

2017-2018

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**M.A. CLINICAL MENTAL HEALTH
COUNSELING PROGRAM
2017-2018 STUDENT HANDBOOK**

Department of Counseling and Educational Psychology

New Mexico State University

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FOREWORD

The Handbook for the Clinical Mental Health Counseling Program has been prepared to provide a primary source of information for students pursuing the MA Degree in Clinical Mental Health Counseling within the Department of Counseling and Educational Psychology (CEP). Although it is not intended to take the place of direct contact with faculty and staff, the Student Handbook should be reviewed by all students enrolled in the program. Students are also strongly encouraged to visit the Graduate School webpage as a source of information regarding registration, adding/dropping classes, applying for graduation, and other useful information. The Graduate School webpage is at: <http://gradschool.nmsu.edu/>. Students are encouraged to interact regularly with faculty, staff, and other students within CEP as they progress through their degree program.

For further information, please visit our webpage at:
<http://cep.education.nmsu.edu/academic-programs/counseling-guidance-m-a/>

To speak with a faculty member about the program, please contact the Interim Clinical Mental Health Counseling Program Training Director, Dr. Anna Lopez, or the Interim Co-Department Head, Dr. Gladys De Necochea.

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Students seeking information or assistance with the program are advised to consult with their advisor or members of the Clinical Mental Health Counseling (CMHC) Program Committee.

Clinical Mental Health Counseling Program Committee Members:

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GENERAL INFORMATION

New Mexico State University is in an area of rich cultural and geographic diversity. Situated on the edge of Las Cruces – New Mexico's second largest city – the University lies between the Organ Mountains and the Rio Grande valley. The U.S. – Mexico border and the twin cities of El Paso-Juarez are only an hour's drive southeast. The sunny, dry climate, with median daytime temperatures of 80 degrees, promotes year-round outdoor activities. Winter sports are available ninety minutes away in the mountain communities of Ruidoso and Cloudcroft, while summer sports are available an hour away at Caballo Lake and Elephant Butte Lake. To the West the Gila Cliff Dwellings and Wilderness offer unprecedented hiking and back packing opportunities.

The university's students can major in 77 areas of undergraduate study in six undergraduate colleges. The Graduate School offers 56 areas of study of the master's level, 3 areas of the specialist in education level, and 26 on the doctoral level. The university offers degrees through the doctorate, is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (NCA). In addition, many departments and colleges are further accredited by organizations serving their special fields. New Mexico State University is the state's land-grant university, serving the educational needs of New Mexico's diverse population through comprehensive programs in education, agriculture, engineering, and public service. The university has achieved distinction in many special fields. It has on its campus one of the three full-time planetary observatories in the nation, as well as one of the largest computer centers in the Southwest. NMSU ranks in the top two percent of institutions in the nation for providing access to personal computers for students. The Department of Journalism and Mass Communication initiated the state's first student-operated AM station, and staff and student-operated FM and TV stations. In its ratings of universities, the Carnegie Foundation for the Advancement of Teaching has placed NMSU in the category of Doctoral/Research University Extensive. Only 150 other institutions were granted this recognition. NMSU has over \$163 million in total sponsored program expenditures. According to the National Science Foundation, NMSU ranks third among all Hispanic Serving Institutions and first among those without a medical school on the basis of FY 2012 research expenditures. Based upon the recent updated guidelines as determined by the Department of Education, the combination of minority groups must exceed 50 percent to be considered a minority serving institution. Using the percentages of students self-identifying as American Indian/Alaskan Native, Black (Non-Hispanic), and Hispanic, the Las Cruces campus qualifies as Minority Serving Institutions since Fall 2011. In 2016, NMSU was recognized as a top-tier university in U.S. News & World Report's Best Colleges for 2016 National Universities rankings.

The Counseling and Educational Psychology Department is in the College of Education which is a charter member of the Holmes Group, a select group of major research institutions whose goal is the improvement of teacher education. The college is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Department offers the Master of the Arts degree in Clinical Mental Health Counseling (accredited by the Council for Accreditation of Counseling and Related Educational Programs – CACREP), an Educational Specialist-level School Psychology Program (accredited by the National Association of School Psychology), and a Doctoral-level Counseling Psychology Program (accredited by the American Psychological Association). Coursework within the Department addresses the standards for clinical mental health counseling programs and the 8 CACREP core areas of: professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation. Supervised practicum and internships are integral parts of the Clinical Mental Health Counseling Program. The Clinical Mental Health Counseling Program provides the educational background needed to pursue licensure as a Professional Counselor. Full- three-quarter-, and half-time programs of study are available.

CLINICAL MENTAL HEALTH COUNSELING PROGRAM MISSION

The mission of the Clinical Mental Health Counseling Program is to prepare highly competent mental health counselors. Our focus is on training students to provide culturally sensitive services to diverse clientele addressing a wide range of concerns in a variety of settings (e.g., clinics, hospitals, private practice). Our goal is to graduate professionals qualified to meet the mental health needs of the people in their communities and to move the profession forward through professional involvement, research, service, and advocacy.

PROGRAM GOALS AND TRAINING OBJECTIVES

The CMHC program is committed to ensuring that program graduates are able to:

- demonstrate the knowledge necessary to obtain licensure in New Mexico and the United States;
- demonstrate the knowledge and skills within the eight common core curricular areas identified in the CACREP standards and in all Student Learning Outcomes identified by CACREP for Clinical Mental Health Counseling;
- develop culturally sensitive counseling and professional relationships;
- perform counseling duties and responsibilities in accordance with the standards of the counseling profession; and
- provide professional counseling services with diverse populations in a variety of mental health settings.

The following training objectives correspond to the eight common core areas asserted in the *2009 CACREP Standards*:

Professional Orientation and Ethical Practice— studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Social and Cultural Diversity—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

Human Growth and Development—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- a. theories of individual and family development and transitions across the life span;

- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

Career Development—studies that provide an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models;
- b. career, avocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

Helping Relationships—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

Group Work—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

Assessment—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

Research and Program Evaluation—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research in advancing the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

STUDENT GOALS AND EXPECTATIONS

CEP students are expected to adhere to the following goals and expectations.

- Maintain a cumulative GPA of 3.0 or better and earn a “C” grade in no more than two courses that are counted toward the degree. A grade of “B” or higher is required for CEP 550, CEP 572, CEP 578, and CEP 580.
- Demonstrate satisfactory acquisition of the knowledge and skills necessary to enter the counseling profession, as measured on the Student Learning Outcomes Evaluation (SLOE).
- Demonstrate adherence to program requirements and expectations delineated in the MA Student Handbook.
- Demonstrate appropriate student behavior as outlined in the NMSU Student Code of Conduct which can be found at:

<http://deanofstudents.nmsu.edu/student-handbook/1-student-code-of-conduct/4-non-academic-misconduct.html>

- Demonstrate appropriate progress in meeting the competencies outlined in the Fitness to Practice Semester Evaluation Form (FTPSE) as follows:
 1. Demonstrate Cultural Sensitivity
 2. Display openness to new concepts and ideas
 3. Adhere to ethical and legal standards established by ACA and other related professional associations* (See below)
 4. Appropriately respond to conflict and other difficult situations
 5. Express thoughts and feelings in an appropriate and effective manner
 6. Demonstrate receptiveness to and use of constructive feedback
 7. Demonstrate personal responsibility
 8. Follow through with obligations and assigned responsibilities
 9. Demonstrate awareness of own impact on others

Ethical Standards—Students must be knowledgeable of the Ethical Standards of the American Counseling Association (ACA) and related professional associations which are relevant to the Program; such as the American Mental Health Counselors Association (AMHCA) and the American School Counselors Association (ASCA). Copies of ACA's Ethical Standards (2014) may be obtained on their website <http://www.counseling.org>. Copies of the American Mental Health Counselors Association's (AMHCA) code of ethics can be obtained on their website at www.amhca.org. Copies of the ASCA's Ethical Standards can be obtained at www.schoolcounselor.org.

Pursuit of personal growth and responsibility to work on personal issues/problems that could interfere with provision of counseling. Students will be encouraged to engage in self-reflection and exploration to increase awareness of one's impact on others and the counseling relationship. Students who identify issues that seem particularly challenging are strongly encouraged to seek assistance at the University Counseling Center (575) 646-0111. A number of experiential assignments/activities in courses and supervision will provide opportunities for self-reflection. In addition, students engage in two formal growth opportunities as a component of coursework. First, students participate in a professional growth group during one of the following two courses (whichever is taken first) Professional issues in Mental Health Counseling (CEP 524) or Organization and Administration of School Counseling (CEP 522). This required group experience is scheduled outside of regular class hours and is facilitated by doctoral interns at the University Counseling Center. A second group experience is required of students enrolled in Group Work Theory and Technique (CEP 566). This small group experience is conducted in addition to regular classroom instruction and is facilitated by third-year doctoral students.

PROGRESS THROUGH THE PROGRAM

INDIVIDUAL PROGRAM OF REQUIRED COURSES (VERY IMPORTANT...PLEASE NOTE)

Students progress through the program on a full-, three-quarter-, or half-time basis. The Clinical Mental Health Counseling Program courses are offered on a BLOCK SCHEDULE. This means that students proceed through the program and take coursework with the specific group of applicants (cohort) with whom they entered the program (cohort). Block Scheduling is necessary for the Counseling and Educational Psychology faculty to maintain low faculty-student ratios, particularly in courses where individual and small-group supervision is offered. All applicants must declare at the time of their application their desire to pursue full-, three-quarter-, or half-time study. Although every effort is made to accommodate applicants' preferred pace of study, there are a limited number of spaces in each cohort and applicants may be offered a space in a cohort other than initially requested. When accepted into the program, students are offered a full-, three-quarter- or half-time curriculum to follow. If the applicant accepts this curriculum, he/she is committing to this schedule for completing the program of courses (See Appendix A). During an initial advisory meeting, students will review the assigned curriculum and begin to plan the optional tracks (Electives, Graduate Minor, & Master's Thesis) that are available.

