

University of Wisconsin-Parkside

Master's of Science in Clinical Mental Health Counseling

**Student Handbook
2018-2019**

Psychology Department
College of Natural & Health Sciences
University of Wisconsin-Parkside
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August, 2018

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INTRODUCTION

The purpose of this handbook is to provide applicants to and students in the Master's of Science in Clinical Mental Health Counseling (CMCH) program with information about the program requirements, expectations, policies and procedures. Faculty discuss the handbook with students at orientation, and students are expected to read the handbook and ask for any necessary clarification. The program faculty reserve the right to change or modify the handbook at any time. Upon modification, enrolled students will be notified of any substantive changes.

PROGRAM DESCRIPTION & HISTORY

The Clinical Mental Health Counseling program is a professional counseling graduate program that leads to the Master of Science in Clinical Mental Health Counseling degree. It prepares graduates to work as professional counselors by serving as the pre-credential educational requirement for licensure as a professional counselor in the state of Wisconsin*. The program maintains a counseling identity as part of the Psychology Department and the College of Natural and Health Sciences.

The need for clinical mental health counselors continues to increase in the region and state. With the development of mental health parity laws, more people are accessing health insurance and mental health services. The demand for highly trained counselors, offering evidence-based interventions in mental health treatment settings, exists in clinics, agencies, integrative care settings, and private practice. Students will develop skills critical to effective clinical mental health counseling such as: assessment, diagnosis, intervention, advocacy, and program evaluation.

A CMHC master's degree can lead to work as a professional counselor working with a range of populations (children and families, adults, couples, and groups) in a variety of settings including:

- Mental Health outpatient care
- Hospitals
- Clinics
- Agencies
- Integrative Care Settings
- Private Practice

The program uses a full-time, cohort model. New students are accepted to begin the program in the fall semester. A blend of traditional face-to-face, online and hybrid courses, as well as full- and half-semester course formats are used to accommodate student needs and responsibilities. Students are able to complete the program in seven, continuous academic terms.

The Board of Regents of the University of Wisconsin System authorized the program in 2017. The 2018-2019 academic year is the inaugural year of the program and coincides with the 50th anniversary of the University of Wisconsin-Parkside, which is committed to becoming “a premier regional university that transforms lives” through career-relevant academic programs that prepare “individuals for the complexity of 21st Century life.” (UW-Parkside Pillars of Excellence: <https://www.uwp.edu/explore/offices/chancellor/strategicplanning.cfm>.)

*The program may satisfy the educational requirements for licensure in other states/provinces. Students interested in working as a professional counselor in other states/provinces should check with the credentialing agency in the respective state/province prior to beginning the program to learn about their educational requirements.

VISION, MISSION & OBJECTIVES

Vision

The Clinical Mental Health Counseling program at the University of Wisconsin-Parkside seeks to train and educate students to be professional counselors who meet the mental health, wellness, education and career needs of all members of their communities and the broader region. Program faculty aim to foster professional, personal, and social growth within students as a means to produce ethical, trauma-informed, multiculturally competent clinicians and leaders in the counseling profession.

This builds upon the vision of the College of Natural and Health Sciences (CNHS): “The College of Natural and Health Sciences will be a regional leader through excellence in teaching, research and service to the university and greater community”. (Vision Statement of the CNHS: <https://www.uwp.edu/learn/colleges/naturalhealthsciences/strategicplan.cfm>).

Mission

To prepare counselors-in-training to meet the mental health, wellness, education and career needs of their communities and broader region, with a commitment to underserved populations and working to eliminate mental health stigma, through both professional leadership and providing ethical, trauma-informed and culturally competent counseling services, informed by current research, holistic care, and clinically effective interventions.

This builds upon the mission of the Psychology Department, which, in part, is committed to preparing students, through collaborating with faculty, to address community needs and providing service at the campus, local, national and global levels. (Mission Statement of the Psychology Department: <https://www.uwp.edu/learn/departments/psychology/mission.cfm>.)

Additionally, this builds upon the mission of the CNHS, which is:

Broadening the intellectual experience of students through inquiry-based laboratory and field courses, original research, and hands-on internships, under the guidance of teacher-scholars who are active in scholarship and research.

- Ensuring that students master effective oral and written communication, reasoned judgment, and social and personal responsibility necessary to assume leadership roles in their professions and in local, regional and global spheres.
- Utilizing contemporary and emerging instructional methodologies.
- Engaging faculty and staff who emphasize excellence in teaching and research for the advancement of science, health and mathematics.
- Providing expertise and being a knowledge base to aid the growth and development of diverse regional organizations and businesses.
- Providing academic opportunities for lifelong learning. (Mission Statement of the CNHS: <https://www.uwp.edu/learn/colleges/naturalhealthsciences/strategicplan.cfm>).

Program Objectives

Professional Counseling is defined by the American Counseling Association as “a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals”.¹ There are five core competencies and associated learning outcomes that students will demonstrate as a result of completing the proposed degree program.

Competency A:

Understand the history and foundation of the counseling profession, and the roles of Professional Counselors.

Upon completion of the program students will be able to demonstrate this competency through the following outcomes:

- Describe professional roles and functions of professional counselors in treatment settings, community organizations, and private practices.
- Demonstrate awareness of professional organizations, license and certification requirements of the profession, and knowledge of public policy implications for professional counselors.
- Articulate the foundational theories and strategies of professional counseling practice, including the roles and responsibilities of professional counselors in a variety of work settings.

Competency B:

Engage in professional and ethical counseling practices.

Upon completion of the program students will be able to demonstrate this competency through the following outcomes:

- Describe the ethical standards and practices of the American Counseling Association.
- Act in accordance with the professional and ethical standards of the American Counseling Association.

Competency C:

Understand the lifespan human development of diverse individuals, families, and communities.

Upon completion of the program students will be able to demonstrate this competency through the following outcomes:

- Articulate an understanding of theories, principles, and research of human development, including those addressing development of the individual personality, learning, and systems theories; trauma and impact of crisis; and theories providing an understanding of wellness and resilience.
- Describe career development and models of career counseling interventions.
- Understand theories and application of addictions and trauma on the development of the individual, family, and community systems.

¹ ACA vision 20/20 <https://www.counseling.org/aca-community/learn-about-counseling/what-is-counseling/overview> retrieved June 10, 2017.

Competency D:

Demonstrate multiculturally competent and essential skills of a Professional Counselor, in individual, couples, family and group counseling settings.

Upon completion of the program students will be able to demonstrate multicultural competence of essential skills through the following outcomes:

- Demonstrate ability to establish and maintain a professional counseling relationship with clients.
- Identify therapeutic goals.
- Demonstrate ability to conduct psychosocial assessments, and diagnosis of mental illness.
- Create and implement treatment plans based upon clinical setting.
- Apply counseling theories, strategies and knowledge of the helping relationship in a counseling setting.
- Demonstrate appropriate use of assessments for clinical use.

