



Rocky Mountain University of Health Professions

Rocky Mountain University of Health Professions

Counseling Program

Student Handbook

Master of Science – Clinical Mental Health Counseling

Master of Science – School Counseling

Master of Science – Addiction Counseling

Master of Science – Clinical Rehabilitation Counseling

Master of Science – Marriage, Couples and Family Counseling

Dual Program in Multiple Counseling Specialties

Post Master’s Certificate in School Counseling

Post Master’s Certificate in Clinical Mental Health Counseling

Post Master’s Certificate in Addictions Counseling

Post Master’s Certificate in Clinical Rehabilitation Counseling

Post Master’s Certificate in Marriage, Couples and Family Counseling

Updated October 2025

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Welcome

Welcome to the Counseling Program at Rocky Mountain University of Health Professions. This document is designed as a primary resource to provide students with valuable information about the graduate programs in counseling. This document serves as a supplement to the Rocky Mountain University of Health Professions Student Catalog. Students and/or prospective students are encouraged to become familiar with the contents of the Student Catalog and Handbooks available online at rm.edu, under Current Students, Student Forms & Information.

Again, it is important that students become familiar with and adhere to the requirements and policies outlined in the University Catalog and Handbooks, and the Counseling Program Student Handbook. Students are also expected to work closely with their respective advisors. Students are required to read this handbook and affirm that they understand the responsibilities, policies, and procedures outlined herein. Students must sign the Student Handbook Acknowledgment (Appendix A) and submit it to their respective program coordinator or adviser. This document will be placed in each graduate student's file.

PLEASE NOTE: The Faculty reserves the right to update the Student Handbook from time to time as needed. Please see "Appendix – Handbook Updates" for changes.

Section 1 – Introduction

Vision Statement

Improve the mental health and lives of our students and communities.

Abbreviated Mission Statement

The Rocky Mountain University of Health Professions Counseling Program prepares counselors to provide high-quality counseling services to those in need.

Counseling Program Mission Statement

To effectively manage the multi-faceted and complex challenges faced in today's society; individuals require effective maturation in self-concept and personal development, positive adjustment to social, cultural, familial and personal relationships, productive employment skills, and mastery of the cognitive, behavioral and emotional dynamics that permeate the human experience. For this reason, the Counseling Program has as its primary mission the preparation of a diverse group of learners who can competently and ethically implement wellness concepts, psychological principles, developmental understanding and counseling techniques to provide clients with the opportunities to achieve healthy functioning in the areas of educational, personal, social, and career development.

Work within human services demands well-rounded counseling professionals. For this reason, program offerings and extra-curricular activities challenge students to develop professionally, personally, and socially. Graduates of the Counseling Program are prepared to deliver quality service in a variety of professional job placements and are eligible to stand for licensure and/or certification in their respective area of specialty.

Program Objectives

Consistent with the program's mission and vision, all graduates will demonstrate competency in sections A and G. They will also demonstrate competency in their respective specialty area outlined in B – F. University program administrators and faculty will ensure compliance in section E.

A. Core Counseling Student Learning Objectives

1. Professional Identity and Ethics – Demonstrate an understanding of the counseling profession; develop an identity as a counselor; and demonstrate dispositions, attitudes, and behaviors consistent with the norms and ethics of the counseling profession.
2. Counseling Theory – Gain significant knowledge of major counseling theories in the context of individual and group counseling and apply this knowledge to the counseling process.
3. Helping Relationships – Demonstrate the communication skills required to be effective counselors. Including individual and group counseling techniques that facilitate client growth and demonstrate the ability to evaluate client progress toward treatment goals.
4. Social and Cultural Diversity – Develop an awareness of and an appreciation for social, cultural, and familial influences on human development and behavior and recognize the impact of individual differences on the counseling process. Further, develop an understanding

and ability to effectively work with marginalized populations.

5. Human Growth and Development – Develop an understanding of the phases and complexities of human growth and an appreciation for the nature of human development and its integration within the counseling process.

6. Career Development – Demonstrate an understanding of career development and related life factors, their effects on an individual’s mental health and lifestyle, and the application within counseling.