Students who later desire to deviate from their scheduled curriculum must petition the Clinical Mental Health Counseling Program Committee to obtain permission to do so. Permission to deviate from the agreed upon curriculum must be obtained prior to any deviation from the curriculum. It may not be possible to accommodate students' desire to alter their schedules; however reasonable requests that are made in accordance with this policy will be considered and the program committee will make every attempt to accommodate unforeseen and special circumstances.

ELECTIVES, GRADUATE MINOR, AND MASTER'S THESIS

Students may elect to substitute 3 credits of Elective Study, Graduate Minor Study, or Thesis Study for 3 credits of CEP 578 "Advanced Practicum." Students desiring to pursue elective study must do this in concert with their Advisor to ensure optimal applicability of any electives to their overall program of study and professional goals.

Students choosing to pursue a Graduate Minor will be required to take the 3 elective credits noted above and 6 additional credits, the latter at sometime during the student's MA Program, all directed toward the requirements of the specific Graduate Minor. A candidate for a master's degree at NMSU may select up to two approved minors in addition to the major. A minimum of 9 credits of graduate work is necessary for a minor at the master's level. (See NMSU Graduate Catalog "Graduate Degree Programs, Specializations/Concentrations, and Approved Minors" for a list of approved minors). To record a minor on a student's permanent record, the minor must be listed on the "Application for Advancement to Candidacy" and this form must be signed by the head of the department or institute offering the minor program. At the oral examination, a committee member may move to remove the designation of a minor with the concurrence of the committee. A minor will not be awarded after the degree has been posted to the transcript.

Students desiring to pursue Thesis Study should **discuss this option with an academic advisor immediately upon admission** in order to plan a timeline for completion. Completion of a thesis will require a student to take the 3 elective credits noted above and 3 additional credits, the latter at sometime during the student's MA Program, all directed toward the completion of their Master's Thesis (6 credits of CEP 599 "Master's Thesis). Information regarding the procedures for a Master's Proposal and Defense can be found later in this handbook.

STEPS FOR ENSURING QUALITY COUNSELOR TRAINING

The following steps have been designed to ensure that students achieve the knowledge, skills, and professionalism they need to enter the counseling profession. Each step contains goals that need to be met during training, assessment of whether the students have achieved those goals, and a congratulatory ritual if they are prepared to move to the next step of training (or a plan of action they can pursue if they need to acquire additional knowledge, skills, and professionalism before progressing further).

1. ADMISSIONS APPLICATION: Applicants applying for admission to the Department are evaluated by the MA Counseling Committee on the basis of multiple criteria including: (1) grade point average of undergraduate work, a completed graduate degree, or 24 credits of planned coursework; (2) scores on the Graduate Record Exam; (3) extent of coursework in counseling, human development, and research; (4) CEP (counseling) related work or volunteer experience (including, experience with diverse populations); (5) aptitude for graduate level study including technological competence and computer literacy; (6) unique contribution to the program such as multicultural background and special skills (e.g., bilingualism); (7) the applicant's statement of purpose; and (8) three letters of reference.

2. SELECTION INTERVIEW: As a final step in the admissions process, applicants being considered for admission may be interviewed by the Clinical Mental Health Counseling Program Committee to assess their understanding of the profession and the program as well as their interpersonal skills. Selected applicants are provided with the Student Handbook and are informed of various experiential components in the program (e.g., participation in counseling dyads with peers, live supervision, and in experiential groups) encouraging them to examine and work on personal issues relevant to counseling. They are also informed of professional responsibilities including adherence to ethical standards, membership in professional associations, acquisition of liability insurance, and maintenance of professional behavior.

3. ADVISING: All students will be assigned an academic advisor upon admission and are encouraged to schedule an initial advisory meeting early in the first semester of study. Although students are personally responsible for becoming aware of the requirements and policies of the university and the Clinical Mental Health Counseling Program, academic advisors are available to assist students in deciding how they will progress through the program, thesis preparation, course transfers, and other issues that may arise.

NOTE: Students must discuss their interest in completing a thesis with their advisor as early as possible, preferably at the beginning of the first semester in the program.

4. FOUNDATIONAL KNOWLEDGE IN REQUIRED COURSEWORK: In compliance with the Graduate School, students must maintain a minimum of a 3.0 grade point average while proceeding through the program. When students receive less than a "B" in a course, the Clinical Mental Health Counseling Program Committee has the option of requiring the student to repeat the course or requiring the student to complete some form of remediation before continuing in the program (See Appendix B).

5. SEMESTER REVIEW: The Clinical Mental Health Counseling Program Committee will review the performance of all M.A. students each semester with input from all CEP faculty and instructors utilizing the *Fitness to Practice Semester Evaluation Form (FTPSE)* and the *Student Learning Outcomes Evaluation Form (SLOEF)*. The review represents a developmental, systematic assessment of each student's progress throughout the program, including consideration of the student's professional and personal development and academic performance. The Clinical Mental Health Counseling Program uses Tk20 to collect, track and retrieve the data regarding Student Learning Outcomes and Fitness to Practice. **Students must pay a one-time fee of \$100.00 for this account upon admission into the program.** Students will be expected to purchase this account within the first two weeks of beginning the program. Tk20 allows for the expedient identification of strengths and areas of concern for students. Students having difficulty in demonstrating minimum competencies or academic learning will be notified as specified in the Fitness to Practice Policy and Process (See Appendix B).

6. DISSEMINATION OF PROGRAM/CURRICULAR INFORMATION: Any changes/modifications in programmatic/curricular policies or procedures will be announced to all students via the program list

serve, e-mail and/or special meetings. Special meetings may be called when necessary to ensure the efficient communication of changes/modifications that may impact students programming. Students will be notified in advance of any scheduled special meetings. To ensure an effective flow of communication between faculty and students, students are encouraged to maintain open communication with program faculty and academic advisors. Any concerns that are not successfully resolved directly with an aggrieved party should be brought to the attention of the MA Counseling Committee. Students may convey such information directly to the MA Counseling Committee by attending a program meeting, or conveying the information through a program faculty member, the President, or the CEP Department Chair. See Academic Appeals (Appendix C) for issues related to grading and the Fitness to Practice Policy and Process (Appendix B) for issues related to Fitness to Practice. Clinical orientation meetings with faculty and students are scheduled routinely to discuss necessary preparation for clinical experiences. These meetings are announced in advance and all students planning to enroll in Advanced Practicum and/or Internship must attend. A CMSA officer attends program meetings regularly for the purpose of enhancing the flow of communication between faculty and students.

7. ADVANCEMENT TO CANDIDACY: Students must apply for advancement to candidacy after they have completed 12 semester hours in the Clinical Mental Health Counseling Program. Students must meet with their advisor and together complete a Program Plan (Advancement to Candidacy form). The form is available online at <http://gradschool.nmsu.edu/forms-index.html> and must be submitted to the CEP Department Head and the Graduate School for final approval prior to completing the Oral Final Examination. Advancement to candidacy indicates that a student's program of study has been approved. It does not guarantee that a student will be successful in subsequent course work, or will earn a degree.

8. CEP 550: COUNSELING THEORY & TECHNIQUE: CEP 550 is the first in a series of CEP courses requiring students to demonstrate minimum counseling competencies (knowledge, skills, and professionalism) in the area addressed by the course. Students are assessed by a faculty member (or members) to determine if sufficient competency development has occurred to allow the student the likelihood of achieving a high level of success in counseling practicum. If sufficient competency development has not been achieved, the student may be required to engage in additional activities (i.e., repeating the course or engaging in remediation) prior to attempting CEP counseling practicum.* Students must obtain professional liability insurance (**which costs approximately \$90 per academic year**) and pay a **\$40 lab fee when taking CEP 550**.

9. CEP 556, ADDICTIONS COUNSELING; CEP 558, CHILD AND ADOLESCENT COUNSELING THEORY & TECHNIQUE; CEP 562, FAMILY THERAPY THEORY & TECHNIQUE; CEP 566, GROUP WORK THEORY & TECHNIQUE; AND, CEP 572, COUNSELING PRACTICUM: As is the case with CEP 550, CEP 556, 558, 562, 566, and 572 constitute a series of CEP courses requiring students to demonstrate minimum counseling competencies (knowledge, skills, and professionalism) in the area addressed by the courses. Faculty members assess students to determine if sufficient competency development has occurred to allow the student a high level of success in advanced practicum and internship. If sufficient skill development has not been achieved, the student is required to engage in additional activities (i.e., repeating a course or engaging in remediation) prior to continuing in their program.*

10. CEP 578 ADVANCED COUNSELING PRACTICUM and CEP 580 COUNSELING INTERNSHIP: CEP 578 and 580 complete a series of CEP courses requiring students to demonstrate minimum counseling competencies in the area addressed by the course (see Steps 3, 6, & 7). Students are assessed by a supervisor to determine if sufficient competency development has occurred to allow the student to graduate and progress on to postgraduate supervised practice. If sufficient competency development has not been achieved, the student is required to engage in additional activities (i.e., repeating practicum or internship, or engaging in remediation) prior to graduating from their program.* CEP 578 and 580 require that students obtain professional liability insurance (**which costs approximately \$90 per academic year**), and a **background check with finger-printing before starting school practicum (which costs approximately \$55)**.