Competency E:

Understand program planning, evaluation, and research skills relevant to professional counseling.

Upon completion of the program students will demonstrate this competency through the following outcomes:

- Describe research and evaluation methods in the development of evidence-based clinical skills and theories of practice.
- Describe theories of program development and evaluation.

APPLICATION PROCESS

Information Sessions

During the academic year, information sessions are held monthly (with the exception of December) for people considering applying to the program. Attendance is optional. To learn more and to register: <https://www.uwp.edu/learn/programs/master-of-science-in-clinical-mental-health-counseling.cfm>

Application Procedures, Requirements & Materials

The priority application date is **February 15**. When February 15 falls on a weekend, then the next business day will serve as the preferred application date.

Complete applications will be reviewed and **admissions decisions** will be made in **early March**.

Graduate exam scores (e.g., GRE or MAT) are not required.

Applicants are required to have a:

1. bachelor's degree by the start of the CMHC program.
2. minimum of 18 credits of undergraduate course work in the social sciences by the start of the CMHC program.
3. minimum undergraduate GPA of 3.0.
 - a. Applicants who do not meet the minimum undergraduate GPA requirement may submit GRE or MAT scores for consideration
 - b. Applicants with an undergraduate GPA between 2.75-2.99 may be admitted on a probationary status (without submitting GRE or MAT scores).

Application Materials

The following application materials need to be submitted for applications to be considered **complete**:

1. University of Wisconsin System Online Application (<https://apply.wisconsin.edu/>). Do not complete the essay questions that are part of this application
2. Application fee. As of the writing of this handbook, it is \$56.
3. All undergraduate transcripts sent directly from the institution. (see below for details if applicant previously attended UW-Parkside)
4. Essays (see below for details)
5. Three (3) professional letters of recommendation (see below for details)
6. Resume
7. All graduate transcripts (if applicable). (see below for details)

Essays and resume can be submitted here:

<https://www.uwp.edu/learn/programs/master-of-science-in-clinical-mental-health-counseling.cfm>

Undergraduate Transcripts If an applicant attended UW-Parkside, then there is no need to submit UW-Parkside transcripts. If an applicant attended UW-Parkside and was a transfer student to UW-Parkside, then they should contact UW-Parkside Admissions (<https://www.uwp.edu/apply/admissions/>) to confirm that UW-Parkside has their transcripts from other institutions.

Essays. Two essays are to be submitted. The appropriate length of these essays is 1-2 double-spaced pages. In addition to evaluating the content of the essays, the program faculty also evaluate the writing quality.

Essay 1 – What are your professional goals and how do you envision the CMHC program at the University of Wisconsin-Parkside helping you to reach those goals? In your response, describe your interest in Clinical Mental Health Counseling and how your experiences – academic, work, volunteer and/or personal – have led you to apply for a graduate program in counseling at UW-Parkside.

Essay 2 - Success in a CMHC graduate program is influenced by students' academic background and achievement, and personal characteristics and interpersonal skills. Furthermore, the CMHC program at UW-Parkside and the counseling profession are committed to training counselors to develop competencies in multicultural counseling, advocacy, and social justice issues. Describe how your academic background and achievement, and personal characteristics and interpersonal skills, have prepared you for this program? Also, how have your experiences prepared you to develop as a multiculturally competent counselor?

Professional Letters of Recommendation. Three professional letters of recommendation from people familiar with your education and/or work experience need to be submitted. The letters should address your preparation and suitability for graduate study. All three letters must be academic or work references. At least one letter must be an academic letter of reference (for example from a professor/instructor). At least one letter must be a work reference. This can be from full-time or part-time work; paid, volunteer or internship work; and from human services or other types of work experiences. Letters from work experiences must be from individuals with a supervisory relationship to you. Personal letters of reference are not acceptable, such as those from family members, co-workers, friends, one's personal mental health counselor, one's personal clergy member, etc.

Graduate Transcripts. If an applicant left another graduate program prior to earning a degree, then submit documentation (e.g., a letter) from the director of the graduate program indicating that the applicant was in good standing when they left a different graduate program.

Requesting Modifications to Application Materials. If an applicant wants to request a modification to application materials they should e-mail Dr. Aaron Carlstrom, Coordinator of CMHC Program (carlstro@uwp.edu). For example, if an applicant has been out of school for a period of time that prevents them from obtaining an academic letter of recommendation.

Transfer Credits

Students may be allowed to transfer in up to 6 credits of graduate course work. This must be requested in writing when responding to the admission letter sent out by the CMHC program. This request will be reviewed by the program faculty. Supporting documents, such as course syllabi, may be requested. Furthermore, transfer credits will not be accepted for CMHC 702, CMHC 706, CMCH 794, CMHC 795 and CMHC 796.

PROGRAM OF STUDY, FINAL PROJECT & COURSE DESCRIPTIONS

Program of Study

The Clinical Mental Health Counseling program is a 60-credit hour program, that includes 54 credits of required course work, and 6 credits of elective courses. The program meets the specifications of an academic program equivalent to a master's degree in professional counseling, which is the educational requirement for the professional counselor training license, in the state of Wisconsin (Chapter MPSW 14:

https://docs.legis.wisconsin.gov/code/admin_code/mpsw/14/01). The CMHC program is accredited through the University of Wisconsin-Parkside by the Higher Learning Commission (HLC). The program is not currently accredited by the Council for Accreditation and Related Educational Programs (CACREP). However, the program will apply for CACREP-accreditation when eligible for consideration, and the coursework aligns with the CACREP standards ([https://www.cacrep.org/for-programs/2016-cacrep-standards/.](https://www.cacrep.org/for-programs/2016-cacrep-standards/))

Each required course is offered once per academic year. Each course is 3 credit hours.

