations indicate that a student has not illustrated the appropriate behavior for the program or is 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/Professional Dispositional Traits

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 clinicals. 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. A Clinical Mental Health Counselor 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).

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Section Two: Application for Admission to the Graduate Program

Admission Requirements and Application Procedures

The Master of Science Degree in Clinical Mental Health Counseling (MSCMHC) 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 CMHC degree program should be completed in the online application portal for admission to Graduate Studies at Viterbo University

Program Admission Requirements for Degree-Seeking Applicants

The following are the admission requirements for applicants for the MSCMHC 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 clinical 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 Clinical 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 in a continuous cycle. The semester of admission depends upon the space available.
- Applicants must participate in a scheduled personal interview with program faculty, complete a written activity, and experiential activities.

Application Procedures for Admission to the Degree Program

To apply to the Master of Science in Clinical 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:
 - 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.
 - 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.
 - 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.
 - Submit official scores from the Miller Analogies or Test (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 Clinical 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
- 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 MSCMHC 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*. 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 MSCMHC 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 a 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.

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Section Three: Professional Sequence Admission

Admission to the Professional Sequence

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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:

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

Application Procedures

Students must complete the *Professional Sequence Application Form* (see Practicum and Internship Handbook) 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
 - Counselor Education program 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.
 - Be aware that the findings from this background check may preclude acceptance into the professional sequence.
 - Problematic findings are likely to restrict clinical placements, which complicates successful completion of the program.
- Provide evidence of liability 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: www.counseling.org/home
- 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 Clinical Mental Health Counseling (MSCMHC) 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 MSCMHC 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 MSCMHC Practicum and Internship Handbook).
 - 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 Castle Branch's Criminal Background Check.

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

Students accepted into the Professional Sequence must consult the *Masters of Clinical Mental Health Counseling Practicum/Internship Handbook* for information on how to apply for practicum site placements in coordination with the Clinical 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 Counselor Education 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
- 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.

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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 clinical experiences and research activities. Initial contacts with one's academic advisor will focus on developing an individual academic plan.

Required Core Courses

Course	Course Name	Number of Credits
COUN 510	The Counseling Profession and Ethics	3
COUN 520	Multicultural Perspectives	3
COUN 530	Human Development in Social Context: Lifespan Counseling	3
COUN 540	Theories of Counseling	3
COUN 550	Career Development and Counseling	3
COUN 565	Behavior Disorders	3
COUN 595	Testing and Assessment in Counseling	3
COUN 570	Couples and Family Counseling	3
COUN 580	Trauma and Crisis: An Integrated Approach	3
COUN 590	Models of Addiction Counseling and Co-Occurring Disorders	3
COUN 640	Psychodiagnostics and Treatment Planning	3
COUN 660	Research, Evaluation, and Evidence-Based Practices	3
COUN 665	Foundations of Clinical Mental Health Counseling	3
COUN 675	Counseling Techniques	3
COUN 680	Group Counseling	3

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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.

Specialty Concentrations

Child and Adolescent Counseling		
Course	Course Name	Number of Credits
COUN 571	Counseling Children and Adolescents	3
COUN 572	Advanced Counseling for Children and Adolescents	3
Integrated Health and Wellness		
Course	Course Name	Number of Credits
COUN 581	Promoting Healthy Lifestyle Choice and Interventions	3
COUN 582	Integrative Health Care	3
Addiction Counseling		
Course	Course Name	Number of Credits
COUN 591	Substance Abuse Disorders Counseling	3
COUN 592	Fieldwork in Substance Abuse Disorders	3

Other Electives

Students may choose to take these electives in lieu of a specialty concentration.

COUN 593	Motivational Interviewing	3
COUN 583	Introduction to Supervision	1
COUN 584	Supervision Foundations	1
COUN 585	Supervision for the Substance Abuse Profession	1
COUN 585	Supervision for the Substance Abuse Profession	1
COUN 650	Psychopharmacology for Counselors	3
COUN 698	Fieldwork	1-3
COUN 699	Action Research Project	1

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.