7. Group Counseling – Develop both theoretical and experiential understanding of group process, development, dynamics, group counseling theories, methods, skills, and other group approaches.

8. Assessment – Gain knowledge and skills in assessment techniques, including standardized instruments, interviewing, and suicide and risk of violence assessments, and be able to apply these skills to individual and group appraisal. Demonstrate the ability to evaluate, analyze, and apply information to make evidence-based decisions and solve problems consistent with effective client change.

9. Psychodiagnosis – Develop a working knowledge of psychodiagnosis, the ethical implications of diagnosing, and its effect on treatment and counseling practice.

10. Addictions – Gain knowledge and skills in the assessment and treatment of individuals with substance abuse issues and process addictions.

11. Crisis, Trauma, and Suicide – Demonstrate knowledge and skills associated with counseling in crisis situations, addressing trauma in clients, and assessing and responding to clients at risk of suicide and fostering client resilience.

12. Research and Program Evaluation – Develop the ability to read, critique, evaluate, and contribute to professional research literature.

B. Clinical Mental Health Student Learning Objectives

13-CMHC1. Mental Health Systems – Demonstrate knowledge and skills associated with working in multidisciplinary mental health care settings, and demonstrate practical knowledge and skills in counseling services, prevention, treatment, referral, and program management.

14-CMHC2. Psychopharmacology and Treatment Planning – Demonstrate the ability to develop and implement treatment planning, and a basic understanding of psychopharmacology, and how treatment is coordinated in integrated mental health care settings.

15-CMHC3. Counseling Families and Couples – Demonstrate an understanding of systems theory and its application to the dynamics of families and couples.

C. School Counseling Student Learning Objectives

16-SC1. School Counseling Systems – Develop and demonstrate an understanding of the foundations of school counseling, including the school environment, educational processes,

multifaceted prevention and interventions and effective program assessment skills.

17-SC2. College and Career Readiness – Develop the ability to assess college and career readiness, creating a college-going culture, addressing achievement gaps, providing exposure to post-secondary education, developing career literacy, interest and planning, and removing systemic barriers for diverse students.

18-SC3. Counseling Interventions for Student Success – Students will demonstrate an understanding of the application of developmental theory in the practice of counseling children and adolescents.

D. Marriage, Couples and Family Student Learning Objectives

19-MCFC1. Families and Couples from a Systems Perspective – Develop and demonstrate understanding of the major models used in couples and family counseling and applying systems thinking in case formulation.

20-MCFC2. Practice of Marriage and Family Counseling – Develop proficiency in the skills and techniques of systems-oriented counseling approaches and their use in work with couples and families.

21-MCFC3. Counseling Children and Adolescents in the Family System – Demonstrate the ability to assess a client system’s resources and constraints through the various perspectives including organization, sequences, development, multicultural, gender, and internal family system and select appropriate intervention strategies.

E. Addiction Counseling Student Learning Objectives

22-AC1. Biopsychosocial Aspects of Addiction – Develop an expanded understanding to addictions and substance abuse that includes concepts such as genetic predispositions, psychological factors, trauma, abuse, family, cultural and political issues and how these interact to influence the treatment of addictions.

23-AC2. Treatment of Addictions – Integrate counseling skills with knowledge of addictions to facilitate effective addictions treatment to maintain long term recovery as well as promote healthy practices, self-awareness, and self-care.

F. Clinical Rehabilitation Counseling Student Learning Objectives

24-CRC1. Foundations of Clinical Rehabilitation Counseling – Demonstrate an understanding of the history, philosophy, and ethics of rehabilitation counseling. Including understanding of unique roles of clinical rehabilitation counselors.

25-CRC2. Biopsychosocial Aspects of Clinical Rehabilitation Counseling – Demonstrate an understanding of the biopsychosocial aspects of impairment and disability; with a focus on social and family systems of support for those who are differently-abled. Additional legal, social advocacy, vocational and treatment components will be integrated.

G. Practical Application Student Learning Objectives

26-PA1. Experiential Learning – Through supervised practicum and internship experiences,

develop, demonstrate, and integrate the knowledge and skills needed to be successful as practicing counselors.