Fall 1

CMHC 700 – Professional Counseling Orientation & Ethics (Online)

CMHC 702 – Counseling Skills & Strategies (Face-to-Face)

CMHC 704 - Counseling Theories (Hybrid)

Spring 1

CMHC 716 – Social & Cultural Foundations of Counseling (Hybrid)

CMHC 740 – Foundations of Clinical Mental Health Counseling (Online)

CMHC 754 – Addictions Counseling (Hybrid, 7-weeks)

CMHC 758 – Counseling for Work & Career (Hybrid, 7 weeks)

Summer 1

CMHC 720 – Assessment Procedures in Counseling (Face-to-Face)

CMHC 752 – Crisis & Trauma Counseling (Face-to-Face)

Fall 2

CMHC 706 – Group Counseling (Hybrid, 7-weeks)

CMHC 714 – Lifespan Development in Counseling (Online, 7-weeks)

CMHC 756 – Family & Couples Counseling (Hybrid, 7-weeks)

*Elective – (Hybrid, 7-weeks)

Spring 2

CMHC 742 – Abnormal Behavior & Psychopathology (Online)

CMHC 750 – Diagnosis & Treatment Planning (Hybrid)

CMHC 794 – Counseling Practicum (Face-to-Face)

Summer 2

CMHC 795 – Internship in Counseling I (Face-to-Face)

Fall 3

CMHC 722 – Research & Evaluation in Counseling (Hybrid, 7-weeks)

CMHC 796 – Internship in Counseling II (Face-to-Face)

*Elective – (Hybrid, 7-weeks)

**Electives* (Each course is offered occasionally. Additional electives may be available)

CMHC 770 – Advanced Counseling for Work & Career (Hybrid)

CMHC 771 – Supervision & Consultation (Hybrid)

CMHC 772 – Advanced Crisis & Trauma Counseling (Hybrid)

CMHC 773 – Clinical Health Counseling I (Hybrid)

CMHC 774 - Clinical Health Counseling II (Hybrid)

CMHC 790 – Special Topics in Clinical Mental Health Counseling (format may vary)

CMHC 798 – Independent Reading or Research (Face-to-Face)

CMHC 799 – Thesis (Face-to-Face)

*Students may complete both CMHC 798 and CMHC 799 and repeat CMHC 798. However, only 3 credits from CMHC 798 or CMHC 799 will count toward the 6 credits of the Elective Requirement.

Final Project

During students' final semester in the program they must complete one of two final projects. Students will complete either a written comprehensive examination (Option A) or a master's thesis (Option B).

Option A: Written Comprehensive Examination

The Counselor Preparation Comprehensive Examination (CPCE) is a standardized, multiple choice, computer-administered exam that covers the eight CACREP core areas: professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, assessment and testing, and research and program evaluation. It is published by the Center for Credentialing & Education

(<http://www.cce-global.org/AssessmentsAndExaminations/CPCE>). The CPCE covers the same core areas as the National Counselor Examination for Licensure and Certification (NCE), and therefore, can serve as a practice exam for the NCE. The NCE is a requirement for becoming a Nationally Certified Counselor (NCC), and is one of the exams that can be taken as part of state

licensure in Wisconsin. Students will be charged an **exam fee** during their final semester in the program.

Option B: Master's Thesis

Students interested in completing a thesis should discuss this with their advisor during their first semester in the program. A thesis requires a student to find a program faculty member willing to supervise the project and to take CMHC 799 (Thesis). Although students completing the thesis option are only required to take 3 credits of CMHC 799, the completion of a thesis requires more than one semester of work. Only 3 credits of CMHC 799 can count towards fulfillment of the elective requirements. Students choosing the thesis option will need to complete at least 3 credits of elective course work other than CMHC 798 or CMHC 799.

Master's Degree "with distinction"

Students completing all requirements for the degree with a cumulative GPA of 3.83 or higher will be awarded the master's degree "with distinction."

Course Descriptions

Admission to the M.S. in CMHC program is a prerequisite for all courses. Additional prerequisites are listed below for specific courses as needed.

Required Courses**CMHC 700 – Professional Counseling Orientation & Ethics**

Provides an orientation to professional counseling, ethical standards, and wellness model. Students will explore the role of advocacy and social justice in the counseling field and orientation to reflective counseling practice will occur.

CMHC 702 – Counseling Skills & Strategies

Provides an in-depth orientation to skills and strategies of intervention used in professional counseling settings. This course offers students an opportunity to practice and apply skills in triads with peers. Students utilize assignments to develop competencies in counseling practice.

CMHC 704 - Counseling Theories

Provides an introduction to the major, systematic approaches to clinical mental health counseling. Examines theoretical case conceptualization and interventions, psychotherapy research and integration.

CMHC 706 – Group Counseling

Provides an in-depth orientation to group counseling leadership skills and strategies for management of group counseling modality. In addition to leadership skills, students participate in an experiential component of group membership. This course offers students an opportunity to experience being a group member while simultaneously developing knowledge in group theories and group leadership skills.

CMHC 714 – Lifespan Development in Counseling

Provides an introduction to human growth and development across the lifespan. Examines influences on multiple domains of human development, and the implications for professional counseling practice.

CMHC 716 – Social & Cultural Foundations of Counseling

Provides an introduction to social, cultural, and diversity issues in professional counseling. Examines multiculturally competent professional counseling practice, counselor cultural self-awareness, the socially and culturally diverse society that professional counselors work within, and roles of professional counselors to promote social justice, advocacy, and conflict resolution.

CMHC 720 – Assessment Procedures in Counseling

Provides an introduction to assessment procedures in professional counseling. Examines different domains and procedures of assessment, psychometrics, test scores, integration of assessment results in counseling, and ethical use of assessment procedures.

CMHC 722 – Research & Evaluation in Counseling

Provides an introduction to research and evaluation in professional counseling. Examines process and procedures of clinical mental health counseling, research designs, and the use of program evaluation and needs assessment in professional counseling.

CMHC 740 – Foundations of Clinical Mental Health Counseling

Provides an orientation to clinical mental health counseling, roles of clinical mental health counselors in employment settings, and functions of counselors in professional counseling settings. Students will be introduced to crisis intervention models and become familiar with the role of advocacy and social justice in the clinical mental health counseling field.

CMHC 742 – Abnormal Behavior & Psychopathology

Provides an overview of abnormal behavior and psychopathology consistent with the current DSM 5 manual. Students will become familiar with the organization and classification of mental illness per the DSM 5 and understand the dimensional measures of pathology. This course offers a framework for students to consider pathology in the context of the counseling profession, including the wellness model, strengths-based assessments, and trauma-informed care.

CMHC 750 – Diagnosis & Treatment Planning

Provides an overview of diagnostic assessment and treatment planning consistent with the current DSM 5 manual. Students will build on knowledge from CMHC 742 and utilize evidence-based assessment and diagnosis procedures to develop diagnosis skills. In addition, students will become familiar with treatment planning for counseling settings and develop treatment plans based upon presenting problem and diagnosis.

Prerequisite: CMHC 742 (taken concurrently)

CMHC 752 – Crisis & Trauma Counseling

Provides an introduction to trauma and crisis theories, specifically implications for human development across the lifespan, impact on daily functioning, and effects from trauma on family, community, and systems. In addition, students will learn about the practice of trauma-informed care, methods for assessment of trauma, and self-care for counselors when working with survivors of trauma. Students also build on introductory knowledge of crisis intervention and models of care for individuals exposed to acute trauma events.

Prerequisite: CMHC 740

CMHC 754 – Addictions Counseling

Provides an introduction to addictions theories and counseling for individuals with substance use disorders. Students will learn about assessment measures, treatment approaches, and theory of addiction. In addition, students will consider the implications for substance use as a comorbid condition when working with counseling clients presenting with a range of mental health conditions and history of trauma.

