The information in this MSMHC handbook is accurate as of August 2019. The requirements, rules, and provisions stated in this handbook and other publications of Westminster College are subject to change or modifications at any time without notice. If changes are made to this handbook prior to its next reprinting, such changes will be made available through the Master of Science in Clinical Mental Health Counseling Program and/or the Registrar’s Office of Westminster College. The Westminster College Board of Trustees reserves the right to change tuition and fees, to make changes to curricular offerings, programs, academic, and other policies at any time. Additionally, students enrolling at Westminster College agree to comply with all regulations and policies stated in the Student Handbook, available through the Office of the Dean of Students.
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Suicide Prevention Course and Certification Completion Form
Student Learning Outcome Assessment Form
Dear MSMHC Student,

As the Chair of the Master of Science in Clinical Mental Health Counseling Program (MSMHC), I want to welcome you to Westminster College. We look forward to your professional and personal growth, as you invest time with us over the next three years. Our 60-hour graduate program began in 2007 and meets the Utah State educational requirements for clinical mental health counseling. We expect that when you graduate, you will feel prepared to continue your licensure process in your post-Masters supervised clinical work. This year, we are especially excited to announce that we have received CACREP accreditation. Accreditation affords you many benefits, such as

- Assured quality of your academic program.
- Research shows CACREP graduates perform better on the National Counselor Examination for Licensure and Certification (NCE).
- Streamlined licensure application process.
- CACREP programs have been reviewed against professionally approved standards.

In addition to the acquisition of a graduate degree in counseling, we are committed to furthering your self-understanding and your interpersonal awareness. Since your primary intervention tool as a counselor is your “self,” we will challenge you to consider your values, motivations, prejudices, personality style, strengths, and vulnerabilities, with the hope that greater self-understanding will enhance your counseling abilities, help you best serve a diverse group of clients, and guard against professional burnout.

Graduate school is challenging for students in a variety of ways. The educational content is more complex, the pace of learning moves quickly, the requirement of self-reflection and self-examination is continuous, and the exposure to pain and suffering can be daunting at times. As faculty, we offer our support and understanding through our teaching, clinical consultation, and academic advising. As school begins this fall, you will each be assigned a faculty advisor. We also strongly recommend that you pursue your own individual counseling during graduate school and beyond.

Please carefully review this handbook, as it represents your contract with us, Westminster College, community placements, and most importantly, with yourself. Again, welcome to the program.

Colleen Sandor, Ph.D.
Chair, Master of Science in Mental Health Counseling
Professor of Mental Health Counseling, Westminster College
MISSION AND GOALS

MISSION AND GOALS OF WESTMINSTER COLLEGE

College Mission

Westminster College is a private, independent college dedicated to student learning. We offer professional and liberal arts courses of study for undergraduates, as well as selected graduate programs. We are a community of learners with a long and honored tradition of caring deeply about students and their education. Students are challenged to experiment with ideas, raise questions, critically examine alternatives, and make informed decisions. We encourage students to accept responsibility for their own learning, to discover and pursue their passions, and to act with responsibility.

Our purposes are to prepare students to lead lives of learning, accomplishment, and service and to help them develop skills and attributes critical for success in a rapidly changing world. We do this by offering distinctive academic programs that emphasize theory and practice and encourage active, experiential, collaborative, and cross-disciplinary learning. We work to pursue excellence while promoting inclusiveness and respect for differences.

Educational Learning Goals

Westminster College endorses the following college-wide learning goals to prepare students for involvement as an educated person in a rapidly changing global community and for effective engagement in their chosen field and profession.

Westminster graduates will develop:

- Critical, analytical, and integrative thinking
- Creative and reflective capacities
- Leadership, collaboration, and teamwork
- Writing and other communication skills
- Global consciousness, social responsibility, and ethical awareness
MISSION STATEMENT OF ACADEMIC UNIT AND MSMHC PROGRAM OBJECTIVES

Mission Statement Of Academic Unit

The Masters of Science in Clinical Mental Health Counseling Program at Westminster College educates students in the fundamentals of counseling theory and practice in an experiential and interpersonal learning environment that facilitates personal and professional growth. Our aim is to train professional counselors with a sound basis in ethical behavior, counseling theories, contemporary research, and professional skills, creating a knowledge base and capacity for thinking that can be translated into effective counseling practice with individuals, families, and groups from diverse backgrounds. We strive to guide our students to become more self-aware and self-reflective as they hone their intellectual and emotional skills. We encourage critical thinking, emphasize professional honesty and integrity, and foster a commitment to providing services to local communities.

MSMHC Program Objectives

By completion of the program:

<table>
<thead>
<tr>
<th>CACREP Content Area</th>
<th>Program Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Professional Counseling Orientation</td>
<td>Students will understand counselor professional identity and demonstrate skill in applying ethical and legal considerations in professional counseling.</td>
</tr>
<tr>
<td>2 Social &amp; Cultural Diversity</td>
<td>Students will be able to demonstrate the awareness, knowledge, and skills to counsel clients from diverse backgrounds.</td>
</tr>
<tr>
<td>3 Human Growth &amp; Development</td>
<td>Students will be able to apply theories of human development to clients’ needs and issues</td>
</tr>
<tr>
<td>4 Career Development</td>
<td>Students will have knowledge of career assessment and planning principles and theories.</td>
</tr>
<tr>
<td>5 Counseling &amp; Helping Relationships</td>
<td>Students will demonstrate skills necessary to be an effective counselor while applying a theoretical approach.</td>
</tr>
<tr>
<td>6 Group Counseling &amp; Group Work</td>
<td>Students will demonstrate knowledge and skills to facilitate psychoeducational and process groups.</td>
</tr>
<tr>
<td>7 Assessment &amp; Testing</td>
<td>Students will be able to select and interpret assessment measures (i.e., academic/educational, career, personality, diagnostic, and developmental).</td>
</tr>
<tr>
<td>8 Research &amp; Program Evaluation</td>
<td>Students will be able to critically evaluate research in a manner that informs counseling practice.</td>
</tr>
<tr>
<td>CACREP Content Area</td>
<td>Program Objective</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Clinical Mental Health Counseling</td>
<td>Students will demonstrate the knowledge and ability to diagnose and design treatment plans for a broad range of mental health issues.</td>
</tr>
<tr>
<td>Westminster College-Wide Learning Goal (Applied to Counseling)</td>
<td>Students will engage in critical thinking and demonstrate a heightened self-awareness in the counseling role.</td>
</tr>
</tbody>
</table>

**GENERAL PROGRAM INFORMATION**

**CACREP ACCREDITATION**

The MSMHC program received full, eight-year accreditation from the *Council for Accreditation of Counseling and Related Educational Programs* (CACREP) in July 2018. Accreditation was the result of a rigorous 3-year self-study and review process. Accreditation affords numerous benefits, including:

- Enhances a program’s reputation
- Stimulates self-review and self-directed improvement
- Highly qualified students seek enrollment in CACREP programs
- Increases faculty productivity in areas such as research, publication and service.
- Demonstrates a commitment to meeting the highest academic standards

The MSMHC curriculum focuses on knowledge and skills in CACREP’s eight core content 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.

**ADMISSIONS CRITERIA AND PROCESS**
Application

Admission to the program is based on an evaluation of demonstrated academic ability and potential for success in the counseling arena. Students enter the program at the beginning of fall semester only. To apply, candidates must submit the following materials to the Office of Admissions:

- A completed application for Graduate Admission with a $50 application fee.
- Evidence of a baccalaureate degree from a regionally accredited college or university or a recognized international college or university.
- Official copies of transcripts sent by the registrar of each college or university attended.
- Three letters of recommendation from academic or professional colleagues who can address the candidate’s academic and interpersonal skills relevant to practice as a professional counselor.
- A personal statement which addresses the candidate’s career goals, reasons for selecting Westminster College for graduate education, and practice/research interests.
- Scores on the Graduate Record Exam taken within the past 5 years, if GPA below 3.5
- Proof of clear state and federal background checks at the time of admission.
- International students with baccalaureate degrees from countries other than the United States must present a TOEFL score of 600 or above.

Process for Admissions Decisions

Each completed application is reviewed by the MSMHC Admissions Committee, which consists of at least 3 Core MSMHC faculty. The Candidate Review for Admissions Form is used to summarize admissions information on each applicant. There are two options for interviews. Qualified applicants will be invited to attend an on-site, half-day interview which will include a group interview, individual interview, information session, and campus tour. If a candidate cannot attend, arrangements will be made for a telephone or video conference interview with an assigned MSMHC Admissions Committee faculty member, which will be reported back to the MSMHC admissions committee for further deliberation. Applications will be considered using the same criteria for those who attend the on-site interview and those who participate in a remote interview.

The Admissions Committee can request additional information from candidates, such as another letter of reference, a second interview, or clarification of a response given during the first interview. The Admissions Committee decides whether or not an applicant is accepted, put on the wait list, or denied admission. The admissions decision is communicated to the applicant by the Admissions Office. Accepted candidates have 30 days to make a decision regarding attending the MSMHC program during the coming year. They are required to make a deposit to hold their place in the MSMHC incoming class. Wait listed students are periodically reviewed by the MSMHC Admissions Committee and are notified by the Admissions Office if openings in the incoming class become available. Applicants who are denied admission may request feedback about the reasons for denial and may choose to reapply in subsequent years. Admissions decisions may not be deferred to the following year. Throughout the process, the
faculty considers the four primary admission criteria: (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.

ENROLLMENT, REGISTRATION, AND ORIENTATION

Once accepted into the MSMHC Program, the Program Director will communicate with each new student regarding registration for Fall semester and invite each student to attend the Graduate School Orientation for Westminster College and the Program Orientation for MSMHC Students. The Graduate School Orientation covers college policies and assists students in obtaining a parking permit, identification card, and Westminster computer account. Typically, this meeting occurs on the Monday prior to the start of fall term. The Program Orientation introduces new students to each other and program faculty. Students review the policies of the program, contained in the Student Handbook. Students are informed about program expectations, matriculation requirements, and eligibility for licensure as a mental health counselor in Utah.

COHORT PLENARY MEETINGS

Prior to the end of each fall and spring term, the core MSMHC faculty will meet with each graduate cohort (e.g., 1st years, 2nd years, 3rd years). This time is allotted for a general discussion of program needs, strengths, and weaknesses to encourage open discussion of the graduate school experience to date. This space may also be used to process any problematic group dynamics within the cohort that might impede learning. We strongly value the cohort system, as it provides a model for a supportive peer consultation community, where differences can be expressed and valued. We hope our students will continue some form of professional peer consultation following graduation and create a network of valued supportive colleagues.

ACADEMIC PROGRAM OF STUDY AND MATRICULATION REQUIREMENTS

Program Requirements

Students must complete at least 60 hours of graduate course work, including 6 hours of special topics courses. Students are required to take and pass comprehensive exams during their 3rd year. A 60% score on the Counselor Preparation Comprehensive Examination, a nationally administered and normed exit exam, and an adequate written case conceptualization according to program guidelines constitute the final, comprehensive exams. Matriculation in the MSMHC program requires that each student maintain full-time student status and successfully complete a prescribed sequence of courses. Note that as per Westminster’s agreement with the Utah Department of Professional Licensing, students in this program cannot complete any required courses at other institutions. No transfer credits are permitted. Most students complete their course of study within 3 years, but all course work must be finished within 5 years of
admission. Students who wish to take a reduced course load or leave of absence must formally request such an exception through an email to the Program Director. Requests will be considered by the MSMHC Core faculty and decisions will be communicated to the student in writing by the Program Director.

A student schedule for completion of this 3-year program is as follows:

<table>
<thead>
<tr>
<th>Year 1</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>MSMHC 605</td>
<td>MSMHC 619</td>
<td>Individual Counseling II</td>
</tr>
<tr>
<td>Seminar in Professional Roles I</td>
<td>1.0</td>
<td>Group Counseling</td>
</tr>
<tr>
<td>MSMHC 610</td>
<td>MSMHC 628</td>
<td>Applications of Cognitive Behavioral Therapy</td>
</tr>
<tr>
<td>Counseling Ethics</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>MMHC 612</td>
<td>MSMHC 631</td>
<td></td>
</tr>
<tr>
<td>Statistics and Research Methods</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>MSMHC 617</td>
<td>MSMHC 633</td>
<td>Child and Family Counseling</td>
</tr>
<tr>
<td>Individual Counseling I</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>MSMHC 621</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>3.0</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>MSMHC 625</td>
<td>MSPC 636</td>
<td>Clinical Assessment</td>
</tr>
<tr>
<td>Tests and Measurements Theory</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>MSMHC 614</td>
<td>MSPC 639</td>
<td>Multicultural Counseling</td>
</tr>
<tr>
<td>Psychopathology and the DSM</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>MSMHC 642</td>
<td>MSPC 640</td>
<td>Counseling Practicum</td>
</tr>
<tr>
<td>Substance Abuse Counseling</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>MSMHC 644</td>
<td>MSPC 650</td>
<td>Special Topics Seminar</td>
</tr>
<tr>
<td>Applications of Psychodynamic Theory</td>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>MSMHC 645</td>
<td>MSPC 650</td>
<td>Special Topics Seminar</td>
</tr>
<tr>
<td>Career Counseling and Development</td>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>
*With department approval, students may opt to begin their internship during the summer term preceding their third year. These students take 1 hour of internship credit in the summer, 2 hours in the fall, and 3 hours in the spring.

**METHODS OF INSTRUCTION**

The MSMHC program is a full-time, full residency program. Classes are taught on the Westminster campus during scheduled class times. Attendance is required. Classes are typically held Mondays thru Thursdays, between 9:00 A.M. to 11:50 A.M. However, there will be some classes that are scheduled to meet in the afternoons or early evenings.

Instructors use a variety of pedagogical approaches and tools, such as discussion, lecture, case studies, role plays, student presentations, and videos. Classes are typically interactive, with students having an active role in the learning process.

**ACADEMIC STANDARDS AND ACADEMIC APPEAL PROCEDURE**

**Retention in the Program**

To be retained in the MSMHC program, the student must:

- Maintain a grade point average of 3.0.
- Repeat any course for which s/he receives a grade of C+ or lower.
- Pass the CPCE, a nationally administered and normed comprehensive exam (60%), and write an acceptable case conceptualization of a client in the third year of study.
- Maintain a clear state and federal criminal background check.
- Remain in good standing on annual faculty evaluations, practicum and internship evaluations and, if relevant, successfully complete remediation plans.
- Successfully complete practicum and internship.
- Complete the program within 5 years.
- Comply with ethical standards for counselors (ACA and ACMHCA codes) and all policies for practicum students, interns, or employees during clinical placements.

**Academic Probation**

<table>
<thead>
<tr>
<th>MSMHC 660</th>
<th>Internship I*</th>
<th>3.0</th>
<th>MSPC 661</th>
<th>Internship II</th>
<th>3.0</th>
</tr>
</thead>
</table>

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Academic Probation status issued by the Registrar’s Office occurs when a student fails to maintain a cumulative grade point average of at least 3.0. Students placed on academic probation may not take more than four credit hours the next semester following placement on probationary status and achieve a grade point average of at least 3.0 during that semester. Probationary students who fail to do so will be suspended from their graduate programs. Probationary students who achieve a semester grade point average of 3.0 or above but who continue to have a cumulative grade point average below 3.0 will remain on probation.

Academic Suspension and Request for Readmission
When a student on academic probation fails to achieve a 3.0 or above grade point average in the semester following placement on academic probation, the student will be notified by the Registrar’s Office that they have been suspended from their academic program. The student may decide to permanently withdraw from the MSMHC Program or appeal for readmission with a specific plan for academic remediation. Since a suspension follows an academic probation, the student must specifically identify how they will achieve the academic standards established by the program. The student submits a letter requesting readmission for discussion and decision by the MSMHC faculty and meets any other requirements outlined by the Registrar’s Office in the Graduate Catalog. The student will be notified in writing of the faculty’s decision.

Academic Grievance Procedure
Students have the right to appeal or petition an academic decision. For the appeals procedure to be followed after suspension, see Appeals Procedure for Readmission. For other appeals or petitions, the student must make the appeal or petition, in writing, in accordance with the applicable school or program procedure. Please see the appropriate dean or program director for a copy of the procedure. Written appeals must be submitted during the first four weeks into the next semester and must include documentary evidence that the student feels has a bearing upon the request.

A faculty committee from the school involved reviews the appeal. The student may be present at the hearing. The decision of the faculty appeals committee will be reported to the student within five school days of the date of the hearing.

If the decision of the faculty committee is not acceptable to the student, the student may file a written appeal with the Academic Grievance Committee within five school days of notification of the faculty decision. The Academic Grievance Committee is made up of the Academic Vice President, the Dean of Students, and the Academic Deans, except the one whose school is involved in the appeal. All materials included in the faculty’s deliberations, including the student’s written appeal and the proceedings of the faculty hearing, are made available to the Academic Grievance Committee and become part of the proceedings. The hearing before the Academic Grievance Committee will be held within fifteen school days of receiving the written appeal. The student may be present at the appeal hearing. The student and faculty representatives may call members of the college as supporting witnesses. The decision of the Academic Grievance Committee is reported to the student within five school days of the date of the hearing. Decisions of the Academic Grievance Committee are final.
Students have the right to continue their enrollment and participation in academic programs until final decisions are reached. Failure of students to file appeals within specified time limits is considered acknowledgment of the action without intent to appeal.

**MSMHC PROFESSIONAL CONDUCT GUIDELINES**

Students in the counseling field are exposed to vulnerable individuals in difficult life circumstances who are seeking assistance from professionals in a position of trust. With this in mind, the MSMHC program carries expectations for student behavior both in the classroom and in clinical settings with vulnerable populations.Outlined below are the minimum expectations for student conduct. Clinical sites may have additional expectations.

In my role as a MSMHC graduate student at Westminster College, I agree to conduct myself in a professional, lawful, and ethical manner consistent. I commit to the following standards of professional, lawful, and ethical behavior:

1. When providing patient care in the role of a student, my documentation will be signed with my legal signature and my identification as a Westminster College student. All documentation will be presented to a currently licensed supervisor for review. I understand that this includes any documentation of patient care, letters on the patient’s behalf, and/or data pertinent to the status of the patient.

2. I will provide counseling services in a manner that demonstrates respect for the patient’s dignity, race, religion, ethnic background, socioeconomic status, age, sex, and the nature of the patient’s problem.

3. I will safeguard the patient’s right to privacy. This includes privacy related to a patient’s person, condition, diagnosis, personal effects, and any privileged information obtained as a result of the student-client relationship. Photographing patients or photocopying any part of the patient record for personal use is strictly prohibited. Students may not bring family members, significant others, etc. to clinical sites.

4. I will abstain from any sexual relations with a client during any period when a professional relationship exists between the client and me as an MSMHC student.

5. I will abstain from any type of exploitation of a client, exploitation of information about a patient, or any exploitation of the professional student-client relationship. Exploitation in this context refers to student behaviors that use the patient, information about the patient, or the professional student-client relationship for purposes of personal gain or advantage.

6. While in my role as a graduate student at the Westminster College, I will not unlawfully obtain, possess, or use any prescription drug or illicit drug. I will not engage in conduct
that includes the use of intoxicants, narcotics, or similar chemicals, to the extent that I might be, or reasonably be considered to be, impaired in my ability to practice safely.

