



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

September 2024



Table of Contents

Welcome Message from the Dean	1
Master of Science in Clinical Mental Health Counseling Program (MSCMHC)	2
Program Mission	2
Program Learning Outcomes	2
Admission Requirements	3
Probationary Admissions Requirements	3
Degree Requirements	3
Course Requirements (Blended and Online)	4
Curriculum Design.....	5
Exxat Prism.....	6
Advising.....	6
Student Program Advising.....	6
Student Advisors through Student Affairs	6
Expectations of Students	6
Ethical Behavior	6
Classroom Behavior	6
Professional Dispositions	7
Comportment and Counseling Performance Evaluation (Knowledge, Skills, Dispositions)	8
Liability Insurance	8
System & Browser Requirements	8
Blended	9
Online.....	9
Asynchronous/Synchronous Session	9
APA Style.....	9
Discussion Board Statement	9
Group Assignments.....	10
Group project etiquette.....	10
Academic Honor Code	11
Attendance and Absences	11
Individual Student Assessment Procedures.....	11
Minimum Passing Grade.....	12
Student Retention (progress, persistence).....	12
Remediation Policy	12
Incomplete Work	12
Grade Appeal	12



Clinical Mental Health Counseling Student Handbook

Academic Dismissal.....	13
Commitment to Diversity, Equity, and Inclusion	13
Disability Services.....	14
Professional Counseling Associations and Organizations	15
Professional Involvement	15
Activities for professional involvement	15
Certification and Licensure	16
Portability/Written Endorsement Policy	17
Counseling Compact	17
Title IX Nondiscrimination Policy and Notice of Nondiscrimination.....	21



Welcome Message from the Dean

Welcome!

It is with immense pleasure and enthusiasm that I welcome you to the M.S. Clinical Mental Health Counseling Program at West Coast University. This is where the journey begins. This is where your journey towards enlightenment, personal growth, and transformation begins. As the Founding Dean of the Counseling Program, it is truly an honor to extend my warmest greetings and heartfelt congratulations as you embark upon this extraordinarily significant and life-changing chapter of your academic and professional lives.

In choosing our program, you have chosen a path that is at once honorable and rewarding. Counseling is not merely a profession---it is a calling, a commitment to helping others to navigate the complexities of life, to heal, to cope, and to develop resilience. Now more than ever, we need you. We need you to help individuals, families, and communities heal. You bring you, and we will teach you the rest. We will teach you the art and science of how to help and guide individuals through their darkest moments, toward their true north, offering hope, and instilling in them the belief in their own inherent strength and potential.

Both our institution and our program stand as a beacon of academic excellence and student success, driven by a dedicated faculty team and staff who are enthusiastic about fostering a culture of academic rigor, compassionate care, and inclusivity. We will teach you the knowledge, skills, and ethical framework essential to becoming passionate, competent, culturally and trauma informed professional counselors.

As you take your first step on this critically important journey, I encourage you to thoroughly embrace the learning experiences that await you. I challenge you to take risks and engage in thoughtful discussions, challenge conventional wisdom, and dare to explore the depths of your own curiosity and sense of wonder about the process of change. This is a place where we see you; we value you, your ideas matter, and, most importantly, you matter.

Each of you brings unique talents, perspectives and life experiences that will serve to enrich the tapestry of our community. As you build friendships and professional networks, remember that our collective strength is the foundation of our program's success and, indeed, we will change the world. One day at a time. One person at a time.

I have no doubt that you will rise to the occasion and exceed even your own expectations. And I also challenge you not to be afraid to lean in as we are to help and support you along the way. I ask that you embrace this opportunity with an open heart and an open mind. Together, we will build a legacy of compassion, healing, and a commitment to positive and lasting change in the lives of countless individuals and communities.

Again, welcome. May your journey be deeply fulfilling and transformational.



Warmest regards,

A handwritten signature in cursive script that reads "Colleen R. Logan".

Colleen R. Logan, PhD, NCC, LPC-S Program
Director/Dean Counseling Program West Coast University



Master of Science in Clinical Mental Health Counseling Program (MSCMHC)

Program Mission

The mission of the MS in Clinical Mental Health Counseling MHC program is to prepare students with the knowledge and skills needed to be culturally competent, trauma informed, and stalwart advocates for social justice ensuring equity and access to effective and affirmative clinical mental health care for all. Focused on a relationship oriented and dynamic group of life-long learners who want to help heal local and global communities by improving access to effective, affordable, and affirmative mental health services.

Program Learning Outcomes

Upon successful completion of the program, and as required for licensure, the entry-level clinical mental health counselor will be able to:

1. Evaluate counseling models to gain a broad and comprehensive understanding of individual and group assessments, testing, interviewing, and diagnostic processes for client lifespan development.
(Knowledge) (CACREP Standards 3B-3E, 3G)
2. Develop evidence-based practice methods to evaluate individual counseling interventions and program designs and procedures while considering strategies that are culturally and developmentally responsive focused on continuously improve the effectiveness of clinical practice.
(Knowledge) (CACREP Standards 3A, 3B, 3E, 3H)
3. Deliver competent clinical counseling strategies to foster therapeutic relationships and work effectively and affirmatively with diverse individuals, couples, families, groups, and communities.
(Skill) (CACREP Standards 3B, 3C, 3E, 3F)
4. Facilitate effective counseling relationships to provide affirmative, comprehensive, and culturally competent mental health services to clients from diverse backgrounds across the lifespan and as members of specialized practice and interprofessional teams.
(Skill) (CACREP Standards 3A-3E)
5. Practice a professional identity to prioritize ethical and effective practice as a critical pathway for the healing, empowerment, and the emotional and mental well-being clients, and to build counseling relationships from a strength-based, intergenerational trauma-informed perspective.
(Value) (CACREP Standards 3A, 3D-3H)
6. Act as a social justice advocate to serve communities in various capacities, contributing positively and effectively to well-being and positive development, and informing advocacy in counseling decision-making as part of career development.
(Value) (CACREP Standards 3B-3D, 3G, 3H)

<https://westcoastuniversity.smartcatalogiq.com/current/west-coast-university-catalog/graduate-programs-of-study/master-of-science-in-clinical-mental-health-counseling/master-of-science-in-clinical-mental-health-counseling-mscmhc/>



Admission Requirements

The following documents must be uploaded to the Program's Exxat portal no later than the first term and again before beginning practicum. Note that clinical sites may require additional clearances.