Prerequisite: CMHC 740 (Taken concurrently)

CMHC 758 – Counseling for Work & Career

Provides an introduction to career counseling. Examines career development and counseling theories, assessments, research, and practice, factors that influence the experience of education and work across the lifespan, and information resources.

CMHC 756 – Family & Couples Counseling

Provides an introduction to the major, systemic theories and issues of family and couples counseling within a multicultural society. Examines issues, assessment and treatment of dysfunctional partner, marital, family, and system relationships.

CMHC 794 – Counseling Practicum

Practicum is the initial clinical course comprised of a set of progressive exposures to increasingly more complex responsibilities in a closely supervised training setting. Students will develop counseling skill competence and broaden the array of skills to serve a diverse range of client concerns and characteristics throughout the practicum and internship sequence. Students will receive weekly supervision by both site supervisor and University supervisor during completion of course work and clinical hours in practicum site. Students complete a minimum of 100 hours of practicum experiences with at least 40 hours of face-to-face client contact.

Prerequisite: CMHC 740, and satisfactory ratings of program evaluation metrics

CMHC 795 – Internship in Counseling I

The internship course is a one semester supervised counseling experience in which students serve as counselors at pre-arranged sites appropriate to their program goals and emphases. Students must have successfully completed all the requirements for CMHC 794 prior to entering CMHC 795. Students will receive weekly supervision by both site supervisor and University supervisor during completion of course work and clinical hours at internship site. Students complete a minimum of 300 hours of supervised internship experiences with at least 240 hours of face-to-face client contact.

Prerequisite: CMHC 740, CMHC 794, and satisfactory ratings of program evaluation metrics

CMHC 796 – Internship in Counseling II

The internship course is a one semester supervised counseling experience in which students serve as counselors at pre-arranged sites appropriate to their program goals and emphases. Students must have successfully completed all the requirements for CMHC 795 prior to entering CMHC 796. Students will receive weekly supervision by both site supervisor and University supervisor during completion of course work and clinical hours at internship site. Students complete a minimum of 300 hours of supervised internship experiences with at least 240 hours of face-to-face client contact.

Prerequisite: CMHC 740, CMHC 794, CMHC 795, and satisfactory ratings of program evaluation metrics

Elective Courses**CMHC 770 – Advanced Counseling for Work & Career**

Provides advanced treatment of counseling for work and career. Examines implications of research, underlying assumptions of techniques and theories, multicultural considerations, and changing nature of the world of work for professional counseling practice related to work and career. Explores the interaction of work and mental health, and role of professional counseling in work related public policy.

Prerequisite: CMHC 758

CMHC 771 – Supervision & Consultation

Provides an in-depth review of management, administration, supervision, & consultation roles of mental health counselors. Students will review theories, practice supervision and consultation skills, and have an opportunity to interview supervisors in the field of clinical mental health counseling.

Prerequisite: CMHC 740

CMHC 772 – Advanced Crisis & Trauma Counseling

Provides an in-depth review of trauma theories, evidence-based outcomes measures, and trauma-specific treatment models utilized by mental health counselors. Students will conduct research projects regarding trauma, specific populations, and treatment practices allowing for in-depth analysis of clinical interests regarding trauma survivors.

Prerequisite: CMHC 752, and concurrent registration in CMHC 794, CMHC 795 or CMHC 796

CMHC 773 – Clinical Health Counseling I

Provides an introduction to clinical health counseling. Examines factors that influence wellness and illness, health and wellness promotion, treatment of health problems, and roles of clinical mental health counselors in providing related services.

CMHC 774 - Clinical Health Counseling II

Provides advanced treatment of clinical health counseling. Examines health behavior change techniques, treatment of health conditions, role of behavioral health professionals in primary care settings, ethical and legal issues, social and cultural contexts of health, and public policy.

Prerequisite: CMHC 773

CMHC 790 – Special Topics in Clinical Mental Health Counseling

Special topics in clinical mental health counseling, including courses on special, emerging, or advanced issues.

Prerequisite: consent of instructor

CMHC 798 – Independent Reading or Research

Participation in independent reading or research activities under the direction of a faculty member.

Prerequisite: consent of instructor

CMHC 799 – Thesis

Completion of master's thesis under the direction of a faculty member.

Prerequisite: consent of instructor

MATRICULATION

Application Process (see Application Process section of Handbook for details)

1. Attend an information session (optional)
2. Submit complete application by the priority application date (February 15)
3. Admission decisions are made in early March.

Confirm Admission

1. *Confirm acceptance of admission and register for courses by the date indicated in the admissions letter

Orientation

1. Attend New CMHC Student Orientation in August
2. Complete self-evaluation of professional dispositions

Fall 1

1. Complete courses as identified in Program of Study (POS)
2. Attend Group Academic Advising meeting

Spring 1

1. Meet with program faculty for formal student progress reviews (January/February)
2. Complete courses as identified in Program of Study (POS)
3. Attend Group Academic Advising meeting

Clinical Orientation

1. Attend Clinical Orientation (June)

Summer 1

1. Begin search for Practicum placement (which begins the next Spring Semester)
2. Complete courses as identified in Program of Study (POS)
3. Meet with program faculty for formal student progress reviews

Fall 2

1. Continue search for Practicum placement (which begins the next Spring Semester) if needed
2. Complete courses as identified in Program of Study (POS)
3. Complete self-evaluation of professional dispositions
4. Attend Group Academic Advising meeting

Spring 2

1. Complete courses as identified in Program of Study (POS) including the initial clinical placement experience (CMHC 794)

Summer 2

1. Complete courses as identified in Program of Study (POS) including the first counseling internship (CMHC 795)
2. Begin job search

Fall 3

1. Complete courses as identified in Program of Study (POS) including the second counseling internship (CMHC 796)
2. Complete Final Project
3. Continue job search
4. Complete and submit Professional Counselor Application for Professional Counselor-Training License (LPC-TL) (One must be in a position or have an offer for a position as a Professional Counselor in a supervised clinical professional counseling practice to apply for training license).

December

1. Commencement

Post-Graduation

1. Complete post-graduate supervised practice
2. Complete and submit Professional Counselor Application for Professional Counselor License Requirements (LPC)
3. Successfully complete the required examinations

*Admission into the CMHC program does not guarantee graduation. Nonacademic conditions may result in dismissal if they are observed to impair the student's ability to meet program expectations as outlined in this handbook. In order to graduate from this program, students must be willing and able to uphold the American Counseling Association Code of Ethics.