7. I will not engage in any unauthorized taking of, or personal use of, supplies from a clinical site or employer.

8. I will not engage in any unauthorized taking of or personal use of a client’s personal property.

9. I will file or record any report as required by law related to my activities as a graduate student. This might include Incident Reports or documentation of illegal or unprofessional conduct. I will not impede or obstruct the filing or recording of such reports, or induce another to fail to file or record such reports.

10. I will not knowingly enter into any record any false or misleading information. I will not alter a clinical record in any way for the purpose of concealing an act, omission, or record of events, medical condition, or any other circumstance related to a client and the care provided.

11. I will not breach a statutory, common law, regulatory, or ethical requirement of confidentiality with respect to a person who is a client. I understand that exceptions include cases involving court-ordered information, patients who are victims or perpetrators of abuse, patients who are in imminent danger of harming themselves or others, and patients who have a high probability of harming another individual. I understand that, in such cases, I am obligated to breach confidentiality for the safety of the client and others.

12. I will practice within the limits of my competency by confining my practice as a student to those acts and practices permitted by law, and engaging only in acts and practices permitted by law, and engaging only in acts or practice for which I am competent. I will not practice in a negligent manner or when physically or mentally unfit to do so.

13. I will not engage in any verbal, physical, mental, or sexual abuse or exploitation of any person through conduct connected to my practice as a counseling student.

14. I will follow the codes of ethics for counselors specified by the ACA and AMHCA.

15. I understand that my failure to abide by these Guidelines will subject me to disciplinary action up to and including suspension or expulsion from the MSMHC program and/or the college.

Utah law (UCA 26-21-9.5) authorizes specific health care facilities to conduct criminal background checks on persons who provide direct patient care in the facility. Several MSMHC
clinical agencies are covered under this law. If an affiliated clinical agency requires a criminal background check, the student may be responsible for paying the fee.

NOTICE: When seeking licensure as an ACMHC OR a CHMC, an applicant must truthfully and accurately complete a qualifying questionnaire that examines the personal and professional history of the applicant with regard to felony convictions, substance abuse, previous licenses, etc. If there is a personal or professional history of felony convictions, substance abuse, or unprofessional behavior, then the applicant’s ability to become licensed (without restriction) as an ACMHC or a CMHC may be in jeopardy. That decision is made on a case-by-case basis by Division of Occupational & Professional Licensing.

ACA AND AMHCA CODES OF ETHICS

Each MSMHC student is responsible for following the ethical codes for counselors specified by the American Counseling Association (ACA) and the American Mental Health Counselors Association (AMHCA). The websites for these documents can be located at the addresses provided below. You are responsible for reviewing these at least yearly during your time as an MSMHC student.

ACA ethics code
http://www.counseling.org/resources/aca-code-of-ethics.pdf

AMCHA ethics code
http://www.amhca.org/?page=codeofethics

EVALUATION OF STUDENT PROGRESS

Your progress as an MSMHC student is assessed in informal and formal ways. Methods of assessment include the following:

- Performance on individual classroom assignments
- Individual course grades
- Semester and overall GPA
- Informal advisory meetings
- Cohort plenary meetings
- Annual professional performance review (PPR), Annual Student Learning Outcomes (SLO), and feedback meetings
- Readiness for clinical placement review
- Informal feedback from practicum supervisor
- Faculty supervisor evaluation of practicum performance
Meetings with Academic Advisor

Each student is assigned an academic advisor. This advisor tracks your progress in the program is your first contact person for questions, problems, and concerns. You will meet formally with your advisor at least once per term, and notes of this meeting will be kept in your electronic student file. In contacting your advisor, you can expect that your emails will be returned within 48 hours. If it is a more urgent matter, please contact your advisor by phone.

Annual Professional Performance Review and Student Learning Outcomes Assessment

Professional Performance Review (PPR): In years one and two, student progress through the program is assessed annually in a faculty meeting toward the end of Spring semester. The standard for satisfactory performance includes passing classes, compliance with and progress toward completion of program requirements, demonstration of developmentally appropriate professional skills and behaviors, adequate personal reflection and growth, and appropriate interpersonal behavior. Each student will be given a copy of the combined faculty evaluation form, which will also remain in the student’s file. This form will be issued in a meeting with the student’s faculty advisor.

Student Learning Outcomes (SLO) Assessment: In all three years, student progress through the program is assessed annually in a faculty meeting toward the end of Spring semester, using the SLO Assessment Form. The SLO Assessments will be reviewed by the core faculty at the same time that the faculty complete the Professional Performance Review (PPR). The SLO Assessment form will be completed to the degree that corresponds to student progress in the program (e.g., Data entered for all first year classes for First year students). A copy of the form is provided in the Appendix section.

After the core faculty have reviewed the PPR and SLO Assessments, advisors (core faculty) will meet individually with their rising 2nd and rising 3rd year advisees, during the summer, to discuss the feedback and progress for the student.
Any significant concern or unsatisfactory level of progress will be documented by the faculty, a written notice of concern or probationary status will be issued to the student, a follow-up meeting with the student’s advisor or MSMHC faculty will occur, and a remediation plan will be generated.

In year 3, each student may meet with their academic advisor for an exit interview in the last term of their enrollment. This provides an opportunity for advisor and advisee to assess and discuss the student’s experiences throughout the program and to prepare for transition into eventual employment and licensure as a mental health counselor.

PROBATION, SUSPENSION, AND DISMISSAL POLICIES

Over the course of each student’s tenure in the program, the Core Faculty conducts a systematic assessment of each student’s performance on identified professional dispositions, key performance indicators, student learning, and skill sets. A copy of the Professional Performance Review Form and Student Learning Outcomes assessments are provided here.

The student’s course, term, and overall GPA are tracked by both individual instructors (course GPA) and the student’s academic advisor. Data from the yearly PPR assessment, comprehensive exams, site supervisor evaluations, faculty supervisor evaluations, and clinical site evaluations are reviewed by faculty at faculty meetings and retained in the student’s electronic file. These data are discussed with the student in meetings with the student’s academic advisor over the course of the program.

Remediation

A need for remediation can be formal or informal, student and/or faculty initiated, focused on dispositions and/or skills, occur in response to a specific incident, and represent differing levels of seriousness or concern.

Generally, we classify remediation at four levels with increasing severity: Notice of Concern, Notice of Probationary Status, Notice of Suspension, and Notice of Dismissal from the MSMHC program. Typically, a Notice of Concern generates an informal remediation plan with follow-up by a particular instructor and/or the student’s academic advisor. A Notice of Probationary Status represents a formal, more serious warning of an issue or issues requiring successful remediation for the student to continue in the program. A Notice of Suspension typically occurs for academic reasons as established by the Office of the Registrar and permits consideration of an Application for Readmission. A Notice of Dismissal terminates the student’s involvement in the program. The latter is issued following a faculty decision about a student failure to remediate a Notice of Probation and/or a behavior serious enough to warrant immediate dismissal, such as an ethical sexual boundary violation with a client or deliberate plagiarism or cheating on an exam. These notices differ from a Leave of Absence for reasons such as family or personal ill health or uncertainty about match with the counseling profession. A Leave of Absence is a student-
initiated, written, voluntary request for time away from the MSMHC program, which is discussed and agreed upon, modified, or rejected by the MSMHC faculty.

**Notice of Concern**

When problems arise within a classroom or clinical setting, the first expectation is that the instructor and/or supervisor will discuss the problem with the student. When such discussions seem ineffectual, the problem is repeated, a student receives a “needs remediation” rating on the PPR or the problem is deemed by MSMHC faculty to be a significant impairment in the student’s progress, a written Notice of Concern from the MSMHC faculty will be issued and retained in the student’s electronic file. This Notice of Concern will identity the problem, criteria for satisfactory resolution, and suggested approaches for resolution of the issue. The notice will be delivered by the student’s academic advisor or the MSMHC program director. The student’s advisor will meet with the student as needed to evaluate progress on the identified issue. If sufficient progress is not made, the student may be placed on probationary status. Each Notice of Concern is reviewed as specified in the document by the MSMHC faculty. The student may or may not be required to be in attendance at this meeting. An issue that might generate a Notice of Concern might be chronic lateness or absences in the classroom or practicum setting, a score of 1 on a dimension of the annual PPR, or receiving a C+ in a required course.

**Notice of Probationary Status**

A student may receive a [Notice of Probationary Status](#) at any time during a field or classroom experience. Students may be place on probation for academic reasons or other programmatic reasons. Academic Probation status issued by the Registrar’s Office occurs when a student fails to maintain a cumulative grade point average of at least 3.0 Students placed on academic probation may not take more than four credit hours the next semester following placement on probationary status and achieve a grade point average of at least 3.0 during that semester. Probationary students who fail to do so will be suspended from their graduate programs. Probationary students who achieve a semester grade point average of 3.0 or above but who continue to have a cumulative grade point average below 3.0 will remain on probation.

When students are placed on probation for reasons besides academic performance, this usually follows an earlier [Notice of Concern](#) without satisfactory resolution, but probation may be issued without a prior Notice of Concern depending on the severity of issue identified. For probation to be instituted, 1) the MSMHC faculty must meet to review the facts and come to a decision that probation is necessary and such a meeting may include an interview with the student; 2) the issue must be considered problematic at a level that may interfere with the student’s ability to effectively practice in the field of counseling or to effectively participate in a learning environment; 3) the student must be given a remediation plan and opportunity to resolve the problematic issue. Academic Probation status issued by the Registrar’s Office is another form of program probation and occurs when a student fails to maintain a cumulative grade point average of at least 3.0 Students placed on academic probation may not take more than four credit hours
the next semester following placement on probationary status and achieve a grade point average of at least 3.0 during that semester. Probationary students who fail to do so will be suspended from their graduate programs. Probationary students who achieve a semester grade point average of 3.0 or above but who continue to have a cumulative grade point average below 3.0 will remain on probation.

Students placed on program probation receive a Notice of Probationary Status outlining the issue to be addressed, criteria for successful resolution, formal remediation plan with a timeline, and any restrictions on student activity within the MSMHC program. The Notice of Probation will be formally evaluated at the end of the term or as specified in the notice. Program probation will be removed if the student is able to satisfy the conditions listed in the written notice; however, any program probationary status will be documented in the student’s record. In situations where the student’s behavior is so disruptive in the classroom as to compromise other students’ learning or if the behavior compromises the student’s ability to effectively counsel, the student may be removed from the course and/or clinical site. The program director will convene a meeting of the faculty and student to determine what remediation or course of action is necessary. In some cases, students may be counseled out of the program entirely, supported in pursuing a Master of Applied Psychology as an alternative (a course of study where the student is ineligible for a clinical license), suspended from the program with an option to reapply, or dismissed from the program.

Notice of Suspension and Request for Readmission

A Notice of Suspension is issued to the student (and placed in the student’s electronic file) when a student on academic probation fails to achieve a 3.0 or above grade point average in the semester following placement on academic probation. The student may decide to permanently withdraw from the MSMHC Program or appeal for readmission with a specific plan for academic remediation. Since a suspension follows an academic probation, the student must specifically identify how they will achieve the academic standards established by the program. The student submits a letter requesting readmission for discussion and decision by the MSMHC faculty and meets any other requirements outlined by the Registrar’s Office in the Graduate Catalog. The student will be notified in writing of the faculty’s decision.

Notice of Dismissal

A student can be dismissed from the MSMHC Program for any of the following reasons:

- Violation of the academic honesty policy.
- Violation of the ethical code for counselors.
- Failure to maintain a GPA appropriate for the program.
- Failure of any single course on two occasions.
- A documented pattern of unprofessional behavior in the classroom or clinical setting.
- Unsafe/unprofessional/unethical practice in the clinical setting.
- A documented violation of agency policy or procedures in a clinical placement.

Such a dismissal requires a meeting of the MSMHC faculty where evidence for dismissal is reviewed and discussed. The student in question may or may not be included in that meeting, and the student may be placed on leave from classes or clinical site while the investigation is
conducted. Data to be reviewed may include a written letter or incident report from a site supervisor, faculty supervisor, academic advisor, mental health client or other professional detailing the specific infraction. In the case of academic failure, the student’s performance on course assignments and final grades may be reviewed. A formal Notice of Dismissal signed by the Program Director and reviewed by Westminster legal counsel will be sent by certified mail to the student’s listed home address. The student will not be allowed to continue participation in the MSMHC Program once the notice of dismissal has been issued.

GRADUATION

Candidates for graduation should apply to the Registrar’s Office approximately two regular semesters prior to planned completion of graduation requirements. Applications for December graduation are due in March and applications for May and August graduation are due in September. Please see the Academic Calendar for more specific dates. Candidates are notified of remaining degree requirements within four weeks after applying for graduation.

To be eligible for a master’s degree or graduate certificate, students must satisfy the following conditions:

- Meet all credit hour and other course requirements.
- Maintain an overall grade point average of 3.0 or above.
- Be enrolled at Westminster College during the semester in which they wish to graduate.
- Maintain good academic standing.
- Earn a grade of B- or higher in all graduate courses.

Note: Only graduate-level coursework may be applied toward degree or certificate requirements. The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual.

As outlined in the Westminster Graduate Academic Catalog, all MSMHC students are required to maintain a 3.0 grade point average. Each MSMHC class must be passed with a B- or higher grade. Failure to pass with a B- means the course will need to be repeated and a B- grade achieved. In order to apply for placement in a clinical setting, students must pass ethics (MSMHC 610) and individual counseling I and II (MSMHC 618, MSMHC 619). Other requirements for readiness may be determined on an individual basis and communicated in written form to the applicant.
CLINICAL PLACEMENT INFORMATION AND EXPECTATIONS

Clinical Placement Guide

As you enter the second year of your graduate studies, exciting opportunities await. This guide is intended to help you clarify your thinking and goals around clinical placements. In the MSMHC program, there are two formal placements. Practicum occurs in the second semester of the second year. Internship occurs over the entire academic year in your third year of the program. These placements are described in more detail later in this document.

Clinical experiences vary significantly across sites. Some placements offer opportunities for observation, assessment, group therapy, individual therapy, family therapy, advocacy or a combination of the above. Some sites are largely atheoretical; some operate from a clear philosophy or approach. Some sites are highly structured, and you will step into a clear and defined role. Other sites may feel relatively chaotic. Some sites have more limited experience with students and may require a great deal of assertion and initiative on the part of the student. Some sites have several supervisors present and are available to talk with students on a moment's notice. Some site supervisors pose a challenge in establishing and maintaining a relationship. In short, no two students will have the same experience. Students sometimes find this reality enriching and educational; however, sometimes it can feel frustrating and disappointing. These feelings are normal and expected. While the types and depth of experiences vary, the core training faculty strongly believes that each experience offers tremendous opportunity for reflection, education, and professional growth.

It may sound trite, but sometimes we learn more from our failures and disappointments. Remember that you will be working with seasoned professionals and novices. You will work side by side with MDs, PhDs, LCSWs, LSACS, CMHCs, APRNs, line staff, and others. Inevitably, there will be differences in perspectives and approaches. Further, you will engage with delightful clients and clients that challenge and disturb you. Practicum and internship give you an opportunity to learn about yourself as a counselor and a person. Making the most of these experiences is up to you.

Your program faculty have several expectations of you. First, open yourself to the experience you are provided. Second, reflect on that experience with your classmates and supervisors in the context of supervision. Do not talk about your experiences in the halls, in a restaurant, on cell phones, on Facebook, on email, as part of an instant message, etc., as these conversations are not private and may lead to a breach of client confidentiality. Third, be open to feedback and constructive criticism. You will not be perfect and universally adored for your wisdom and skill. Be ready for direct feedback to help you grow and improve your skills. Fourth, conduct yourself with professionalism at all times. Individuals with whom you interact on site are NOT your friends; they are your clients and colleagues. Professionalism includes but is not limited to appropriate and professional dress, professional language and interactions with all members of the site staff, timeliness, scheduling and planning for absences, and open communication with colleagues and
clients. Fifth, and most importantly, you are expected to uphold all ACA and AMHCA, ethical codes and standards. Failure to do so is reason for dismissal from the program. Ethical conduct includes operating within your role as defined by your profession, your site, and your supervisors. When in doubt, ASK before acting. If you are uncomfortable with something you are asked to do, communicate with a supervisor immediately. If you ever find yourself doing something that you would rather your supervisor not know, STOP and immediately contact your supervisor.

Copies of supervisor evaluation forms are attached so that you may know how you will be evaluated. Please note that these forms evolve and change. In the case of a form change, we will provide you with an updated copy. You have the right to see your supervisors’ evaluations; however, they are retained in your electronic program file. You will not receive a grade for your practicum or internship class until the final evaluation is received.

You may also receive a “T” grade at the end of any practicum or internship term. This is a temporary placeholder for a grade. It is given when there is continued enrollment in a clinical course during a gap period, such as a school break. Once that gap is closed, your “T” will be replaced with a letter grade.

*Practicum*

Practicum placements occur in the spring semester of your second year. You will begin your placement the first or second week of January and complete your hours by the last week of April or first week of May. Students are required to complete 100 hours. Forty hours must be in direct contact with clients. Direct contact means that you are physically present in space and time with your client. Direct contact hours can include: assessment, group therapy, individual therapy, crisis intervention, family therapy. Indirect hours make up the rest of your 100 practicum hours. These may include: orientation, training sessions or seminars, case management, phone call follow-ups, writing notes, observation, presence in the therapy milieu, supervision (individual or group), chart review, grant preparation, preparing materials for group, setting up a therapy room, etc. Most indirect hours occur on site or in the Westminster classroom (i.e. group supervision). You occasionally may complete these hours in other settings. Students may exceed the 100 hours. If you exceed your hours prior to the end of April, you still continue to work on site through the end of the month. Clients and colleagues are counting on you.

Please note that the STUDENT is required to keep track of all hours, both direct and indirect. Supervisors will sign off on your hours. You will be required to turn in a copy of your final, signed hours sheet. Please KEEP THE ORIGINAL. You will be required to provide documentation of completed hours for licensure. We recommend you keep both hard copies and scanned electronic copies. This is YOUR responsibility. Questions about whether or not something “counts” as direct or indirect hours should be directed to your supervisor or practicum instructor.

*Internship*

The internship experience is a 900 hour experience that occurs over the course of your final year. Most placements run from mid-August through the end of April. Some
placements may request that students begin sooner or attend training over the summer. This will be negotiated individually between sites, students, and the MSMHC program. A request for a summer start should be emailed to both the Program Director and the Clinical Placement Coordinator for consideration by the MSMHC faculty. Of your 900 hours, 360 must be in direct contact with clients. Again, this is easily accomplished at most sites. At others, however, most of the intern’s work is indirect. You are responsible for tracking your hours. If you notice that less than 35-40% of your hours are in direct client contact, please notify the internship instructor and Clinical Placement Coordinator immediately. We will assist and guide you in working with the site to ensure that you gain enough direct hours. *Also, please note that while these hour requirements meet or exceed standards in most U.S. states, some states require 1000 clinical hours. If you may be applying for licensure in a state with a 1000 hour requirement, be sure to let the program director and your site supervisor know. We will work to make sure that you get the hours you need prior to graduation.

The 900 hour commitment equates to a 32-35 hour work week in your final year. A summer site typically drops the hours to 22-26 per week. You will work with your site supervisor to determine when you are needed “on the job”. Some sites require evening work (groups, etc.), and some may have the occasional weekend “intensive family services” day. You will complete these hours while taking a course for the internship each semester. The total number of internship course hours required for graduation is six. You also will take Career Counseling and one special topics course in your final year. Please think ahead regarding other commitments to your family and work. Most students find that they are less able to work another job during this year. Some interns are paid for internship; others are not. Please consider your personal needs when working with the Clinical Placement Coordinator on your placements.