27-PA2. Personal Growth and Understanding – Enhance professional dispositions and develop, through self-reflection and insight, an understanding of oneself and the use of self in the counseling process. Develop a personal approach to counseling and client advocacy with a clear understanding of counselor roles and functions.

H. Learning Environment and System Objectives

28. LE1. Vital Statistics – Maintain descriptive statistics of the student body.

A. Applications Data

1. Applicants
2. Completed Application
3. Withdrew
4. Denied
5. Admitted

B. Graduated

1. School Graduates
2. Mental Health Graduates
3. Dual Degree Graduates
4. Post-Masters Certificate Completion

29. LE2. Quality Students – Recruit and retain a high quality and diverse student body. As measured by:

A. Undergraduate GPA

B. Admission Test scores

C. Dispositional measures

1. Admissions interviews
2. Post Skills/Group
3. Post Practicum
4. Post Internship

D. Ongoing Professional Improvement Plans (PIPs)

1. New PIPs
2. Continuing PIPs
3. Successfully Completed PIPs

E. Withdrawals and dismissals

30. LE3. Quality Instruction – Maintain quality faculty and instructional resources to effectively transfer knowledge. As measured by:

A. Faculty to student ratios

B. Core faculty to non-core faculty ratios

C. Student course evaluation data

D. Student evaluation of clinical site

31. LE4. Employment Success – Graduates will be able to successfully obtain and maintain relevant employment. As measured by:

A. Pass rates on National/State Exams

B. Recommendations for Certifications and/or Licensure

C. Number of graduates obtaining entry level licensure and/or certification

D. Percentage of graduates employed. (Goal 90/90 – 90% employed within 90 days.)

Student Learning

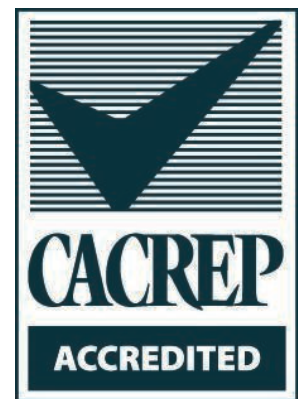
Each of the Program Objectives associated with student learning; A. 12 Core Counseling Objectives, B-F Specialty Objectives G. 2 Practical Learning Objectives, also serves as a Student Learning Objective (SLO). For each SLO several Key Performance Indicators (KPI) are tracked and measured. This allows program faculty to both assess each students' acquisition of knowledge and skills individually. Further, faculty use the collective student learning to assess the effectiveness of learning for the whole program. Each SLO is assessed several times throughout the program to determine the foundation knowledge, the associated skill and integration in the art of counseling.

Accreditation and Program Approval

Counseling - CACREP

The Clinical Mental Health Counseling and School Counseling master's degree programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and have been determined to be ... "in full compliance with all applicable accreditation standards and policies." The accreditation cycle for the Clinical Mental Health Counseling and School Counseling specialty areas runs through October 31, 2031.

Noted limitations – Post masters counseling certificate programs are not accredited by CACREP, nor are the additional three MS degree programs offered (Addictions Counseling, Marriage, Couples, and Family Counseling, Clinical Rehabilitation Counseling).



Licensing

- The Clinical Mental Health Counseling, Addictions Counseling, Clinical Rehabilitation Counseling, Marriage, Couples and Family Counseling degrees are all designed to meet the Utah State Department of Commerce Division of Occupational and Professional Licensing (DOPL) Clinical Mental Health Counselor licensure requirements.
- The School Counseling degree has been designed to meet the Utah State Board of Education's School Counselor Requirements.
- The Dual-Degree in Mental Health and School Counseling is designed to do both.
- The School Counseling Certificate program has also been designed to meet the Utah State Board of Education's School Counselor Requirements.
- The Mental Health Counseling Certificate program has also been designed to flexibly address individual requirements for licensure as a professional mental health counselor.
- While the Addictions Counseling, Clinical Rehabilitation Counseling, Marriage, Couples and Family Counseling degrees are designed to satisfy the CMHC License in Utah, (and LPC, LPCC, LMHC in other states), additional licenses or certifications can be obtained, such as Master Addictions Counselor, and Vocational Rehabilitation Counselor. It should be noted that the Marriage, Couples and Family Counseling program is designed around the CACREP model and NOT around the COAMFTE training model. Thus, while becoming licensed as an MFT may be possible in some states, it should not be expected.