1. Background clearance for participation in the program
2. Negative comprehensive drug screening(s)
3. Meeting all immunization/vaccination and TB clearance requirements

A student applying for admission to the MSCMHC program at West Coast University must:

1. Have a bachelor's degree from a regionally accredited institution. Overall, the last 60 semester units of the degree or program of study must meet a 3.0 minimum GPA.
2. Submit a copy of official transcripts and/or International Transcript Evaluation, prior to the end of the add/drop period of the first term.
3. Provide a Statement of Purpose
4. Provide two (2) professional letters of recommendation.
5. Complete two Interviews. The admissions interview and a group interview with program faculty.
6. Complete an enrollment agreement consisting of program policies, costs, completion requirements, and other student obligations, if accepted into the program.

For reference, please view the admissions requirements in the catalog. [Click here to access.](#)

Probationary Admissions Requirements

Applicants with an undergraduate GPA of 2.79-2.99 may be considered for probationary admission after meeting the following additional admissions requirements:

- ☐ The applicant must provide a letter of intent.
- ☐ The applicant must be approved for admission following an interview with the Dean/Associate Dean.
- ☐ The applicant must satisfy all other program admission requirements.

A student admitted under the probationary admissions pathway must achieve a cumulative GPA of 3.0 on all coursework attempted over the first semester (two terms). Students who meet this standard will be converted to a full admit status and will be subject to the standard Satisfactory Academic Progress requirement for the duration of their program. Students must meet this requirement by the end of the first semester (two terms) or will be withdrawn from the university.

Students accepted under the probationary admissions pathway will be considered regular students and eligible for Title IV if the student otherwise qualifies for funding for the first semester of their program of study while completing the requirements for full admission to their program.

Degree Requirements

Graduation depends on satisfactory grade point average, professional conduct, and satisfactory completion of practicum and internship.



Course Requirements (Blended and Online)

Course Number	Course Name	Total Credit Hours
CMHC 505	Foundations of Clinical Mental Health Counseling	3
CMHC 510	Professional Orientation: Legal and Ethical Issues in Counseling	3
CMCH 515	Counseling Theories and Practices	3
CMHC 520	Crisis/Trauma Response and Intervention	3
CMHC 525	Social and Cultural Foundations	3
CMHC 530	Individual Counseling Skills and Practice w/ Immersive I	3
CMHC 535	Human Growth & Development	3
CMHC 545	Career and Lifestyle Assessment	3
CMHC 550	Couples, Marriage, and Family Counseling	3
CMHC 560	Research Design and Program Evaluation	3
CMHC 645	Group Counseling and Practice	3
CMHC 650	Addictions and Substance Abuse	3
CMHC 655	Human Sexuality	3
CMHC 665	Psychopathology	3
CMHC 670	Individual Evaluation and Assessment	3
CMHC 680	Psychopharmacology	3
CMHC 683	Contemporary Topics: Advanced Skills, Theories, and Legal/Ethical w/ Immersive II	3
CMHC 685	Practicum	3
CMHC 690 A	Clinical Mental Health Internship I	2
CMHC 690 B	Clinical Mental Health Internship II	2
CMHC 690 C	Clinical Mental Health Internship III	2
Total Credit Hours:		60

[Click here to see this in the catalog.](#)



Curriculum Design

The CMHC program curriculum follows a specific sequence. All students progress through the program as a single cohort, completing all coursework and program requirements in sequence. The program encourages and requires an atmosphere of professionalism, collaboration, and non-competitiveness for students to meet program goals and course and program expectations.

Term	Courses	Term	Courses	Term	Courses
1	CMHC 505	5	CMHC 545	9	CMHC 685
	CMHC 510		CMHC 550		CMHC 650
2	CMHC 515	6	CMHC 645	10	CMHC 690 A
	CMHC 530		CMHC 670	11	CMHC 690 B
Term	Courses	Term	Courses	Term	Courses
3	CMHC 535	7	CMHC 655	12	CMHC 690 C
	CMHC 560		CMHC 665		
4	CMHC 520	8	CMHC 680		
	CMHC 560		CMHC 683		

At its discretion, West Coast University reserves the right to make reasonable changes in program content, class schedules, policies, procedures, materials, and equipment as it deems necessary to improve students' educational experiences. When the class size or curriculum warrants, classes may be combined or separated. When federal, state, accreditation, or professional changes affect students currently in attendance, the University will make the appropriate changes and notify the students accordingly.

Immersives

All students must participate in immersive experiences. Students unable or unwilling to participate in immersives will be unable to complete the program and need to withdraw.

Students are required to complete two immersive experiences during their program. Immersive I occur during the eighth week of term two during CMHC 530. The immersive experience provides the opportunity to practice interview and assessment skills, including intake interviewing, crisis assessment, and suicide assessment. This is conducted using videotape feedback and in-person practice demonstrations involving personal disclosure, role-play, and group and instructor feedback.

Immersive II occurs during the eighth week of term eight during CMHC 683. This course/immersive provides students the opportunity to develop and practice advanced, trauma-informed, culturally competent counseling skills. Students will have the opportunity to build upon their group counseling skills both as a member and a group leader. This is conducted through in-person practice demonstrations and experiences involving personal disclosure, role-play, and group and instructor feedback. Additional learning activities will be offered, including the opportunity to meet with local consumers and families, along with modules related to advanced legal and ethical issues such as family/business law, professional practice, psychopharmacology, and Telehealth.



Exxat Prism

The counseling program uses Exxat Prism as our data management system for accreditation documentation. Exxat allows us to collect, organize, and manage our program and student information. Students will be given access to the system to create their student profile, communicate with advisors, receive important announcements, and upload documentation. [Exxat - Login](#)

Advising

Student Program Advising

Upon beginning the program, all CMHC students are assigned an academic advisor to guide them throughout the program for academic and clinical performance and progress and to promote their professional identity as clinical mental health professionals and future counselors.