11. OBJECTIVE WRITTEN PORTION OF THE FINAL EXAMINATION: During their last semester of study, all students complete a comprehensive written exam consisting of multiple choice questions designed to assess their acquired knowledge in each of the eight common core curricular areas and the Student Learning Outcomes for Clinical Mental Health Counseling identified by CACREP and additional coursework that comprises students' curricular program of study. A candidate failing to obtain a passing score will be required to repeat the exam and obtain a passing score before proceeding on to the oral portion of the final examination process. The written exam is offered once during fall and spring semester and must be successfully completed prior to taking the oral portion of the exam. It is not offered during the summer. Unless otherwise in conflict with Graduate School policy, the written portion of the final examination may be taken as many times as it takes a student to obtain a passing score. Program faculty will schedule a retake of the exam at the earliest possible date that will allow reasonable time for a student to prepare for a successful retake. The need for rescheduling may interfere with the required oral examination and graduation. Program faculty cannot guarantee that a student who fails an initial attempt of the written exam will successfully complete all of the requirements for graduation during the same semester. Every attempt will be made to facilitate students' timely progression through the program.

12. ORAL PORTION OF THE FINAL EXAMINATION: Following successful completion of the written examination, candidates are assigned a time, date and committee for their oral exam. The committee will be comprised of two CEP faculty members (at least one Clinical Mental Health Counseling Program faculty member) and one member from outside the CEP department. This portion of the final examination is used to assess the candidate's ability to demonstrate knowledge and skills in each of the eight common core curricular areas and the Student Learning Outcomes for Clinical Mental Health Counseling identified by CACREP additional coursework that comprises students' curricular program of study.

A. Candidates not exercising the thesis option will be asked to respond to a case vignette depicting hypothetical clients and counseling issues. Committee members will test the candidate on his or her ability to synthesize and apply counseling competencies obtained in the program. Committee member questions need not be limited to the case vignette.

B. Candidates exercising the thesis option will be asked to defend their thesis and demonstrate their ability to synthesize and apply counseling competencies obtained in the program. Committee member questions need not be limited to the thesis.

In determining a candidate's performance, committee members have three options: pass, adjourn, or fail. Additional information can be found in the graduate catalog at: <http://catalog.nmsu.edu/>.

13. GRADUATION: Candidates will undergo a final review prior to their advisor signing their application for graduation.

***NOTE 1:** At any time, a CEP faculty member or a MA student may request for the MA Counseling Committee to convene to evaluate his or her progress with their program. Students should ask their advisor to initiate this request.

***NOTE 2:** The MA Counseling Committee will attempt to expedite student progress through these steps as rapidly as possible. However, Committee action may not be fast enough to inform a student of the need to retake a course in time for the student to enroll in the course the following semester or summer session.

PROCEDURES FOR THESIS PROPOSAL AND DEFENSE

PROPOSAL

Students must discuss their interest in completing a thesis with their academic advisor as early as possible, preferably at the beginning of the first semester in the program. Theses are designed, conducted and reported by students under the supervision of their major advisors and thesis committees (advisor, two members of the faculty from the CEP department and one member from an outside program). Identification of research questions, relevant literature and study designs optimally occur no later than at the beginning of the second year. The second year is spent completing the thesis.

Formal presentation of the proposal for approval by the thesis committee occurs as early in the second year as possible. A final draft of the proposal, which has been approved by the student's major advisor, is distributed to the thesis committee members who then have two weeks (10 working days) in which to review it. Committee members then provide the student and advisor feedback on the proposal, including whether they believe the proposal is ready for formal presentation. Based on the committee's feedback, the major advisor decides whether to set a date for a formal proposal meeting or to continue to revise the proposal and distribute a subsequent draft to the committee.

The formal proposal meeting involves the student presenting the proposal and responding to questions and suggestions from the thesis committee. This is an open meeting which all students and faculty are encouraged to attend. However, criticism and suggestions regarding the proposal are the responsibility of the thesis committee. The student's advisor records suggestions regarding revisions of the proposal. During a closed session toward the end of the meeting, the advisor and committee members decide what recommendations for revisions of the proposal will be made. Disputes may be resolved by committee vote. The student then returns to the meeting and a final list of revisions is agreed upon. The student distributes copies of the list of agreed upon revisions to the committee members within 10 working days of the proposal meeting.

DEFENSE

Formal presentation of the completed thesis for approval by the thesis committee occurs in the second semester of the second year (see graduate school guidelines for deadlines) of the Program. A final draft of the thesis, which has been approved by the student's major advisor, is distributed to the thesis committee members, who then have 10 working days in which to review it. The list of agreed upon revisions which emerged from the proposal meeting is distributed with the thesis indicating how each of the agreed upon revisions were addressed within the thesis. Committee members then provide the student and advisor feedback on the thesis, including whether they believe the thesis is ready for defense. Based on the committee's feedback, the major advisor decides whether to set a date for the thesis defense or to continue to revise the thesis and distribute a subsequent draft to the committee. At the time the date for the defense is set, a final draft of the thesis should be submitted to the committee.

The thesis defense involves the student presenting the thesis and responding to questions and suggestions from the thesis committee. This is an open meeting which all students and faculty are encouraged to attend, however criticism and suggestions regarding the thesis are the responsibility of the thesis committee. The student's advisor records suggestions regarding revisions of the thesis. During a closed session towards the end of the meeting, the advisor and committee members decide what recommendations for revisions of the thesis will be made, and vote to determine whether to pass the student, fail the student, or adjourn the meeting. The student then returns to the meeting and a final list of revisions is agreed upon. The student distributes the list of agreed upon revisions to the committee members within 10 working days of the thesis defense. The student then makes the revisions under the supervision of the major advisor. The revision list with statements about how the revisions were made in the thesis and the final draft of the thesis is then submitted to the committee and the final draft of the thesis is submitted to the Graduate School in accordance with their guidelines.

CLINICAL INSTRUCTION

Students must retain professional liability insurance while engaged in clinical instruction (approximate cost is \$90.00 per academic year). Students must also pay a \$40.00 lab fee for use of the Counseling and Educational Psychology Training and Research Clinic during CEP 550.

Four main courses are **required** of all students associated with clinical instruction and are required of all students. These courses are **counseling theory and technique (CEP 550)**, **counseling practicum (CEP 572)**, **advanced counseling practicum (CEP 578)**, and **internship (CEP 580)**. These courses have minimum numbers of hours for total clinical time, client contact, and supervision that must be met to complete the course. If students are unable to meet these time requirements for reasons that have been approved by department faculty steps will be taken to try to help students meet the hour requirements while minimizing interference with their progress in the program. Clinical courses must be taken in the following sequence.

Counseling Theory and Technique CEP 550 (10 hours completed in CEP Clinic) – didactic classroom instruction in various theoretical orientations to counseling paired with a supervised introductory counseling experience in the Department's Counseling and School Psychology Training and Research Clinic. Students will be closely supervised by both Doctoral Student supervisors and CEP faculty during a half-semester, 6-session beginning counseling practicum.

Counseling Practicum CEP 572 (150 hours completed in CEP Clinic) – supervised counseling experience by Doctoral Students, Clinical Mental Health Counseling Program faculty, and faculty in the Department's Counseling and Educational Psychology Training and Research Clinic. A minimum of one hour per week of individual supervision, one and one-half hours per week of group supervision, and a minimum of 40 hours of direct client contact for a total of 100 hours of total time. Please note that course instructor has the authority to determine the number of clients appropriate for each student. Similarly, the course instructor may also make the decision to ask for a client to be referred to another counselor if severity of presenting concerns does not align with the student's developmental level.

Advanced Counseling Practicum CEP 578 (300 hours for 6 Credits; 150 hours for 3 Credits) – counseling in a school setting providing the full range of school counseling services. The advanced counseling practicum is supervised by a licensed School Counselor (one hour per week individual supervision, and Clinical Mental Health Counseling Program faculty (one and one-half hours per week group supervision). The advanced counseling practicum involves a minimum of 120 hours of direct client contact and 300 hours total time for 6 credits. Students may elect to substitute 3 credits of Elective Study, Graduate Minor Study, or Thesis Study for 3 credits of CEP 578 Advanced Practicum. For those students pursuing that option, the advanced counseling practicum involves a minimum of 60 hours of direct client contact and 150 hours total time. Students must obtain a **background check with fingerprinting before starting school practicum (which costs approximately \$55)**.

Counseling Internship CEP 580 (600 hours for 12 credits) – counseling in a setting, which includes performance of the full range of mental health services. The internship is supervised by a site-based licensed mental health professional (minimum of one hour per week individual supervision) and by a Clinical Mental Health Counseling Program faculty member (one and one-half hours per week group supervision). The 12-credit internship involves a minimum of 240 direct client contact hours. Total time on internship is a minimum of 600 hours. Students are encouraged to enroll in 6 hours per semester (20 hours per week on site), or all 12 hours during one semester (40 hours per week on site). Students are placed in settings that are congruent with their career goals.

The following are a sampling of CEP approved internship sites for students in the Clinical Mental Health Counseling Program. Please note: CEP students must ensure that site supervisors have appropriate licensure. In most instances this would be a Licensed Professional Counselor (LPC) or Licensed Professional Clinical Counselor (LPCC). In some instances, a licensed psychologist, psychiatrist, or LMSW (social worker) would be allowed. It is important to interview at a prospective internship site the

semester before you begin internship and to work closely with the CEP Internship Instructor of record and Clinical Coordinator. The CEP Internship Coordinator maintains a listing of potential site supervisors at potential sites to contact.