EXPECTATIONS OF STUDENTS

Many of the expectations addressed in this section are based on the policies for all graduate programs at UW-Parkside as provided in the Academic Catalog. Where differences exist between the graduate policies of UW-Parkside and the CMHC program, the policy of the CMHC program is the more restrictive policy and takes precedence. Students should review the Graduate Policies section of the UWP Academic Catalog:

<https://www.uwp.edu/learn/academiccatalog/2017-2019/upload/2017-2019-UW-Parkside-Catalog.pdf>

The evaluation of the extent to which students meet expectations is based on observations of students' behaviors both within and outside the training environment, both formal and informal observations, and observations from faculty, clinical supervisors, clients, students, and others are considered.

Ethical & Professional Behavior

During your time as a counselor-in-training, faculty will expect ethical and professional behavior in all settings (classroom, supervision, clinical supervision, program meetings, etc.) that are congruent with the mission, values, and ethical principles which the counseling profession is built upon (ACA, 2014). Problematic behaviors, ethical violations, incompetence, or impairment, as defined by the American Counseling Association Code of Ethics and WI State Statute, will not be tolerated. Students who demonstrate such behaviors will be given an opportunity for remediation, if remediation is possible, or dismissed from the program. Ethical and professional behavior is also addressed in other sections of the Handbook, including the section on professional behavior in class, and professional dispositions.

Professional Behavior in Class

Professional behavior in the classroom consists of active and consistent engagement, risk taking, openness to feedback, application of feedback, professional comportment, and ethical behavior.

Active and consistent engagement is measured by a student's ability to regularly attend classes and actively engage in course material. Active engagement is defined as coming to class prepared; actively listening; effectively communicating feedback, observations, and thoughts to peers and instructors; and overall positive contribution to the learning environment that deepens the experience for self and peers. Conflict and/or disagreements among peers in the cohort may arise during course work. However, we expect students to successfully navigate conflict in a respectful and professional manner that does not disrupt learning for others.

As professional counseling requires the use of self to be fully integrated into the counseling process and therapeutic relationship, engaging in self-reflection is required throughout course work, supervision, and clinical experiences. As a counselor-in-training, it is expected that you actively engage in critical self-reflection as a means to understand your own values, assumptions, and bias. It is important to note that faculty are committed to cultivating a learning community that is safe for all students. However, a learning community of safety is not

always synonymous with a learning community of comfort. Taking appropriate emotional risks may be asked of students to deepen their awareness of self. Examples of emotional risks are exploring one's family of origin, identifying existing bias and assumptions, and receiving feedback in individual/ triadic and or group supervision. Remaining open, curious, and non-defensive to varying feedback provided by peers and faculty is imperative to strengthen students emerging counselor identities. Not only must students be open to hearing feedback, they must actively work toward reflecting upon feedback and integrating into their professional and personal growth.

Discussions are a large component of many of the courses. Students are not expected to self-disclose beyond their comfort and are encouraged to reflect on the relevance and purpose of the self-disclosure. As students and instructor may share personal information, confidentiality is highly valued, though cannot be guaranteed among students. Please be respectful of each other's choice to discuss personal information as it relates to course content

Finally, the CMHC program expects students to uphold the ACA Code of Ethics and University of Wisconsin-Parkside policy on producing original work and avoiding plagiarism. Maintaining academic integrity also consists of completing assignments in their entirety and on time, and fully participating in group projects. Professional behavior encompasses appropriate apparel, language, and written communication for the classroom setting. For example, professional communication via e-mail is demonstrated through thoughtful, formal responses that are free of spelling and grammar errors and utilizes professional and appropriate language (e.g. avoiding 'slang').

Attendance

The CMHC program was developed to provide flexibility (e.g., online, hybrid, 7-week) in order to be responsive to students' needs and commitments outside of the program. The program was also developed to facilitate the development of competent, skilled and ethical clinical mental health counselors. Furthermore, the development as a counselor is more than the demonstration of academic knowledge. It also involves the demonstration of skills, competencies and professional dispositions. Students also play a significant role in the professional development of their classmates in professional counseling programs. Therefore, attendance of class (in all formats), program meetings (e.g., orientations, advising meetings), practicum and internship placements, etc. is expected.

Individual absences from such events may be excused only by the appropriate program faculty member (e.g., the instructor for a course). Students should also consult appropriate communications (e.g., course syllabus, program e-mails) for proper procedures for providing notification in case of emergency.

Accommodation of Religious Observances. In accordance with Wisconsin state law 36.43, UW-Parkside provides for the reasonable accommodation of a student's sincerely held religious beliefs with regard to all examinations and other academic requirements and also provides a means by which a student can conveniently and confidentially notify an instructor of potential

conflicts. Absence from classes or examinations due to religious observance does not relieve students from responsibility for any part of the course work required during the period of absence. See the Accommodation of Religious Observances section in the Graduate Policies section of the UWP Academic Catalog for more details.

Academic Knowledge, Clinical Skills & Competencies, and Professional Dispositions

Both faculty and students have a primary ethical responsibility to the welfare of students' clients, both current (i.e., in practicum and internship) and future. As part of this ethical responsibility, faculty also have a gatekeeping responsibility. Faculty fulfill their gatekeeping responsibility when they limit access to the profession of counseling only to those who demonstrate an acceptable level of academic knowledge, clinical skills and competencies, and professional dispositions. Students are evaluated in courses for academic knowledge, and in a number of courses they are also assessed for clinical skills.

Minimum Course Grade Requirement

Students are required to earn a grade of B or better (not a B- or lower) in each course in the CMHC program. See Retention, Remediation & Dismissal section of this Handbook for more details.

Final Project

Academic knowledge is also assessed through the Final Project, which is either the written comprehensive exams or the master's thesis. See the Final Project section of the Handbook for more details.

Clinical Skills & Competencies

Clinical skills and competencies are assessed in several courses, including CMHC 702 (Counseling Skills & Strategies), CMHC 706 (Group Counseling), CMHC 794 (Counseling Practicum), CMHC 795 (Internship in Counseling I), and CMHC 796 (Internship in Counseling II). These evaluations are completed by the instructor and the site clinical supervisor. Instructors and site supervisors review the evaluations with students. Although these evaluations may constitute a portion of the course grade, it is possible that a student receives a passing and acceptable grade (e.g., B or higher) for the course but their clinical skills and competencies are insufficient to progress to the next clinical course, and in some cases, may warrant dismissal from the program. Students who receive an unsatisfactory evaluation of clinical skills and competencies will be placed on **academic probation**. The student, in consultation with their academic advisor will develop a **remediation plan**. It is the students' responsibility to initiate the development of a remediation plan. See Retention, Remediation & Dismissal section of this Handbook for details about the consequences of unacceptable evaluations.

Professional Dispositions

The assessment of dispositions occurs both within certain courses and across the program. Both formal (e.g. dispositional evaluation) and informal methods (e.g. individual faculty meetings, private discussions after class) of assessment are used. Dispositional self-evaluations are

completed at program orientation and prior to practicum enrollment. In addition, self-evaluation of dispositions is completed through the practicum and internship coursework.