Student Advisors through Student Affairs

In addition to program advisement, each student is assigned a Student Advisor (introductions made via the LMS, email, telephone, text, and in-person). Student Advisors are committed to assisting all West Coast University students in a comprehensive and integrated approach. To assist students most effectively, the Student Advisors incorporate and provide the following:

- ☐ A safe place for students to discuss social, personal, and academic concerns.
- ☐ Resources West Coast University offers all students.
- ☐ West Coast University policy and procedures.
- ☐ Information about student life, student engagement, student organizations, and events.
- ☐ Technology resources, support, and training.
- ☐ Registration support.
- ☐ Assistance with stress management, time management, study techniques, leadership skills, and much more.

To provide a proactive and intentional approach the student-advisor partnership begins at the time of enrollment. The advisor strives to establish early intervention strategies aligned with program and student goals to enhance the learning experience and persist through the program. Our goal is for the student to be able to demonstrate core competencies, personal, social, and professional growth required to fulfill their educational and professional goals.

Expectations of Students

Ethical Behavior

Students are expected to abide by the ethical code of the [American Counseling Association](#), the [American Mental Health Counselors Association](#), and other organizations or legal codes (e.g., CA, TX, etc.).

Students are responsible for being aware of the codes and laws that apply to them and comply where applicable.

Classroom Behavior

To create a supportive, safe, and engaging learning community, face to face or online, communication with and between all students and faculty should be open and respectful. This is also necessary in all



Clinical Mental Health Counseling Student Handbook

written communication. Please remember that it is difficult to decipher tone, humor, and sarcasm in written forms. Check yourself before sending an email or text and check yourself when receiving one. How might the text or email be interpreted?

Check the [WCU Student Handbook](#) for specific policies and behaviors relating to conduct both inside and outside the learning environment.

Ethical Obligations

Ethical issues can arise for both counselors and counselors-in-training. You will be asked to draw on your ethical knowledge and understanding during your program by using the ACA Code of Ethics. The six principles below are woven throughout our professional and ethical behavior.

Autonomy- fostering the client’s right to control the direction of their lives

Non-maleficence – avoid doing harm

Beneficence – working for the good of the client or society

Justice – treating individuals equitably and fostering fairness and equality

Fidelity – honoring commitments, keeping promises, being trustful

Veracity – dealing truthfully with other professionals

Personal Growth

Counselors to be must step outside of their comfort zone and give themselves the opportunity to stretch and grow. This program will help you accomplish this by asking you to be reflective, open to change, flexible and adaptable, know your own strengths and areas for growth, be open to criticism, cooperate, act responsibly, communicate effectively, regulate your emotions, and become culturally informed. As counselors we draw from our own experiences, feelings, and personality when we work with clients.

Professional Dispositions

Professional behavior in counseling includes “the commitments, characteristics, values, beliefs, and behaviors that influence the counselor’s professional growth and interactions with clients, faculty, supervisors, and peers, including working in a diverse, multicultural, and global society with marginalized populations (CACREP 2024). Professional dispositions also include developing your counseling and professional identity and includes behaving respectfully in the classroom, in the field, and towards each other. Attendance in classes, preparation, the quality of a student’s participation, and commitment to professional growth and development for your success and the well-being of your clients. Professional behavior applies in your attitude and work in the program and when you are at your site for practicum and internship. It is the responsibility of the faculty and administration of the counseling program to consistently evaluate all students.

Professional Growth

Counselors advocate for communities and clients and contribute to the profession by using their professional voice and sharing their professional knowledge or skills. Students can do this by joining their local counseling association, becoming a leader in their local chapter, and by presenting their topics of interest when their local chapters schedule conferences. The Student Resources course in Canvas has a listing of state chapters of counseling organizations and you are encouraged to get involved. You are also encouraged to join the American Counseling Association



for information and resources about the counseling profession. (www.counseling.org)

Comportment and Counseling Performance Evaluation (Knowledge, Skills, Dispositions)

Faculty are required to take on a gatekeeping role and evaluate students’ knowledge, skills, and behaviors in the program. Evaluations are conducted twice per program during the immersives, and students can review and discuss the evaluation at that time. Suggestions and support will be provided, as necessary.

Liability Insurance

Counseling students engage in many role plays, fictional counseling scenarios, and other activities/experiences that sometimes become more personal than intended, particularly during an Immersive. They will also require liability insurance to begin their practicum and internship experience. WCU does not make referrals for liability insurance. We do make information available, but it is not an endorsement, and it is the student’s responsibility to investigate and determine if the company meets their specific needs and financial requirements. [CPH Insurance](#) provides insurance coverage for students prior to entering practicum and internship. The American Counseling Association (ACA) [provides insurance](#) for students in practicum and internship.

System & Browser Requirements

	RECOMMENDED	MINIMUM
Operating System	<ul style="list-style-type: none"> Windows 10 (latest stable release) (64-bit) Mac OS X 10.16 or higher (64-bit) 	<ul style="list-style-type: none"> Windows 10 (64-bit) Mac OS X 10.13 (64-bit)
Processor	Intel i7 (64-bit) Amd Ryzen 7 (64-bit)	Intel i5 (64-bit) Amd Ryzen 5 (64-bit)
Memory	8 GB of RAM or higher	4 GB of RAM
Monitor Resolution	1920 x 1080 or higher	1024 x 768
Free Hard Disk Space	20 GB or higher of free space	10 GB of free disk space
Additional Hardware and Accessories	<ul style="list-style-type: none"> External mouse Power bank Protective sleeve or padded bag 	<ul style="list-style-type: none"> Speakers and microphone or headset Webcam Power cord / charging cord / charger
Internet Connection	Broadband (high-speed) Internet connection with a speed of 3 Mbps or higher	Broadband (high-speed) Internet connection
Internet Browser	<ul style="list-style-type: none"> Google Chrome (latest stable release) Mozilla Firefox (latest stable release) 	<ul style="list-style-type: none"> Microsoft Edge 88+ Safari 13+
Microsoft Office	All active WCU students are provided with a free copy of Microsoft Office 365. You can download Office by logging into your WCU email	
Adobe Acrobat Reader	Adobe Acrobat Reader (latest stable release). Acrobat Reader may be required for course documents within Canvas. You can download Reader for free from the Adobe website.	
Accessibility Technology (if needed)	JAWS (latest stable release)	<ul style="list-style-type: none"> Visit the Microsoft website for details (third-party software may have an additional cost) Visit the Apple website for details (third-party software may have an additional cost)
Third-party Electronic Publishers	Your instructor may choose to include an electronic publisher (for example, a collection of readings, articles, video clips). Because the electronic publisher content varies, you may or may not have additional system requirements. Check with your instructor or with the third-party publisher for specific	