Policy regarding doing advanced practicum/internships at job sites or receiving stipends.

Students are discouraged from completing their advanced practicum/internship where they are currently employed. Special permission may be granted to students, if a student does not do the practicum/internship during regular work hours and has a different supervisor and/or assigned duties. Stipends are allowed for students doing advance practicum/internships.

Policy regarding doing advanced practicum/internships in multiple settings. Students will be encouraged to do their advanced practicum/internship at one setting per semester. However, circumstances may require that students obtain more than one site per semester in order to gain the type of experience desired and number of hours required to complete the advanced practicum or internship.

Additional/Optional Clinical Experiences-- Students must have successfully completed CEP-572 Counseling Practicum prior to engaging in any other clinical experience AND must obtain approval from an assigned academic advisor to enroll in a course that provides appropriate supervision for the experience.

Opportunities for students to engage in program approved supervised field experience usually occur in the following sequence: 1) CEP-572 Counseling Practicum--prerequisites CEP-550 and approval of instructor, retained professional liability insurance; 2) CEP-578 Advanced Counseling Practicum--prerequisites CEP-572 and approval of instructor; and 3) CEP-580 Counseling Internship--prerequisites, be near the completion of an approved Clinical Mental Health Counseling Program, completion of at least three credits of practicum experience, preferably nine, approval from major advisor to enroll in an Internship, and retained professional liability insurance.

Students may desire to complete a field experience in addition to the required sequence of clinical coursework of CEP-550, CEP-572, CEP 578, and CEP 580. Clinical hours accrued during this experience **may not be credited toward the Internship**, but may enhance the clinical training goals of the student. Academic credit for completion of this field experience may be used as an elective in the students' program curriculum when the following criteria are met. Students are encouraged to consult with their academic advisor prior to enrollment in any field experience.

1. Students must be enrolled in an appropriate course CEP-598-Special Topics or CEP-670-Behavioral Health Practicum during the accrual of clinical hours. The instructor of record must provide individual supervision with the student for the duration of the field experience.
2. The field experience is conducted in a setting that aligns with the principles, methods, and therapeutic techniques practiced by professional counselors including diagnosis, appraisal, assessment, treatment and treatment planning of a broad spectrum of client problems including, but not limited to, developmental, mental, emotional, family, and DSM disorders.
3. The field experience site provides an approved supervisor who must be a licensed mental health professional who has a minimum of a Master's degree and two years professional experience. Program faculty members may serve as field supervisors when other supervision is not available.
4. The field supervisor helps the student prepare a realistic plan for the field experience which is commensurate to the student's ability and in accordance with the planned graduate program for the student. When the final agreement is signed by the field supervisor, this constitutes a contract between the two parties with regard to placement, assignments, and responsibilities.
5. The field supervisor also supervises the student. This supervision may take on many different forms including individual meetings, group meetings, case conferences and informal contacts. A minimum of one hour per week face-to-face individual supervision is required.
6. The supervisor will be asked to complete an evaluation form concerning both the student and

the program. The form will be supplied by the University. A telephone or on-site interview will be conducted by the course instructor. If the field supervisor or student request more contact with the course instructor, arrangements may be made as deemed necessary.

7. Students must maintain a daily log recording the activities they engage in and the amount of time spent in each. Time spent must be validated by the site supervisor and the University professor.

ENDORSEMENT POLICY

Students who wish to seek letters of recommendation or endorsements for credentialing from program faculty should make such requests with at least two weeks notice. Students should request permission from faculty members before formally identifying them as reference. It is the policy of the Clinical Mental Health Counseling Program to endorse or recommend program students and graduates only for employment or credentialing for which students and graduates meet established criteria.

POST GRADUATE REQUIREMENTS NECESSARY FOR LICENSURE

As a CACREP accredited program, the CMHC Program prepares graduates to pursue licensure as Clinical Mental Health Counselors. Obtaining licensure as a Clinical Mental Health Counselor requires post-graduate supervised practice and successful completion of licensing exams. Because the post-graduate requirements are substantial, require a minimum of two years to complete, and are subject to change; students are directed to the New Mexico Counseling and Therapy Practice Board website for current licensure requirements (<http://www.rld.state.nm.us>).

GRADUATE ASSISTANTSHIP AND EMPLOYMENT OPPORTUNITIES

There are a limited number of Graduate Assistantships available for Clinical Mental Health Counseling Program students in the CEP department. These positions are offered to entering students as part of the recruitment process. In addition, the program training director nominates the most qualified applicants for scholarships/awards offered through the Graduate School. The selection process for these awards is competitive and not guaranteed. Students receiving a graduate assistantship or award are eligible for in-state tuition.

Please contact the following departments for information regarding current opportunities:

Department of Counseling and Educational Psychology – (575) 646-2121
Department of Psychology – (575) 646-2502
The Center for Learning Assistance – (575) 646-3136
Educational Management and Development – (575) 646-3825
Wellness, Alcohol, Violence Education Program – (575) 646-2813
Sexual & Gender Diversity Resource Center – (575) 646-7031.

Additional departments, service units, and research centers also hire graduate assistants. Job announcements are typically posted on campus and in student newspapers. Students are encouraged to inquire at specific offices regarding openings.

There may be employment opportunities in the community available to students as well. Students are encouraged to contact directors of Human Resources of each respective agency. A sample of agencies include:

Ben Archer Health Centers- 575-267-1747
Mesilla Valley Hospital - (575) 382-3500
La Casa- (575) 526-2819
La Clinica De Familia- 575-525-4805

The Graduate School provides information on fellowships, scholarships, and grants available to graduate students at: <http://gradschool.nmsu.edu>

OPPORTUNITIES OF PROFESSIONAL AFFILIATION AND MEMBERSHIP

Students are strongly encouraged to become actively involved in professional counseling organizations at the national, regional and state level. It is strongly recommendation that students join organizations such as ACA, AMHCA, and NMCA. Involvement in these organizations can range from engaging in organizational leadership to attending professional conferences. Students are strongly encouraged to present their research and newly acquired knowledge at state, regional, and/or national conferences. Opportunities to submit proposals for educational presentations are announced at different times each year. Interested students should contact Clinical Mental Health Counseling Program Faculty for guidance.

Students are strongly encouraged to participate in The Counseling Masters Students Association (CMSA). The CMSA is considering seeking membership in Chi Sigma Iota (CSI). Upon graduation, students are encouraged to pursue national certification as well as state licensure (i.e., the National Board for Certified Counselors (NBCC)). Membership and registration forms are available at the organizational websites.

American Counseling Association (ACA)
(800) 347-6647
<http://www.counseling.org>

New Mexico Counseling Association
nmca.info@gmail.com

American Mental Health Counselors Association (AMHCA)
(800) 326-2642
<http://www.amhca.org>

New Mexico Chapter (NMMHCA)
NMMHCA@yahoo.com

National Board for Certified Counselors
3 Terrace Way, Greensboro, NC 27403
<http://www.nbcc.org>
(336) 547-0607

New Mexico Counseling and Therapy Practice Board
2550 Cerrillos Road, Santa Fe, NM 87505
counselingboard@state.nm.us
(505) 476-4610

ACA DIVISIONS

Information about these divisions may be accessed at <http://www.counseling.org>

Association for Assessment in Counseling and Education (AACE)
Association for Adult Development and Aging (AADA)
Association for Child and Adolescent Counseling (ACAC)
Association for Creativity in Counseling (ACC)
American College Counseling Association (ACCA)
Association for Counselors and Educators in Government (ACEG)
Association for Counselor Education and Supervision (ACES)
Association for Humanistic Counseling (AHC)
Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)
Association for Multicultural Counseling and Development (AMCD)
American Mental Health Counselors Association (AMHCA)
American Rehabilitation Counseling Association (ARCA)
American School Counselor Association (ASCA)
Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
Association for Specialists in Group Work (ASGW)
Counselors for Social Justice (CSJ)
International Association of Addictions and Offender Counselors (IAAOC)
International Association of Marriage and Family Counselors (IAMFC)
National Career Development Association (NCDA)
National Employment Counseling Association (NECA)

APPENDIX A

FULL TIME, THREE QUARTER TIME, AND HALF TIME PROGRAMS

M.A. -- FULL-TIME PROGRAM*			
<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Sum. 1b	CEP 512	Human Development	3
	CEP 517	The Psychology of Multiculturalism	3
Fall 1	CEP 542	Appraisal Theory and Technique	3
	CEP 524	Professional Issues in Mental Health Counseling (or CEP 522)	3
	CEP 550	Counseling Theory and Technique	3
	CEP 551	Diagnosis and Treatment Planning	3
Spring 1	CEP 558	Child and Adolescent Counseling	3
	CEP 552	Career/Life Planning and Vocational Assessment	3
	CEP 566	Group Work Theory and Technique	3
	CEP 572	Counseling Practicum	3
Sum. 2a	CEP 562	Family Therapy Theory and Technique	3
	CEP 556	Addictions Counseling	3
Fall 2	CEP 532	Counseling Research	3
	CEP 522	Organization and Administration of School Counseling (or CEP 524)	3
	CEP 578	Advanced Counseling Practicum (OR 3 Credit Elective + 3 Credit Advanced Counseling Practicum)*	6
Spring 2	CEP 580	Counseling Internship (Comprehensive Exam)	12