Formal program evaluation of dispositions are completed by the faculty in student progress reviews. These reviews occur after completion of the first semester of coursework (e.g., 9 credits) and prior to the clinical orientation in preparation for practicum. Dispositional review can be utilized by the faculty at any point over the program should the student be demonstrating behavior that does not uphold professional dispositions. Program faculty will meet individually with each student to provide an overview of the student progress review including feedback from dispositions evaluation. Students who receive an unsatisfactory evaluation of professional dispositions will be placed on **academic probation**, and may need to temporarily or permanently discontinue the program. The student, in consultation with their academic advisor will develop a **remediation plan**. It is the students' responsibility to initiate the development of a remediation plan. See Retention, Remediation & Dismissal section of this Handbook for details about the consequences of unacceptable evaluations.

The dispositions assessed include:

1. Professional behavior and ethics

Expectation for students to demonstrate professional, ethical, and legal behavior.

Recognizing and fulfilling professional responsibilities and demonstrating thoughtful and effective communication.

Specific dispositions that will be assessed: demonstrate honesty, integrity, fairness, respect for others; accept personal responsibility for behaviors and actions; Develop and maintain appropriate collaborative interpersonal relationships; Abide by ACA code of ethics in professional behavior and respective laws (ACA, 2014); Demonstrate professional habits of conduct in professional settings (e.g., dress, language, preparedness, attendance, punctuality, etc.)

2. Professional identity

Expectation for students to demonstrate openness, initiative, and motivation in their role as counselor-in-training. Commitment to working collaboratively with peers and colleagues and respecting cultural contexts in response to peers and the classroom.

Specific dispositions that will be assessed: Maintains professional engagement through involvement in classroom, community, and/or agency settings; Demonstrate openness to new ideas and flexibility to change; Communicate effectively and respectfully with others; Respect cultural differences and welcomes diverse points of view

3. Self-Awareness and Growth

Expectation for students to demonstrate reflection towards their own progress, identify their strengths and weaknesses, and act meaningfully on feedback. Demonstrates and

ability to maintain emotional stability and self-control and personal wellness.

Specific dispositions that will be assessed: Demonstrates awareness of impact of his/her/their behavior on others; Receptive to feedback from faculty, supervisors, peers, and clients; Reflect on limitations and strengths; Demonstrate self-initiated learning; Ability to consistently regulate emotions in an appropriate manner for a professional setting.

RETENTION, REMEDIATION & DISMISSAL

Many of the policies addressed in this section are based on the policies for all graduate programs at UW-Parkside as provided in the Academic Catalog. Where differences exist between the graduate policies of UW-Parkside and the CMHC program, the policy of the CMHC program is the more restrictive policy and takes precedence. Students should review the Graduate Policies section of the UWP Academic Catalog:

<https://www.uwp.edu/learn/academiccatalog/2017-2019/upload/2017-2019-UW-Parkside-Catalog.pdf>

Retention***Completion of Program***

The CMHC program is a full-time, cohort program, and is designed to be completed in 7 consecutive academic terms, including summer courses. UW-Parkside considers the normal load for a full-time graduate student to be 9 to 12 credits for the fall and spring semesters and 5 or 6 credits for the summer term.

Students are expected to complete all courses with a grade of B or better (not a grade of B- or less) in the order described in the Program of Study section of the Handbook. If students believe that it will not be possible to fulfill this responsibility, then they may request an exception.

Furthermore, students may take no more than seven years to complete the MS in CMHC degree, beginning with the semester in which they complete their first course as a UW-Parkside degree-seeking graduate student. Students may request an exception.

To request an exception for the requirements to complete the degree as described by the Program of Study or within 7 years of beginning the program, students should consult with their academic advisor. Following this meeting, the advisor will notify the CMHC program coordinator. The student will then submit, in writing, the request to the CMHC coordinator. The CMHC coordinator, will then hold a meeting with the CMHC program faculty to make a decision within 3-weeks of receipt of the written request. If the issue remains unresolved, then the student may appeal the decision. See the section in the Handbook that addresses the appeal process.

If an exception is granted, then the advisor, in consultation with the CMHC program faculty, will develop a degree completion plan with the student. Because of the needs and resources of the CMHC program, the degree completion plan may delay completion of the program in ways that the student did not anticipate. The degree completion plan cannot be appealed.

Academic Probation

There are two ways for students to be put on academic probation. First, students, may be admitted to the CMHC program on academic probation. These students are required to earn a grade of B or better (not a grade of B- or less) in each of the courses they take in their first semester (i.e., CMHC 700, CMHC 702, CMHC 704). If they earn a grade of B or higher in each

course, then they are removed from academic probation beginning the next semester. If students earn a grade of B- or less in one or more of these courses, then they are dismissed from the CMHC program. These students may appeal the grade in a course (see Appeals section in this Handbook). However, they cannot appeal the dismissal decision.

The second way that students can be put on academic probation is a student who is not currently on academic probation earns a grade of B- or less in any one or more courses. The student, in consultation with their academic advisor will develop a **remediation plan**. It is the students' responsibility to initiate the development of a remediation plan. See section of Remediation Plans in this Handbook.

Furthermore, the UW-Parkside will place a graduate student on academic probation if they have attempted 6 or more graduate credit hours at UW-Parkside and have a cumulative GPA below 3.00 for all graduate work attempted at UW-Parkside. In such cases, the student, in consultation with their academic advisor will develop a **remediation plan**. It is the students' responsibility to initiate the development of a remediation plan. See section of Remediation Plans in this Handbook. In such cases, the university will remove graduate students from academic probation in such cases when their cumulative GPA rises to 3.00 or higher.

Retake

Students may be allowed to retake a course, for example, as part of a remediation plan. However, because of the full-time, cohort model of the program, students most likely will not be allowed to retake a course from the CMHC program at UW-Parkside in which they earned a final grade of B or better. A student should initiate a request for a retake by submitting, in writing, the request to their academic advisor. This request will then be reviewed by the CMHC coordinator, the practicum and internship coordinator (when relevant), and the CMHC program faculty.

A student may be allowed to retake a course at another institution. A student should initiate a request for a retake at another institution by submitting, in writing, the request to their academic advisor. This request will then be reviewed by the CMHC coordinator and the chair of the Psychology Department to evaluate the equivalency of the course to those offered at UW-Parkside.

Retaking courses that have already been completed with a grade of D- or better may have financial aid implications. Students are encouraged to consult with a financial aid counselor.

Incomplete Grades

This temporary grade is assigned to indicate that a student must complete additional work in order to earn a grade for a class. A grade of Incomplete is assigned at the discretion of the instructor, guided by policies described in the Graduate Policies section of the Academic Catalogue.

A grade of Incomplete may be reported for a student who has maintained a passing grade in a course until near the end of the course and who then, because of unusual and substantiated cause beyond the student's control, is unable to take or complete the final examination, or to complete some limited amount of course work.