	requirements.
Third-party Assessment (quiz, test, or exam)	<p>Additional Software Your program may require third-party examination software to be downloaded, such as: Respondus Lockdown Browser, Respondus Monitor, atiSECURED, ExamSoft, or similar. During examinations using third-party software, status bar updates, tabbing, cookies, microphone, speakers, and camera may be required to be enabled.</p> <p>Device Registration with WCU All personal devices used for assessment must be registered with the WCU IT department to ensure capability and software requirements are met (Machine and User Authentication). Students will be allowed to register for up to two devices.</p> <p>Device Types and Size Requirements* Acceptable devices used for assessment include laptops (PC or Mac) with a minimum screen size of 11 inches. <i>*Please note a Chromebook or tablet may NOT be used for assessments.</i></p>
Mobile Device Use and Support	<p>Mobile device is defined as a smartphone or tablet computer. Mobile device use is acceptable for classroom learning activities if allowed by the faculty. However, mobile devices may NOT be used for any assessment (quiz, text, or exam). Full mobile support for Canvas course content varies by course and third-party publishers...</p> <ul style="list-style-type: none"> • Mobile Apps Recent versions for iOS or Android are supported for various mobile applications such as Canvas mobile and the official West Coast University app. Review the guidelines in the Google Play store or Apple App store for specific device requirements. • Mobile Browser Full mobile support for Canvas course content varies by course, third-party publisher, and proctored examination requirements. For current Canvas mobile browser support information, visit the Canvas Community at community.canvaslms.com

Blended

The blended program combines online learning where students can engage with the content and assignments at their convenience with an in-person experience. Blended students also participate in immersive experiences twice in their program.

Online

Students in the online program must participate in immersives at whichever campus is closest to them. Attendance at the Immersives is mandatory.

Asynchronous/Synchronous Session

Your instructor may schedule optional synchronous/live sessions using Zoom in Canvas. Please check your course announcements for specific dates and times. Counseling is a relational profession. There are times when students share personal information; therefore, to maintain student privacy and confidentiality, these sessions will not be recorded.

APA Style

Students must use APA Style for all written work. Here is a link to the [Purdue Online Writing Lab \(OWL\)](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_for_mat.html) general formatting information for APA Style. This site is free to the student and uses the most current version of APA.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_for_mat.html

Discussion Board Statement



The Online Discussion Board can keep us connected with our classmates. It is not an informal chat room; students can benefit from this assignment only as much as they put into it. Answers and replies should be thoughtful and considerate and use graduate-level language and grammar. Students are expected to reflect thoughtfully and exchange ideas on the topics for the week as they relate to you personally. References are only required when citing copywritten material (anything you did not write or design). Reflections and contributions to the topic should be clear, complete, and accurate.

Personal responses are due by Wednesday of each week. When a student replies to the prompt, posts from others will appear. Read and respond to at least two classmates before class ends (Sunday, 11:59 p.m.).

When responding to classmates, expand or clarify a point made in their answer, offer an additional position, validate their post with an example, or disagree. If a student disagrees with the views of another student, please be constructive and respectful. Criticize a position but not the author. State the point precisely and ensure you have not misinterpreted the writer's work. Offer reasons or explanations for your feedback.

Discussion boards will require reading course material. **Late discussion responses and replies will receive NO credit.** Check answers for spelling and grammar and use APA Style. It might be easier to compose answers and copy and paste them into the Discussion Board.

Posts must be a minimum of two paragraphs, and the response to each of the other posts must be a minimum of one paragraph to receive credit for discussion boards. Each paragraph should be 5 to 8 sentences in length. ("I agree with what you said" or a variation of this does not receive credit).

Responses should move the conversation forward.

NOTE: Late work is only accepted if the instructor clears extenuating circumstances.

Group Assignments

Policy on group assignments/projects: Everyone must take part in group assignments/projects. All group members will earn two grades for the assignment/project – a group grade for all members and an individual grade based on an anonymous peer group survey provided to the instructor. Once formed, groups cannot be altered or switched except for reasons of extended excused circumstances (i.e., each case will be individually evaluated). Please note that for group assignments, grade points earned will be the same for all members in the same group unless it is determined that a group member did not contribute equally. The requirements of each assignment/project will be specified in Canvas in advance of each due date.

Group project etiquette

Please remember that each student must demonstrate responsibility and accountability when working within groups.

- ❑ Canceling, not showing up, and not contributing your share is not acceptable. Complete your assigned section and provide feedback on the other sections.
- ❑ Be respectful of everyone's time, schedule, sacrifices, ideas, etc. Group work requires critical thinking and problem solving as well as flexibility and collaboration in putting together everyone's collective knowledge and skills.
- ❑ Therefore, take the time to research and share knowledge and skills. Discuss and edit as needed. Demonstrate collaboration in written and verbal contributions. Everyone should have contributed verbally and have evidence of their written contribution.



Please note that failure to adhere to the above may impact individual grades and may affect overall progression in the program.

NOTE: As soon as possible, communicate with group members, set goals and due dates prior to final submission, and follow through! Remember that putting your name on a document or allowing someone to put their name on a document and/or taking credit for someone else's ideas/work is plagiarism and is not ethical behavior.

Academic Honor Code

All students must comply with the [West Coast University Academic Honor Code](#) as outlined in the WCU Student Handbook.

Note on using AI: Artificial Intelligence (AI) technology can be used as a tool to support learning. AI can give ideas, keywords, or other information to explore; it should not be the content of your work unless properly cited. See the [WCU Student Handbook](#) for a complete description of how AI is to be used and not used.

The policies and procedures of the CMHC program apply to all students, faculty, and staff of the program, regardless of location. However, if different than program policies, clinical site policies, will prevail when students and faculty are at those clinical sites.

Attendance and Absences

Class attendance and engagement are critical to successfully working with clients and others as a professional counselor. Active attendance is determined by participation in immersives and active and continued participation in blended or online courses. Canvas will record attendance in all online work. Students must monitor their attendance in classes. Students will be withdrawn from classes for any of the following:

- ❑ Lack of recorded attendance by the end of the add/drop period
- ❑ Lack of recorded attendance for 14 consecutive calendar dates, excluding holidays and scheduled breaks. If holidays or scheduled breaks directly impact a student's ability to comply with this clause, the university will extend this period, with appropriate documentation, until the next scheduled opportunity for the student to show attendance.