**Supervision**

To qualify as a training site (either practicum or internship) the site must 1) be a licensed mental health facility (as opposed to a school, for example), and 2) must have a licensed mental health supervisor on site. The supervisor must meet the supervision requirements for the state where the services are provided. During your practicum, you will have one hour of individual supervision a week with a licensed faculty member. This is a mandatory meeting, and you are expected to attend every week unless arranged in advance with your supervisor. In addition, you will receive group supervision through the practicum class. Finally, you will have supervision with your on-site supervisor. Your on-site supervisor may be an LCMHC, LCSW, or Ph.D. Thus some of you will have over 3 hours a week of supervision for a 5-6 hour placement!

When assigning you an individual supervisor several factors come in to play. You will be invited to express your preferences for supervisors. While we take that request into consideration, you are not guaranteed the supervisor that you prefer. In making the match between supervisor and supervisee, we will consider faculty expertise, faculty skills and orientation, site demands, student needs, faculty supervisory load, faculty members’ prior and current relationships with site staff, student and supervisor match, site preference, client type, and student preference. If you do not get the supervisor of your
choice, please understand that we have not disregarded your request nor has the selected supervisor rejected you.

Supervision can be an incredibly rich experience. However, it depends largely on what you bring to supervision. You will be asked to reflect on your experience and “play” with your work. Some of you may share images, dreams, thoughts, feelings, fantasies, anxieties, etc. during supervision. While we will be working with you on your experience, the supervision hour is not a therapy hour. Please remain in dialogue with your supervisor about how the sessions are going for both of you. Given your vulnerability, the supervisory relationship should be respectful and responsive to your needs.

Some supervisors may wish to review your notes. Some may ask you to bring transcripts or “process notes”. Some will require videotaped sessions or in-person observation of sessions. Talk with your supervisor about how he or she works. Also, talk with supervisors about how to protect client confidentiality in these materials. All progress notes, reports, letters, or other official documents must be co-signed by your site supervisors or other responsible party.

Supervision on internship is quite different. You do not have an individual faculty member supervising your work. You will receive individual supervision on site. You will receive group supervision during the internship class. Many students find that in addition to their formal individual supervision, they seek out informal consultation from other therapists in the agency. While you do not have a faculty supervisor, we are always available for support and consultation. Feel free to set up an appointment with any licensed faculty member if you want to talk about a client, a colleague, or normative challenges within your site. Should you feel that you need more supervision than you are receiving from your on-site supervisor, or should your supervisor leave the agency, contact your Clinical Placement Coordinator immediately. We can work with you and the site to resolve the difficulty or bring in an outside supervisor as necessary.

Timelines

Placements move quite quickly, especially for internship. You will meet individually with the Clinical Placement Coordinator in October or November. During these meetings, we will discuss your desires, wishes, needs, and skills. In particular, we will consider how to use your placements to increase breadth and depth of your training. Except in rare circumstances, or at an agency’s request, you will not complete your internship at the same site where you completed your practicum. This option should be pursued through the Clinical Placement Coordinator, requested in writing to both the Program Chair and the Clinical Placement Coordinator, and reviewed by the MSMHC faculty.

After the Clinical Placement Coordinator meets with each student, we will work with agencies to make the practicum placements. You should know your placement site and site supervisor’s name and contact information by the end of fall term. It is your responsibility to then follow up with your site supervisor to determine how to complete initial paperwork, starting dates, etc. Please be aware that some sites will require you to go through a background check as well as attend training prior to working at the agency. This may be completed prior to January or in January.
Most paid internships announce their positions in January or February. The application and interview process generally begins in January. You will need to have cover letters and vita ready before January. Most sites want us to send two or more students to interview for each position. This means that you will be competing with each other for placements. This is hard and challenging for some individuals and groups. Let’s be sure to remain in open communication about this. Placement timetables differ greatly so some of you will be placed in December while others do not secure placements until March or April. Agencies that do not have paid internships usually begin their process later. Placements in these sites can take weeks and months longer. This is a time of uncertainty; however we will find a placement for you.

Qualifications for Practicum and Internship

Readiness for Practicum Placement

At the end of Year 1 in the MSMHC Program, students are evaluated using a rubric designed to assess student progress, the Professional Performance Review (PPR). The rubric examines eleven dispositional attitudes and three skill areas. The dispositional attitudes are: openness to new ideas, flexibility, cooperation with others, responsiveness to feedback, awareness of impact on others, effectiveness in dealing with conflict, acceptance of personal responsibility, effectiveness in expressing feelings, attention to ethical and legal considerations, initiative and motivation, and awareness of the counselor role. In our view, these dispositional attitudes underlie successful counseling practice, including work with clients and professional colleagues and continued personal and professional growth. The student receives a 1-5 rating on each dimension, with 1 indicating “Requires remediation” and 5 indicating “Exceptional”. The three skill areas are: Academic skills, Clinical skills, and Interpersonal skills. The student receives a skill level ranking of requires remediation, minimally acceptable, satisfactory, good, exceptional, or no basis to judge. Students who receive a ranking of “requires remediation” will be given a specific remediation plan. Each student’s strengths and areas for growth are identified in a narrative with suggestions for student improvement in the growth area. The PPR ratings are kept in the student’s file, but each student is given a copy of the evaluation during a year-end meeting with the student’s academic advisor. Sources of assessment data for this evaluation include the student’s performance in individual courses, particularly MSMHC 606 (Professional Roles II), 619 (Individual Counseling II), 628 (Group Counseling), the student’s overall GPA, exchanges in meetings with the student’s academic advisor, and faculty meeting discussions about student progress.

These data, along with information gathered during the student’s meeting with the Placement Coordinator(s), are used by faculty to determine the student’s readiness for a clinical placement in a practicum setting. The student and coordinator complete the Preferences for Clinical Placements Form, which is placed in the student’s file and becomes part of the faculty discussion regarding placement options. In determining readiness, the faculty consider not just whether or not a student is ready for a clinical placement, but what type of clinical placement
might be suitable for a particular student. For example, students with little clinical experience, limited awareness of the counseling field, and some interpersonal challenges might do better in a team-oriented clinical placement whereas students with more personal maturity and clinical experience in the field might thrive in a setting that includes individual counseling and greater autonomy. If the faculty decides that the student is ready for a clinical placement, the Eligibility and Approval for Clinical Placements form is completed, and the Placement Coordinator(s) begin the placement process with the student. If the faculty decides that the student is not prepared for a clinical placement, either a Notice of Concern or Notice of Probationary Status form is issued to the student with a plan for remediation. This is typically accompanied by a face-to-face meeting with the student and core faculty and/or the student’s academic advisor.

Readiness for Internship

During the second term of the second year, MSMHC students apply for internships placements. Readiness for an internship placement is assessed through the student’s performance on the PPR Year 1 and subsequent progress on PPR identified areas for growth, student performance in MSMHC courses, particularly MSMHC 640 (Counseling Practicum) and MSMHC 636 (Clinical Assessment), midterm feedback from the student’s practicum site and faculty supervisors, input from meetings with Placement Coordinator(s), and discussion of student progress in faculty meetings. Based on these data, the faculty will direct the Placement Coordinator to proceed with an internship placement; however, each student must pass MSMHC 640 and receive at least a mean satisfactory rating on practicum and faculty practicum evaluations to proceed to internship. If the faculty decides that the student is not prepared for a clinical internship, either a Notice of Concern or Notice of Probationary Status form is issued to the student with a plan for remediation. This is typically accompanied by a face-to-face meeting with the student and core faculty and/or the student’s academic advisor.

Professional Liability Coverage

In addition to the liability insurance carried by Westminster College that covers students in clinical placements, each MSMHC student is required to submit proof of professional counseling liability insurance prior to the start of the practicum and internship. Policy certificates are stored in each student’s MSMHC file. Students may obtain liability insurance through joining a professional organization or via an independent contractor. Students will be given information about liability coverage in their initial meetings with the Placement Coordinator(s).

Site Descriptions

1. Alternative Behavioral Strategies. This is a practicum and paid internship site option ABS draws from ABA approaches and offers a solution-based model of treatment via a multidisciplinary team. Clients are generally children and teens. Interventions

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settings are flexible, including both an office setting and home interventions where needed. Students work with both youth and parents to help achieve successful outcomes. For more information see www.alternativebehaviorstrategies.com.

2. Assertive Community Treatment (Volunteers of America). Practicum only. The ACT team provides mobile psychological treatment services to those dealing with chronic mental health issues who may have struggled with traditional treatment options. Students typically accompany other professional team members in outreach efforts, providing supportive therapy and resources in a non-traditional setting. For more information, please see www.voaut.org.

3. Asian Association of Utah. This is a paid internship site only. One student per year can be placed at AAU. Students work in the clinical services division of The Refugee and Immigrant Center. AAU is in downtown Salt Lake. Clients present with a variety of problems including trauma, depression, anxiety, difficulties with acculturation, domestic violence, grief and loss, substance abuse or dependence, school failure, and vocational counseling. Therapists may work with children, adolescents, and adults. The work is primarily individual with some opportunities for group work in the center or in the schools. Students also complete intakes and treatment plans. Therapists often work with interpreters. Bilingual therapists are desired but not required. For more information on the center, visit www.aau-slc.org.

4. Clinical Consultants of Ogden. Fred King, LCSW. This is a private general group practice in the Ogden area. Most of the work is individual therapy with some didactic and/or therapy groups. Clients served are adults who often have substance abuse
issues and/or suffer from anxiety and depression. One student completed his internship at this location.

5. Cornerstone Counseling Center of VOA. CCC offers both practicum and internship placement opportunities. The internship is competitive and paid. Multiple placement slots are typically available to both practicum students and interns. There are three primary treatment teams with whom our students work at CCC.

- Adult Outpatient (practicum and internship)
- Adolescent (practicum and internship)
- Domestic Violence and Mental Health (practicum and internship)

Practicum students begin by co-leading treatment groups and attending staff meetings. Practicum students may have the opportunity to see an individual client or perform intakes. Individual work is primarily reserved for the interns, however. Interns conduct intakes, complete assessments, prepare treatment plans, see individual clients, and lead several groups. They often participate in different levels of care, including day treatment, intensive outpatient treatment and standard outpatient.

Currently, several students are on internship at CCC and several alumni are on staff.

This site has a psychodynamic orientation for conceptualizing clients. For more information, visit [www.voaut.org/services/cornerstone-counseling-center](http://www.voaut.org/services/cornerstone-counseling-center).

6. Counseling Center of Park City. This is a relatively new internship site and placement for us. CCPC seeks to provide integrated counseling, support, and outreach service to the community. With a special commitment to the underserved in the Park City area, and a strong desire for bilingual therapists, CCPC provides individual services to adolescents, adults, couples and families. This is a Christian Counseling agency and
the therapeutic team is a part of a broader mission of service. For more information, please visit www.ccofpc.org/what-we-do/services/counseling-services

7. Family Counseling Center/VOA. This is a practicum site and may be combined with a placement at CCC for a paid internship site. This is a non-profit agency associated with VOA. Practicum students and interns primarily provide individual outpatient therapy with adult clients. These may be individuals who have been recently released from hospital stay and are in need of stabilization and further treatment or individuals seeking outpatient therapy on a variety of insurance plans. If combined with a placement at CCC, interns will be involved in intakes, treatment planning, individual and group therapy. For more information, see familycounselingcenterutah.com

8. The Haven. Practicum and paid Internship site. A residential substance abuse program for adults and a sober living program. They provide services for veterans, individuals with little to no income, justice involved, and who are holes or have unstable housing. https://havenhelps.com/

9. The Healing Group. Paid internship site only. This outpatient setting is in Midvale (6770 S 900 E). http://www.thehealinggroup.com/ (Links to an external site.) They prefer a 12 month intern appointment and will have only 1 intern. Interns will be paid for each hour of direct client service. Interns will see clients via the Intern Clinic, a low fee service for clients who do not have insurance or means to pay for full cost services. The Healing Group serves a variety of client mental health needs, but specializes in Perinatal Mood and Anxiety Disorder, Emotionally-Focused
Therapy (EFT) for couples work, and Sexual and Gender Issues. In addition to the standard 1:1 supervision, they will also require the intern to attend one of their consultation groups: Art-based supervision, EFT, Sexual issues. Theoretical orientations of the clinical team members vary, but they lean toward Object Relations and Attachment.

10. Hope and Healing Child and Family Counseling. This is a paid internship site or can be a combined paid practicum/internship site with faculty and site approval. This is a private, outpatient treatment agency for children, adolescents, and families based on an attachment model of treatment. Most of the treatment provided is individual therapy, with adjunctive parent work and some sibling work to facilitate change. Parents often attend a structured parenting group based on the TBRI model from Texas Christian University. Interns may also lead some child/adolescent groups on occasion. We have several interns currently at this site, and interns are paid an hourly wage. Some of our alumni are employed at this site. For more information, see healingutahfamilies.com

11. IMC Neuro-Rehabilitation. This is a medical counseling placement and an unpaid internship only site. Students in the NeuroRehab unit conduct assessments, create treatment plans, provide individual and family counseling services, and discharge planning. Clients include those who have suffered TBI or spinal cord injury following accidents or injury. Others may be survivors of strokes, seizures, multiple fractures,
or amputation, for example. All clients are medically stable for a minimum of 24 hours, have physical or cognitive limitations, require around the clock care, and need support to adjust to injuries and medical complications. Interns work with clients to determine current level of functioning, plan for rehabilitation, and prepare to adapt to life after hospitalization. For more information, please consult http://intermountainhealthcare.org/hospitals/imed/services/rehabilitation/Pages/InpatientRehab.aspx

12. Legacy Outdoor Adventures Wilderness Therapy Program. Paid internship only site. This site prefers an intern with previous experience as a field guide in a wilderness therapy program. They have a June-April schedule (summer start). Intern would be on site in Loa, Utah Tuesday-Thursday of each week. Interns would conduct individual family and group therapy sessions.

13. LDS Family Services. This is a paid internship only opportunity for practicing members of the LDS faith. Prospective interns interviewed and assigned to a particular area office, such as West Valley, Farmington, or American Fork. Interns provide mainly outpatient individual therapy to adolescents and adults with a variety of presenting problems, often referred by LDS clergy.

14. Lifeline for Youth. This is a treatment program for adolescents and their families. Interventions include residential, day treatment, and intensive outpatient, and outpatient treatment using ESTs. Adolescent clients present with depression, substance use, relationship problems, conduct problems, and/or school difficulties. Student interns see individual children and families, while also leading groups. See
http://lifelineutah.com/ for more information. Typically, this has been an internship only site and is unpaid.

15. Odyssey House. Odyssey House is a practicum and internship site. The internship is unpaid. Students have the opportunity to work in: Parent and Children's Services, Adolescent Treatment, or Adult Services. The adult treatment community involves intensive outpatient services and day treatment. Clients are part of a treatment community which determines progression through the system. Many clients are living in poverty with few resources and long addiction histories. Students co-lead groups, serve individual clients, and participate in the milieu interventions (i.e. “marathons”). The Parent and Child services branch serves parents and children in a residential setting. Practicum students have the opportunity to participate in the therapeutic school, provide individualized services to children, provide family treatment, co-lead recovery groups or parenting groups, and treat adults in individual treatment. Groups are often same sex groups. Please see http://www.odysseyhouse.org/ for more information.

16. Pingree Autism Center of Learning (Valley Behavioral Health) This is a practicum and unpaid internship site. Students work directly in the classroom environment, conducting 1:1 behavioral interventions and social skills groups with autistic children and teens. Some students do additional work with parents or siblings. Most students attend regular staffings and assessment team meetings about clients.

17. Rape Recovery Center. This is a paid internship site only. Students must attend training in May prior to the beginning of the internship in August. Completion of a
Feminist Therapy Seminar offered at the University of Utah is strongly recommended. Rape Recovery serves men and women who have survived sexual assault. Some clients are seeking treatment for recent attacks; others have a history of child sexual abuse. RRC provides individual therapy, group therapy, a hospital crisis response team, and a crisis line. RRC is open Monday-Thursday during work day hours only. RRC broadly operates from a feminist-multicultural philosophy. There is a strong emphasis on trauma theory and trauma focused interventions with a number of clinicians working from a CBT skill set (including “third wave” interventions like ACT and DBT). Please visit www.raperecoverycenter.org for more information.

18. Salt Lake Behavioral Health. This is a practicum and unpaid internship site. Salt Lake Behavioral Health is a private, freestanding psychiatric hospital offering mental health and substance abuse treatment. Students work on inpatient units, such as crisis and stabilization, general psychiatry, substance abuse, and the military trauma unit. Although students can state preferences, they typically are placed on units based on staffing decisions and need. Typically, students assist in the therapeutic milieu, complete social histories and other forms of assessment, conduct group therapy, and offer some 1:1 interventions. For more information, see saltlakebehavioralhealth.com. Both practicum and internship students rotate units during their placement, allowing them to gain experienced with varied populations and treatment approaches.

19. Solstice RTC. This is a paid internship only site. Solstice is a residential treatment center for girls, based on both traditional and holistic mental health treatments. The
treatment approach is relationship based, addressing issues like unresolved grief, depression, substance abuse, trauma, depression and learning problems. Interns conduct group, individual, and family therapies. For more information see solsticertc.com.

20. The Children’s Center. This is a practicum only site. The Children’s Center offers comprehensive mental health services to infants, toddlers, and preschool aged children and their families. Working from an attachment based model, many of the children and families served have significant trauma histories. TCC offers a therapeutic preschool program, Parent-Child Psychotherapy, and TF-CBT for children 2-8 among other services. Practicum students generally participate in the preschool program. TCC offers two competitive master’s level 9 month internships. See http://www.tccslc.org/students for more information.

21. Telos RTC. Telos is a residential treatment program for adolescent boys dealing with depression, substance abuse, anxiety, learning problems, and other mental health issues. This is an internship only site. Interns will be involved in individual, family, and group treatments. For more information, see www.telosrtc.com.

22. Telos U. Telos U is a young adult transition residential program. Clients, aged 18-25, typically work or attend college during part of the day and live in at the “U”, where they have individual, group and family therapy as well as recreation/sports therapy. The typical student has depression, anxiety, and.or ADHD. Substance abuse issue are not prominent. The goal of the program is to assist young adults in their transition to adult life. This is an internship only site and it is a paid position. http://telosu.com/
23. The Road Home. The Road Home offers practicum and internship placement opportunities. This is a service program for individuals who have been chronically homeless. There are three sites: the emergency shelter, Palmer Court, and during the winter months, a center in Murray. Students will have the opportunity to provide case management, supportive therapy, crisis intervention, and family therapy for clients in these programs. Families living in the shelter receive daily intervention and family therapy to support parents and children through the homeless crisis and events that precipitated it. Individuals living in Palmar Court receive intensive services throughout the valley. Students will help connect clients to existing services, engage in MI to encourage a commitment to treatment and rehabilitation, and provide some group therapy. Please see www.theroadhome.org for more information.

24. Utah State Prison. This is a combined practicum/internship placement that is paid. Students opting for this placement should have a strong interest working in corrections, which justifies their combined placement request. Students should be aware that they may need to work more hours during the practicum part of this placement than the practicum course requires due to placement needs. Interns typically do evaluations, short-term interventions, crises management, and some skill-based groups. Potential interns are encouraged to tour the facility before deciding on a placement, which requires a background check and sufficient pre-advance scheduling.
25. Weber State University Counseling Center. This is an internship placement only. It is a new placement opportunity. There is a $3000 stipend. Interns provide individual and couples therapy to undergraduate students. This is a training site for other mental health professional trainees (e.g., social work) so the site is dedicated to training.