Application Courses

Course	Course Name	Number of Credits
COUN 690	Counseling Practicum	3
COUN 695	Counseling Internship	3
COUN 696	Advanced Counseling Internship	3

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 protocols. 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

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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, doctoral students, 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
- 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 requirements. 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* and COUN 696: *Advanced Counseling Internship*, 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 Counselor Education Programs orientation for internships and 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

- 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).
- Develop program-appropriate audio 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 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 or another appropriate venue. The Symposium will be opened to the professional public. The completed Action Research Project will be submitted to and available in the Viterbo University Library. The requirements for the degree are not complete until the Action Research Project final draft has been approved. In other words, verification of academic requirements required for licensure will not be signed until all requirements are met.

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, 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.

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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 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.

COUN 565: Behavior Disorders, 3 Cr.

This course addresses the concept of abnormal psychology emphasis will be on accurately utilization of the DSM-5 diagnostic system (major mental and personality disorders, multiple perspectives of emotional psychological distress, disturbance of behavior, recognition or resilience client strength and social, cultural contexts).

COUN 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 qualitative, quantitative, single-case designs, action research, outcome-based research, and basic statistical methods for conducting research. It is an experiential course with activities focused on the process, ethics, and the necessary steps and critical thinking skills required to evaluate and conduct research. Moreover, it emphasizes the importance of research for advancing the counseling profession and to inform evidence-based practice. Prerequisites: COUN 510, COUN 560.

COUN 675: Counseling Techniques, 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. Restricted to students admitted to practicum sequence. Prerequisites: COUN 675, COUN 680 or concurrent enrollment with clinical coordinator permission.

COUN 695: Counseling Internship, 1-3 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 680, COUN 690. May repeat for credit. Permission of instructor required.

COUN 696: *Advanced Counseling Internship*, 1-3 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. Prerequisite: COUN 695 and Permission of instructor required.

Clinical 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.

COUN 580: Trauma and Crisis: An Integrated Approach, 3 Cr.

This course addresses the impact of trauma on individuals, families, and communities. Emphasizing the knowledge, skills, and attitudes essential for mental health counselors, to effectively engage clients. The bio-psycho-social- cultural and spiritual dimensions are integrated into the course. The course also addressed the health and wellness components for professionals, and the clients they serve, working in trauma-based settings. Prerequisite 540.

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 disorders, co-occurring disorders, and process disorders. Students will participate in the evaluation of various causal and treatment models, focusing upon theoretical analysis of various addictive constructs and treatment paradigms.

COUN 640: Psychodiagnostics 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 595.

COUN 665: Foundations of Clinical Mental Health Counseling, 3 Cr.

This course addresses the history and development of clinical mental health counseling, theories and models related to clinical mental health counseling, principles of clinical mental health counseling, including prevention, intervention, consultation, education, and advocacy, and networks that promote mental health and wellness. Prerequisites: COUN 595.

Specialty Concentrations (choose one area)

Specialty 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 530, 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 571.

Specialty 2: Integrated Health and Wellness

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 Health Care, 3 Cr.

The purpose of this course in integrative health care is to explore collaborative and integrative practice styles emphasizing patient/client counseling and education about mind-body framework and in conjunction with medical professionals. , Family systems and cognitive behavioral therapies will be studied as they are utilized within multidisciplinary teams. The course seeks to prepare mental health counselors to enter into collaborative working relationships with healthcare professionals that help clients seek holistic solutions to health problems. Prerequisite: COUN 581.

Specialty 3: Addiction Counseling

COUN 591: Substance Abuse Disorders Counseling, 3 Cr.

This course addresses the personal, social, emotional, physiological, 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.

Other Electives:

COUN 583: Introduction to Supervision, 1 Cr.

The purpose of this course is to provide participants with theoretical and practical knowledge as well as the skills of counseling supervision models, methods and issues.

COUN 584: Supervision Foundations, 1 Cr.