Individual Student Assessment Procedures

Individual students are assessed through a comprehensive evaluation process that includes coursework and assignments, peer and self-assessment, exams and quizzes, and clinical fieldwork. Assignments in all classes address course learning outcomes (See Appendix A) that are aligned with program learning outcomes and CACREP standards.

During Immersive I and II, student evaluation captures an overview of each student's progress and engagement with content using real-time feedback, reflection, and peer evaluation. The culmination of each immersive includes videotaping for each student in the role of a counselor. Faculty complete a Competency and Professional Counseling Evaluation for each student. Each student then meets with the faculty member, reviews the evaluation, and receives constructive feedback on their knowledge, skills, and dispositions. A modified version of this evaluation is used during practicum and internship.



Minimum Passing Grade

Students in the MS in Clinical Mental Health program must earn a 3.0 GPA to enter practicum and to graduate. A grade of B in classes is appropriate. If, however, students earn a C in a course, please note that only two grades of C are acceptable to enter practicum. More than two Cs will require the student to repeat classes. Students in CMHC 530 Individual Counseling Skills and Practice w/ Immersive I, CMHC 645 Group Counseling and Practice, and CMHC 683 Contemporary Topics: Advanced Skills, Theories, and Legal/Ethics w/Immersive II must receive a grade of B. Only grades of A or B are acceptable in practicum or internship.

Student Retention (progress, persistence)

The program and West Coast University consider student progress and persistence critical to student success and have many resources to support students. Student progress and persistence begin when a student applies to the counseling program and continues with support from their program academic advisor and the student advisors through academic affairs.

Remediation Policy

The purpose of a remediation plan is to support students faced with academic and/or attitude concerns to be guided in their personal and professional growth and supported in the successful completion of their counseling program.

If a student's GPA falls below 3.0, or if a student is asked to leave their practicum or internship, the course faculty or student's faculty supervisor for practicum or internship will outline a remediation plan identifying what the student must successfully complete to remain in the program. After meeting with the student and related faculty or site supervisors, the remediation plan is developed, and a final meeting will occur with the student to review and obtain the student's signature. Should a student not agree to complete a remediation plan, the student will be dismissed from the program.

Incomplete Work

The CMHC program coursework is sequenced with one course building upon the prior courses. All work must be completed within the specific term for a student to continue to the next term. Students who do not complete their work in a timely manner will delay their program and may be dismissed from the program.

Grade Appeal

Students who wish to file a grade appeal when the assigned grade is a non-passing grade must do so within two business days of notification of failure or two days of the Wednesday of the final week of the term/semester, whichever comes first. The student must meet this deadline to avoid becoming out-of- sequence in the subsequent term/semester of instruction, assuming the appeal is approved.

Students appealing a *non-failing* grade have until the end of the first week of the subsequent term/semester to file an appeal, as the outcome of the appeal will not impact the student's ability to continue through his/her program of study.

The Grade Appeals Process and related forms are available in the Registrar's Office. The process steps for a grade appeal are as follows:

1. Consult with the faculty member who issued the grade for reconsideration of the grade or the record, utilizing the grade appeals form. Appeals of failing grades will be addressed within two (2) business days of receipt.
2. If, after consultation with the faculty member, the student wishes to appeal the grade



further, or if the faculty member is either unavailable or does not respond within the time frame outlined in step one, the student should request in writing to the academic program Dean/Chair of his/her academic program, within two business days, an investigation of the grade. The academic program Dean/Chair may investigate the matter personally or refer it to a designee. The investigation will be conducted by the end of the first week of the following term. After the investigation, the academic program Dean/Chair shall issue a finding in writing that either concurs with the faculty member regarding the grade or, in some instances, requires the faculty member to revise the grade based on demonstrable evidence that the initial grade was in error.

3. If a student feels that his/her grade appeal has not been managed appropriately, or that the grade assigned was based on instructor bias or unfair treatment, the student may utilize the Student Complaint/Grievance Procedure outlined in the University catalog.
4. The student shall be given a written summary of the conclusion of the appeal (using the Grade Appeals form). If the student believes the summary to be inaccurate, misleading, or in violation of the privacy or other rights of the student, the student may insert a written statement in the record.

A successful grade appeal does not guarantee the ability to advance to the next course in sequence in the subsequent term. [West Coast University - Final Grade Appeal \(smartcatalogiq.com\)](https://www.wcu.edu/smartcatalogiq.com)

Academic Dismissal

Earning a GPA of 3.0 (B) is required in this program. Students who fall below a 3.0 GPA must raise their GPA to a 3.0 in the following term. The CMHC program is sequenced, and content is built on prior coursework. Students who do not complete their work in a timely manner may be dismissed from the program. Students who cannot do accredi will be dismissed from the program. Students may also be dismissed from the program due to failure to meet Satisfactory Academic Progress (SAP) or because of Conduct Committee actions. [West Coast University - Graduate University Dismissal Appeal Policy \(smartcatalogiq.com\)](https://www.wcu.edu/smartcatalogiq.com)

Commitment to Diversity, Equity, and Inclusion

The MS in Clinical Mental Health Counseling Program at West Coast University embraces a comprehensive definition of diversity, which includes, but is not limited to, race, culture, ethnicity, nationality, age, gender, sexual orientation, religion, ability, socioeconomic status, first-generation status, physical appearance, veteran status, language, gender identity, and marital status. Our program is founded on the core values of integrity, creativity, diversity, and mutual respect.

Counseling Services

WCU offers free, confidential Student Assistance Program (SAP) to students who need help with everyday life issues or find themselves in a crisis. SAP services are provided by Aetna, a private, national consulting and service firm that specializes in student assistance consultations.

Student Assistance Program (SAP) is accessible 24 hours a day, 7 days a week through a toll-free number. WCU encourages students to utilize the SAP on a “when in doubt, call” basis.

Problems that are appropriate for the SAP include, but are not limited to, problems or issues involving relationships with spouse or significant other, relationships with siblings or parents, relocation, stress, financial or legal problems, depressions, substance abuse, and anxiety. Students have access to six counseling sessions per concern each year via face-to-face and/or televideo or chat therapy.