- <https://rmu.edu/about-the-university/accreditation/> RMU Accreditation Page
- <http://www.nwccu.org/member-institutions/directory/> – RMU Listed in NWCCU's Directory

- <https://www.cacrep.org> – CACREP’s Home Page
- <https://dopl.utah.gov/cmhc/> -- Utah Department of Commerce, Division of Occupational and Professional Licensing, Clinical Mental Health Counseling licensing
- <https://www.schools.utah.gov> – Utah State Board of Education.
- <https://www.nbcc.org/search/stateboarddirectory> – Directory of MHC/LPC Licensure Requirements in all States published by NBCC.
- <https://www.schoolcounselor.org/About-School-Counseling/State-Requirements-Programs/State-Licensure-Requirements> – Directory of School Counseling Licensure/certification Requirements in all States published by ASCA.

Important note: Even if a student is admitted into and completes the requirements of the program, this DOES NOT guarantee that the appropriate external agency (DOPL or USBE) will grant a license. However, faculty will support and advise as outlined in the endorsement policy.

Counseling Program Faculty

Faculty that administer, advise, and teach in the Counseling Program have significant training and experience in education, counseling, and supervision. Each faculty member has different expertise and research interests. Students can learn more about their faculty at rm.edu.

Master’s Degree Programs Options

The Counseling Program at Rocky Mountain University of Health Professions offers options for those seeking training in the field of counseling. These include the Master of Science degree in each of the following areas:

- Clinical Mental Health Counseling
- School Counseling
- Addictions Counseling
- Clinical Rehabilitation Counseling
- Marriage, Couples and Family Counseling

Master of Science in Clinical Mental Health Counseling

The 60-semester hour Clinical Mental Health Counseling Program prepares students for counseling positions in various community agencies, such as mental health centers, private counseling agencies, substance abuse treatment centers, child and adolescent counseling clinics, family counseling centers, pastoral counseling settings, as well as business and industry. The program provides for the opportunity to counsel a broad range of client populations. This degree program meets Utah coursework requirements for state licensure as a Clinical Mental Health Counselor, as well as licensure standards for many other states. Students need to work closely with their respective advisors to determine any additional requirements or course needs relating to state licensure requirements.

Master of Science in School Counseling

The 60-semester credit hour School Counseling Program prepares students to become Professional School Counselors. Students become familiar with school counseling services, develop better self-understanding and the competencies of comprehensive school counselors who build and lead school counseling programs. This degree program meets coursework specifications for

professional school counselor certification/licensure.

Master of Science in Addictions Counseling

The 60-semester credit hour Addictions Counseling Program prepares students to become Mental Health Counselors that work primarily with substance abuse, dependency disorders and other behavioral addictions. Students will gain competencies in understanding the addiction process and how it relates to other mental health and behavioral issues and develop the skills needed to address these concerns.

Master of Science in Clinical Rehabilitation Counseling

The 60-semester hour Clinical Rehabilitation Counseling Program prepares students to become an effective counselor that understands the systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in integrated settings through the application of the counseling process. This process involves communication, goal setting, the beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions.

Master of Science in Marriage, Couples and Family Counseling

The 60-semester hour Marriage, Couple, and Family Counseling program is designed to prepare counselors to understand family systems and to use systemic interventions to help individuals, couples, and families in various settings, including mental health agencies, in patient settings and schools.

Dual Degree

The Counseling Dual Degree Program is designed for those seeking knowledge and skills in two of the areas described above. Students in this program complete 72 credit hours and receive two master's degrees, which are awarded at the same time.

For example, a student might wish to develop skills and knowledge around school-based mental health and obtain degrees in both School Counseling and Mental Health Counseling and get licensed as both a School Counselor and a Mental Health Counselor. To do this a student could complete the requirements for both master's degrees with the core requirements overlapping. (See below for more details.)