26. Wellspring Child and Family Counseling. This is a paid internship only option. Interns are paid an hourly wage. This private practice agency serves children teens and families, presenting with various mental health issues. They are the host for a parent intervention program focused on building resilience in children called Handful of Hope. Several students have completed internships there and pursued employment at this site after graduation. For more information see wellspringutah.com

27. Westminster Counseling Center. This is a practicum and paid internship placement. Students work in the Westminster Counseling Center providing individual and group therapy to undergraduate students, presenting with a variety of mental health and life issues. MSMHC students who have received or are receiving counseling at this site should not select this placement option, allowing them to preserve their treatment relationships.

28. Youth Care. Youth Care provides a paid internship opportunity. Youth Care is a residential treatment center for youngsters ages 11-18 located in Draper, Utah. Children in the center arrive from several states, often having been through treatment before. Youth Care offers significant and intensive treatment through an integrated
and comprehensive program. Clients receive individual, group, family, education, and recreational services. Practicum students will participate in groups, family treatment, and the milieu. Interns will function as part of the team, seeing individual clients and co-leading groups. Clients are screened for non-violence and the center operates on a philosophy of respect and responsibility. Clients present with a broad range of difficulties as the center serves adolescents with primary mental health, primary substance use, and dual diagnoses. Please see http://youthcare.crchealth.com for more information.

This guide is intended to help you think about your choices, privileges, and responsibilities. You are not limited by the choices on this list. Students may seek out their own placements in consultation with the program director. Practicum and internship are interdependent endeavors. Ideally, students find their professional training enriched, clients benefit from the care they receive, and institutions benefit from the new perspectives and energy that students bring. Remember, our ability to place students at your site in the future is affected by your professionalism today. We look forward to working with each of you to provide a match that optimizes growth for clients, students, and the program.

PROFESSIONAL DEVELOPMENT AND CREDENTIALING

In addition to fulfilling the curricular demands of the graduate program, students are encouraged to aggressively pursue their professional development through attendance and participation at
local, regional, state, and national professional conferences and workshops. Program faculty welcome the opportunity to collaborate with students in research, writing, and professional presentations.

Professional Organizations

Graduate students are expected to be active and involved as members in professional counseling organizations, including the American Counseling Association (ACA) www.counseling.org the American Mental Health Counselors Association (AMHCA) www.amhca.org, and the Utah Mental Health Counselors Association (UMHCA) www.umhca.org.

Professional Opportunities for Students

- Community service: Students who wish to engage in community service projects may contact the Dumke Center for Civic Engagement at (801) 832-2840.
- Conference attendance: Students are invited to attend conferences hosted by the organizations listed above. Additionally, the MSMHC program has a learning partnership with the International Psychotherapy Institute www.theipi.org. Students are invited to attend IPI local and national events at either no charge or a significantly reduced fee. Many of these events are held on campus. For more information, contact Janine Wanlass, Ph.D., at jwanlass@westminstercollege.edu.
- Advocacy: Students are encouraged to pursue advocacy efforts on behalf of mental health clients. For more information, contact the National Alliance for the Mentally Ill (NAMI) at www.nami.org or join legislative advocacy groups during the Utah legislative session.
- Research: MSMHC faculty are involved in clinically oriented research projects. Some faculty members have grants covering research assistants and/or unpaid research assistant positions. Contact your individual faculty members for more information.

Recommendations for Employment, Graduate Study, and Credentialing

Students often request letters from department faculty when seeking employment, pursuing Ph.D. programs, or obtaining licensure as a clinician. Additionally, prospective employers often contact faculty by phone or email when students apply for a job. We do not respond to reference requests without the student’s permission. It is up to the student to contact the faculty member in writing, authorizing them to convey information about their skill sets and match with a job or academic program. If you are requesting a written reference, please contact the faculty member at least one month prior to the deadline, supplying adequate information about the purpose of the recommendation, the specific job, academic program, or license for which you are applying, and your qualifications for that job.

Career Planning and Placement

The Career Center at Westminster College is a valuable aid for students. It provides
comprehensive services for students and alumni to help them achieve their career aspirations from career exploration, resume reviewing, job search strategies, and networking opportunities. The office is located in the Shaw Center.

Alternative Career Exploration

If, at any time, a student realizes that his or her goals have changed or are no longer aligned with the objectives of the MSMHC program, program faculty are available to assist that student in exploring alternatives and referrals. In consultation with the MSMHC program director and faculty, students may transfer to the Master of Applied Psychology program, which allows credit for prior coursework and provides the graduate with a non-license eligible graduate degree.

Licensure and Credentialing Requirements

Credentialing is an inclusive term to cover such areas as state licensure, certification, and registry. Information about licensure in the State of Utah can be obtained at www.dopl.utah.gov/. It is the student’s responsibility to understand and make arrangements to meet the licensure requirements of the state in which he or she intends to practice. The student is encouraged to work with the faculty advisor to make necessary modifications to meet those requirements.

Westminster College’s Master of Science in Clinical Mental Health Counseling meets the academic requirements for licensure in the state of Utah, including the two-hour suicide prevention course requirement. Following graduation, students are eligible to apply for an Associate Clinical Mental Health Counselor license. Additional exams and supervised clinical activities (across 2-4 years) are required to fully meet licensure requirements for a Clinical Mental Health Counselor.

Examinations

The state requires successful completion of one examination as described below.

National Clinical Mental Health Counseling Exam (NCMHCE)

Successful completion of the NCMHCE is required for licensure as a Clinical Mental Health Counselor in Utah. This exam is offered through the National Board for Certified Counselors (NBCC). Students who have received their Master of Science in Clinical Mental Health Counseling are eligible to take the exam. Students may register for the exam and purchase a study guide online at www.nbcc.org.

The NCMHCE is primarily used for two purposes: national certification as a Certified Clinical Mental Health Counselor (CCMHC) and state counselor licensure. The examination consists of 10 simulated clinical mental health counseling cases that are designed to sample a broad area of competencies. The cases assess clinical problem-solving ability, including identifying, analyzing, diagnosing and treating clinical issues. Each case is divided into approximately five to eight sections that are classified as either information gathering or decision-making. The
content areas covered by the exam are evaluation and assessment, diagnosis and treatment planning, and clinical practice.

Post-graduate Supervised Clinical Hours

To be licensed as a CMHC in Utah, a graduate must complete 4,000 supervised hours in clinical mental health training, 1,000 of which must be mental health therapy. Hours may not be completed in less than 2 years. Supervisors of this work may be licensed clinical mental health counselors, clinical social workers, psychologists, psychiatrists, registered psychiatric mental health nurse specialists, and marriage and family therapists who are approved by the division in collaboration with the board. Please note that graduates must be a W2 employee for such hours to count toward licensure.

Student’s Responsibility

Ultimately, understanding the exact requirements for licensure at the time of a student’s graduation is the responsibility of the student. However, it is our goal to do all that we can to support the student through the process. During the Professional Roles and Internship courses, the instructor will assist students in understanding the most current licensure requirements, including examinations and the post-Masters supervised clinical work.

STUDENT SERVICES

All graduate students in the MSMHC program are eligible to use services provided to Westminster students, including but not limited to the Counseling Center, the Student Health Center, the Career Resource Center, the Writing Center, and the START Center. Students are encouraged to pursue their own personal counseling at either the Westminster Counseling Center (free of charge) or through personal referrals to practitioners by faculty, health care professionals, family, and friends.

Westminster College is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete academic courses successfully, please contact the Office of Disability Services Disability Services Coordinator, in the START Center (801-832-2280). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the Disability Services Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Office of the General Counsel at 801-832-2565.

FINANCIAL ASSISTANCE

Prospective students are encouraged to discuss financial aid with the Office of Admissions and the Financial Aid Office prior to admission. It is the student’s responsibility to make sure they
are enrolled for enough hours to qualify for financial aid each semester. A minimum number of graduate assistantships are available through research grants and departmental funds. Students should request information about these opportunities through their graduate advisors and program chair.

Your rights under federal laws:

**Section 504 of Rehabilitation Act of 1973/ADA.** Westminster College seeks to provide equal access in higher education to academically qualified students with physical, learning, and psychiatric disabilities. If you need disability-related accommodations in this class, have emergency medical information you wish to share with me, or need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class or in my office. Disability Services authorizes disability-related academic accommodations in cooperation with the students themselves and their instructors. Students who need academic accommodations or have questions about their eligibility should contact Karen Hicks, Director of Disability Services & Testing Center, in the basement of Giovale Library (801-832-2272) or email disabilityservices@westminstercollege.edu.

**Title IX.** Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. Westminster is committed to providing a safe and non-discriminatory learning, living, and working environment to all members of the Westminster community and does not discriminate on the basis of sex. This includes on the basis of gender, gender identity, gender expression, nonconformity with gender stereotypes, or sexual orientation. The College’s Title IX policy strictly prohibits sexual assault, sexual harassment, gender-based harassment, gender-based discrimination, sexual exploitation, interpersonal violence (dating violence, domestic violence, stalking), and retaliation for making a good faith report of prohibited conduct or participating in any proceeding under the policy. The policy and accompanying procedures are available at www.westminstercollege.edu/about/resources/title-ix and discuss prohibited conduct, resources, reporting, supportive measures, rights, investigations, and sanctions for violations of the policy. If you want to make a report of prohibited conduct, you may contact Westminster’s Title IX Coordinator, Kat Thomas, or report an incident online. Kat can be reached at kthomas@westminstercollege.edu, 801-832-2262, or in Malouf 107. You can also contact Deputy Coordinator Traci Siriprathane at tsiriprathane@westminstercollege.edu or 801-832-2862 or in HWAC 210. Please note that to the extent permitted by law, the College aims to protect the privacy of all parties involved in the investigation and resolution of reported violations of the policy. However, the College has a duty to look into and take actions in response to reports and cannot guarantee confidentiality or that an investigation will not be pursued. The Counseling Center is a confidential resource, and by law the counselors who work there cannot reveal confidential information to any third party without express permission unless there is an imminent threat of harm to self or others. As an instructor I am a responsible employee and am required to report any information I obtain regarding conduct that may violate the policy to the Title IX Coordinator so that students can receive supportive measures and referrals to resources, they are aware of their options, and the safety of the
campus community can be ensured. If you begin to disclose an incident of prohibited conduct, I may interrupt you because I want to make sure that you have had the opportunity to discuss the incident with confidential resources on and off campus first. If you need supportive measures inside or outside the classroom because of an incident of prohibited conduct, please reach out to the Title IX Coordinator for assistance.

Equal Opportunity. Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in any program or activity receiving federal financial assistance. In addition to these, Westminster’s Equal Opportunity policy prohibits discrimination or harassment based on ethnicity, age, religion, military status, or genetic information in any of its programs or activities. If you encounter this type of discrimination or harassment, or feel that you have been retaliated against for reporting prohibited conduct or participating in any related proceeding, you should contact Kat Thomas, Equal Opportunity Administrator, at kthomas@westminstercollege.edu, or 801-832-2262, or in Malouf 107. The equal opportunity policy and procedures can be accessed from the Student Life webpage. As an instructor, just as with Title IX, I am a responsible employee and am required to report any information I obtain regarding discrimination or harassment to the Equal Opportunity Officer for further review.

HANDBOOK QUESTIONS AND APPEALS
Any questions or requests for exceptions to program policies as stated in this handbook should be addressed to the Chair of the MSMHC Program.
MSMHC PROGRAM FORMS

Candidate Review for Admission Form
MSMHC Student Expectations Acknowledgment Agreement
MSMHC Student Professional Conduct Guidelines Form
  MSMHC Student Compliance with Ethical Standards Form
  Annual Professional Performance Review
  Formal Notice of Remediation Plan Form
  Notice of Concern Form
  Notice of Program Probation Form
  Completion of Comprehensive Exams Form
  Comprehensive Exams Remediation Plan Form
  Clinical Placement Preferences Form
  Eligibility and Approval for Clinical Placement Form
  Affiliation Agreement
  Practicum Faculty Supervision Agreement
  Practicum Faculty Supervisor Evaluation of Student
  Practicum Letter to Site Supervisor
  Practicum Feedback from Site Supervisor Form
  Practicum Site Supervisor Evaluation of Student
  Student Evaluation of Practicum Site
  Practicum Placement Hours Tracking Form
  Internship Letter to Site Supervisor
  Internship Feedback from Site Supervisor Form
  Internship Site Supervisor Evaluation of Student (Summer)
  Internship Site Supervisor Evaluation of Student (Fall)
  Internship Site Supervisor Evaluation of Student (Spring)
  Student Evaluation of Internship Site (Summer)
  Student Evaluation of Internship Site (Fall)
  Student Evaluation of Internship Site (Spring)
  Internship Placement Hours Tracking Form
  Suicide Prevention Course and Certification Completion Form
  Student Learning Outcome Assessment Form
CANDIDATE REVIEW FOR ADMISSION FORM

Name: 

Email address: 

Contact phone numbers: 

Date of application: 

Attended recruitment meeting? (Please circle) Yes  No 

Cumulative GPA: 

Academic strengths/concerns based on transcript: 

GRE Scores: 

Personal statement: 

Letters of Recommendation: 

Are there Admissions Committee concerns to be addressed in the phone interview?
Yes  No
If Yes, what concerns?

Faculty Member Assigned to Interview:
Interview Date:
Responses to Interview Questions:

Admissions Committee Decision Meeting Date:
Admissions Committee Members Present:
Admissions Committee Recommendation:
    Accept
    Wait List
    Denied
    Primary reason for denial
Admissions Committee request for additional information:
Program Expectations
Master of Science in Mental Health Counseling

Welcome to the program. We look forward to working with you as you train to become clinical mental health counselors.

This form delineates the expectations for students in the Masters of Science in Clinical Mental Health Counseling (MSMHC) program and seeks to verify that each student understands and agrees with those expectations.

The MSMHC Program at Westminster College aims to foster ethical and professional behavior in our students in preparation for a career as a clinical mental health counselor, and to provide an environment conducive to positive learning and teaching. Students are expected to comply with the Westminster Academic Standards policies published in the most recent editions of the Westminster Graduate Academic Catalog and the Master of Science in Mental Health Counseling (MSMHC) Student Handbook, and with the Code of Ethics and practice recommendations of the American Counseling Association and the American Mental Health Counseling Association. Students may be suspended, expelled, or have a modification in training for failure to comply with these policies and standards or when intrapersonal, interpersonal, or professional behavior interferes with education and training requirements. Therefore it is crucial to become familiar with the policies and procedures of Westminster College and the MSMHC program in order to create an environment that is conducive to student learning and growth.

Graduate Program Policies

The Westminster College Graduate Academic Catalog contains important policies and should therefore be reviewed in its entirety (https://www.westminstercollege.edu/catalog/?catalog=grad). The Academic Honesty policy, which includes the following, is important to highlight:

Westminster College of Salt Lake City operates on the assumption that all academic work is the honest product of each student’s own endeavors. The faculty and staff at Westminster expect such integrity from the students, and violations are cause for disciplinary action, including suspension, probation, loss of credit, or expulsion from the college.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, and furnishing false or misleading information to any faculty or staff member.
Cheating on examinations includes, but is not restricted to, copying from another student’s exam paper, using unauthorized notes during an exam, arranging for a substitute to take an examination, or giving or receiving unauthorized information prior to an exam.

Cheating on written assignments includes plagiarism, unauthorized collaboration with others or submitting the same material for more than one class without authorization of the instructor.

Plagiarism includes borrowing information or ideas, whether directly quoted or paraphrased, from any source beyond one’s first-hand experience and not acknowledging the source. The student must give credit for the material by identifying the source, using one of the generally accepted citation methods.

It is the responsibility of students to honor those guidelines and to obtain additional clarification if and when questions arise about possible violations of the Academic Honesty policy. Any student found to be engaging in any type of academically dishonest behavior will be sanctioned by the MSMHC program and by the College according to the published policy. Such sanctions may include dismissal from the MSMHC program.

Student Evaluations

The faculty of the MSMHC program at Westminster College is charged with the task of preparing individuals to become clinical mental health counselors in a variety of settings and to assume positions of leadership in the profession. In order to fulfill these responsibilities, faculty continuously evaluate students based on their academic abilities, clinical skills, interpersonal and intrapersonal behavior, and professional/ethical conduct. Successful completion of the graduate program, as well as faculty endorsement for licensure and other professional pursuits, depend on these factors.

In order to ensure proper training and client care, a counselor-in-training must be able to demonstrate professional character, display effective communication skills, convey warmth, genuineness, respect, and empathy in interactions with others, including clients, classmates, staff, and faculty. Counseling students must demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility for their actions, express emotions appropriately, resolve conflicts effectively, and demonstrate professional judgment in decision-making.

To support student training and development, the faculty will complete a written Annual Review for each 1st and 2nd year student. In addition, clinical supervisors will complete reviews for each practicum and internship student. If, during one of these scheduled reviews, a student is found to have significant deficiencies, the faculty will prepare a written remediation plan or an expulsion decision for the student. In order to maintain in good standing in the program, any student receiving a remediation plan will need to successfully complete the plan in the specified time frame. Students have the right to appeal an academic decision. See the Academic Grievance Procedure for details, at https://westminstercollege.edu/catalog/details.cfm?id=17042 .

Program Sequence

Matriculation in the MSMHC program requires that each student maintain full-time student status and successfully complete a prescribed sequence of courses. Note that as per Westminster’s agreement with the Utah Department of Professional Licensing, students in this program cannot complete any required courses at other institutions. No transfer credits are permitted.
If a student earns a C+ or below in a course, does not complete a course, or does not take a course in sequence, it is possible that s/he will not be able to matriculate on schedule, which could delay practicum, internship, and/or graduation and require a change of cohort.

**Practicum and Internship**

Practicum occurs during the second semester of the second year and requires 100 hours of clinical experience, including approximately 5-6 hours per week of on-site training. Internship occurs during the third year and requires 900 hours of clinical training, including approximately 30 hours per week of on-site training. If a student petitions to begin his/her internship during the summer months, the overall hour requirement remains the same, but the weekly site requirement drops to approximately 20-25 hours over a year’s period. Practicum training is not paid. Some internship placements offer a small stipend, but most do not.

In order to qualify for a practicum and internship placement the student must be in good standing in the MSMHC program (see Program Retention section, below) and must have obtained a B- grade or better in the following courses: Ethics, Individual Counseling, Group Counseling.

Each student must submit a written application for practicum and internship placement to the MSMHC faculty during first semester of the 2nd year in the program. Any student whose application is denied will receive written documentation that specifies the reasons for the denial, as well as a remediation plan. However, if the faculty decide that a student cannot successfully complete a remediation plan, or if the student prefers, the student may be transferred to Master of Applied Psychology (MAP) degree plan. The MAP degree has no practicum nor internship requirements and therefore is not a license eligible degree. However, the degree will enable work in an administrative capacity in a human or social service agency or non-profit organization.

Although every practicum or internship placement has challenges, we expect that such placements will be productive learning experiences for our students. Failure to perform in a reliable, competent, professional, or ethical manner, or exhibiting conduct that results in being terminated or sanctioned by a field site for practicum or internship will necessitate a review by the faculty and possible remediation, suspension or dismissal of the student from the MSMHC program.