Call toll free: 877-351-7889 Email: AskSAP@aetna.com
Visit: www.aetnasap.com, then enter your school ID: **WCUSA**

Disability Services

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), West Coast University abides by the regulation that “no otherwise handicapped individual” shall be excluded from participation in programs and services offered by the University “solely by reason of the handicap.” WCU is committed to providing reasonable accommodations.

Below is an example of some of the responsibilities of the WCU Disability Office:

1. Disability Office maintains confidential records.
2. Disability Coordinator(s) conducts an initial meeting with the student to review services and required documentation.
3. Disability Coordinator(s) receives documentation from the student and conducts initial review
4. and evaluation (verifies appropriate documentation, complete submission of documents, verifies disability, if needed consults with faculty, program chair, administrative departments, etc.).
5. Disability Coordinator(s) meets with the student to review documentation and appropriate/reasonable accommodations.
6. Disability Coordinator(s) certifies approved accommodations
 - a. Provides the student with “Letter of Accommodation(s).”
 - b. The student signs “Letter of Acknowledgement and Student Responsibility.”
 - c. When available, provide the student with additional disability information and resources.

The above list of responsibilities is not all inclusive and may be affected by the timeliness of the student request and the nature of the accommodation requests. The ADA does not require institutions to provide accommodations that result in undue burden or fundamentally alter the nature of the course or relevant academic program. Students should submit written requests with supporting documentation at least six weeks prior to the beginning of the first day of classes or as soon as practical.

To request reasonable accommodations students should contact the Student Affairs Office at their campus and speak with the Disability Services Coordinator.

Accreditation Statement

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accredits counseling programs and educational content in a variety of specialization areas at the master’s and doctoral levels. The standards for CACREP accreditation are rigorous for courses and clinical experiences. CACREP is recognized as an accreditor by the Council for Higher Education Accreditation (CHEA).

The CMHC Program is not CACREP accredited. While most accreditors grant accreditation prior to program starts, CACREP requires evidence that the program and its students meet specific requirements during the accreditation process. The MS in Clinical Mental Health Counseling program is CACREP-aligned, meaning that during the development of the curriculum CACREP 2024 standards were followed.



WCU and the CMHC program will submit their CACREP self-study once the first group of students enters fieldwork in accordance with CACREP procedures. The self-study is the first step toward the formal pursuit of CACREP accreditation.

According to CACREP, “students in a program seeking accreditation shall be considered graduates of a CACREP program if they receive their degree within eighteen (18) months prior to when accreditation is conferred, and if the program can verify that the student completed the CACREP program requirements” ([CACREP Policies Governing Recognition of Graduates 5.a.](#)).

Professional Counseling Associations and Organizations

Associations/Organizations	Contact Information
American Counseling Association	6101 Stevenson Ave, Suite 600 Alexandria, VA 22304 800-347-6647 Email – www.counseling.org
American Mental Health Counselors Associations	107 S West St 779, Alexandria, Virginia, 22314 Phone: (703) 548-6002 Website: www.amhca.org
California Board of Behavioral Sciences	1625 N Market Blvd S-200 Sacramento, CA 95834 (916)574-7830
Council for Accreditation of Counseling and Related Education Programs	500 Montgomery Street, Suite 350Alexandria, VA 22314 Phone: (703) 535-5990
National Board of Certified Counselors	3 Terrace Way Greensboro, NC 27403 Phone: 336-547-0017 Email – nbcc@nbcc.org Website: www.nbcc.org

Professional Involvement

Students are encouraged to engage with their local professional counseling organization. These organizations welcome the opportunity to engage with counseling students and introduce them to the opportunities to network and engage with being a professional counselor. A list of current organizations and contact information is in the Student Resources course in the CMHC – All Course module in State Counseling Associations.

Activities for professional involvement

Here are several types of activities that promote professional involvement in counseling:

1. **Workshops and Seminars:** Participate in skill-building workshops and seminars on various counseling techniques, ethics, and emerging trends in the field.
2. **Conferences:** Attend national or regional counseling conferences to network, learn from



experts, and stay updated on the latest research and best practices.

3. **Mentoring:** Engage in a mentorship program to receive guidance and support in developing clinical skills.
4. **Professional Associations:** Join organizations such as the American Counseling Association (ACA) or state-level associations to access resources, advocacy, and networking opportunities.
5. **Community Service Projects:** Volunteer for community organizations to provide counseling services, host workshops, or participate in mental health awareness campaigns.
6. **Research and Publications:** Contribute to research projects or publish articles in professional journals to advance knowledge in the counseling field.
7. **Training Programs:** Enroll in specialized training programs for certifications in specific areas, such as trauma-informed care or substance abuse counseling.
8. **Peer Support Groups:** Participate in or facilitate peer support groups to share experiences, challenges, and strategies for professional growth.
9. **Webinars and Online Courses:** Take advantage of online learning opportunities to enhance skills and knowledge in niche areas of counseling.
10. **Advocacy Efforts:** Get involved in advocacy for mental health policies at local, state, or national levels to promote the importance of counseling services.

Engaging in these activities enhances professional development, strengthens the counseling community, and supports client well-being.

Certification and Licensure

Each state has different licensure requirements, and each student is responsible for researching specific licensure requirements for the state where they seek to be licensed. WCU has not conducted a review of individual state licensure requirements and eligibility to practice. Therefore, it is the responsibility of each student to conduct their own research and analysis on the requirements of their desired state for licensure. Note that state licensure requirements can and do change, and students are responsible for staying current with these changes. A list of state contacts can be found in the Student Resources course in Canvas.

Read more about the licensure online at: <https://www.bbs.ca.gov/applicants/lpcc.html>

Read more about the NCMHCE Exam at:

<https://www.nbcc.org/licensure/examregistration>

Texas state licensure process: The Texas State Board of Examiners of Professional Counselors - Texas Behavioral Health Executive Council (BHEC) website lists the requirements needed to become a Licensed Professional Clinical Counselor. After completing our MSCMHC program and other



requirements listed on the BHEC, students will be able to sit for the National Clinical Mental Health Counseling Examination (NCMHCE) through the National Board for Certified Counselors (NBCC)

Read more about the licensure online at: <https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/applying-for-a-license/index.html#lpc-as>

Read more about the NCMHCE Exam at: <https://www.nbcc.org/licensure/examregistration>

In the states where our MS in Clinical Mental Health Counseling program is available, non-accreditation by CACREP is not a barrier for licensure. Licensure and certification requirements vary across states, and many states will review your specific coursework if taken from a non-accredited program, to determine eligibility.