The dual degree options would be as follows:

- Clinical Mental Health Counseling/School Counseling
- Clinical Mental Health Counseling/Addictions Counseling
- Clinical Mental Health Counseling/Clinical Rehabilitation Counseling
- Clinical Mental Health Counseling/Marriage, Couples and Family Counseling
- School Counseling/Addictions Counseling
- School Counseling/Clinical Rehabilitation Counseling
- School Counseling/Marriage, Couples and Family Counseling
- Addictions Counseling/Clinical Rehabilitation Counseling
- Addictions Counseling/Marriage, Couples and Family Counseling
- Clinical Rehabilitation Counseling/Marriage, Couples and Family Counseling

Certificate Programs

Each of the five areas has specific courses that can be taken as part of post master's study. While each of the specialty areas can be used, the most common are School Counseling and Mental Health Counseling.

School Counseling Certificate Program

The School Counseling Certificate Program is designed specifically for those who already have a master's degree in Clinical Mental Health Counseling and are seeking certification as a School Counselor. Students in this program will complete a minimum of 15 credits (9 credits in course preparation and 6 credits in School Internship) specifically in School Counseling. The admissions committee will assess each student's skills and review the student's transcript and determine and verify that all core skills can be demonstrated. Please know that faculty will only endorse students for licenses and certifications for which they are qualified (See Endorsement Policy).

Mental Health Counseling Certificate Program

The Mental Health Counseling Certificate Program is designed specifically for those who already have a master's degree in Counseling and are seeking licensure as a Clinical Mental Health Counselor. Students in this program will complete a minimum of 15 credits. This would include CO 650 Mental Health Care Systems (3) and CO 671 Internship A – Mental Health (3). The admissions committee will assess each student's skills and review the student's transcript and any additional documentation provided by the licensing board to determine the additional courses required for licensure. These additional courses will be required as part of the certificate program. Please know that faculty will only endorse students for licenses and certifications for which they are qualified (See Endorsement Policy).

Criminal History

All students must disclose all significant criminal history before matriculating. Certain misdemeanors or felony convictions may prohibit a student from participating in internships/practicums or prevent one from obtaining licensure and may render one ineligible for the program.

Each student will complete and sign the Disclosure of Criminal Background (Appendix F). Depending on the disclosure, a student may be required to complete and submit a background check revealing misdemeanors or felony convictions.

Additional background checks may be required prior to participating in site placement and additional checks may be required by individual facilities. Students should be aware that a history of criminal offenses will likely impact the ability of a student to participate in clinical education and/or obtain employment in the healthcare field. If a student is unable to complete clinical education, they will be dismissed from the program.

Students are required to notify the program of any misdemeanors or felony infraction during the program. Students may be dismissed from the program depending on the gravity of the infraction(s) as it pertains to professionalism, program mission, visions, and goals as well as the ability to achieve licensure and national certification.

Attendance

Weekly class attendance and participation are expected in all courses. Attendance includes active engagement in the course discussion, expected professional netiquette, and consistent use of a camera in a professional and distraction-free environment. University standards are to not allow absences except in extreme cases. Faculty may impose grade consequences for student absences. This may vary based upon course and instructor. For example, an absence in practice or experiential courses may have a greater impact on grades. Students who have a disability, medical condition or require other Title IX accommodations can consult Rocky Mountain University's Student Support Services and their instructor. (For more detail, see Attendance and Participation Policy below.)

Professional Ethics and Professionalism

The Counselor Education faculty subscribe to the American Counseling Association (ACA) Code of Ethics and Standards of Practice and the American School Counseling Association (ASCA) Code of Ethics as the ethical codes governing the professional behavior of students and faculty members. Students are expected to familiarize themselves with these principles and demonstrate them throughout their academic and experiential work.

Beyond written standards set forth by related professional organizations, professionalism denotes a high standard for interpersonal interaction, including respect for people, processes, and property. Faculty expects prospective counselors to engage in behavior that reflects a high level of psychological health and professional integrity. Students should exhibit personal responsibility, integrity, interpersonal skills, a genuine concern for others, and an active commitment to personal growth and professional development. These expectations are further articulated in the Professional Counselor Dispositions as outlined below.

Professional Counselor Dispositions

Students are expected to demonstrate, as part of their professional responsibility, the following professional counselor dispositions.