**Program Retention**

To be retained in the MSMHC program, the student must:

- Maintain a grade point average of 3.0.
- Repeat any course for which s/he receives a grade of C+ or lower.
- Pass a comprehensive exam (70%) and write an acceptable case conceptualization of a client in the third year of study.
- Maintain a clear state and federal criminal background check.
- Remain in good standing on annual faculty evaluations, practicum and internship evaluations and, if relevant, successfully complete remediation plans.
- Successfully complete practicum and internship.
- Complete the program within 5 years.
Comply with ethical standards for counselors (ACA and ACMHCA codes) and all policies for practicum students, interns, or employees at community clinical placements.

**Civility in the Classroom and All Learning Settings**

Civility is expected in all interactions and learning settings connected to the MSMHC program. Civility in the classroom, during off-campus assignments, small group work, and in field site settings reflects a student’s ability to maintain the professional behavior expected of a practicing counseling professional. Student incivility interferes with student learning and the teaching environment. Therefore, all students are expected to assist in providing a positive learning environment for other students as well as themselves. Disruptive behaviors such as arriving late, leaving early, arriving under the influence of substances, chatting with peers during class time, inappropriate use of technology in the classroom, and actions that inhibit or disparage the contributions of others are not acceptable. Aggressive/volatile behaviors that lead to a negative working environment will be addressed with the individual and, if pro-social changes do not occur, faculty are permitted to and will be supported in asking students to leave the class and/or withdraw from the course. The student’s final course grade will reflect the absence penalty described in the course attendance policy. The faculty will address inappropriate, unprofessional, and uncivil behaviors directly with the student, in the weekly faculty meeting and during student reviews.

**Statements on Persons with Disabilities, Title VI, and Title IX.**

Your rights under federal laws:

**Section 504 of Rehabilitation Act of 1973/ADA.** Westminster College seeks to provide equal access in higher education to academically qualified students with physical, learning, and psychiatric disabilities. If you need disability-related accommodations in this class, have emergency medical information you wish to share with me, or need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class or in my office. Disability Services authorizes disability-related academic accommodations in cooperation with the students themselves and their instructors. Students who need academic accommodations or have questions about their eligibility should contact Karen Hicks, Director of Disability Services & Testing Center, in the basement of Giovale Library (801-832-2272) or email disabilityservices@westminstercollege.edu.

**Title IX.** Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. Westminster is committed to providing a safe and non-discriminatory learning, living, and working environment to all members of the Westminster community and does not discriminate on the basis of sex. This includes on the basis of gender, gender identity, gender expression, nonconformity with gender stereotypes, or sexual orientation. The College’s Title IX policy strictly prohibits sexual assault, sexual harassment, gender-based harassment, gender-based discrimination, sexual exploitation, interpersonal violence (dating violence, domestic violence, stalking), and retaliation for making a good faith report of prohibited conduct or participating in any proceeding under the policy. The policy and accompanying procedures are available at www.westminstercollege.edu/about/resources/title-ix and discuss prohibited conduct, resources, reporting, supportive measures, rights, investigations, and sanctions for violations of the policy. If you want to make a report of prohibited conduct, you may contact Westminster’s Title IX Coordinator, Kat Thomas, or report an incident online. Kat can be reached at kthomas@westminstercollege.edu, 801-832-2262, or in Malouf 107. You can also contact Deputy Coordinator Traci Siriprathane at tsiriprathane@westminstercollege.edu or 801-832-2862 or in HWAC 210. Please note that to the extent
permitted by law, the College aims to protect the privacy of all parties involved in the investigation and resolution of reported violations of the policy. However, the College has a duty to look into and take actions in response to reports and cannot guarantee confidentiality or that an investigation will not be pursued. The Counseling Center is a confidential resource, and by law the counselors who work there cannot reveal confidential information to any third party without express permission unless there is an imminent threat of harm to self or others. As an instructor I am a responsible employee and am required to report any information I obtain regarding conduct that may violate the policy to the Title IX Coordinator so that students can receive supportive measures and referrals to resources, they are aware of their options, and the safety of the campus community can be ensured. If you begin to disclose an incident of prohibited conduct, I may interrupt you because I want to make sure that you have had the opportunity to discuss the incident with confidential resources on and off campus first. If you need supportive measures inside or outside the classroom because of an incident of prohibited conduct, please reach out to the Title IX Coordinator for assistance.

**Equal Opportunity.** Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in any program or activity receiving federal financial assistance. In addition to these, Westminster’s Equal Opportunity policy prohibits discrimination or harassment based on ethnicity, age, religion, military status, or genetic information in any of its programs or activities. If you encounter this type of discrimination or harassment, or feel that you have been retaliated against for reporting prohibited conduct or participating in any related proceeding, you should contact Kat Thomas, Equal Opportunity Administrator, at kthomas@westminstercollege.edu, or 801-832-2262, or in Malouf 107. The equal opportunity policy and procedures can be accessed from the Student Life webpage. As an instructor, just as with Title IX, I am a responsible employee and am required to report any information I obtain regarding discrimination or harassment to the Equal Opportunity Officer for further review.

**Acknowledgement of Westminster College and MSMHC Policies and Procedures**

Students are asked to affirm the following statement with their signature:

In addition to reviewing this document, I have reviewed the following documents:

- MSMHC Student Handbook (posted in Canvas, in the MSMHC Student “course”)
- Westminster College Graduate Academic Catalog ([https://catalog.westminstercollege.edu/graduate20172018/](https://catalog.westminstercollege.edu/graduate20172018/))
- Westminster College Academic Honesty policy ([https://www.westminstercollege.edu/catalog/details.cfm?id=17043](https://www.westminstercollege.edu/catalog/details.cfm?id=17043))

- I verify that I have read each of the documents named above and understand and agree to abide by the expectations, policies, and procedures of the MSMHC program, Westminster College, and the ethical standards of the counseling profession.
- I agree to participate in the ongoing self-evaluation process as described therein.
➢ I understand that I am responsible for following the program of study in sequence, and if I do not, there will likely be a delay in completing the program.
➢ I confirm that I have taken responsibility for asking the faculty any questions I may have in order to fully clarify my understanding of these expectations.

I further understand that my failure to fulfill the expectations of any course, the MSMHC program, and/or Westminster College may necessitate a review by the faculty and may result in the implementation of a remediation plan, suspension, transfer to the MAP program, or dismissal from the MSMHC program.

____________________________
Student Name (print)  Student Signature  Date

WESTMINSTER COLLEGE

MSMHC PROFESSIONAL CONDUCT GUIDELINES FORM

In my role as a MSMHC graduate student at Westminster College, I agree to conduct myself in a professional, lawful, and ethical manner consistent. I commit to the following standards of professional, lawful, and ethical behavior:

1. When providing patient care in the role of a student, my documentation will be signed with my legal signature and my identification as a Westminster College student. All documentation will be presented to a currently licensed supervisor for review. I understand that this includes any documentation of patient care, letters on the patient’s behalf, and/or data pertinent to the status of the patient.

2. I will provide counseling services in a manner that demonstrates respect for the patient’s dignity, race, religion, ethnic background, socioeconomic status, age, sex, and the nature of the patient’s problem.

3. I will safeguard the patient’s right to privacy. This includes privacy related to a patient’s person, condition, diagnosis, personal effects, and any privileged information obtained as a result of the student-client relationship. Photographing patients or photocopying any part of the patient record for personal use is strictly prohibited. Students may not bring family members, significant others, etc. to clinical sites.
4. I will abstain from any sexual relations with a client during any period when a professional relationship exists between the client and me as an MSMHC student.

5. I will abstain from any type of exploitation of a patient, exploitation of information about a patient, or any exploitation of the professional student-client relationship. Exploitation in this context refers to student behaviors that use the patient, information about the patient, or the professional student-client relationship for purposes of personal gain or advantage.

6. While in my role as a graduate student at the Westminster College, I will not unlawfully obtain, possess, or use any prescription drug or illicit drug. I will not engage in conduct that includes the use of intoxicants, narcotics, or similar chemicals, to the extent that I might be, or reasonably be considered to be, impaired in my ability to practice safely.

7. I will not engage in any unauthorized taking of, or personal use of, supplies from a clinical site or employer.

8. I will not engage in any unauthorized taking of or personal use of a client’s personal property.

9. I will file or record any report as required by law related to my activities as a graduate student. This might include Incident Reports or documentation of illegal or unprofessional conduct. I will not impede or obstruct the filing or recording of such reports, or induce another to fail to file or record such reports.

10. I will not knowingly enter into any record any false or misleading information. I will not alter a clinical record in any way for the purpose of concealing an act, omission, or record of events, medical condition, or any other circumstance related to a client and the care provided.

11. I will not breach a statutory, common law, regulatory, or ethical requirement of confidentiality with respect to a person who is a client. I understand that exceptions include cases involving court-ordered information, patients who are victims or perpetrators of abuse, patients who are in imminent danger of harming themselves or others, and patients who have a high probability of harming another individual. I understand that, in such cases, I am obligated to breach confidentiality for the safety of the client and others.

12. I will practice within the limits of my competency by confining my practice as a student to those acts and practices permitted by law, and engaging only in acts and practices permitted by law, and engaging only in acts or practice for which I am competent. I will not practice in a negligent manner or when physically or mentally unfit to do so.
13. I will not engage in any verbal, physical, mental, or sexual abuse or exploitation of any person through conduct connected to my practice as a counseling student.

14. I will follow the codes of ethics for counselors specified by the ACA and AMHCA.

15. I understand that my failure to abide by these Guidelines will subject me to disciplinary action up to and including suspension or expulsion from the MSMHC program and/or the college.

Utah law (UCA 26-21-9.5) authorizes specific health care facilities to conduct criminal background checks on persons who provide direct patient care in the facility. Several MSMHC clinical agencies are covered under this law. If an affiliated clinical agency requires a criminal background check, the student may be responsible for paying the fee.

NOTICE: When seeking licensure as an ACMHC OR a CHMC, an applicant must truthfully and accurately complete a qualifying questionnaire that examines the personal and professional history of the applicant with regard to felony convictions, substance abuse, previous licenses, etc. If there is a personal or professional history of felony convictions, substance abuse, or unprofessional behavior, then the applicant’s ability to become licensed (without restriction) as an ACMHC or a CMHC may be in jeopardy. That decision is made on a case-by-case basis by Division of Occupational & Professional Licensing.

In my role as an MSMHC student at the Westminster College, I agree to conduct myself in a professional, lawful, and ethical manner consistent with the guidelines for professional conduct as stated above. I fully understand and commit to the standards of professional, lawful, and ethical behavior as summarized in this document.

I have received a copy of these guidelines for my records and for future reference as needed. I understand that a copy of this form will be maintained in my file at the Westminster College School of Arts and Sciences until 5 years after graduation.

Printed Name of Student

Signature of Student

Date
MSMHC Student Compliance with Ethical Standards Agreement

As a student in the MSMHC Program at Westminster College, I agree to review the ethical codes of both the American Counseling Association and the American Mental Health Counselors Association on a yearly basis and to comply with the standards in those ethical codes. I agree to seek consultation with my clinical site supervisor regarding any ethical dilemmas I face with clients and to notify an MSMHC faculty member regarding any serious ethical concerns. I acknowledge that failure to comply with any aspects of these ethical codes may result in probationary status, suspension, or dismissal from the MSMHC program.

____________________________________________________
Name of MSMHC Student (Please print)

____________________________________________________
MSMHC Student Signature

________________________
Date
Student: ______________________________________________
Year in Program: ___________________
Faculty evaluators: ___________________________  Date: ________________

**Evaluation Rating** (see criteria descriptions in Professional Performance Evaluation Rubric)
*Mark “N” if no opportunity to observe

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<tbody>
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<td>1. Open to new ideas</td>
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<td>3. Cooperates with others</td>
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<td>4. Accepts and uses feedback</td>
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<td>Requires Remediation [1] to Exceptional [5]</td>
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<td>5. Aware of impact on others</td>
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<td>Requires Remediation [1] to Exceptional [5]</td>
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<td>6. Effectively deals with conflict</td>
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<td>7. Accepts personal responsibility</td>
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<td>8. Expresses feelings effectively and appropriately</td>
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<td>9. Attends to ethical and legal considerations</td>
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<td>10. Takes initiative and shows motivation</td>
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</table>
11. Demonstrates Professionalism and Awareness of the Counselor Role  
*Requires Remediation [1] to Exceptional [5]*

12. Gives appropriate attention to issues of diversity  
*Requires Remediation [1] to Exceptional [5]*

13. Shows critical thinking across situations  
*Requires Remediation [1] to Exceptional [5]*

<table>
<thead>
<tr>
<th>Skill Sets</th>
<th>Requires Remediation</th>
<th>Minimally Acceptable</th>
<th>Satisfactory/As Expected</th>
<th>Good/Above Expectations</th>
<th>Exceptional</th>
<th>No Basis to Judge</th>
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<td>Interpersonal</td>
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**Student’s strengths:**

**Student’s opportunities for growth:**

**Areas Requiring Attention:** A formal written student performance improvement plan will be delineated for each area requiring attention.

Check if there are NO areas requiring formal attention ☐

**Additional Comments:**

Program Chair Signature ___________________________ Date ___________________________

One copy of this form will be given to the student; a second copy will be placed in the student’s academic file.

Rubric was adapted with permission from Lipscomb University Graduate Studies in Counseling program’s Student Handbook.

PPR Rubric Anchors 1-5 (Needs Remediation/Minimally Acceptable/Satisfactory/Above Expectations/Acceptable)
Openness to New Ideas
Needs Remediation (1): Dogmatic about own perspective and ideas; Ignores or is defensive about constructive feedback; Shows little or no evidence of incorporating constructive feedback in order to changing behavior
Satisfactory (3): Amenable to discussion of perspectives other than own; Accepts constructive feedback without defensiveness; Some evidence of effort to incorporate relevant feedback in changing behavior
Exceptional (5): Solicits the opinions and perspectives of others about own work; Invites constructive feedback and demonstrates interest in others’ perspectives; Shows strong evidence of incorporating others’ feedback to change behavior

Flexibility
Needs Remediation (1): No or little ability to adapt to changing demands of professional and interpersonal environment; Refuses to flex response to changing environmental demands despite knowledge of need for change; Intolerant of unforeseeable or necessary changes in established schedule or protocol
Satisfactory (3): Some, yet inconsistent, recognition of changing demands in professional and interpersonal environment; Effort to flex response to changing environmental demands is evident but sometimes ineffective; Flexes response to changing environmental demands when directed to do so; Accepts changes to established schedule or protocol but without effort to understand the reasons for the changes
Exceptional (5): Accurate recognition of changing demands in the professional and interpersonal environment; Effectively flexes response to changing environmental demands; Independently monitors the environment for changing demands and flexes response accordingly; Attempts to understand and accept need for changes in established schedule or protocol as well as underlying reasons for the changes

Cooperates with Others
Needs Remediation (1): Shows little or no engagement in collaborative activities; Undermines goal achievement in collaborative activities; Unwilling to compromise in collaborative activities
Satisfactory (3): Engages in collaborative activities but only sometimes invites input; Accepts but seldom initiates compromise in collaborative activities; Concerned mainly with own part in collaborative activities
Exceptional (5): Works actively toward reaching consensus in collaborative activities; Frequently initiates compromise in order to reach group consensus; Typically shows concern for group as well as individual goals in collaborative activities.

Accepts and Uses Feedback
Needs Remediation (1): Discourages feedback through defensiveness and anger; Shows little or
no evidence of incorporation of feedback; Interprets feedback contrary to own perspective as personal affront; Demonstrates greater willingness to give feedback than receive feedback
Satisfactory (3): Generally receptive to supervisory feedback; Shows some evidence of incorporating feedback into own views and behaviors; Shows some defensiveness to critique through over-explanation of own actions, but without anger; Generally demonstrates greater willingness to receive feedback than to give it
Exceptional (5): Directly requests feedback and positively acknowledges it; Shows evidence of active incorporation of feedback into own views and behaviors; Defensiveness to feedback is acknowledged and minimal; Displays a balanced willingness to give and receive feedback

Aware of Impact on Others

Needs Remediation (1): Words and actions reflect little or no concern about impact on others; Minimizes or ignores feedback about negative impact of words and actions on others; Responds with hostility when directed to consider impact on others
Satisfactory (3): Effort to determine impact of words and actions on others is evident but sometimes inaccurate; Responds to feedback regarding negative impact of words and actions on others, but sometimes with resentment or defensiveness
Exceptional (5): Typically displays an empathetic recognition of impact of words and actions on others; Initiates and invites feedback from others regarding impact of own words and behaviors; Regularly and effectively incorporates feedback regarding impact of own words and behaviors on others and makes changes in behavior

Effectively Deals with Conflict

Needs Remediation (1): Unable or unwilling to consider others' points of view; Unwilling to examine own role in a conflict; Typically does not attempt to mediate conflict; Displays hostility when conflicts are addressed
Satisfactory (3): Attempts to grasp conflicting points of view, but sometimes with some difficulty; Examines own role in a conflict when directed to do so; Participates in problem solving conflict when directed; Considers conflict with limited defensiveness and hostility
Exceptional (5): Always willing and able to consider others' points of view; Almost always willing to examine own role in a conflict; Initiates problem solving efforts in conflicts; Considers conflict with limited defensiveness and without hostility.

Accepts Personal Responsibility

Needs Remediation (1): Refuses to take responsibility for or examine contribution to problems; Lies, minimizes or embellishes the truth to avoid responsibility; Consistently blames others for problems, without self-examination
Satisfactory (3): Willing to examine own role and responsibilities in problems, when informed of need to do so; Describes accurately and honestly own and others roles in problems; Might blame initially, but is open to self-examination about role in and responsibility for problems
Exceptional (5): Monitors level of personal responsibility in professional performance; Invites constructive critique from others and applies it toward professional growth; Accepts responsibility for mistakes and responds to them as opportunity for self-improvement; Avoids blaming others in favor of self-examination and personal responsibility

**Expresses Feelings Appropriately**

Needs Remediation (1): Unwilling or unable to articulate feelings; Unwilling or unable to recognize and acknowledge the feelings of others; Acts out negative feelings (through negative behaviors) rather than articulating them; Expresses feelings inappropriately; Resistant to discussing feelings in supervision
Satisfactory (3): Demonstrates some willingness and ability to articulate feelings, but with limited range; Demonstrates some willingness and ability to acknowledge others' feelings, sometimes inaccurately; Usually expresses feelings appropriately and is responsive to feedback when not appropriate; Discusses feelings in supervision, when directed
Exceptional (5):
Consistently willing and able to articulate full range of feelings; Demonstrates willingness and accurate ability to acknowledge others' feelings; Consistently expresses feelings appropriately; Initiates discussion of feelings in supervision

**Attends to Legal and Ethical Considerations**

Needs Remediation (1): Engages in dual relationships with clients; Acts with prejudice toward those of different age, race, culture, socio-economic class, gender, or sexual orientation; Endangers the safety and the wellbeing of clients; Breaches established rules for protecting client confidentiality; Does not seek consultation or adequately document ethical dilemmas
Satisfactory (3): Uses supervision to consider occasional personal/professional boundary confusion with clients; Responsive to supervision for occasional multicultural insensitivity in professional interactions; Typically uses good judgment around risk issues for clients, but occasionally has trouble thinking through a potentially risky situation or safeguarding client confidentiality; Seeks consultation and provides documentation when ethical dilemmas are present
Exceptional (5): Establishes and maintains clear personal/professional boundaries with clients; Demonstrates consistent multicultural sensitivity; Consistently safeguards client safety and well-being; Appropriately safeguards the confidentiality of clients; Consistently seeks consultation and provides documentation regarding ethical dilemmas

**Takes Initiative and Shows Motivation**

Needs Remediation (1): Often misses deadlines and classes; Rarely participates in class activities; Often fails to meet minimal expectations in assignments; Displays little or no initiative and creativity in assignments
Satisfactory (3): Misses the maximum allowable classes and deadlines; Usually participates in class activities; Work quality is inconsistent; Shows some initiative and creativity in assignments
Exceptional (5): Meets all attendance requirements and deadlines; Regularly participates in class
activities; Usually exceeds expectations in assigned work; Consistently displays initiative and creativity in assigned work

**Professionalism and Counselor Role**

Needs Remediation (1): Demonstrates little understanding of counselor role in professional settings; Shows a lack of professionalism in dress, speech, attitude, or overall presentation; consistently displays a lack of respect for professional colleagues; Acts in a manner that undermines the public trust in the counseling profession

Satisfactory (3): Usually demonstrates understanding of counselor role in professional settings; Usually displays a professional demeanor in dress, speech, attitude, and overall presentation, but occasionally acts in a manner others perceive as lacking professional sensitivity or maturity; Usually displays respect for professional colleagues, but is sometimes dismissive or non-supportive; Acts in a manner that sustains public trust in the counseling profession

Exceptional (5): Nearly always demonstrates understanding of counselor role in professional settings; Consistently displays a professional demeanor in dress, speech, attitude, and overall presentation; Always displays respect for professional colleagues and a sensitivity to their needs; Acts in a manner that actively promotes public trust in the counseling profession

**Gives appropriate attention to issues of diversity**

Needs Remediation (1): Demonstrates little understanding of diversity, equity and inclusion in professional counseling roles and settings; Acts in a manner that undermines diversity, equity and inclusion.