Given the requirements of certain courses (e.g., courses with significant experiential components) and the needs of clinical placement sites, the granting of a grade of "incomplete" may not be possible.

Students Called to Active Duty Military Service

The following is taken directly from the Graduate Policies of the Academic Catalogue:

Students subjected to involuntary Federal Title 10 activation or transfer (called to active duty military service) after the beginning of a term may elect to drop their courses and receive a full refund for courses still in progress or may opt to remain enrolled in some or all of their courses. The student may either request an "incomplete" with the understanding that the coursework be completed upon return from active military duty or request that a final grade be assigned based upon work completed to date. These options may not be equally viable for all classes, depending on timing, how much work remains to be completed, or whether a final exam constitutes a major portion of the grade. Students should consult with the instructor to determine the most appropriate option.

Given the requirements of certain courses (e.g., courses with significant experiential components) and the needs of clinical placement sites, the completion of a grade of "incomplete" or the assignment of a final grade based on work completed to date, may work differently than for more didactic courses. For example, the group counseling course has a group participation requirement that has implications for accreditation purposes, practicum and internship have hour requirements based on state credentialing standards, and practicum and internship sites may require a commitment to complete all 100 or 300 hours, respectively, when a student returns.

Students should consult with their academic advisor, in a timely manner, if they are called to active duty military service. The advisor, in consultation with CMHC program faculty, will work with the student to identify the most viable plan for the student to complete the program. Furthermore, students should consult, in a timely manner, with clinical site supervisors if this occurs during a semester the student is registered for practicum or internship.

Remediation Plans

The nature, severity and consequences of behaviors will be used to determine if remediation is possible. Remediation plans may be developed when there is insufficient academic achievement, or unsatisfactory demonstration of clinical skills or competencies, or professional dispositions, of remediation is possible. If remediation is not possible, then the student will be dismissed from the program. If remediation is determined to be possible, students are responsible for initiating a remediation plan. Students initiate this process by contacting their

academic advisor, in writing, to request a meeting to initiate a remediation plan. The academic advisor, in consultation with the CMHC program faculty, clinical supervisors, and other necessary individuals (e.g., graduate assistantship supervisors) will work with the student to develop a remediation plan.

The remediation plan will identify the criteria that students are required to complete, and the plan for monitoring progress (including dates, and who and how progress will be assessed). The intent of the remediation plan is not punitive. The intent of the remediation plan is to provide opportunities for the student to meet necessary levels of academic knowledge, clinical skills and competencies, and professional dispositions to develop as a counselor.

Remediation plans may result in students retaking courses, additional didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, receiving additional clinical supervision, increased faculty advisement, participating in their own personal counseling, taking a leave of absence from the program, and being dismissed from the program. This is not intended to be an exhaustive list of possible courses of action. The required courses of action of a remediation plan may result in students taking longer than 7 semesters to complete the program.

Remediation plans are part of students' academic file.

Dismissal

Students are required to maintain high levels of professional and ethical behavior. Problematic behaviors, ethical violations, incompetence, or impairment, as defined by the American Counseling Association Code of Ethics and WI State Statute, will not be tolerated. Students who demonstrate such behaviors will be given an opportunity for remediation, if remediation is possible, or dismissed from the program. The nature, severity and consequences of behaviors will be used to determine if remediation is possible.

Students who do not earn a grade of B or better (not a B- or lower) in a course after retaking a course one time may be dismissed from the program.

CMHC students who are on academic probation will be dropped from the program under the following conditions:

1. If they were admitted to the CMHC program on academic probation and do not earn a grade of B or higher (not a B- or lower) in all three of the courses required for the initial semester in the program: CMHC 700, CMHC 702 and CMHC 704.
2. If they have attempted 9 or more graduate credits at UW-Parkside while on probation and have not raised their cumulative GPA for all graduate work attempted at UW-Parkside to 3.00 or higher.

3. If their GPA for graduate work attempted in any semester (including a summer session) falls below 3.00. However, no students admitted on probation will be dropped until they have attempted at least 9 graduate credits at UW-Parkside, regardless of semester GPA.

4. Any of the provisions above notwithstanding, students whose cumulative GPA falls below 2.00 will be dropped from the university. This provision does not require that students be on probation initially and does apply to students admitted on probation who have attempted fewer than 9 credits.

Students who are dismissed from the program or from the university may not be readmitted for one year.

Readmission

Students who have been dropped must apply for readmission on the usual graduate application form. Depending on the reason for dismissal, these applicants may be required to take an examination such as the GMAT or GRE, provide documentation of ongoing counseling, or furnish other credentials. Applicants for readmission must present evidence to the program that they are now likely to do satisfactory work. Readmitted students are subject to the requirements in effect at the time of their readmission.

ACADEMIC APPEALS POLICY

Many of the policies addressed in this section are based on the policies for all graduate programs at UW-Parkside as provided in the Academic Catalog. Where differences exist between the graduate policies of UW-Parkside and the CMHC program, the policy of the CMHC program should be followed. Students should review the Graduate Policies section of the UWP Academic Catalog: <https://www.uwp.edu/learn/academiccatalog/2017-2019/upload/2017-2019-UW-Parkside-Catalog.pdf>

Waivers and Appeals

The following is taken directly the Graduate Policies section of the UWP Academic Catalog:

Students who wish to obtain a waiver or to appeal an interpretation of an academic regulation should first discuss the matter with the appropriate faculty member or the director of the appropriate graduate program. The graduate dean is also available for advice. To pursue the matter, students should then file a written request with the appropriate graduate program that approves program-specific requirements and recommends actions on others. The Graduate Studies Committee acts upon recommendations involving university-wide regulations or further appeals. Students are entitled to appear before the committee on their own behalf. Requests should be based on exceptional circumstances beyond the control of the student.

Attendance for Religious Observations

See the Accommodation of Religious Observances section in the Graduate Policies section of the UWP Academic Catalog for details regarding the procedures to follow if a student believes they have been denied reasonable accommodation for religious observation.

Academic Dismissal

The following is based on the Graduate Policies section of the UWP Academic Catalog:

Students who have been dropped from the university or dismissed from the CMHC program, may file a written request for a waiver of the period of dismissal with the appropriate graduate program committee. The committee makes a recommendation through its dean to the graduate dean. Students make an appeal to the Academic Actions Committee and are entitled to appear before the committees on their own behalf. Appeals should be based on exceptional circumstances beyond the control of the student. Students who are readmitted on appeal will be placed on academic probation.