Portability/Written Endorsement Policy

Written endorsements are often required when a counselor licensed in one state wants to demonstrate that they meet the practice requirements in another state. Only former students who have demonstrated adherence to ethical standards, personal maturity essential for a counseling professional, and clinical and academic competence may receive an endorsement or referral letter. All program requirements, including completion of practicum and internship under the supervision of an appropriately credentialed supervisor, must be met. Field supervisors or faculty supervisors typically provide written endorsements.

Counseling Compact

The Counseling Compact is an **interstate compact** allowing professional counselors licensed *and* residing in a compact member state to practice in other compact member states without the need for multiple licenses. For more information, visit [Counseling Compact](#).



Title IX Nondiscrimination Policy and Notice of Nondiscrimination

West Coast University (WCU) does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

WCU's Title IX nondiscrimination statement is provided: on the website under <https://westcoastuniversity.edu/legal/title-ix>; in the catalog, in the student handbook, and in the employee handbook. The Title IX policy and grievance procedures are provided on the website under: <https://westcoastuniversity.edu/legal/title-ix>.

Inquiries about Title IX may be referred to the WCU Title IX Coordinator or Deputy Coordinators, the U.S. Department of Education's Office for Civil Rights, or both. Contact information for OCR is available here: <https://ocrcas.ed.gov/contact-ocr>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Title IX Coordinator or the Deputy Coordinators.

The Title IX Coordinator is:

Audrey Kaplan, Vice President Compliance and Risk Management
151 Innovation Dr. Irvine, CA 92617
akaplan@westcoastuniversity.edu / Tel: 949-743-5765

The Deputy Title IX Coordinators are:

Mandy DeJong, Senior Compliance Liaison
151 Innovation Dr. Irvine, CA 92617
mdejong@westcoastuniversity.edu / Tel: 949-783-4952

This Deputy Coordinator has responsibility for providing modifications/supports for pregnancy or related conditions for students.

Nina Khiev, Regulatory Compliance Associate
151 Innovation Dr. Irvine, CA 92617
nkhiev@westcoastuniversity.edu / Tel: 949-783-4826

This Deputy Coordinator has responsibility for providing guidance to students who have questions about Title IX regarding the actions of other students.

Leslie Zarrelli, Executive Director, HR Business Partner
151 Innovation Dr. Irvine, CA 92617
lzarrelli@westcoastuniversity.edu / Tel: 202-794-7768

This Deputy Coordinator has responsibility for providing modifications/supports for pregnancy or related conditions for employees/faculty and for any Title IX complaints that include an employee as a party, but no student as a party.



APPENDIX A COURSE LEARNING OUTCOMES

CMHC 505 – Foundations of Clinical Mental Health Counseling

1. Analyze etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, or neurodevelopmental disorders.
2. Explore mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, and aftercare.
3. Identify intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management techniques and interventions for prevention and treatment of a broad range of mental health issues.
4. Recognize techniques and interventions for prevention and treatment of a broad range of mental health issues.
5. Implement strategies for interfacing with the legal system regarding court-referred clients.
6. Distinguish strategies for interfacing with integrated behavioral health care professionals.
7. Examine strategies to advocate for persons with mental, behavioral, or neurodevelopmental conditions.
8. Evaluate strategies for community collaboration and outreach.
9. Assess third party reimbursement and other practice and management issues in clinical mental health counseling.

CMHC 510 - Professional Orientation: Legal and Ethical Issues in Counseling

1. Describe the history and philosophy of the counseling profession and its specialized practice areas
2. Analyze the multiple professional roles and functions of counselors across specialized practice areas
3. Explain professional counseling credentialing, including, certification, licensure, and accreditation practices and standards for specialized practice areas
4. Compare and contrast legislation, regulatory processes, and government/public policy relevant to and impact on professional counseling and specialized practice areas.
5. Compare and contrast ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling and specialized practice areas
6. Evaluate self-care, self-awareness, and self-evaluation strategies for ethical and effective practice.
7. Distinguish the purpose of and roles within counseling supervision in the profession
8. Identify current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession
9. Articulate the counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management
10. Interpret the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
11. Evaluate the role and process of the professional counselor advocating on behalf of the profession
12. Compare professional counseling organizations, including membership benefits, activities, services to members, and current issue

CMHC 515 – Counseling Theories and Practice

1. Understand various theories and models of counseling, including relevance to clients from diverse cultural backgrounds



Clinical Mental Health Counseling Student Handbook

2. Develop critical thinking and reasoning strategies for clinical judgment in the counseling process
3. Implement case conceptualization skills using a variety of models and approaches
4. Evaluate consultation models and strategies
5. Identify counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
6. Describe ethical and legal issues related to establishing and maintaining counseling relationships across different service modalities.
7. Develop and identify an emerging personal theoretical framework

CMHC 520 – Crisis/Trauma Response and Interventions

1. Demonstrate proficiency in identifying crisis intervention techniques, including safety and immediate needs assessment.
2. Identify trauma-informed principles to assess and support individuals affected by trauma, recognizing cognitive, affective, behavioral, and neurological effects.
3. Evaluate the effectiveness of community-based strategies in crisis, emergency, or disaster response, considering multidisciplinary approaches.
4. Analyze disaster mental health strategies to provide mental health support during and after disasters.
5. Explain the fundamental concepts and principles of crisis theory to inform crisis response strategies.
6. Collaborate within multidisciplinary teams to formulate responses to crises, emergencies, or disasters, considering cognitive, affective, behavioral, and neurological effects associated with trauma.
7. Develop brief, intermediate, and long-term counseling approaches for individuals in crisis, tailoring interventions as appropriate.
8. Use effective assessment strategies to evaluate the mental health status of clients in crisis situations, ensuring appropriate interventions.
9. Apply the principles of intervention to provide support to individuals with mental or emotional disorders during times of crisis, emergency, or disaster, considering ethical and cultural factors.
10. Implement short-term counseling interventions to address immediate situations, including factors such as safety and immediate needs, while maintaining client-centered care.