The purpose of this course is to provide participants to develop competency in skills relative to supervisory roles, professional development benchmarks, evaluation methods, legal and ethical issues, and socio-cultural competencies within the context of the supervisory relationship.

COUN 585: Supervision for the Substance Abuse Profession, 1 Cr.

The purpose of this course is to provide participants with the education and skill development to meet the Wisconsin Department of Safety and Professional Services requirements to apply for a clinical supervisor in training license. The course will address the national Addiction Counseling Competencies: The Knowledge, Skills and Attitudes of Professional Practice.

COUN 593: Motivational Interviewing, 3 Cr.

This course is designed to provide skills training for individuals who are exploring a medical or clinical based career. Motivational Interviewing (MI) is an evidence-based communication strategy that is useful for people who are ambivalent about change. MI has been adapted to a variety of health care settings and currently there are models of MI for physicians, nurses, dietitians, and social workers in addition to counseling professionals.

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.

COUN 698: Fieldwork, 1-3 Cr.

This 1-3 credit course focuses on clinical fieldwork and integrates the components of assessment, diagnosis, and counseling issues. Students complete clinical work in approved agency. This course may be repeated.

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. May be repeated for credit.

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.

Student Handbook

Masters of Science in Mental Health Counseling

Section Five: Policies and Regulations

Masters of Clinical 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 submit an Application for Degree form found online. The deadline for the receipt of this form is January 15th for May or summer graduates and September 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.

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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 within the *Graduate Studies Catalog*.

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)

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:

1. Report any concerns the site coordinator/administrator immediately.
2. 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.
3. 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 in what is now referred to as Professional Disposition Traits. Mental Health Counselors must monitor not only their client's behavior, but pay particular attention to their own stresses and challenges. The 2014 American Counseling Association Code of Ethics, in *Section F.5.b, states in part*,
- Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work (ACA, 2014, p. 13).
- *Section F.9.b states in part*, Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: assist students in securing remedial assistance when needed, seek professional consultation and document their decision to dismiss or refer students for assistance, and ensure that students have recourse in a timely manner to address decisions requiring them to seek

assistance or to dismiss them and provide students with due process according to institutional policies and procedures (ACA, 2014, p.15).

- 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. The following resources may be helpful in managing the stresses of counseling practice:
- Baird, B. N. (1999). The internship, practicum, and field placement handbook: A guide for the helping professions (2nd edition). Upper Saddle River, NJ: Prentice Hall.
- Kottler, J. A. (1999). The therapist's workbook: Self-assessment, self-care, and self-improvement exercises for mental health professionals. San Francisco: Jossey-Bass.
- Morrisette, P. J. (2001). Self-supervision: A primer for counselors and helping professionals. New York: Brunner-Routledge.

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 MSCMHC 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 MSCMHC program

Professional Development

Students enrolled in the Master of Science in Clinical 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. The faculty will complete assessments on student professionalism (professional dispositions) demonstrated in your interactions in class, with faculty and peers. 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, clinicals) they pursue. This program will utilize the American Counseling Association (ACA) code of ethics for counselors. Students are responsible for

understanding and following these ethical standards.

Program faculty 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 Counselor Education 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. Such memberships promote scholarly work, provide avenues for continuing education, assist in presentation of research projects, and also provide reasonably priced liability insurance for clinicals. Students are encouraged to become active and engaged within the profession through membership in professional counseling organizations and professional activities. The MSCMHC program aligns with the American Counseling Association (ACA) and all of its branches. The website for the ACA is: -- www.counseling.org. The divisions of the ACA are:

- Association for Adult Development and Aging
- Association for Assessment and Research in Counseling
- Association for Child and Adolescent Counseling
- Association for Creativity in Counseling
- American College Counseling Association
- Association for Counselor Education & Supervision

- The Association for Humanistic Counseling
- Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling
- Association for Multicultural Counseling and Development
- American Mental Health Counselors Association
- American Rehabilitation Counseling Association
- Association for Spiritual, Ethical, & Religious Values in Association for Specialists in Group Work
- Counselors for Social Justice
- International Association of Addictions & Offender Counselors
- International Association of Marriage & Family Counselors
- Military and Government Counseling Association
- National Career Development Association
- National Employment Counseling Association