Course Grades

If a student disputes a course grade, then they should attempt to resolve this issue informally with the course instructor. If the issue is not resolved, then the student may contact, in writing, the Coordinator of the CMHC program. This written contact must be made no more than 10 days into the semester following the semester when the course was completed. Should the issue not be resolved, then the student may contact, in writing, the Chair of the Psychology Department. Should the issue not be resolved, then the student may contact, in writing, the Associate Dean of the College of Natural and Health Sciences. Should the issue not be resolved, then the student may contact, in writing, the Dean of the College of Natural and Health

Sciences. Should the issue not be resolved, then the student may contact, in writing, the Office of the Provost.

CLINICAL EXPERIENCES

During the final 3 semesters of the CMHC program, students engage in the required clinical experiences courses. These courses consist of CMHC 794 Counseling Practicum (3 credits); CMHC 795 Counseling Internship I (3 credits); and CMHC 796 Counseling Internship II (3 credits).

CMHC 794, Counseling Practicum, requires 100 hours at a designated placement setting, of which a minimum of 40 hours are direct client contact hours. CMHC 795 and 796, Counseling Internship I and II, respectively, require a total of 600 hours at a designated placement setting, of which a minimum of 240 hours are direct client contact.

Application to clinical sites, expectations, and requirements for practicum and internship are detailed in the Clinical Handbook. This handbook is disseminated at the Clinical Orientation. The Clinical Orientation occurs after the 2nd semester of the program. Students will be provided direction at how to search, apply, and secure a practicum and internship setting.

Students are required to obtain and maintain professional liability insurance coverage during the totality of the clinical experiences phase of the program, which can be purchased through the American Counseling Association. Students will need to become members of the American Counseling Association (<https://www.counseling.org/>). Rates for malpractice liability insurance are provided here:

<https://www.counseling.org/membership/membership-benefits>. Proof of insurance is required prior to practicum enrollment.

Students may be required to complete a criminal background check prior to practicum and internship courses. Furthermore, some practicum and internship sites may be required by law to have these checks on file for practicum and internship students. Certain types of investigations, convictions, or arrests may interfere in a student's ability to participate in clinical placements - therefore, potentially delaying graduation or preventing completion of program of study. If you have questions about this, then consult with your academic advisor and/or the practicum and internship coordinator within the first two semesters of your program.

PROFESSIONAL COUNSELING ORGANIZATIONS & ACTIVITIES

In addition to providing mental health counseling to clients, being a professional counselor involves providing service to the profession. One of the significant ways that counselors contribute to the broader profession is through involvement with professional counseling organizations at the state, regional, national and international level. Involvement includes attending conferences, serving on committees, presenting posters and papers at conferences, and holding leadership roles in professional organizations.

A commitment to the broader profession begins in graduate school. The faculty of the CMHC program encourage you to attend conferences, and get involved by presenting at conferences and serving on committees. There are many professional organizations that you can be involved with. In fact, for the topic of each course you take in this program, there is most likely at least one professional counseling organization devoted to it.

As a program, we encourage students to become members of and attend the annual conference of the Wisconsin Counseling Association (<https://www.wisconsincounselingassociation.com/>), or the Illinois Counseling Association (<https://www.ilcounseling.org/>).

Students should also become members of the **American Counseling Association** (<https://www.counseling.org/>). Membership in ACA will be necessary for students to register for practicum and internship because students must provide proof of malpractice liability insurance to enroll in these courses, and this insurance can be purchased through ACA (<https://www.counseling.org/membership/membership-benefits>).

Additional professional counseling associations include the divisions of ACA, which can be found here: <https://www.counseling.org/about-us/divisions-regions-and-branches/divisions>.

ENDORSEMENT & RECOMMENDING

The CMHC program was designed to prepare graduates to work as professional mental health counselors, by meeting the educational requirements to become a Licensed Professional Counselor (LPC) in the state of Wisconsin. Endorsement by the academic program confirms that graduates have completed the program. Ethically, graduates should only apply for licensure that is consistent with their professional competencies, as indicated by their education, training, and supervised clinical experiences.

WISCONSIN LICENSURE REQUIREMENTS

The Department of Safety and Professional Services (<https://dsps.wi.gov/pages/Home.aspx>) is the agency that regulates licensure of professional counseling in the state of Wisconsin. The following are the requirements for licensure as a professional counselor in the state of Wisconsin, and are taken directly from <https://dsps.wi.gov/Pages/Professions/LPC/Default.aspx>.

Professional Counselor-Training License Requirements (LPC-TL)

1. Complete and submit Professional Counselor Application including required documentation and fees.
2. Applicant must be in a position or have an offer for a position as a Professional Counselor in a supervised clinical professional counseling practice.
3. The training license shall expire after 48 months.
4. A training license may be renewed by the discretion of the Professional Counselor Section.

Professional Counselor License Requirements (LPC)

1. Complete a Graduate Degree in professional counseling or an equivalent degree approved by Professional Counselor Section.
2. Completion of post-graduate supervised practice obtained under a Professional Counselor Training license.
 - a. Master's level – 3,000 hours of post-degree supervised professional counseling practice including at least 1,000 hours of face-to-face client contact.
3. Complete and submit Professional Counselor Application including required documentation and fees.
4. An applicant for permanent licensure may apply for a temporary license at the same time.
 - a. The temporary license may be issued to an individual who pays the required fee and meets all the qualifications for the permanent license except for passing the required national examination.
 - b. The temporary license expires upon notification of successful completion of the national examination or expiration of the 9-month period, whichever is earlier.

- c. The temporary license may be renewed one time for an additional 9-month period.
5. Successful completion of the required examinations.

Professional Counselor Exam Information

Licensure as a professional counselor in the state of Wisconsin requires successful completion of two examinations. More information can be found here:

<https://dsps.wi.gov/Pages/Professions/LPC/Exams.aspx>

Wisconsin Statutes and Rules Examination

This exam covers state statutes and administrative code chapters specific to the profession of counseling. More specific information can be found at the link above.

National Professional Counseling Examination

One of two exams fulfill this requirement. Both examinations are administered by the National Board of Certified Counselors (NBCC; <http://www.nbcc.org/home>).

The **National Counselor Examination for Licensure and Certification (NCE)** is a multiple-choice examination that consists of 200-items. Items assess content from the eight CACREP core areas: professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, assessment and testing, and research and program evaluation. The NCE covers the same core areas as the Counselor Preparation Comprehensive Examination (CPCE), which is one option for the Final Project in the program. The NCE is an examination option for becoming a Nationally Certified Counselor (NCC). For more information: <http://www.nbcc.org/Exams/NCE>

The **National Clinical Mental Health Counseling Examination (NCMHCE)** consists of 10 simulated clinical mental health counseling cases. The NCMHCE is an examination option for becoming a Nationally Certified Counselor (NCC), and a requirement for the Certified Clinical Mental Health Counselor (CCMHC) national certification. For more information: <http://www.nbcc.org/Exams/NCMHCE>

If you are interested in working in **military health systems** more information regarding the examinations is provided here <http://www.nbcc.org/Licensure/MilitaryHealth>.