CMHC 525 – Social and Cultural Foundations

1. Understand the theories and models of multicultural counseling, social justice, and advocacy.
2. Describe the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group difference, and acculturative experiences on individuals' worldviews.
3. Identify the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally.
4. Describe the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, and violence on counselors and clients.
5. Identify and understand the effects of various socio-cultural influences on mental and physical health and wellness, including public policies, social movements, and cultural values.
6. Understand the disproportional effects of poverty and health disparities towards people with minoritized identities.
7. Understand the principles of independence, inclusion, choice and self-empowerment, and universal access to services within and outside the counseling relationship
8. Develop strategies for identifying and eliminating barriers, prejudices, and intentional and unintentional oppression and discrimination.
9. Understand and develop competencies of professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities.
10. Understand the role of religion and spirituality in clients' and counselors' psychological functioning.



CMHC 530 – Individual Counseling Skills and Practice w/ Immersive I

1. Demonstrate active listening and communications skills.
2. Apply basic counseling theories and approaches.
3. Establish and maintain a therapeutic relationship.
4. Assess and understand client concerns.
5. Develop and implement counseling interventions.
6. Facilitate self-awareness and personal growth.
7. Identify signs of crisis and suicidal ideation and take appropriate immediate actions to ensure safety.
8. Recognize and respect diversity and cultural humility.
9. Maintain professional boundaries and ethical practice.
10. Collaborate with other professionals and community.

CMHC 535 – Human Growth and Development

1. Analyze lifespan development theories considering cultural, biological, and psychological factors.
2. Explore learning theories and their implications for personal growth and education.
3. Apply couple, family, and relationships dynamics to a case.
4. Examine and apply models of psychosocial adjustment and adaptation to illness and disability.
5. Examine factors influencing sexual development and sexuality related to overall wellness.
6. Integrate biological, neurological, environmental and health related factors affecting well-being.
7. Synthesize models of coping and resilience on overall wellness for individuals and families across the lifespan.
8. Evaluate effects of crises, disasters, stress, grief, and trauma on coping and adaptation.

CMHC 545 – Career and Lifestyle Assessment

1. Integrate theories and models of career development, counseling, and decision-making.
2. Identify approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors
3. Identify processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems.
4. Articulate approaches for assessing the conditions of the work environment on clients' life experiences.
5. Specify strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development.
6. Explore developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities.
7. Design strategies for advocating for employment support for individuals facing barriers in the workplace.
8. Identify strategies for facilitating client skill development for career, educational, and life-work planning and management.
9. Identify strategies for improving access to educational and occupational opportunities for people from marginalized groups.
10. Specify ethical and legal issues relevant to career development and career counseling.

CMHC 550 – Couples, Marriage, and Family Counseling

1. Describe the sociology of the family, family phenomenology, and family of origin theories
2. Identify the impact of aging and intergenerational influences and related family concerns.
3. Assess the impact of interpersonal violence on marriages, couples, and families.



4. Evaluate the interactions of career, life, and gender roles in marriages, couples, and families.
5. Explain the impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families.
6. Examine the impact of migration on family functioning.
7. Compare and contrast the theories and models of marriage, couple, and family counseling.
8. Evaluate the principles and models of assessment and case conceptualization from a systems perspective.

CMHC 560 – Research Design and Program Evaluation

1. Articulate the importance of research in advancing the counseling profession and its role in informing counseling practice.
2. Identify and evaluate the evidence base for counseling theories, interventions, and practices.
3. Compare and contrast qualitative, quantitative, and mixed methods research designs in counseling research.
4. Critically assess the use of practice-based and action research methods to improve counseling interventions.
5. Demonstrate proficiency in selecting and utilizing appropriate statistical tests for the evaluation of counseling research and programs.
6. Interpret and analyze research data to inform evidence-based counseling practices.
7. Utilize research methods and procedures to systematically evaluate counseling interventions that ensure effective and ethical implementation.
8. Examine the use of program evaluation procedures to inform decision-making and advocacy, including needs assessments, formative assessments, and summative assessments.
9. Identify culturally sustaining and developmentally relevant outcome measures for assessing the effectiveness of counseling services.
10. Develop culturally sustaining and developmentally relevant strategies for conducting, interpreting, and reporting the results of research and program evaluation, including ethical and legal considerations.

CMHC 645 – Group Counseling and Practice

1. Compare theoretical foundations of group counseling and group work.
2. Reflect on dynamics associated with group process and development.
3. Incorporate therapeutic factors of group work and how they contribute to group effectiveness.
4. Evaluate characteristics and functions of effective group leaders.
5. Explore approaches to group formation, including recruiting, screening, and selecting members.
6. Analyze and explain the application of technology related to group counseling and group work.
7. Explore types of groups, settings, and other considerations that affect conducting groups.
8. Incorporate sustaining and developmentally responsive strategies for designing and facilitating groups.
9. Articulate ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities.
10. Participate and reflect on direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

CMHC 650 – Addictions and Substance Abuse Counseling

CMHC 655 – Human Sexuality

CMHC 665 - Psychopathology

CMHC 670 – Individual Evaluation and Assessment



Clinical Mental Health Counseling Student Handbook

1. Examine key historical perspectives concerning the nature, meaning of assessment, and testing in counseling.
2. Examine the basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.
3. Discuss statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distribution, and correlations.
4. Compare and contrast reliability and validity in the use of assessments.
5. Apply culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications.
6. Identify and understand the use of assessments in academic/educational, career, personal, and social development.
7. Identify and understand structured interviewing symptoms checklists, and personality and psychological testing.
8. Understand and evaluate procedures to identify substance use, addictions, and co-occurring conditions.
9. Understand and evaluate for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide.
10. Understand and evaluate procedure for assessing clients' experience of trauma.
11. Evaluate and understand procedures for identifying and reporting signs of abuse and neglect.
12. Understand and evaluate procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorder.
13. Understand procedures for using assessment results for referral and consultation.

CMHC 680 – Psychopharmacology

CMHC 683 – Contemporary Topics: Advanced Skills, Theories, and Ethics w/ Immersive II

CMHC 685 – Practicum

CMHC 690 – Internship A, B, C