*** Note: See “Progress Through the Program Electives, Graduate Minor, and Master’s Thesis”**

M.A. -- THREE-QUARTER-TIME PROGRAM*			
<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credit</i>
Sum. 1b	CEP 512	Human Development	3
Fall 1	CEP 524	Professional Issues in Mental Health Counseling (or CEP 522)	3
	CEP 542	Appraisal Theory and Technique	3
	CEP 551	Diagnosis and Treatment Planning	3
Spring 1	CEP 558	Child and Adolescent Counseling	3
	CEP 550	Counseling Theory and Technique	3
	CEP 566	Group Work Theory and Technique	3
Sum. 2a	CEP 562	Family Therapy and Technique	3
Sum. 2b	CEP 517	The Psychology of Multiculturalism	3
Fall 2	CEP 532	Counseling Research	3
	CEP 522	Organization and Administration of School Counseling (or CEP 524)	3
	CEP 572	Counseling Practicum	3
Spring 2	CEP 552	Career/Life Planning and Vocational Assessment	3
	CEP 578	Advanced Counseling Practicum (OR 3 Credit Elective + 3 Credit Advanced Counseling Practicum)*	6
Sum. 2a	CEP 556	Addictions Counseling	3
Fall 3	CEP 580	Counseling Internship (Comprehensive Examination)	12

*** Note: See “Progress Through the Program Electives, Graduate Minor, and Master’s Thesis”**

M.A. -- HALF-TIME PROGRAM FOR STUDENTS ENTERING IN AN ODD YEAR*

<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Sum. 1b	CEP 512	Human Development	3
Fall 1	CEP 542	Appraisal Theory and Technique	3
	CEP 524	Professional Issues in Mental Health Counseling (or CEP 522)	3
Spring 1	CEP 550	Counseling Theory and Technique	3
	CEP 566	Group Work Theory and Technique	3
Sum. 2a	CEP 562	Family Therapy Theory and Technique	3
Sum. 2b	CEP 517	The Psychology of Multiculturalism	3
Fall 2	CEP 572	Counseling Practicum	3
	CEP 551	Diagnosis and Treatment Planning	3
Spring 2	CEP 558	Child and Adolescent Counseling	3
	CEP 578	Advanced Counseling Practicum (3 or 6 credits) OR Elective *	3 or 6
Sum. 3a	CEP 556	Addictions Counseling	3
Fall 3	CEP 532	Counseling Research	3
	CEP 522	Organization and Administration of School Counseling (or CEP 524)	3
Spring 3	CEP 552	Career/Life Planning and Vocational Assessment	3
	CEP 578	Advanced Counseling Practicum (3 or 6 credits) OR Elective *	3
Fall 4	CEP 580	Counseling Internship	6
Spring 4	CEP 580	Counseling Internship (Comprehensive Exam)	6

M.A. -- HALF-TIME PROGRAM FOR STUDENTS ENTERING IN AN EVEN YEAR*

<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Sum. 1b	CEP 512	Human Development	3
Fall 1	CEP 542	Appraisal Theory and Technique	3
	CEP 522	Organization and Administration of School Counseling	3
Spring 1	CEP 550	Counseling Theory and Technique	3
	CEP 566	Group Work Theory and Technique	3
Sum. 2a	CEP 562	Family Therapy Theory and Technique	3
Sum. 2b	CEP 517	The Psychology of Multiculturalism	3
Fall 2	CEP 572	Counseling Practicum	3
	CEP 551	Diagnosis and Treatment Planning	3
Spring 2	CEP 558	Child and Adolescent Counseling	3
	CEP 578	Advanced Counseling Practicum (OR Elective)*	3
Sum. 3a	CEP 556	Addictions Counseling	3
Fall 3	CEP 532	Counseling Research	3
	CEP 578	Advanced Counseling Practicum (OR Elective) *	3
Spring 3	CEP 552	Career/Life Planning and Vocational Assessment	3
	CEP 580	Counseling Internship	3
Fall 4	CEP 524	Professional Issues in Mental Health Counseling	3
	CEP 580	Counseling Internship	6
Spring 4	CEP 580	Counseling Internship (Comprehensive Exam)	6

* Note: See "Progress Through the Program Electives, Graduate Minor, and Master's Thesis"

APPENDIX B

FITNESS TO PRACTICE POLICY

The Fitness to Practice (*FTP*) Policy and Procedures provide the structure through which students' behaviors and personal and professional development will be monitored and evaluated. The *FTP* process is implemented to ensure that students acquire the knowledge and develop the skills and professionalism required to enter the counseling profession. Students' fitness to practice is evaluated on an on-going basis by CEP faculty (including advisor of record), doctoral supervisors, and instructors. When a concern is identified regarding a student's professional development, behavior, or academic performance, a *FTP* remediation plan will be initiated by the concerned faculty member, doctoral supervisor, and/or instructor. Students asked to complete a *FTP* remediation plan will have the opportunity and be encouraged to participate in every step of the *FTP* process. The MA Counseling Committee routinely reviews, and maintains records of all Fitness to Practice Semester Evaluation Forms, Fitness to Practice Individual Evaluation Forms, and Fitness to Practice Remediation Plans that are submitted by CEP faculty, doctoral supervisors, and/or instructors. When necessary, the MA Counseling Committee will also conduct Selective Reviews.

Upon admission into the Clinical Mental Health Counseling Program, students are presented with the expectations and requirements for successful completion of the program. Expectations and requirements can be found in the MA Student Handbook. Students are strongly encouraged to seek clarification when needed. The *FTP* policy pertains to all students in the Masters Clinical Mental Health Counseling Program. All students need to consistently demonstrate adequate competencies in all settings, including classes, community agencies, advisory/supervisory sessions, and all verbal and written communications with faculty, doctoral supervisors, and instructors. In order to successfully complete the program, all students must:

- Maintain a cumulative GPA of 3.0 or better and earn a C grade in no more than two courses that are counted toward the degree (Faculty members must notify the Program Training Director anytime a student receives a final course grade of C or lower). A grade of B or higher is required for CEP 550, CEP 572, CEP 578, and CEP 580.
- Demonstrate satisfactory acquisition of the knowledge and skills necessary to enter the counseling profession, as measured on the Student Learning Outcomes Evaluation (*SLOE*).
- Demonstrate adherence to program requirements and expectations delineated in the MA Student Handbook.
- Demonstrate appropriate student behavior as outlined in the NMSU Student Code of Conduct which can be found at:
<http://studenthandbook.nmsu.edu/student-code-of-conduct/non-academic-misconduct/>
- Demonstrate appropriate progress in meeting the competencies outlined in the Fitness to Practice Semester Evaluation Form (*FTPSE*) as follows:
 1. Demonstrate Cultural Sensitivity
 2. Display openness to new concepts and ideas
 3. Adhere to ethical and legal standards established by ACA and other related professional associations
 4. Appropriately respond to conflict and other difficult situations
 5. Express thoughts and feelings in an appropriate and effective manner
 6. Demonstrate receptiveness to and use of constructive feedback
 7. Demonstrate personal responsibility
 8. Follow through with obligations and assigned responsibilities
 9. Demonstrate awareness of own impact on others

FTP EVALUATION PROCESS AND PROCEDURES

FTP EVALUATION

Students' fitness to practice is evaluated on an on-going basis by CEP faculty, doctoral supervisors, and instructors. Both Fitness to Practice and Student Learning Outcomes evaluations are to be submitted:

(A) At the end of the semester:

Fitness to Practice Semester Evaluation

All students' Fitness to Practice will be evaluated by department faculty, supervisors, and instructors at the end of every semester utilizing the *Fitness to Practice Semester Evaluation Form (FTPSE)*.

An FTP remediation plan must be initiated if, for any one semester, a student receives a rating of "1" on any one FTP competency, or a rating of "2" on more than two FTP competencies on the *FTPSE*. Please refer to "**FTP Remediation Plan Process**" section for further details.

Student Learning Outcomes Evaluation

All students' academic progress will be evaluated by faculty, instructors, and supervisors at the end of every course utilizing the *Student Learning Outcomes Evaluation Form (SLOEF)*. If a student receives a rating of "2" or less on the *Student Learning Outcomes Evaluation Form* an FTP remediation plan must be initiated by the instructor of record. Please refer to "**FTP Remediation Plan Process**" section for further details.

**FTPSE* and *SLOE* forms will be submitted to the MA Counseling Committee for review and will be included in the students' permanent record.

All faculty, instructors, and doctoral supervisors are encouraged to address any potential deficiencies or concerns as early in the semester as possible.

For any one semester, students who obtain a rating of "1" on any FTP competency, a rating of "2" on more than 2 FTP competencies, a rating of "2" by more than 2 evaluators on any FTP competency on the *FTPSE*, or a rating of 2 or less on any one learning outcome listed on the *SLOE* form will not be allowed to move forward in the course of study without the initiation of an FTP remediation plan.

(B) At any point in the semester:

It is necessary for a faculty member, staff, course instructor, doctoral supervisor, or advisor of record initiate an FTP remediation plan upon identification of any concern, including:

- 1) When a student's academic and/or professional performance is not indicative of developmentally appropriate progress towards meeting FTP competencies listed in the *FTPSE* or *SLO's listed on the SLOEF*.
- 2) Engages in any of the following:
 - a) Unethical or illegal behavior(s)*
 - b) Behavior that is threatening to self or others*
 - c) Behavior that violates NMSU code of conduct as outlined in the student handbook*

*FTP remediation plans that are instigated as a result of [a], [b], or [c] above will result in a Selective Review process (See "**Selective Review Process**" section outlined below).

Due to the nature of these behaviors, the faculty member, doctoral supervisor, or instructor needs to inform the MA Committee of any potential issues as early as possible.