Students are encouraged to join ACA as well as the state branch, the Wisconsin Counseling Association (WCA). Membership in these organizations is for the purpose of helping to establish the identity of a counselor. Membership in these organizations will help students gain knowledge through professional journals, newsletters focusing on current trends, and announcements pertaining to upcoming events. Attendance at the sponsored conferences are encouraged. Faculty members are pleased to talk with students about the possibility of becoming active in these organizations.

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 Remediation and Retention for Professional Development Concerns, Including Dismissal

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Program faculty members will conduct systematic and ongoing developmental assessments on Counseling 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 making adequate academic progress (i.e. Counseling skills and knowledge) in the program, faculty members will address the issues of concern with the student. This meeting represents the first step in the remediation and retention process.

If the situation(s) does not improve or if the situation is serious enough to warrant more immediate action, faculty will convene a meeting. The second step in the process initiates written documentation of the concern(s). This step begins with a meeting with the student and all core faculty within the program. During this meeting, the concern(s) identified is discussed, including the student's perspective. The outcome of this meeting will establish at least one of the following options:

1. No further action is taken.
2. A Corrective Action Plan (CAP) is created. The CAP will be completed by the faculty and student which specifically outlines the steps required to successfully complete the CAP.
3. Suspension or Dismissal from the program.

When a student is provided with a CAP it is a signal that the faculty believe that the student has the potential to succeed. Students are encouraged to view a CAP as an opportunity for growth. During the duration of the CAP, the student will be monitored by an assigned program faculty member. If the

CAP is successful, the student will be able to continue in the program. If the implementation of the CAP does not adequately remedy the issue, another full faculty meeting will be held. The student will be extended an invitation to attend this meeting. During that meeting, the student will be evaluated on progress toward the identified goals. The faculty may decide to modify the existing CAP or the student may be dismissed from the program

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 Academics Viterbo University graduate school policy regarding suspension or dismissal may be found in the Graduate School Handbook and are adhered to by the MSCMHC program.

Appeal Process

Students may complete an informal appeal regarding 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. The student should address in writing the specific complaint to the faculty member(s) and include all copies of communication used during the initial stages of the investigation. The letter should also include a brief overview of the issue, a description of the specific concerns expressed by program faculty, 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 in need of correction. The student may further appeal the denial decision to the dean of their academic college, then to the Vice President for Academics. If informal appeals do not satisfactorily resolve the appeal, student may file a formal written appeal 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 Academics 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 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:

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- 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, 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

- Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material, or manipulating a grading system.

Endorsement Policy

A faculty member who suspects a student of academic misconduct shall follow these steps:

1. Notify the student in writing of the allegation
2. Contact the program director (graduate program) and /or the department chair or dean of the school (undergraduate program)
3. Contact the Vice President for Academics 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

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
- May award a failing grade on the assignment

- 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, response to the event. The faculty member shall notify the Vice President for Academics that the misconduct was determined to be unintentional so that Vice President for Academics office may properly

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 Academics 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 Academics 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. 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 Academics who may impose one or more of the following sanctions:

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 Academics 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 Academics 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 Academics 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 Academics, 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. When called upon the Board of Review will meet 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 eight weeks fall session appeals)
- The second week in April (to address all fall and first eight-week spring session appeals)
- Any other times as necessary

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 Academics, and

- Submission of a name of a member of the Viterbo University faculty, administration, general staff, 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 Academics 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 Academics 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 Academics 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 affected 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 Academics.

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 Academics 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 Academics.

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.

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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 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 Academics (VPA), 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 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 (jledddy@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 accommodation

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 Office of the Registrar's. 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 and count toward the total enrolled credits in that semester for billing purposes.

Community members (non-degree/non-licensure/non-endorsement seeking students) may also audit a course. Interested students should submit an online non-degree seeking student application for initial entrance to Viterbo University. Non-degree students should check the current fee schedule, published in the class schedule, for rate.