Satisfactory (3): Usually demonstrates understanding of diversity, equity and inclusion in professional counseling roles and settings, with evidence of some inconsistency or gaps in awareness; Acts in a manner that sustains diversity, equity and inclusion.

Exceptional (5): Nearly always demonstrates understanding of diversity, equity and inclusion in professional counseling roles and settings; Acts in a manner that actively promotes diversity, equity and inclusion.

**Shows critical thinking across situations**

Needs Remediation (1): Demonstrates little understanding of how critical thinking supports counseling roles, practices, and ethical standards. Shows impoverished critical thinking in speech, attitude, interventions, or writing; Acts in a manner that undermines critical thinking in the counseling role.

Satisfactory (3): Usually demonstrates understanding of critical thinking in professional counseling roles, practices, and ethical standards; Usually displays critical thinking in speech,
attitude, interventions, and writing; Acts in a manner that sustains critical thinking in the counseling role.

Exceptional (5): Nearly always demonstrates understanding of critical thinking in professional counseling roles, practices, and ethical standards; Consistently displays critical thinking in speech, attitude, interventions, and writing; Acts in a manner that actively promotes critical thinking in the counseling role.

**Academic Skill Set**

**Needs Remediation (1):** Performs below the class average on most academic tasks, receiving at least one course grade of B- or below each term; Writing, oral presentations, or group work falls consistently below program expectations; Demonstrates difficulty meeting scheduled deadlines for assigned work: Is consistently late, disruptive, or absent in class attendance

**Satisfactory (3):** Performs at the class average on most academic tasks, receiving no more than one course grade of B- during the academic year; Writing, oral presentations, or group work meets program expectations; Usually meets scheduled deadlines for assigned work; Typically attends and participates in class interactions, only occasionally arriving late or missing class

**Exceptional (5):** Performs well above the class average on most academic tasks, receiving course grades of A- or higher during the academic year; Writing, oral presentations, and group work exceed program expectations; Nearly always meets schedule deadlines for assigned work; Invest highly in classroom participation, rarely coming late or missing class.

**Clinical Skill Set**

**Needs Remediation (1):** Shows deficits in basic clinical skills such as reflective listening, tracking client affect, establishing a therapeutic relationship, and identifying session themes; Is unable to conceptualize client difficulties from any chosen theoretical perspective, even with supervisory assistance; Demonstrates poor clinical judgment in clinical responses and decisions; Is unable to effectively make use of supervision, demonstrating consistent defensiveness to supervisor suggestions for improvement; Scores below average on role play assignments and/or clinical placement evaluations

**Satisfactory (3):** Demonstrates adequate basic clinical skills such as reflective listening, tracking client affect, establishing a therapeutic relationship, and identifying session themes; Adequately conceptualizes client difficulties from a chosen theoretical perspective with some supervisory assistance; Demonstrates sound clinical judgment in clinical responses and decisions, and asks for help when uncertain; Makes effective use of supervision with some defensiveness; Scores average or better on role play assignments and/or clinical placement evaluations

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Exceptional (5): Demonstrates strong basic clinical skills such as reflective listening, tracking client affect, establishing a therapeutic relationship, and identifying session themes; Displays strong client conceptualization skills from a chosen theoretical perspective with little or no supervisory assistance; Consistently demonstrates sound clinical judgment in clinical responses and decisions; Makes effective use of supervision with minimal defensiveness; Achieves superior scores on role play assignments and/or clinical placement evaluations

Interpersonal Skill Set

Needs Remediation (1): Shows deficits in accurately reading interpersonal cues and intrapersonal states; Consistently avoids or provokes interpersonal conflicts, with limited self-awareness; Unable to balance assertion of own needs while recognizing needs of others; Displays significant problems working in a group in an effective manner; Displays deficits in effective self-care

Satisfactory (3): Accurately reads interpersonal cues and intrapersonal states most of the time, with some awareness of misreads; Typically recognizes interpersonal conflict, but is inconstant in effective approaches or responses to conflict; Struggles some to balance assertion of own needs while recognizing needs of others; Is usually able to work effectively in a group with some awareness of own impact on group; Displays adequate self-care

Exceptional (5): Consistently effective in reading interpersonal cues and intrapersonal states; Effectively identifies sources of interpersonal conflict and approaches resolution in a thoughtful manner; Effectively balances assertion of own needs while recognizing needs of others; Works well in a group setting with good awareness of own impact on group; Consistently engages in effective self-care

REMEDIATION PLAN

The following student requires remediation as specified below:

Name of student:
Date:
Description of the issue necessitating remediation:

Criteria for satisfactory resolution of issue necessitating remediation:

Formal remediation plan and timelines (specify each step, each deadline for completion, each supervisor for each step)

<table>
<thead>
<tr>
<th>Step</th>
<th>Required Date for Completion</th>
<th>Supervisor Signature Indicating Satisfactory Completion</th>
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<tbody>
<tr>
<td>Step 1:</td>
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<td>Step 2:</td>
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<td>Step 3:</td>
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Signature of Academic Advisor Date

Signature of Program Director Date

By signing below, I agree to the specified remediation plan. I understand that the MSMHC faculty will review my progress on the plan. Failure to satisfactorily achieve the specified steps may result in further action by the MSMHC faculty regarding my status and participation in the program.

Signature of Student Date

MSMHC PROGRAM NOTICE OF CONCERN

Name of student:

Date:

Issued by the following MSMHC faculty and/or clinical supervisor(s):
Nature of the concern:

Criteria for satisfactory resolution:

Suggestions to aid resolution:

Signature of Academic Advisor                               Date
Signature of Program Director                                 Date
By signing below, I acknowledge that 1) the MSMHC faculty and/or my clinical supervisors have identified an area of concern in my performance as an MSMHC student, 2) that I need to address this issue and review my progress with my academic advisor, and 3) that I need to meet the above criteria for satisfactory resolution. This notice of concern is not equivalent to MSMHC probation; however, I may be placed on probation if the issue is not resolved.

Signature of Student                               Date
MSMHC PROGRAM NOTICE OF PROBATIONARY STATUS

Name of student:
Date:
Issued by the following MSMHC faculty and/or clinical supervisor(s):
Description of the issue necessitating probationary status for the student:

Criteria for satisfactory resolution of probationary status:

Formal remediation plan and timelines:

Restrictions (if any) on program participation:

Signature of Academic Advisor                               Date

Signature of Program Director                                 Date

By signing below, I acknowledge that 1) the MSMHC faculty has placed me on program probation for the reasons identified above; 2) I need to address this issue as outlined in the formal remediation plan specified above, and 3) that I need to meet the above criteria for satisfactory resolution. The faculty may require that I suspend my clinical placement during my probationary status or place other restrictions on my program involvement as specified above.

Signature of Student                               Date
Dear (name of student)

This letter is to inform you that you are being dismissed from the MSMHC Program at Westminster College. This terminates your student status and participation in the program effective immediately. Should you have any questions, please contact me directly at csandor@westminstercollege.edu or (801) 832-2300.

Regards,

Colleen Sandor, Ph.D.
MSMHC Program Director
COMPLETION OF COMPREHENSIVE EXAMS VERIFICATION

Name of student:

Scores on CPCE Exam

_____ Human Growth and Development
_____ Social and Cultural Diversity
_____ Helping Relationships
_____ Group Work
_____ Career Development
_____ Assessment
_____ Research and Program Evaluation
_____ Professional Orientation and Ethical Practice

Need for Remediation

_____ This student meets program requirements for the CPCE portion of the comprehensive exams.

_____ This student does not meet program requirements for the CPCE portion of the comprehensive exams and must provide acceptable remediation prior to graduation in the following content areas: __________________________

Case Conceptualization
____ This student meets program requirements for the case conceptualization portion of the comprehensive exams.

____ This student does not meet program requirements for the case conceptualization portion of the comprehensive exams and must provide acceptable remediation prior to graduation.

All remediation will be detailed on a comprehensive exams remediation plan form and must be completed by the date specified on that plan for the student to proceed to graduation. A copy of this form will be maintained in the student’s file.

__________________________________________
Signature of Program Chair                        Date
COMPREHENSIVE EXAMS REMEDIATION PLAN FORM

Name of Student:

Content areas for remediation:

Plan for Remediation:

Date of expected completion:

Criteria for satisfactory resolution of issue necessitating remediation:

Signature of Academic Advisor  Date

Signature of Program Director  Date

By signing below, I agree to the specified remediation plan. I understand that the MSMHC faculty will review my progress on the plan. Failure to satisfactorily achieve the specified steps may result in further action by the MSMHC faculty regarding my status and participation in the program.

Signature of Student  Date
CLINICAL PLACEMENT PREFERENCES AND READINESS FORM

A copy of this form will be placed in the student’s file

Name of student:

Date of placement meeting:

1. Describe the student’s past clinical experiences
2. Identify the student’s general areas of clinical interest
3. Identify any clinical populations or placements that are contraindicated
4. Specify three placement possibilities for practicum and internship
   a. Practicum
      i. First choice
      ii. Second choice
      iii. Third choice
   b. Internship
      i. First choice
      ii. Second choice
      iii. Third choice
5. Preference for faculty supervisor (considered but not guaranteed)
   _____ No preference
   _____ 1st choice
   _____ 2nd choice
6. Special considerations for placements (e.g., location, time, etc.)

Approval for clinical placement

_______ MSMHC faculty have discussed and approved this student’s readiness for a clinical placement.
_______ MSMHC faculty have discussed this student’s readiness for a clinical placement, approved under the following conditions:
_______ MSMHC faculty have discussed this student and determined the student is not ready for a clinical placement at this time.

Signature of Clinical Placement Coordinator and Date

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AFFILIATION AGREEMENT
BY AND BETWEEN
WESTMINSTER COLLEGE AND ________________

Westminster College ("College") and ________________ ("Agency") desire to form an affiliation whereby the students in the Master of Mental Health and Counseling Program (MSMHC) at the College will have the opportunity to gain clinical education and experience ("Clinical Placement") at the Agency and the Agency will gain assistance from the students in providing counseling services to its clients.

The Agency and the College agree as follows:

1. **Assignment and Supervision of Students.** The MSMHC Faculty ("Faculty") will coordinate all Clinical Placements with the Agency Supervisor of each Clinical Assignment area. Each Student will be supervised by Faculty who will be responsible for coordinating and directing the Students’ Clinical Placement, and by an Agency Staff member ("Staff"). Each Student will be assigned a direct clinical supervisor ("Supervisor"), either employed at the Agency or agreed upon by both Agency and College. The Supervisor will be a Licensed Clinical Social Worker, Licensed Professional Counselor, or Licensed Psychologist who is qualified to supervise under the guidelines established by the State of Utah. The Faculty, Staff, and Supervisor will exchange information relevant to the Student’s Clinical Placement.

2. **Coordination of Clinical Placements.** Agency will assign a staff member who will act as a coordinator ("Coordinator") and assign the Agency personnel necessary to assist in the Clinical Placements, coordinate client care with the Clinical Placements, and act as a liaison between the Agency and College. The Coordinator and the Faculty will determine the number of Students, the starting/ending dates of the placements, and the availability of the Agency prior to the placement of the Students. This determination will be put in writing and a copy of the document shall be given to all Faculty, Staff, and Supervisor.

3. **Orientation to Agency.** Agency will orient Faculty and Students to the applicable policies and procedures of the Agency and will conduct a tour of the Agency, as requested.

4. **Student Duties.**
   
a. Students will act only within the scope of their assigned and supervised activities and will not act independently of the supervision or instruction they receive from Faculty or Staff.

b. Students must identify themselves as such to clients and may not provide counseling services to clients without client consent (or the consent of parent/guardian when relevant).

c. Students will comply with all aspects of the American Counseling Association Code of Ethics.

d. Students shall be subject to all applicable policies and regulations of College and Agency. In the event of a conflict between Agency and College, the policies and regulations of the Agency shall prevail. Once discovered, any apparent conflict will be discussed by Faculty, Staff, Supervisor, and Student as soon as possible.

e. Students will act in a professional manner and in a way that facilitates client care. Any student who is disruptive to the provision of care for clients may be immediately dismissed from the Clinical Placement.
5. **Confidential Information.** Students will be responsible for preserving the confidentiality of any privileged or confidential information to which Students have access, including, but not limited to, information contained in client medical records.

6. **Required Background Check.** Prior to acceptance in the MSMHC Program, Students must submit a clear federal and state background check to Faculty. Students agree to maintain this status throughout their Clinical Placement. Students are required to report any change in status to Faculty, Staff, and Supervisor.

7. **Insurance.** The College has procured and will maintain for the term of this Agreement professional liability insurance in a minimum amount of one million dollars ($1,000,000) per claim and three million dollars ($3,000,000) in the aggregate. College will provide Agency with a certificate of insurance. College will notify Agency of any cancellation or significant change at least thirty (30) days prior to such cancellation or change. If insurance coverage is written on a claims-made basis, College shall, upon termination of this Agreement, provide tail coverage or other insurance coverage in the same amount, which shall survive the termination of this Agreement for at least five (5) years. Each Student is required to carry liability insurance in a minimum amount of one million dollars ($1,000,000) per claim and three million dollars ($3,000,000) in the aggregate. Each student will provide verification of this insurance coverage to Faculty, and a copy will be provided to Staff on request.

8. **Incident Reporting.** The Agency and the College agree to notify each other as soon as possible regarding any incident or occurrence arising out of or relating to a Student’s participation in a Clinical Placement that has any exposure to liability on the part of the Agency or College. Agency and College each have the right to investigate any such incident or occurrence and the parties agree to cooperate with each another during the course of such investigation. Further, the College agrees to encourage its Students to cooperate with any such investigation.

9. **Withdrawal of Clinical Placement Participants.** Agency may immediately remove from the premises any Student (a) who poses an immediate threat or danger to personnel or to the quality of client care, (b) who is listed or has been listed by a federal agency as suspended, excluded, barred or sanctioned by any federal or state agency, (c) who has been convicted of any offense related to health care, or (d) who engages in unprofessional behavior. Agency may request College to withdraw or dismiss a student or other Clinical Program Participant from the Clinical Placement at Agency when his or her clinical performance is unsatisfactory to Agency or his or her behavior, in Agency’s discretion, is disruptive or detrimental to Agency or its clients. In such event, said Clinical Program Participant’s participation in the Clinical Placement shall immediately cease.

10. **Student Injuries and Worker’s Compensation.** Students who are injured while participating in a Clinical Placement will be covered under the College’s Worker’s Compensation Insurance.

11. **Relationship of Parties.** The Parties expressly disclaim and disavow any partnership, joint venture or fiduciary status or relationship between them and expressly affirm that they have entered into this Agreement as independent contractors. The College and Faculty are not and shall not be considered employees of the Agency. The employees of the Agency, including the Coordinator, Staff, Supervisor, and primary caregivers, are not and shall not be considered employees of the College.

12. **Anti-Discrimination.** The Agency and the College agree that they will comply with federal and state law regarding discrimination, including applicable provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and the Americans with Disabilities Act of 1990, and will not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, or military service in its administration of educational policies, programs, or activities, admission polices, scholarship and loan programs, athletic or other programs, or employment.
13. **Indemnification by the College.** The College shall indemnify and hold harmless the Agency against any and all liability for injury, loss, claims or damages caused by the negligent operations, acts or omissions of the College, its Faculty, Students, employees or agents that arise in connection with this Agreement and Clinical Placements at the Agency provided that such claim, damage, loss or expense (1) is attributable to bodily injury, sickness, disease or death, or to injury to or destruction of tangible property and (2) is caused in whole or in part by negligent acts or omissions of the College, its Faculty, Students, agents, employees, or anyone directly or indirectly employed by them or anyone for whose acts they may be liable, regardless of whether or not such claim, damage, loss or expense is caused in part by a party indemnified hereunder. Furthermore, the College shall indemnify and hold harmless the Agency against all costs and expenses, including, but not limited to reasonable legal expenses, which are incurred by or on behalf of the Agency, in connection with the defense of such claims.

14. **Indemnification by the Agency.** The Agency shall indemnify and hold harmless the College against any and all liability for injury, loss, claims or damages caused by the negligent operations, acts or omissions of this Agency, its employees, agents, and contractors that arise in connection with this Agreement and Clinical Placements at the Agency provided that such claim, damage, loss or expense (1) is attributable to bodily injury, sickness, disease or death, or to injury to or destruction of tangible property and (2) is caused in whole or in part by negligent acts or omissions of the Agency, its agents, employees, or anyone directly or indirectly employed by them or anyone for whose acts they may be liable, regardless of whether or not such claim, damage, loss or expense is caused in part by a party indemnified hereunder. Furthermore, the Agency shall indemnify and hold harmless the College against all costs and expenses, including, but not limited to, reasonable legal expenses, which are incurred by or on behalf of the Agency, in connection with the defense of such claims.

15. **Annual Review.** The Parties will review this Agreement annually and amend it as needed.

16. **Term of Agreement.** This Agreement shall be effective (date) and shall continue until amended or terminated by the Parties.

17. **Termination.** Either Party may terminate this Agreement with or without cause upon thirty (30) days written notice to the other Party.

18. **Assignment.** Neither Party may assign its rights or responsibilities to a third party without prior written consent of the other Party.

19. **Amendments.** While this Agreement may be amended at any time, such amendments must be in writing and signed by both Parties in order to be effective and enforceable.

20. **Advertising and Marketing.** The Agency and the College agree not use the other’s name, logo, or trademarks in any advertising, promotional material, press release, publication, public announcement, or in any other public media, written or oral without prior written consent.

21. **Governing Law.** This Agreement shall be governed by the laws of the State of Utah.

DATED the __________ day of (month, year)

(Agency name)

Agency Administrator
DATED the ____________ day of (month,year)

WESTMINSTER COLLEGE

__________________________________________
Curtis Ryan
Vice President of Finance and Administration
Nature of the Faculty Supervisory Relationship
During practicum the supervisee will meet with both a site supervisor and a faculty supervisor. The onsite supervisor is ultimately responsible for client care and case management. The faculty supervisor compliments the work of the onsite supervisor, by focusing on the practicum student’s professional development and counseling skills.