Once a concern is identified regarding a student's professional development, behavior, or academic performance, the concerned faculty member, doctoral supervisor, and/or instructor shall initiate a FTP remediation plan at the earliest possible time (See "**FTP Remediation Plan Process**" below).

FTP REMEDIATION PLAN PROCESS

Once a concern is identified, the following steps should be followed:

- (A)** For concerns relating to the FTP Competencies or SLO, faculty, doctoral supervisor, or instructor initiating the FTP process must:
- 1) Fill out a *FTP Individual Student Evaluation Form (FTPISE)*
 - 2) Request a meeting with the student to discuss the concern. The student must respond within 3 business days. The student's failure to respond by 5:00 p.m. on the third business day will result in a Selective Review Meeting (See section on "**Selective Review Process**" outlined below).
 - 3) At the meeting, the faculty member will:
 - a) Discuss the identified concern(s) outlined on the FTP evaluation form (*FTPSE* or *FTPISE*).
 - b) Obtain signatures to be included on the FTP evaluation form.
 - c) Provide a copy of the FTP evaluation form to the student.
 - d) Develop and discuss a FTP remediation plan and fill out form. *FTP Remediation Plan Form (FTPRP)* which includes:
 - Specific FTP competencies or concerns that require remediation.
 - Specific recommendations/goals to achieve remediation.
 - Specific expectations of successful remediation.
 - Specific deadline(s) for evaluation of expectations.
 - 4) Within 10 business days, the faculty member must finalize FTP remediation plan and will meet with the student to review.
 - 5) Within 5 business days from the date the FTP remediation plan was reviewed, the student must sign and return the *FTPRP form* to the faculty member or request an appeal (see "**Appeals Process**" outlined below). The faculty member will retain the original FTP plan and provide copies to the student and the MA counseling Committee to be included in the student's permanent file. A delay or failure of the student to sign and return the plan does not impede the FTP remediation process and may be interpreted as a demonstration of lack of reasonable progress towards goals established in FTP plan.
 - 6) Faculty member is responsible for monitoring the student's progress. At any time during this process, both faculty and student may request additional meetings to discuss progress.
 - 7) Faculty member will meet with the student, either upon the student's successful completion of the FTP plan or the planned deadline (whichever comes first). During this meeting, faculty member and student will review the student's progress and complete the "Outcome" section of the *FTPRP* form. Faculty member will be responsible for providing a final copy of the *FTPRP* form to the MA Counseling Committee.
 - 8) If student does not meet requirements specified in the *FTPRP* form by the date indicated, a Selective Review must be initiated. Please follow the steps outlined in the "Selective Review Process" Section detailed below.

*Note that faculty member has the option of initiating a Selective Review at any time during the FTP process.

- (B) If the concern is regarding B.2.a, B.2.b., or B.2.c. listed above, faculty, doctoral supervisor, or instructor initiating the FTP remediation process must:
- 1) Immediately inform Program Training Director.
 - 2) Provide Program Training Director with a written description of the specific concerns that may need remediation.

Selective Review Process

- (A) A Selective Review Process will be convened when:
- A FTP remediation plan was called because the student was believed to have engaged in unethical or illegal behavior(s), behavior that is threatening to self or others, and/or behavior that violates NMSU code of conduct as outlined in the student handbook.
 - A student fails to respond to a request for a FTP meeting within the allotted timeframe.
 - A student fails to show acceptable progress or completion of FTP remediation plan.
 - More than one FTP remediation plan is initiated with a student over the course of his/her training program.
 - A student fails to meet the minimum GPA requirements listed above.
 - A student obtains a rating of “2” by more than 2 evaluators on any FTP competency on the *FTPSE*.
 - A student obtains a rating of “2” on any FTP competency on the *FTPSE* for more than one semester.
- (B) The Selective Review Committee will be comprised of at least two faculty members from the Counseling Masters Program, including the student’s appointed advisor. The committee may consult with other CEP faculty members, supervisors, NMSU legal counsel, and/or the American Counseling Association (ACA) regarding the development of alternative remedial actions and/or the student’s fitness to remain in the Clinical Mental Health Counseling Program.
- (C) The following process will be followed:
- 1) Upon receiving documented statement detailing any concerns with a student, Program Training Director will put together a Selective Review Committee and provide them with any information regarding these documented concerns
 - 2) Within 48 hours of obtaining written documentation of the incident/concerns, the Program Training Director or MA Counseling Committee faculty member will schedule a time for the selective Review Committee AND the student to meet. (*Note that for potentially life-threatening concerns, this meeting should take place within 24 hours).
 - 3) During the meeting, the Selective Review Committee must fill out the *Selective Review Committee Form* (SRC) which includes:
 - Description of specific FTP competencies or concerns that require remediation.
 - Outline of the specific requirements that must be fulfilled to successfully achieve remediation.
 - Description of any other expectations for successful remediation.
 - 4) The Selective Review Committee must finalize a *FTPRP* form and meet with the student to review within 5 days of initial Committee meeting. Within 2 business days after receiving a copy of the *FTPRP* form the student must sign and return it to the Selective Review Committee or request an appeal (Please refer to the “**Appeals Process**” outlined below). A copy of the *FTPRP* form will be given to the MA counseling Committee to be included in the student’s permanent file. A delay or failure of the student to sign and return the plan does not impede the FTP remediation process and may be interpreted as a demonstration of lack of reasonable progress towards goals identified on the *FTPRP*.
 - 5) Selective Review Committee is responsible for monitoring the student’s progress. At any time during this process, both Committee and student may request additional meetings to discuss progress.
 - 6) Selective Review Committee will meet with the student, either upon the student’s successful completion of the FTP remediation plan or the plan deadline (whichever comes first). During

- this meeting, Selective Review Committee and student will review the student's progress and complete the "Outcome" section of the *FTPRP* form. Selective Review Committee will be responsible for placing a final copy of the *FTPRP* form in the student's permanent file.
- 7) If student does not meet requirements specified in the FTP remediation plan by the date indicated, Selective Review Committee must determine whether remediation plan needs to be revised or other action should be taken (dismissal from the program, delaying course of study, etc.).

Appeals Process

At any point during the FTP remediation process, the student reserves the right to an appeals process. The appeals process must be initiated by submitting a written request to the following bodies in the order presented below:

Clinical Mental Health Counseling Program Committee
Counseling and Educational Psychology Department Head
Student Affairs Committee for the College of Education
Dean of the College of Education
Dean of the Graduate School

When appealing to the Clinical Mental Health Counseling Program Committee, and CEP Department Head, students must include the following information on the written request:

- Description of reason why FTP remediation plan was initiated.
- Name of person(s) who initiated FTP remediation process.
- Reason for the appeal.

Please see complete instructions for appeals beyond the CEP departmental level at:

- <http://catalog.nmsu.edu/grad-2013-2014/01-general/regulations.html>

APPENDIX C

ACADEMIC APPEALS

The following outlines the procedures for NMSU graduate students to follow in satisfying an academic grievance. This process may also be found at: <http://catalog.nmsu.edu/grad-2013-2014/01-general/regulations.html>

“Any graduate who believes that he or she has been unjustly treated within the academic process may proceed as far as necessary in the following steps to resolve his or her grievance. In general, there are three levels at which a grievance can be addressed: a course instructor or advisor, a department head, or the dean of the Graduate School. If the initial grievance is with an instructor or advisor, the process begins at Step 1. If the initial grievance is with a departmental committee, the process begins at Step 3. In all instances, the process must begin at the lowest possible level.

1. Under normal circumstances, the student should discuss the issue with the instructor/advisor.
2. If the student is unable to resolve the issue through consultation with the faculty member, the student must submit a written memorandum detailing the grievance to the course instructor or advisor within 10 calendar days of the beginning of the following full (i.e., fall or spring) semester. The person to whom the memorandum is addressed must respond in writing within 10 calendar days to the student.
3. If the student is not satisfied with the response from Steps 1-2, he or she must submit a written appeal to the department head within ten working days of the initial decision. If the student is initiating the appeal at the departmental level, he or she must do so, in writing, within 10 calendar days of the beginning of the following full (i.e., fall or spring) semester. The department head must respond in writing within ten working days to the student, the instructor or advisor (if one is involved), and the dean of Graduate School.
4. If the student is not satisfied with the response from Steps 1-3, they must submit a written grade appeal letter to the academic dean's office of the college where the course is taught. If it is a grievance against a faculty member, then the academic dean's office where the course is taught would be that of the faculty member's college. The student has 10 calendar days after receiving the decision of the department head. The associate dean of the given college has 10 days to collect the necessary documents to make a decision on the student's appeal or grievance. Please note that additional days may be required to collect information from the faculty and/or student involved in the case. The academic dean's office where the course is taught may convene an ad hoc committee to investigate the case.
5. If after the fourth step the student or any of the other parties involved is still not satisfied with the response, he or she must present to the dean of the Graduate School within ten working days a formal letter that provides specific details regarding the nature of the grievance. Copies of all documents including course materials and grades must accompany the letter. In the letter, the student can request that their case be presented to the Graduate Student Appeals Board. After

receiving a letter complaint (not an email), the dean or associate dean of the Graduate School will determine whether the complaint has merit. He or she will do so after reviewing the letters from the faculty member, the department head and the office of the academic dean as well as the materials from the student and all those involved in the case. If the graduate dean determines that the appeal does not have merit, he or she will inform the appellant and other parties, in writing, within ten working days of receiving the appeal. Please note that additional days may be required to collect information from the faculty and/or student involved in the case. If the graduate dean decides that the appeal does have merit, he or she will convene the Graduate Student Appeals Board, normally within three weeks. The Graduate Student Appeals Board will conduct, within 60 days of their convening, whatever investigations and deliberations are necessary, and will forward to the dean of the Graduate School a recommendation to resolve the grievance.