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] X the number of credits of a course = 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 minute

Grades

A student's scholarship rating in each subject is determined by the results of examinations, the general character of the student's daily class work, and other methods of assessment of learning. Students view final grades via the online student information system, VitNet. The grading system is as follows:

Grade		Grade Points*
A		4.0
A/B		3.5
B		3.0
B/C		2.5
C		2.0
C/D		1.5
D		1.0
F		0
U	Administrative F	0
SU	Administrative Suspension	0

*For each credit U (0.0) – Administrative F; assigned 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. This grade assignment is applied 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.

SU (0.0) – Administrative Suspension; assigned 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
NC	No credit granted
AU	Audit (no credit) Incomplete
NR	Non-reported.

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 Academics. 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 Academics. 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. 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 Office of the Registrar's Web page 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 if they have a dependent child.

The Executive Director of Student Success and Retention will serve as the main contact for the student. In all cases Executive Director of Student Success and Retention will work with the student to determine if any online or other course enrollment for subsequent terms is possible while the student is 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, then the following will apply:

- 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 (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.
- A grade of W will be applied to all the course from which the student decides to withdraw due to the deployment.

- If the deployment or mandatory training is short term (beginning and ending during the same semester), every effort will be made, in consultation with the faculty members involved, and deans or department chairs, to accommodate the short-term absence. If the deployment occurs between terms, it is recommended that the student contact the Executive Director of Student Success and Retention to discuss options.

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

Schedule changes (undergraduate and graduate semester-based program students) may be made via the VitNet online system any time after a student's initial registration time through the first week of the semester with the following parameters.

A full semester course may be added through the first week of the semester. 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. At the request of the advisor, and only with consent of the instructor, a full semester course may be added after the fifth day but before the 10th class day of the semester. Compressed courses may be added until the first day of the class.

Students may drop full semester courses during the first eight weeks. See the important dates of the Registrar's Office Web page for deadlines as they are different for each term. A drop will result in the deletion of the course from the permanent record. Full semester course drops completed after the eighth week through the Monday of the 11th week will result in a grade of W. No full semester drops are allowed after the deadline to receive a grade of W. Drop deadlines for courses other than 15 weeks in length are prorated accordingly. For all courses, the official drop date is the date the drop is completed in VitNet.

Repeating Courses

The following policy applies only to courses that are not repeatable for further credit, and does not override the right of any program/department to set policies that restrict the repetition of their courses: Students may take a course no more than three times. Each grade is listed on the permanent record. Unless the course is repeatable for credit, only the last grade is used in computing the grade point average. Repeating courses may affect financial aid, academic progress, and athletics eligibility. 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.

Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Respect of others, responsibility for one's behavior and adherence to standard of conduct are essential to building a safe and healthy university community. Therefore, sexual misconduct will not be tolerated at Viterbo University, as it is a crime and a serious violation of trust, dignity, and rights. Sexual misconduct shows a disregard for standards outlines in the Viterbo University Code of Student Conduct, state and federal law.

At Viterbo University, force, coercion, non-consensual sexual contact, non-consensual intercourse, sexual harassment, stalking, dating violence, domestic violence, and sexual exploitation are considered forms of sexual misconduct. A definition of each term can be found in the headings on the left side of this webpage. Additionally, consent is essential in the prevention of sexual misconduct and requires speech indicating a freely given agreement to have sexual intercourse or participate in sexual activities. Silence, previous sexual relationships, or current relationships are not an indication of consent. The use of alcohol or drugs may limit the capacity to give consent. (A college study with 119 schools participating nationwide reported alcohol involved in nearly 72 percent of rapes. Harvard School of Public Health, 2004).