- 1. Flexibility.** Demonstrates ability to professionally adapt to fluid, challenging, and ambiguous situations successfully.
- 2. Empathy.** The ability to accurately understand and respect the phenomenological world of another. The ability to attend to the feelings, experiences, and perceptions of others and consistently honor their autonomy.
- 3. Initiative and motivation.** Is proactive in engaging learning experiences. Punctually attends scheduled meetings, actively contributes in required academic settings, and promotes the learning of self and others.
- 4. Emotional awareness and stability.** Demonstrates self-awareness of personal beliefs, attitudes, values, emotions and behaviors and how these affect others. Applies sound judgment to properly assess situations and respond to others with emotional maturity and respect.
- 5. Ability to express feelings effectively and appropriately.** Takes responsibility for one's own emotional reactions. Clearly communicates responsibility in managing interpersonal relationships in various academic and professional settings.
- 6. Respect for others and diverse backgrounds.** Displays contextual and cultural competency by valuing the fundamental rights, dignity, and worth of all people. Demonstrating respect for all individual and cultural differences.
- 7. Awareness of impact on others.** Demonstrate self-awareness of how one impacts personal and professional relationships. Is able to manage personal emotional and behavioral reactivity in interpersonal relationships.

8. Ability to accept personal responsibility. Accepts personal contributions to academic, counseling skills, and comportment deficiencies. Acts responsibly to enhance professional effectiveness.

9. Willingness to accept and use feedback. Exhibits openness to feedback that challenges personal beliefs, views, and assumptions. Examines and integrates feedback as appropriate to enhance professional competency.

10. Attention to ethical and legal considerations. Demonstrates ability to acquire and integrate applicable laws, ethical codes, accreditation standards, and institutional policies into one's professional behavior in all settings. Follows professional practices by maintaining a respectful tone and uses open, honest, and accurate statements in dealing with others.

Graduate Assistantships

The program does not offer any graduate assistantships at this time. Please see the Financial Aid office for information regarding financial support.

Section 2 – Admissions

Admission Policies and Procedures

The Counseling Program admits new students at different points throughout the year. Admission selections are based on a comprehensive review using all required application materials and information submitted. Admission to the Counseling Program is competitive and reflects a holistic consideration of the full spectrum of the applicant's qualifications, based on all evidence provided in the application, and viewed in the context of the applicant's academic and personal circumstances.

Minimum Program Admissions Requirements

The established guidelines for admission are as follows:

1. A baccalaureate degree from a regionally accredited college or university.
2. An overall minimum 2.75 undergraduate grade point average on a 4.0 scale.
3. An acceptable undergraduate statistics or research methods course with a grade of C or higher.
4. Those who have an undergraduate GPA higher than 3.0 or those who hold a conferred master's degree or higher, waive the necessity of a GRE, MAT, or PLT score. A GPA lower than 3.0 requires acceptable test scores from one of the previous standardized tests completed within the last 5 years.
5. Three letters of recommendation (at least two from professional references).
6. Successful completion of an interview with Counseling Program Admissions Committee; and
7. Recommendation for admission from the Counseling Program Admissions Committee.

Completing the Application Process

To complete an application file, applicants must complete the following:

- [Online Application](#)
 - The statement of professional goals, on the application, should include an essay describing your reasons for wanting to become a professional counselor, any relevant experiences in helping others, and important events that have influenced your career goals.
 - Be prepared to submit test scores from GRE, MAT, or PLT.
- Resume/CV. Tailored to graduate school, including detailed employment history, career history, extracurricular activities, etc.
- Three letters of recommendation
 - [Click here](#) to send a Letter of Recommendation Form OR direct those providing you a letter of recommendation to access the form. The recommendations are ideally from a former or current supervisor or professional colleague who is able to comment on your ability to apply evidence in practice.
- Official transcripts from each prior undergraduate and graduate institution from which a degree was earned
- A non-refundable admissions deposit. This will be applicable towards tuition per acceptance into the program.

Application materials can be [emailed](#) or mailed to:
Rocky Mountain University of Health Professions
1800 S Novell Place, Provo, Utah 84606

Official transcripts may be mailed or emailed. Official transcripts must originate from the institution's Registrar Office. Any transcripts emailed from the applicant will be considered unofficial.