6. After reviewing the recommendation of the Graduate Student Appeals Board, the dean of Graduate School will, within ten working days, inform all parties involved of his or her decision in writing.
7. The dean of the Graduate School may waive the normal time frame for grievances when either party presents compelling evidence justifying such a delay, but grievances must be launched within one year. Grade appeals involving charges of plagiarism must follow the process established on academic misconduct in the Student Code of Conduct. The web site is <http://www.nmsu.edu/~vpsa/SCOC/index.html> Graduate School strongly encourages students to study and use the Plagiarism web site of the Library to learn of ways to avoid plagiarism: <http://lib.nmsu.edu/plagiarism>.”

APPENDIX D

GRADUATION CHECKLIST

This is a checklist of major milestones and documents that need to be submitted at appropriate times over the course of progress toward the MA degree. In chronological order:

_____ **Program of Study and Committee for Master's Students ("Application for Admission to Candidacy")** To be completed with advisor after completion of twelve semester hours in the Clinical Mental Health Counseling Program. This form must be submitted to the graduate school prior to completion of Comprehensive Exam.

_____ **Application for Degree.** Can be completed through [MyNMSU](#). This is typically due during the first week of the last semester prior to anticipated graduation.

_____ **Notify the CEP faculty member in charge of Final Examinations of your intention to sit for the written and oral portions of the exam.** This should be done at the beginning of the semester in which you wish to sit for the exam.

_____ Successfully complete the **Written portion of the Final Exam.**

_____ **Masters Final Examination Form.** Must be completed at least ten business days before the scheduled date of the oral exam. <http://www.nmsu.edu/~registra/degree-app/>

_____ Successfully complete the **Oral portion of the Final Exam.**

For additional information on this process, contact your advisor and visit the graduate school website:

<http://prospective.nmsu.edu/graduate/forms/index.html>

APPENDIX E

FACULTY

Eve M. Adams, Ph.D. (The Ohio State University)
Associate Professor, Licensed Psychologist (OH & NM)
Principal Investigator – HRSA SDS Grant for Integrated Behavioral Health in Primary Care Settings
Director of Training, Counseling Psychology Program

Teaching: Advanced Doctoral Practicum, Supervision Theory & Practicum, Primary Care Psychology, Art & Science of Mindfulness.

Research: Multicultural identity, Mindfulness-based interventions, supervision and training issues, gay and lesbian issues, women's issues, and integrated behavioral health.

Recent Publications:

Edwards, M., **Adams, E. M.**, Waldo, M., Hadfield, O.D., Biegel, G. (2014). Effects of a mindfulness group on Latino adolescent students: Examining levels of perceived stress, mindfulness, self-compassion and psychological symptoms. *Journal of Specialists in Group Work*.

Cox, J. T., **Adams, E. M.**, & Loughran, M. J., (2014). Behavioral health training is good medicine: A qualitative study of counseling psychology trainees' experiences in primary care psychology. *Journal of Mental Health Counseling*.

Windle, C., Newsome, S., Waldo, M., **Adams, E. M.** (2013). Mindfulness and group therapy: Mindfulness-Based Stress Reduction and Dialectical Behavior Therapy groups. In J. DeLucia-Waack, C. Kalodner, & M. Riva (Eds.), *The handbook of group counseling and psychotherapy* (2nd edition). Sage Publications: Thousand Oaks, CA.

Cox, J. T., Loughran, M.J., **Adams, E. M.**, & Navarro, R. M. (2012). Life satisfaction and health related quality of life among low-income medical patients: The influence of self-esteem as a mediating variable. *Psychology, Health & Medicine*.
DOI:10.1080/13548506.2012.656659

Haley-Bailey, M., **Adams, E. M.**, Dickson, G., Hitter, T.L., & Luna, L. (2012). Dismantling the birdcage: Preventing heterosexism. In E. Vera (Ed.), *Handbook of prevention in counseling psychology*. Oxford Press.

Winterowd, C., **Adams, E. M.**, Miville, M., & Mintz, L. (2009). Operationalizing, Instilling, and Assessing Counseling Psychology Training Values Related to Diversity in Academic Programs. *The Counseling Psychologist*. 37(5), 676-704.

Elsa C. Arroyos, Ph.D. (The University of Iowa)
Associate Professor, Nationally Certified School Psychology
Program Director- School Psychology (Ed.S.)

Teaching: Theory and Practice of School Psychology; Human Development; Educational Psychology

Research: Traumatic brain injury in children and adolescents, culturally responsive training, practice, and supervision in school psychology.

Recent Publications:

Arroyos, E., & Merrell, K.W. Ervin, R. A., & Gimpel Peacock (2012). The changing face of school psychology: Responding effectively to cultural and linguistic diversity (chapter 3). In K. M. Merrell, R. Ervin, & G. Gimpel (Eds.), *School psychology in the 21st century: Foundations and Practices* (2nd Ed.). Guilford Press.

Arroyos-Jurado, E., Torres-Fernandez, I. & Navarro, R. (2010). Multiculturalism and Diversity in School Psychology. *Handbook of Education, Training, and Supervision of School Psychologists in School and Community*. Volume I: Foundations of Professional Practice. Edited by E. G. Vazquez, T. Crespi, and C. Riccio.

Na-Yeun Choi, Ph.D. (The University of Maryland)
Assistant Professor

Teaching: Counseling Theory and Technique, Counseling Psychology Research, Career/ Life Planning and Vocational Assessment

Research: Mental Health and Health Disparities, Ethnic Minority Mental Health, Multicultural Counseling, Social Class

Recent Publications:

Choi, N., & Miller, M. J. (2014). AAPI college students' willingness to seek counseling: The role of culture, stigma, and attitudes. *Journal of Counseling Psychology, 61*, 340-351.

Miller, M. J., Yang, M., Lim, R. H., Hui, K., **Choi, N.**, Fan, X., Lin, L., Grome, R., Farrell, J., & Blackmon, S. (2013). A test of the domain-specific acculturation strategy hypothesis. *Cultural Diversity and Ethnic Minority Psychology, 19*, 1-12.

Miller, M. J., Yang, M., Hui, K., **Choi, N.**, & Lim, R. H. (2011). Acculturation, enculturation, and Asian American college students' mental health and attitudes toward seeking professional psychological help. *Journal of Counseling Psychology, 58*, 346-357.

Heejung Chun, Ph.D. (The University of Missouri)
Assistant Professor

Teaching: School Psychology Research, Consultation, Practicum in School Psychology I, and Ethical and Legal Issues in School Psychology

Research: Adolescent Problem Behaviors, Cultural Adjustment in School Settings, Acculturation of Immigrant Adolescents, and Parental Involvement

Recent Publications:

Chun, H. & Mobley, M. (in print). The "Immigrant Paradox" Phenomenon: Assessing Problem Behaviors and Risk Factors among Immigrant and Nativity Adolescents. *Journal of Primary Prevention*.

Mobley, M., & **Chun, H.** (2013). Testing Jessor's Problem Behavior Theory & Syndrome: A Nationally Representative Comparative Sample of Hispanic and African American Adolescents. *Cultural Diversity and Ethnic Minority Psychology, 19*(2), 190-199.

Chun, H. & Devall, E., Sandau-Beckler, P. (2013). Psychoecological Model of Alcohol Use in Mexican American Adolescents. *Journal of Primary Prevention, 34*, 119-134.

Fernandez, I., Schwartz, J. P., **Chun, H.**, & Dickson, G. (2013). Family Resilience and Parenting. In D. Becvar. (Ph.D.) *Handbook of Family Resilience*. Springer.

Chun, H. & Dickson, G. (2011). A psychoecological model of academic performance among Hispanic adolescents. *Journal of Youth and Adolescence, 40*, 1581-1594.

Dickson, G. L., Zamora*, R. C., Gonzalez*, R. P., **Chun, H.**, & Callaghan Leon, J. C. (2011). Facilitating the academic success of Latino students: Practical applications for school counselors. *Vistas*.

Chun, H., & Mobley, M. (2010). Gender and grade level comparisons in the structure of problem behaviors among adolescents. *Journal of Adolescence, 33*, 197-207.

Tracie L. Hitter, Ph.D. (New Mexico State University)
Assistant Professor

Teaching: Counseling Research, Appraisal Theory and Technique, Personality Appraisal, Supervision Practicum

Research: Sexuality, supervision and training issues, gay, lesbian, and bisexual issues, and women's issues.

Recent Publications:

Haley-Bailey, M., Adams, E. M., Dickson, G., **Hitter, T.L.**, & Luna, L. (2012). Dismantling the birdcage: Preventing heterosexism. In E. Vera (Ed.), *Handbook of prevention in counseling psychology*. Oxford Press.

Mike Kalkbrenner, Ph.D. (Old Dominion University)
Assistant Professor

Teaching: Counseling Research, Appraisal Theory & Technique, Psychometrics, and Counseling Theory & Technique.

Research: college student mental health, interprofessional collaboration, help seeking behaviors among mental health professionals, and experiential learning.

Recent Publications:

Neukrug, E.S., **Kalkbrenner, M.T.**, & Griffith, S.A. (2017). Barriers to counseling among human service professionals: The development and validation of the fit, stigma, & value (FSV) scale. *The Journal of Human Services*. (In press).

Johnson, K. F., & **Kalkbrenner, M.T.** (2017). The utilization of technological innovations to support college student mental health: Mobile Health Communication. *The Journal of Technology in Human Services*. (In press).