A student or employee charged with sexual misconduct may be disciplined under the Viterbo University Code of Student Conduct and/or prosecuted under Wisconsin criminal statutes. Viterbo

University may pursue disciplinary action independent of the criminal system which may result in removal from the university. Results of campus disciplinary proceedings involving sex offenses are provided to the person filing the report as well as the accused. The Vice President for Student Affairs will assist persons who have been assaulted in making necessary changes to academic schedules, housing assignments, etc. Please be aware of the difference between reporting groups and understand that non-confidential resources are required by law to report the act of sexual misconduct so an investigation can take place.

RESOURCES AND SUPPORTS

1. Confidential Viterbo Support Resources

Justin McKnight, Director of Counseling Services

Murphy Center 370

608-796-3808, jsmcknight@viterbo.edu

2. Sue Danielson, Director of Health Services

Murphy Center 340

608-796-3806, scdanielson@viterbo.edu

3. Fr. Conrad Targonski, Dir. of Campus Ministry and University Chaplain

Campus Ministry Center

608-796-3904, catargonski@viterbo.edu

*These employees will report the incident of sexual misconduct, but will omit any identifying information.

Confidential Community Resources

1. Mayo Franciscan Healthcare Safe Path

608-392-7804

2. Mayo Franciscan Healthcare SANE Nurses

608-392-9720

3. Gundersen Sexual Assault Services

608-775-5950

4. Gundersen Sexual Abuse Counseling and Support Services

608-775-3845

5. Great Rivers 211

Information and Referral Hotline: Dial 211 or 1-800-362-8255

6. New Horizons Shelter for Battered Women

608-791-2600

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. In cases where a specific agreement is held between Viterbo University and a non-regionally accredited institution for transfer between graduate programs, credit will be transferred in accordance with the agreement. 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 have an official transcript sent to Viterbo University

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.

Student Handbook

Masters of Science in Clinical Mental Health Counseling

Section Six: Selected Viterbo University Support Services

Career Services

The Career Services Office in Murphy Center 374 helps 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. Graduate writing assistance is offered through the Academic Resource Center for all Viterbo graduate students (both on-campus and off). Assistance is available for any paper (literature review, graduate thesis/dissertation, capstone paper, seminar paper, etc.), and I can also answer questions about formatting. Writing assistance is provided primarily online, but in-person appointments can be arranged.

- Students can submit papers to me electronically using this form (which is available on our webpage): <http://www.viterbo.edu/academic-resource-center/graduate-writing-assistance>.
- For all of the additional details about this service, you are welcome to check out our webpage: <http://www.viterbo.edu/academic-resource-center/writing-assistance-graduate>

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.

Student Handbook

Master of Science Degree in Mental Health Counseling

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 Clinical Mental Health Counseling Student Handbook*.

Furthermore, the Masters of Science Degree in Clinical 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 Clinical Mental Health Counseling program is to be completed following the APA writing guidelines. Assistance is available from the Academic Resource Center and the Counselor Education faculty.

I have read and understand the policies and procedures outlined in the Master of Science Degree in Clinical 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 Clinical Mental Health Counseling students. I agree to follow the policies and procedures described in the Masters of Science Degree in Clinical 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

Counselor Education Program Director/Professor MC 560

608-796-3097 damurray@viterbo.edu

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Appendix B: Code of Professional and Ethical Conduct

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 Clinical Mental Health Counseling (MSCMHC) 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 MSCMHC Clinical Coordinator immediately in case of absence.

Any changes in your clinical status (layoff, cutback in hours, or dismissal) must be reported immediately to the counselor education Clinical Coordinator.

If you feel victimized by a work-related incident (e.g., job misrepresentation, unethical activities, sexual harassment, discrimination, etc.), you are to contact the counselor education Clinical Coordinator immediately.

Due to the nature of a Clinical arrangement, you may not withdraw from a site except in severe and justifiable circumstances as determined by your counselor education Clinical Coordinator in consultation with the cooperating site sponsor. A dishonorable dismissal will nullify the Clinical arrangement at the risk of academic penalty, loss of tuition, and initiate a retention and remediation process.

You will follow all policies and procedures of the clinical, 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 clinical 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 clinical 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
- 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 Clinical 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,