Expectations of Faculty Supervision
The supervisee has the right to be informed of the faculty supervisor’s expectations of the supervisory relationship. The faculty supervisor shall clearly state expectations of the supervisory relationship that may include:

- supervisee identification of supervision goals for oneself
- supervisee preparedness for faculty supervisory meetings
- faculty supervisor’s expectations regarding formal and informal evaluations
- faculty supervisor’s expectations of the supervisee’s need to provide self-evaluations
- faculty supervisor’s expectations regarding the structure and/or the nature of the supervisory sessions

Expectations of the Faculty Supervisory Relationship
1. A faculty supervisor is a professional therapist with appropriate licensure and credentials. The supervisee can expect the faculty supervisor to serve as a mentor and a positive role model who assists the supervisee in developing a professional identity and professional skills.

2. The supervisee has the right to work with a faculty supervisor who is culturally sensitive and is able to openly discuss the influence of race, ethnicity, gender, sexual orientation, religion, and class on the counseling and the supervision process. The faculty supervisor is aware of personal cultural assumptions and constructs and is able to assist the supervisee in developing additional knowledge and skills in working with clients from diverse cultures.

3. Since a positive rapport between the faculty supervisor and supervisee is critical for successful supervision to occur, the relationship is a priority for both the faculty supervisor and supervisee. In the event that relationship concerns exist, the faculty supervisor or supervisee will discuss concerns with one another and work towards resolving differences.
4. Therapeutic interventions initiated by the faculty supervisor or solicited by the supervisee shall be implemented only in the service of helping the supervisee increase effectiveness with clients. A proper referral for counseling shall be made if appropriate.

5. The faculty supervisor shall inform the supervisee of an alternative faculty supervisor who will be available in case of crisis situations or known absences.

**Ethics and Issues in the Faculty Supervisory Relationship**

1. Code of Ethics & Standards of Practice. The faculty supervisor will insure the supervisee is aware of the American Counseling Association and American Mental Health Counselor Association Code of Ethics and legal responsibilities. As needed, the faculty supervisor and supervisee will discuss sections applicable to the beginning counselor.

2. Dual Relationships. Since a power differential exists in the faculty supervisory relationship, the faculty supervisor shall not utilize this differential to his or her gain. Since dual relationships may affect the objectivity of the faculty supervisor, the supervisee shall not be asked to engage in social interaction that would compromise the professional nature of the faculty supervisory relationship.

3. Due Process. Faculty supervisors provide the supervisee information regarding expectations, goals and roles of the supervisory process. The supervisee has the right to regular verbal feedback and periodic formal written feedback signed by both individuals.

4. Evaluation. The faculty supervisor provides the supervisee a copy of the evaluation instrument used to assess the counselor’s progress.

5. Informed Consent. The supervisee informs the client she is in training, is being supervised, and receives written permission from the client to audio tape or video tape.

6. Confidentiality. The counseling relationship, assessments, records, and correspondences remain confidential. Failure to keep information confidential is a violation of the ethical code and the counselor is subject to a malpractice suit.

7. Vicarious Liability. The onsite supervisor is ultimately liable for the welfare of the supervisee’s clients. However, the supervisee is expected to discuss with both the faculty supervisor and onsite supervisor the counseling process and individual concerns of each client.

8. Consultation. The faculty supervisor consults with colleagues regarding supervisory concerns and issues.

9. Termination of Supervision. The faculty supervisor discusses termination of the supervisory relationship and helps the supervisee identify areas for continued growth and development.
Expectations of Faculty Supervisory Sessions
1. The supervisee is expected to meet weekly with the faculty supervisor face-to-face in a professional environment that insures confidentiality.

2. The weekly faculty supervisory session shall include a review of all cases, goals and may include role plays.

3. Documentation: The supervisee will maintain a journal, as a requirement for practicum training. The journal must be free of identifying information: use initials or code names for your clients and do not enter information that could be used to identify a client.

4. Clinical Reading: At times, the faculty supervisor may suggest/provide professional reading on a topic that is related to practicum or professional development (e.g., article that may help with a transference issue or difficult client).

Expectations of the Evaluation Process
1. The supervisee shall be provided with a copy of the formal evaluation tool(s) that will be used by the faculty supervisor.

2. The supervisee shall receive verbal feedback and/or informal evaluation during each faculty supervisory session.

3. The supervisee should be recommended for remedial assistance in a timely manner if the faculty supervisor becomes aware of personal or professional limitations that may impede future professional performance.

I have discussed the preceding content with Ellen Behrens, Ph.D., Practicum Faculty supervisor, and agree with it in its entirety.

<table>
<thead>
<tr>
<th>Supervisee’s Printed Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Dear Practicum Supervisor:

Thank you for agreeing to supervise our student for Practicum this semester. The letter summarizes the details and requirements of Practicum training, content we expect you have learned from prior conversations with our faculty training coordinator/s. However, if you have questions about any of the information contained in this letter, please contact me. I would be happy to discuss the details with you and answer any questions.

Practicum occurs during the 2nd year of our counseling master’s program, after successful completion of 1.5 years of full-time coursework. The Practicum carries a 100-hour requirement, of which at least 40 hours must be in direct client contact. Practicum begins any time after January (insert date) and ends by April (insert date). The practicum student must work out a schedule with you or the immediate supervisor in order to complete the required hours within that time frame.

We ask that the Practicum student receive 30-60 minutes of individual supervision each week from you or a senior licensed clinician (at least 2 years post licensure). We know that some sites are not able to provide that level of supervision giving restrictions at the site. If that is the case with you/your site, please contact us so that we can devise a supervision plan to accommodate both you and the student. We require that supervisors maintain a clinical license in Utah and comply with the supervisory standards outlined by the State of Utah (http://www.rules.utah.gov/publicat/code/r156/r156-60c.htm#T11 see section R156-60c-402. Duties and Responsibilities of a Supervisor of Clinical Mental Health Counselor).

Throughout the semester, Practicum students participate in our Practicum class and receive faculty-led group supervision as part of that experience. In group supervision, students discuss clinical moments, practice issues, case conceptualization concerns, and questions about ethical practice. The goal is to allow space to discuss the Practicum student’s internal process, clinical decision-making, treatment considerations, and professional development. Faculty train and monitor students to ensure that any client material discussed in group supervision is de-identified and that client identities are obscured. While the faculty work to support client welfare and the Practicum student’s development, you and your staff are primarily responsible for supervision, treatment planning, checking and co-signing progress notes and other clinical documents, and monitoring client care.

During Practicum, we hope that students will gain experience in a broad array of clinical services, as needed and approved by your agency. Typically Practicum Students “shadow” and/or provide individual and group counseling, intake assessments, clinical record keeping, and work with a clinical team.

Practicum students are required to maintain a clear federal and state background check, carry their own liability insurance, and comply with all policies and procedures of your agency. They
are also expected to comply with the American Mental Health Counselor Association (AMHCA) Code of Ethics, as well as the American Counseling Association (ACA) Code of Ethics. Although we expect that this placement will go well, Practicum students understand that lack of compliance with any of the conditions described above or behaving in a manner that you deem unprofessional, disruptive to appropriate client care, or unsatisfactory to the clinical needs of clients may lead to dismissal from internship, and potentially, the program. Please contact us any time you have questions or concerns. We are available to assist you in any way possible. Again, thank you for your willingness to work with our Practicum student this semester. We look forward to a rich and rewarding experience.

Kind regards,

(Add signature line)
Faculty Supervisor Evaluation

Student: __________________________ Date: __________________________
Supervisor: __________________________ Site: __________________________

Please rate the student’s skills on the following scale:

5 Superior, among top 5% of students at this level of training and experience
4 Excellent performance, considering level of training and experience
3 Good, typical professional performance considering level of training and experience
2 Below average performance considering level of training and experience
1 Remediation efforts recommended prior to exposure to future field experiences
NA Does not apply

Professional Relationships
_____ Maintains high ethical standards consistent with AMHCA and practicum site policy
_____ Identifies and discusses with supervisor any ethical dilemmas
_____ Is sensitive to and respectful of co-workers ideas, needs, and therapeutic interventions

Supervision
_____ Keeps supervision appointments and participates actively and willingly
_____ Seeks feedback and accepts suggestions and criticism well
_____ Is open to self-examination and overcoming personal blocks to helping clients
_____ Evaluates counseling sessions appropriately and gains insights with minimum help
_____ Able to accept increasing responsibility, both in supervision and at practicum site
_____ Brings both positive and negative aspects of student’s clinical interventions to supervision

Counseling
_____ Appears to have a warm, inviting, and empathic approach with clients
_____ Demonstrates good, active listening skills
_____ Is accepting and non-judgmental of clients
Is flexible and spontaneous with clients
Counsels effectively with a variety of people and problems
Applies group counseling methods well
Applies counseling techniques skillfully, and according to a consistent rationale
Is observant and insightful regarding verbal and nonverbal behaviors
Confronts clients appropriately and helpfully
Keeps appropriate boundaries regarding self-disclosure
Paces and times interventions with skill
Demonstrates improvement in counseling techniques over time

Core Standards
Understands counselor professional identity and demonstrates skill in applying ethical and legal considerations in professional counseling
Demonstrates the awareness, knowledge, and skills to implement multicultural competencies
Demonstrates skills necessary to be an effective counselor while applying a theoretical approach
Demonstrates knowledge of group dynamics and process in group counseling and will demonstrate skills to facilitate psychoeducational and/or process groups
Demonstrates the knowledge and ability to diagnose and design treatment plans for a broad range of mental health issues

Strengths that the Practicum Student has demonstrated include:

Areas in which the Practicum Student needs to improve include:

Additional comments:

Signature of Supervisor
Date

Signature of Counseling Practicum Student
Date
Dear (name of supervisor),

We are the clinical placement coordinators for the Master of Mental Health Counseling Program at Westminster College. We appreciate your willingness to work with (name of student) this semester in fostering (name of student) growth and development as a counselor. At this time, we are asking for midterm feedback. Please respond to the following queries and return by email by (date) to jwanlass@westminstercollege.edu. Your feedback will be shared with the student.

1. Please describe how (name of student) is performing in his/her counselor role at your facility. What are (his/her) perceived strengths and areas for improvement? Are there any concerns that need immediate attention?
2. What can we do as a program to better prepare students for their experiences at your site?

Thank you for your input. Please call us with any questions.
Practicum Evaluation: Site Supervisor Form

Name of Student: ___________________________________

Date of Evaluation: ______________________________

Supervisor: _____________________________________

Practicum Site: _________________________________

Directions: This form is designed to help supervisors provide feedback about their practicum students. This form will become part of the student’s record for this course and may be considered in assigning a course grade for the practicum. Please answer each question using the scale provided. Space is provided at the end of each category for specific comments and again at the end for general comments. Thank you for providing supervision and for taking the time to complete this form. This feedback will be shared with the student, and we prefer that you discuss your observations with the student directly. Should you have any questions, please call or email Janine Wanlass, Ph.D. (801/832-2428 or jwanlass@westminstercollege.edu),

Use the following scale for evaluation items:
1 = Far below expectations for practicum students, a significant concern
2 = Below expectations for practicum students, needs some improvement to meet standards
3 = Acceptable, meets standards at average level for practicum students
4 = Above expectations, performs at above average level for practicum students
5 = Far above expectations, well exceeds average performance level for practicum students
NA = Not applicable

1. Basic Work Requirements

_____ Arrives on time consistently
_____ Uses time effectively
_____ Informs supervisor and makes arrangements for absences
_____ Reliably completes requested or assigned tasks on time
_____ Completes required number of hours or days at site
_____ Is responsive to norms about clothing, language, etc. on site
2. Ethical Awareness and Conduct

- Displays knowledge of counseling ethical guidelines
- Demonstrates awareness and sensitivity to ethical issues
- Exhibits personal behavior consistent with counseling ethical guidelines
- Follows policies and procedures of site
- Consults with others about ethical issues as needed

Comments:

3. Clinical Knowledge and Learning Capacity

- Demonstrates basic understanding of concepts, theories, and clinical practice
- Is responsive to learning when new information is offered
- Actively seeks new information from staff and/or supervisor
- Displays an ability to apply new information in the clinical setting

Comments:

4. Response to Supervision

- Actively seeks supervision when needed
- Is receptive to feedback and suggestions from supervisor
- Understands information communicated in supervision
- Successfully implements supervisory feedback
- Shows awareness of areas that need improvement
- Demonstrates willingness to explore strengths and weaknesses
5. Interactions with Clients

- Appears comfortable interacting with clients
- Builds rapport and respect with clients
- Communicates effectively with clients
- Is sensitive and responsive to client needs
- Is sensitive and responsive to cultural differences in clients

Comments:

6. Interactions with Coworkers

- Appears comfortable working with other staff members
- Initiates interactions with staff
- Effectively conveys information and expresses own opinions
- Effectively receives information and opinions from others
- Effectively works to resolve conflicts that occur

Comments:

7. Core Skills & Knowledge (Key Performance Indicators)

- Understands counselor professional identity and demonstrates skill in applying ethical and legal considerations in professional counseling
- Demonstrates the awareness, knowledge, and skills to implement multicultural competencies
- Demonstrates skills necessary to be an effective counselor while applying a theoretical approach
_____Demonstrates knowledge of group dynamics and process in group counseling and
demonstrates skills to facilitate psychoeducational and/or process groups
_____Demonstrates the knowledge and ability to diagnose and design treatment plans for a
broad range of mental health issues

Comments:

8. Supervisors should provide either live or recorded supervision of practicum students’
interactions with clients, at least one time. Live supervision can be done via co-therapy or
direct observation and recorded supervision can occur via audio or video. Please indicate
the number of clinical encounters/sessions you observed (live or recorded) this semester
and note your observations about the practicum student’s work below.

Note: If you were not able to observe clinical encounters/sessions yourself, we assume
that a licensed colleague, who observed the trainee’s work during co-therapy, has
provided feedback to you about the practicum student. Please convey that feedback
below.

9. What would you identify as this student’s strengths?

10. What would you identify as areas for improvement?

11. Any additional comments?
Thank you for your feedback.

______________________________  ____________
Signature of supervisor                          Date

Please fax or mail to Janine Wanlass, Ph.D.

Fax Number: (801) 832-3102
Phone Number: (801) 832-2428
Email Address: iwanlass@westminstercollege.edu

Mailing Address: Janine Wanlass, Ph.D.
Westminster College
1840 South 1300 East
Salt Lake City, UT 84105
May 30, 2016

Dear Internship Supervisor:

Thank you for agreeing to work with our intern, a student in the mental health counseling program at Westminster College. The letter summarizes the details and requirements of internship training, content we expect you have learned from prior conversations with the intern and our faculty training coordinator/s. However, if you have questions about any of the information contained in this letter, please contact me. I would be happy to discuss the details with you and answer any questions.

Internship occurs during the 3rd year of the master’s program, after successful completion of 2 years of full-time coursework, including a practicum. The internship carries a 900-hour requirement, of which at least 360 hours must be in direct client contact. Internship begins any time after May 9, 2016 and ends by May 5, 2017. The intern must work out a schedule with you or the immediate supervisor in order to complete the required hours within that timeframe. Though our master’s program runs on an academic calendar, with a few extended breaks during the year, the intern is available to work throughout the year and should make vacation plans directly with you in a manner that is supportive of client care and your agency’s policies.

The intern must receive one hour of individual supervision each week from you or a senior licensed clinician (at least 2 years post licensure). We require that supervisors maintain a clinical license in Utah and comply with the supervisory standards outlined by the State of Utah (http://www.rules.utah.gov/publications/code/r156/r156-60c.htm#T11 see section R156-60c-402. Duties and Responsibilities of a Supervisor of Clinical Mental Health Counselor).

Throughout the year, interns participate in our internship class and will receive faculty-led group supervision as part of that experience. In group supervision, students discuss clinical moments, practice issues, case conceptualization concerns, and questions about ethical practice. The goal is to allow space to discuss the intern’s internal process, clinical decision-making, treatment considerations, and professional development. Faculty train and monitor interns to ensure that any client material discussed in group supervision is de-identified and that client identities are obscured. While the faculty work to support client welfare and the intern’s development, you and your staff are primarily
responsible for supervision, treatment planning, checking and co-signing progress notes and other clinical documents, and monitoring client care.

During internship, we expect that interns will gain experience in a broad array of clinical services, as needed and approved by your agency. Typically interns gain experience with individual and group counseling, intake assessments, case management, clinical record keeping, and working with a clinical team.

Interns are required to maintain a clear federal and state background check, carry their own liability insurance, and comply with all policies and procedures of your agency. Interns are also expected to comply with the American Mental Health Counselor Association (AMHCA) Code of Ethics, as well as the American Counseling Association (ACA) Code of Ethics.

Although we expect that this placement will go well, interns understand that lack of compliance with any of the conditions described above or behaving in a manner that you deem unprofessional, disruptive to appropriate client care, or unsatisfactory to the clinical needs of clients may lead to dismissal from internship, and potentially the program.

I will be teaching the internship course this summer (Dr. Ellen Behrens, 435-731-7162; ebehrens@westminstercollege.edu). Dr. Janine Wanlass (801-832-2428; jwanlass@westminstercollege.edu) will be teaching the course this fall and Dr. Colleen Sandor (801-832-2472; csandor@westminstercollege.edu) will be teaching the course in the spring. Please contact us any time you have questions or concerns. We are available to assist you in any way possible.

Again, thank you for your willingness to work with our intern this year. We look forward to a rich and rewarding year.

Kind regards,

Ellen Behrens, Ph.D.
Assistant Professor
Licensed Psychologist
Master of Science in Mental Health Counseling Program
MSMHC 660/661
Internship

Midterm Feedback from Site Supervisor

Dear (name of supervisor),

We are the clinical placement coordinators for the Master of Mental Health Counseling Program at Westminster College. We appreciate your willingness to work with (name of student) this semester in fostering (name of student) growth and development as a counselor. At this time, we are asking for midterm feedback. Please respond to the following queries and return by email by (date) to jwanlass@westminstercollege.edu. Your feedback will be shared with the student.

1. Please describe how (name of student) is performing in his/her counselor role at your facility.
2. What are (his/her) perceived strengths and areas for improvement?
3. Are there any concerns that need immediate attention?