Neukrug, E.S., **Kalkbrenner, M.T.**, Snow, K., (2017). *The Dictionary of Counseling and Human Services*. Norfolk, VA: Counseling Books

Kalkbrenner, M.T., & Hernández, T. J. (2016). Community college students' awareness of risk factors for mental health problems and referrals to facilitative and debilitating resources. *The Community College Journal of Research and Practice*. 41(1), 1-9.
doi:10.1080/10668926.2016.1179603

Kalkbrenner, M.T., & Parker, R.H., (2016). Infusing experiential learning into the Introductory to Human Services course based on John Dewey's Theory of Education. *The Journal of Human Services*. 36(1), 65-68.

Anna Lopez, Ph.D. (The University of Texas at San Antonio)
Assistant Professor
Program Director- Clinical Mental Health Counseling

Teaching: Qualitative Research Methods, Counseling Practicum, Advanced Practicum

Research: Multicultural/ Bilingual Counseling and supervision, body image, and eating disorders, Social Justice and Advocacy issues specifically related to understanding the experiences of undocumented immigrants and their families, and the effects of deportation.

Recent Publications:

Cisneros, J., & **Lopez, A.** (2016). DREAMzone: Educating counselors and human service professionals working with undocumented students. *Journal for Social Action in Counseling and Psychology*. 8(2), 32-48.

Flowers, A., **Lopez, A.**, & Harper, R. (2014). Non-Traditional Students of Color Integrating Teaching and Technology. *Journal of Lifelong Learning*.

Falcon, M., & **Lopez, A.** (2014). How We Make Her Stay: Understanding myths and misconceptions regarding domestic violence. In American Counseling Association *Knowledge Center: VISTAS 2014*. Retrieved from <http://www.counseling.org/Resources/>

Trepal, H., Ivers, N., & **Lopez, A.** (2014). Practicum students' experiences with Bilingual counseling. *The Journal for Counselor Preparation and Supervision*. 6(2).

Boie, I., **Lopez, A.**, & Sass, D. (2013). Objectification theory: An evaluation of a theoretical model across gender and ethnicity. *Measurement and Evaluation in Counseling and Development*. 46(2), 114 – 135. Doi:10.1177/0748175612468595

Andres Pérez-Rojas, Ph.D. (The University of Maryland)
Assistant Professor

Teaching: Counseling Psychology Theory/Practicum, Educational Experimentation (Dissertation Seminar), Group Work Theory & Practicum, Psychology of Social Identities

Research: Multicultural counseling and psychotherapy, psychotherapy process and outcome, cultural processes, college student mental health and counseling.

Recent Publications:

- Pérez-Rojas, A. E.**, Palma, B., Bhatia, A., Jackson, J.J., Norwood, E., Hayes, J.A., & Gelso, C. J. (in press). The development and initial validation of the Countertransference Management Scale. *Psychotherapy*. DOI: 10.1037/pst0000126
- Perez-Rojas, A. E.**, Lockard, A. J., Bartholomew, T. T., Janis, R. A., Carney, D. M., Xiao, H., ... Hayes, J. A. (in press). Presenting concerns in counseling centers: The view from clinicians on the ground. *Psychological Services*.
- Gelso, C. J., & **Pérez-Rojas, A. E.** (2017). Inner experience and the good psychotherapist. In L.G. Castonguay & C.E. Hill (Eds.), *Therapist effects: Toward understanding how and why some therapists are better than others*. Washington, DC: American Psychological Association.
- Bartholomew, T. T., **Perez-Rojas, A. E.**, Lockard, A. J., & Locke, B. D. (2017). "Research doesn't fit in a 50-minute hour": The phenomenology of therapists' involvement in research at a university counseling center. *Counselling Psychology Quarterly*, 30, 255-273, DOI: 10.1080/09515070.2016.1275525

Ivelisse Torres-Fernandez, Ph. D. (The University of Iowa)
Assistant Professor

Teaching: Human Development, Appraisal of Cognitive Functioning, Appraisal Theory & Technique, Counseling Theory & Technique for School Psychologists, Counseling Children & Adolescents, Diagnostic Classification in School Psychology, School Psychology Practicum

Research: Social-Emotional Learning and Resiliency with an emphasis in children and adolescents; multicultural and social justice issues in psychology as it apply to competent practices; school-based mental health services; Bilingual supervision and training of bilingual psychologists; gifted and talented students; learning disabilities; child and adolescent psychopathology

Recent Publications:

- Torres-Rivera, E, **Torres Fernandez, I.**, & Hendricks, W. A. (2014). Group Work with Latinos. In J. L. DeLucia-Waak, D. Gerrity, C. Kalonder, & M. Riva (Eds.), *Handbook of Group Counseling and Psychotherapy* (2nd Ed). Thousand Oaks, CA: Sage Publications.
- Torres Fernandez, I.**, Schwartz, J., Chun, H., & Dickson, G. (2013). Family resilience and parenting. In D. S. Becvar, (Editor), *Handbook of Family Resilience*. New York: Springer.
- Huerta-Charles, L. Uribe-Florez, L., **Torres Fernandez, I.**, Vallejo-Garza, R.M, & Solis, E. (2012). A praxis-based experience in preparing critical bilingual teachers in the borderlands. In A. Honigsfeld and A. Cohan (Eds.), *Breaking the Mold of Education for Culturally and Linguistically Diverse Students: Innovative and Successful Practices for the 21st Century* . New York: Rowmen & Littlefield Publishers, Inc.
- Torres Fernandez, I.**, Rios, G. O., James, A. L., Martinez, A., & Bravo, A. (2012). Cruzando fronteras: Addressing trauma and grief in children impacted by the violence in the US-Mexico border. *Revista Interamericana de Psicología/Interamerican Journal of Psychology*, 46(3), 425-434.
- Arroyos-Jurado, E., **Torres Fernandez, I.**, & Navarro, R. (2009). Multiculturalism and diversity: Implications for the training of school psychologists. In E. G. Vazquez, T. Crespi, and C. Riccio (Eds.) *Handbook of Education, Training, and Supervision of School Psychologists in School and Community. Volume I: Foundations of Professional Practice*. New York: Taylor & Francis.

Torres Fernandez, I. (Winter/Spring 2012). My journey as an early career Latina psychologist: From Latino/a psychology to social justice. *El Boletin: The Newsletter of the National Latino/a Psychological Association*.

Hall, A. & **Torres, I.** (2002). Partnerships in preventing adolescent stress: Increasing self-esteem, coping, and support through effective counseling. *Journal of Mental Health Counseling*, 24(2), 97-109.

APPENDIX F

CACREP STANDARDS, RELEVANT COURSES AND CLINICAL INSTRUCTION

Listed below are the *2009 CACREP Standards* associated with the 8 core areas and corresponding program courses.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
 - a. history and philosophy of the counseling profession;
 - b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
 - c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
 - d. self-care strategies appropriate to the counselor role;
 - e. counseling supervision models, practices, and processes;
 - f. professional organizations, including membership benefits, activities, services to members, and current issues;
 - g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - h. the role and process of the professional counselor advocating on behalf of the profession;
 - i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
 - j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

CEP 524 PROFESSIONAL ISSUES IN MENTAL HEALTH COUNSELING

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
 - a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
 - b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
 - c. theories of multicultural counseling, identity development, and social justice;
 - d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
 - e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
 - f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

CEP 517 THE PSYCHOLOGY OF MULTICULTURALISM

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
 - a. theories of individual and family development and transitions across the life span;
 - b. theories of learning and personality development, including current understandings about neurobiological behavior;
 - c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
 - d. theories and models of individual, cultural, couple, family, and community resilience;
 - e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;

CEP 512 HUMAN DEVELOPMENT

- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

CEP 556 ADDICTIONS COUNSELING

- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

- 4. **CAREER DEVELOPMENT**—studies that provide an understanding of career development and related life factors, including all of the following:
 - a. career development theories and decision-making models;
 - b. career, avocational, educational, occupational and labor market information resources, and career information systems;
 - c. career development program planning, organization, implementation, administration, and evaluation;
 - d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
 - e. career and educational planning, placement, follow-up, and evaluation;
 - f. assessment instruments and techniques relevant to career planning and decision making; and
 - g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

CEP 552 CAREER/LIFE PLANNING AND VOCATIONAL ASSESSMENT

- 5. **HELPING RELATIONSHIPS**—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
 - a. an orientation to wellness and prevention as desired counseling goals;
 - b. counselor characteristics and behaviors that influence helping processes;
 - c. essential interviewing and counseling skills;
 - d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

CEP 550 COUNSELING THEORY AND TECHNIQUE

- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;

CEP 550 COUNSELING THEORY AND TECHNIQUE

CEP 562 FAMILY THERAPY THEORY AND TECHNIQUE

- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

CEP 550 COUNSELING THEORY AND TECHNIQUE

- 6. **GROUP WORK**—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
 - a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
 - b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
 - c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
 - d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
 - e. direct experiences in which students participate as group members in a small group

activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

CEP 566 GROUP WORK THEORY AND TECHNIQUE

7. **ASSESSMENT**—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
 - a. historical perspectives concerning the nature and meaning of assessment;
 - b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
 - c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
 - d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
 - e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
 - f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
 - g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

CEP 542 APPRAISAL THEORY AND TECHNIQUE

8. **RESEARCH AND PROGRAM EVALUATION**—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
 - a. the importance of research in advancing the counseling profession;
 - b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
 - c. statistical methods used in conducting research and program evaluation;
 - d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
 - e. the use of research to inform evidence-based practice; and
 - f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

CEP 532 COUNSELING RESEARCH