Thank you for your input. Please call us with any questions.
Intern Evaluation: Supervisor Form

Intern Name: ________________________________

Date of Evaluation: __________________________

Supervisor: _________________________________

Internship Site: ______________________________

Directions: This form is designed to help supervisors provide feedback about their interns. This form will become part of the intern’s record for this course and may be considered in assigning a course grade for the internship. Please answer each question using the scale provided. Space is provided at the end of each category for specific comments and again at the end for general comments. Thank you for providing supervision and for taking the time to complete this form. This feedback will be shared with the student, and we prefer that you discuss your observations with the student directly. Should you have any questions, please email Janine Wanlass, Ph.D. (jwanlass@westminstercollege.edu)

Use the following scale for evaluation items:
1 = Far below expectations for interns, a significant concern
2 = Below expectations for interns, needs some improvement to meet standards
3 = Acceptable, meets standards at average level for interns
4 = Above expectations, performs at above average level for interns
5 = Far above expectations, well exceeds average performance level for interns
NA = Not applicable

1. Basic Work Requirements
____ Arrives on time consistently
____ Uses time effectively
____ Informs supervisor and makes arrangements for absences
____ Reliably completes requested or assigned tasks on time
____ Completes required number of hours or days at site
____ Is responsive to norms about clothing, language, etc. on site

Comments:

2. **Ethical Awareness and Conduct**

____ Displays knowledge of counseling ethical guidelines
____ Demonstrates awareness and sensitivity to ethical issues
____ Exhibits personal behavior consistent with counseling ethical guidelines
____ Follows policies and procedures of internship site
____ Consults with others about ethical issues as needed

Comments:

3. **Clinical Knowledge and Learning Capacity**

____ Demonstrates basic understanding of concepts, theories, and clinical practice
____ Is responsive to learning when new information is offered
____ Actively seeks new information from staff and/or supervisor
____ Displays an ability to apply new information in the clinical setting

Comments:

4. **Response to Supervision**
_____ Actively seeks supervision when needed
_____ Is receptive to feedback and suggestions from supervisor
_____ Understands information communicated in supervision
_____ Successfully implements supervisory feedback
_____ Shows awareness of areas that need improvement
_____ Demonstrates willingness to explore strengths and weaknesses
_____ Effectively works to resolve conflicts that occur

Comments:

5. Interactions with Clients

_____ Appears comfortable interacting with clients
_____ Builds rapport and respect with clients
_____ Communicates effectively with clients
_____ Is sensitive and responsive to client needs
_____ Is sensitive and responsive to cultural differences in clients

Comments:

6. Interactions with Coworkers

_____ Appears comfortable working with other staff members
_____ Initiates interactions with staff
_____ Effectively conveys information and expresses own opinions
_____ Effectively receives information and opinions from others
_____ Effectively works to resolve conflicts that occur

Comments:

7. Work Products

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_____ Reliably and accurately keeps records
_____ Verbal reports are accurate, factually correct, and professionally conveyed
_____ Written reports are accurate, factually correct, and professionally conveyed
_____ Written and/or verbal reports are clinically or administratively useful

Comments:

8. Core Skills & Knowledge (Key Performance Indicators)

_____ Understands counselor professional identity and demonstrates skill in applying ethical and legal considerations in professional counseling
_____ Demonstrates the awareness, knowledge, and skills to implement multicultural competencies
_____ Demonstrates skills necessary to be an effective counselor while applying a theoretical approach
_____ Demonstrates knowledge of group dynamics and process in group counseling and demonstrates skills to facilitate psychoeducational and/or process groups
_____ Demonstrates the knowledge and ability to diagnose and design treatment plans for a broad range of mental health issues

Comments:

9. Supervisors must provide either live or recorded supervision of interns’ interactions with clients, at least one time per semester. Live supervision can be done via co-therapy or observation or recorded supervision can be done via audio or video. Please indicate the number of clinical encounters/sessions you observed (live or recorded) this semester and note your observations about the intern’s work below.

10. What would you identify as this intern’s strengths?

11. What would you identify as areas for improvement?
12. Would you recommend this intern for employment at his/her present level? Why or why not?

13. Would you recommend this intern for further graduate studies? Why or why not?

14. Any additional comments?

Thank you for your feedback.

_________________________________                          ____________
Signature of supervisor                                                       Date

Fax Number: (801) 832-3102  
Phone Number: (801) 832-2428  
Email Address: jwanlass@westminstercollege.edu

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This information is for MSMHC program use only. It will not be shared with your internship supervisor(s) or other placement personnel. While the completion of this form is a requirement for your internship grade, you are not graded on the content of your comments.

Use the following scale where applicable:
1 = Far below expectations, serious problems
2 = Somewhat below expectations, needs improvement
3 = Adequately meets expectations
4 = Somewhat exceeds expectations
5 = Far exceeds expectations
N/A = not applicable or no basis for evaluation

1. Work atmosphere
   ____ My internship placement is a comfortable environment for learning
   ____ The placement staff is supportive of my learning
   ____ My site supervisor is available and accessible when needed
   ____ My clinical supervisor (if different from staff supervisor) is available and accessible when needed
   ____ The policies and procedures of my placement are clear to me
   Comments:

2. Clinical Experience
_____ Overall, my internship experience meets my expectations

_____ I am developing new clinical skills and expertise at my placement

_____ My clinical supervision is helpful in developing my clinical skills

_____ My placement provides adequate direct and indirect hours for my internship requirements

Please indicate your participation in the following clinical activities with an X.

_____ Individual counseling _____ Group counseling

_____ Case management _____ Intake or diagnostic assessments

_____ Treatment planning _____ Specialized assessments

_____ Staff meetings _____ Discharge planning

_____ Individual supervision _____ Group supervision

_____ Psychoeducation _____ Family counseling

_____ Program development _____ Research

_____ Other (please explain)

In what clinical activities do you spend the majority of your time? (Please list)

Comments:

3. What are the most beneficial aspects of your internship placement and internship experience?

4. What are the most difficult or frustrating aspects of your clinical placement?
5. Would you consider taking a job at this placement if offered? Why or why not?

6. Do you think we should continue to place interns at this placement? Why or why not?

7. Are there any problems at your placement that we should address?

Thanks for your feedback. Please return by email to Janine Wanlass, Ph.D., MSMHC Placement Coordinator at jwanlass@westminstercollege.edu or by fax (801) 832-3102.
# Practicum and Internship Activities Hour Log

## Westminster College MSMHC Program

Please calculate your hours in increments of .25 for each 15 minutes

(1.25 = one hour and fifteen minutes)

**Student Name:**

**Site:**

**Site Supervisor:**

**Start Date and Ending Date:**

## Direct Contact Hours

<table>
<thead>
<tr>
<th></th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
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<tr>
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## Indirect Contact Hours

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<td>Faculty Supervision</td>
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<td>In-class group Supervision</td>
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<tr>
<td><strong>Total Indirect Client Contact Hours for the Week</strong></td>
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<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Student Signature**  [Signature]

**Date** [

**Site Supervisor Signature**  [Signature]

**Date** [

**MSMHC Faculty**  [Signature]

**Date** [ ]
(Insert Date)

CERTIFICATE OF COMPLETION OF TWO-HOUR PRE-LICENSURE SUICIDE PREVENTION COURSE
For ______________________________________________

This 2 hour suicide prevention course was designed to meet the licensing requirement for a Clinical Mental Health Counselor noted in Subsection 58-60-405(1)(e)(iv) of Utah Administrative code. The course content was relevant to mental health therapy, suicide assessment, and suicide prevention and included the following components:

(a) suicide concepts and facts;
(b) suicide risk assessment, crisis intervention,
(c) evidence-based intervention for suicide risk;
(d) continuity of care and follow-up services for suicide risk; and

The two hours of education was delivered in the form of classroom lecture, discussion, and simulations. The course was completed during the attendees master’s program.

Total Clock Hours Completed: __2___
Signature of Instructor: ______________________________________________________
Name of Instructor:
(Insert Name)
Masters of Science in Clinical Mental Health Counseling Program
<table>
<thead>
<tr>
<th>Key Performance Indicator (KPI) Measures</th>
<th>Target Knowledge/Skill</th>
<th>Point Measured</th>
<th>Student Rating (1, 2, 3) *</th>
<th>Faculty Comments</th>
</tr>
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<tbody>
<tr>
<td>KPIs for Program Objective 1: Students will understand counselor professional identity and demonstrate skill in applying ethical and legal considerations in professional counseling.</td>
<td></td>
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<tr>
<td>MSMHC 605: Professional Roles in Counseling; Professional Development Activity Grade</td>
<td>Counselor Professional Identity (Knowledge)</td>
<td>Semester 1, Year 1</td>
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<tr>
<td>MSMHC 610: Counseling Ethics. Ethical; Case Study Ethical Decision-Making Assignment Grade</td>
<td>Ethical and Legal (Skill)</td>
<td>Semester 1, Year 1</td>
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</tr>
<tr>
<td>MSMHC 640: Counseling Practicum; Practicum Site Supervisor Evaluation Form, Section 2 (Ethical Awareness and Conduct) Scores</td>
<td>Ethical and Legal (Skill)</td>
<td>Semester 2, Year 2</td>
<td></td>
<td></td>
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<tr>
<td>MSMHC 640: Counseling Practicum; Practicum Site Supervisor Evaluation Form, Core Skills- Ethical and Legal Considerations</td>
<td>Counselor Professional Identity (Skill)</td>
<td>Semester 2, Year 2</td>
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<tr>
<td>MSMHC 660: Counseling Internship I; Intern Evaluation Site Supervisor Form, Section 2 (Ethical Awareness and Conduct) Scores</td>
<td>Ethical and Legal (Skill)</td>
<td>Semester 1, Year 3</td>
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<tr>
<td>CPCE; Professional Orientation and Practice Section Score</td>
<td>Counselor Professional Identity (Knowledge) and Ethical and Legal (Knowledge)</td>
<td>Semester 2, Year 3</td>
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</tbody>
</table>
### KPIs for Program Objective 2:
**Students will be able to demonstrate the awareness, knowledge, and skills to counsel clients from diverse backgrounds.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Competency</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSMHC 619: Individual Counseling II: <em>Diversity Paper Grade</em></td>
<td>Multicultural Competencies</td>
<td>Semester 2, Year 1</td>
</tr>
<tr>
<td>MSMHC 639: Multicultural Counseling; <em>Agency Project Grade</em></td>
<td>Multicultural Competencies</td>
<td>Semester 2, Year 2</td>
</tr>
<tr>
<td>MSMHC 640: Counseling Practicum; <em>Practicum Site Supervisor Evaluation Form, Section 5 (Interaction with Clients)</em></td>
<td>Multicultural Competencies</td>
<td>Semester 2, Year 2</td>
</tr>
<tr>
<td>MSMHC 660: Counseling Internship I; <em>Intern Evaluation Site Supervisor Form, Core Skills – Multi-Cultural Competencies</em></td>
<td>Multicultural Competencies</td>
<td>Semester 1, Year 3</td>
</tr>
<tr>
<td>CPCE; <em>Social and Cultural Diversity Section Score</em></td>
<td>Multicultural Competencies</td>
<td>Semester 2, Year 3</td>
</tr>
</tbody>
</table>

### KPIs for Program Objective 3:
**Students will be able to apply theories of human development to clients’ needs and issues.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Competency</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSMHC 621: Human Growth and Development; <em>Outreach Project Grade</em></td>
<td>Human Development</td>
<td>Semester 1, Year 1</td>
</tr>
<tr>
<td>MSMHC 633: Child and Family Counseling; <em>Child Interview Grade</em></td>
<td>Human Development</td>
<td>Semester 2, Year 1</td>
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<tr>
<td>CPCE; <em>Human Growth and Development Section Score</em></td>
<td>Human Development</td>
<td>Semester 2, Year 3</td>
</tr>
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</table>

### KPIs for Program Objective 4:
**Students will have knowledge of career assessment and planning principles and theories.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Competency</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSMHC 645: Career Counseling and Development; <em>Professional Interview and Theory Application Grade</em></td>
<td>Career Assessment, Planning, &amp; Theory (Knowledge)</td>
<td>Semester 1, Year 3</td>
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<tr>
<td>MSMHC 645: Career Counseling and Development; <em>Career Biography Assignment Grade</em></td>
<td>Career Assessment, Planning, &amp; Theory (Skill)</td>
<td>Semester 1, Year 3</td>
</tr>
<tr>
<td>CPCE: <em>Career Development Section</em></td>
<td>Career Assessment, Planning, &amp; Theory (Knowledge)</td>
<td>Semester 2, Year 3</td>
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</table>
## KPIs for Program Objective 5:
Students will demonstrate skills necessary to be an effective counselor while applying a theoretical approach.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>KPI</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSMHC 619</td>
<td>Individual Counseling II; Final Role Play Grade</td>
<td>Effective Counseling (Skill)</td>
<td>Semester 2, Year 1</td>
</tr>
<tr>
<td>MSMHC 631</td>
<td>Applications of Cognitive Behavioral Theory; Role Play Grade</td>
<td>Theory-informed Counseling (Skill)</td>
<td>Semester 2, Year 1</td>
</tr>
<tr>
<td>MSMHC 644</td>
<td>Psychodynamic Theory; Final Role Play Grade</td>
<td>Theory-informed Counseling (Skill)</td>
<td>Semester 1, Year 2</td>
</tr>
<tr>
<td>MSMHC 640</td>
<td>Counseling Practicum; Practicum Site Supervisor Evaluation Form Summary Score</td>
<td>Effective Counseling (Skill)</td>
<td>Semester 2, Year 2</td>
</tr>
<tr>
<td>MSMHC 660</td>
<td>Internship I; Intern Evaluation Site Supervisor Form Summary Score</td>
<td>Effective Counseling (Skill)</td>
<td>Semester 1, Year 3</td>
</tr>
<tr>
<td>CPCE</td>
<td>Helping Relationships Section Score</td>
<td>Theory-informed Counseling (Knowledge)</td>
<td>Semester 2, Year 3</td>
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</table>

## KPIs for Program Objective 6: Students will demonstrate knowledge and skills to facilitate psychoeducational and process groups.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>KPI</th>
<th>Semester</th>
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<tbody>
<tr>
<td>MSMHC 628</td>
<td>Group Counseling; Group Proposal and Toolkit</td>
<td>Psychoeducational and Process Group plan (Knowledge)</td>
<td>Semester 2, Year 1</td>
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<tr>
<td>MSMHC 628</td>
<td>Group Counseling; Psychoeducational Role Play Assignment Grade</td>
<td>Facilitate Psychoeducational Group (Skill)</td>
<td>Semester 2, Year 1</td>
</tr>
<tr>
<td>MSMHC 628</td>
<td>Group Counseling; Process Group Role Play Grade</td>
<td>Facilitate Process Group (Skill)</td>
<td>Semester 2, Year 1</td>
</tr>
<tr>
<td>MSMHC 640</td>
<td>Counseling Practicum; Supervisor Feedback, Item &quot;Demonstrates skills to facilitate psychoeducational and/or process groups&quot;</td>
<td>Facilitate Psychoeducational or Process Group (Skill)</td>
<td>Semester 2, Year 2</td>
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<tr>
<td>CPCE</td>
<td>Group Work Section Score</td>
<td>Group Dynamics and Process (Knowledge)</td>
<td>Semester 2, Year 3</td>
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<td>Program Objective</td>
<td>Course Code</td>
<td>Course Title</td>
<td>KPIs</td>
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<tr>
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<tr>
<td><strong>KPIs for Program Objective 7:</strong> Students will be able to select and interpret assessment measures (academic/educational, career, personality, and developmental).</td>
<td>MSMHC 625: Tests and Measurements; <em>Average of Test Assignment Grades</em></td>
<td>Select and Interpret Assessment Measures (Knowledge)</td>
<td>Semester 1, Year 2</td>
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<td>MSMHC 636: Clinical Assessment; <em>Test Interpretation Assignment Grade</em></td>
<td>Select and Interpret Assessment Measures (Skill)</td>
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<td>CPCE; <em>Assessment Section Scores</em></td>
<td>Select and Interpret Assessment Measures (Knowledge)</td>
<td>Semester 2, Year 3</td>
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<tr>
<td><strong>KPIs for Program Objective 8:</strong> Students will be able to critically evaluate research in a manner that informs counseling practice.</td>
<td>MSMHC 612: Statistics and Research Methods; <em>Research Article Critiques</em></td>
<td>Critically Evaluate Research to Inform Counseling Practice (Knowledge)</td>
<td>Semester 1, Year 1</td>
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<tr>
<td></td>
<td>MSMHC 628: Group Counseling; <em>Group Therapy Proposal and Toolkit Literature Review</em></td>
<td>Critically Evaluate research to inform counseling practice (Knowledge)</td>
<td>Semester 2, Year 1</td>
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<td></td>
<td>CPCE; <em>Research and Program Evaluation Section Scores</em></td>
<td>Critically Evaluate Research to Inform Counseling Practice (Knowledge)</td>
<td>Semester 2, Year 3</td>
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<tr>
<td><strong>KPIs for Program Objective 9:</strong> Students will demonstrate the knowledge and ability to diagnose and design treatment plans for a broad range of mental health issues.</td>
<td>MSMHC 614: Psychopathology and the DSM; <em>Diagnostic Assessment and Treatment Plan Grade</em></td>
<td>Ability to Diagnose and Design Treatment Plans (Knowledge &amp; Skill)</td>
<td>Semester 1, Year 2</td>
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<tr>
<td></td>
<td>MSMHC 636: Clinical Assessment; <em>Mental Health Assessment/Case Conceptualization Grade</em></td>
<td>Ability to Diagnose (Knowledge &amp; Skill)</td>
<td>Semester 2, Year 2</td>
</tr>
<tr>
<td></td>
<td>MSMHC 636: Clinical Assessment; <em>Master Treatment Plan Grade</em></td>
<td>Ability to Design Treatment Plans (Knowledge &amp; Skill)</td>
<td>Semester 2, Year 2</td>
</tr>
<tr>
<td></td>
<td>MSMHC 640: Counseling Practicum; Supervisor Feedback, Core Skills in diagnosis and treatment</td>
<td>Ability to Diagnose and Design Treatment Plans (Skill)</td>
<td>Semester 2, Year 2</td>
</tr>
</tbody>
</table>
planning for a broad range of mental health issues.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Skill</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSMHC 660: Internship I; Case Conceptualization Assignment Grade</td>
<td>Ability to Diagnose and Design Treatment Plans (Skill)</td>
<td>Semester 1, Year 3</td>
<td></td>
</tr>
<tr>
<td>MSMHC 660: Internship I; Intern Evaluation Site Supervisor Form, Section 8 (Core Standards), Item 5 (Diagnose and Treatment Plan) Score</td>
<td>Ability to Diagnose and Design Treatment Plans (Skill)</td>
<td>Semester 1, Year 3</td>
<td></td>
</tr>
</tbody>
</table>

**KPIs for Program Objective 10:**

Students will engage in critical thinking and demonstrate a heightened self-awareness in the counseling role.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Skill</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSMHC 617: Individual Counseling I; Reflection grade</td>
<td>Demonstrate Self-Awareness in Counseling Role (Skill)</td>
<td>Semester 1, Year 1</td>
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<tr>
<td>MSMHC 618: Group Counseling; Reflection on PsychEd and Process Group Role Plays</td>
<td>Demonstrate Self-Awareness in Counseling Role (Skill) and Ability to Engage in Critical Thinking (Skill)</td>
<td>Semester 2, Year 1</td>
<td></td>
</tr>
<tr>
<td>MSMHC 640: Counseling Practicum; Reflection grade</td>
<td>Demonstrate Self-Awareness in Counseling Role (Skill)</td>
<td>Semester 2, Year 2</td>
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<tr>
<td>MSMHC 661: Internship II; Case Conceptualization Assignment Grade</td>
<td>Ability to Engage in Critical Thinking (Skill)</td>
<td>Semester 2, Year 3</td>
<td></td>
</tr>
</tbody>
</table>

**KPI rating scale:**

1=Does not meet the performance indicator based on the following criteria:
   - C grade or below, or
   - Supervisor/Faculty ratings averaging <3.0/5.0, or
   - Score below 60% on relevant CPCE exam area.

2=Meets indicator
   - B grade for an assignment,
   - Supervisor/Faculty ratings averaging between 3.0 -3.9/5.0, or
   - 61-70% score on relevant CPCE exam area.

3=Exceeds indicator
   - A grade for an assignment,
   - Supervisor/Faculty ratings averaging >4.0/5.0, or
   - >70% score on relevant CPCE exam area.