Please Note: It is the responsibility of the applicant to ensure that all required materials are received by the admissions committee by the application deadline. Only complete applicant files will be considered for admission. The Counseling Program Coordinator can help facilitate the application process.

Transfer Credits

Students who have previously completed graduate work may be allowed to transfer in credits. Students must work with the Registrar's Office (registrar@rm.edu) to submit appropriate requests and provide needed documentation and receive written approval before those credits will be counted towards the degree.

Associated Costs with Counseling Program

While there is a cost associated with developing and maintaining a high-quality program, every attempt will be made to keep this cost manageable. Students should be aware that there are a range of training fees, including: 1) an application fee; 2) tuition and student fees; 3) books; 4) course fees; 5) testing fees; 6) professional membership dues; and 7) malpractice insurance premiums. The list above was created to help students in the counseling programs to prepare for additional costs related to the counseling field; it is not intended to be exhaustive.

Technical Standards for Admission to the Counseling Program

The Master of Science in Counseling at RMU is a rigorous and intense program that places specific requirements and demands on the students enrolled. A primary objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of mental health care. The technical standards set forth by the Counseling Program establish the essential qualities considered necessary for students admitted to obtain the knowledge, skills, and competencies of an entry-level counselor, as well as meet the expectations of the program. Thus, the following abilities and expectations must be met by all students admitted to the Counseling program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. This document meets the requirements as outlined by the American Disabilities Act (ADA) of 1990. The ADA makes it unlawful to discriminate against individuals with disabilities.

Candidates for selection to the Counseling Program must demonstrate:

1. Mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Must be able to understand and speak the English language at a level consistent with competent professional practice.
3. Ability to communicate effectively and sensitively with clients and colleagues, including individuals from different cultural and social backgrounds.
4. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
5. Ability to physically and mentally be present and attend without interruption to clients multiple hours per day.

6. Emotionally stable enough to keep personal issues from contaminating the counseling/client relationship.
7. Capacity to maintain composure and continue to function well during periods of high stress.
8. Perseverance, diligence and commitment to complete the counseling program as outlined and sequenced.
9. Ability to develop professional values, ethics, affective skills, appropriate demeanor and rapport essential for professional education and quality client care.

If a candidate states he/she/they can meet the standards with accommodation, the Office of Institutional Effectiveness will work with the program director to evaluate the student's need for accommodation to confirm that the stated condition qualifies as a disability under applicable laws and to determine if reasonable accommodation can be made. This determination will take into account whether accommodation would jeopardize counselor/client safety, or the educational process of the student or the institution, including all coursework and clinical experiences deemed essential to graduation.

It is the policy of RMU that all opportunities are to be made available to qualified individuals on the basis of merit and without discrimination against any employee, applicant for employment, student, or applicant for admission because of race, color, religion, gender, disability, age, national origin, or sexual orientation.

Candidates for selection to the Counseling Program are required to verify they understand and meet these technical standards or indicate they believe, with reasonable and appropriate accommodations, they can meet the standards. This verification is completed during the application process.

The program reserves the right to rescind or place conditions upon admissions offers should information become available that calls into question an admitted student's academic performance or character, including that which reflects a violation of the Code of Student Conduct.

Section 3 – Student Advisement and Curriculum

Student Advisement

Upon admission to the counseling program, each student will be assigned a faculty advisor. Advisors act as a student's primary source of contact and communication with the counseling program. The department encourages students to show initiative in getting to know their individual advisors. Students who wish to change their assigned advisor should contact the Program Chair.

- Under the direction of an advisor, students will complete a Program of Study. This will include a list of courses and a timeline for completion that, if followed, will lead to the degree sought and subsequent endorsement for licensure and/or certification.
- Review progress toward professional goals and degree and revise the study plan accordingly.
- Receive information regarding program procedures.

Life events, along with other occurrences, may also necessitate changes to the student's Program of Study. Any alterations in the original Program of Study due to program changes, course

conflicts, life events, or other occurrences must be discussed with the student’s advisor. It is the student’s responsibility to stay in close contact with their individual academic advisor regarding any alterations made to the Program of Study. This issue is especially important given that not all courses are taught each semester. Altering the study plan without assistance from an academic advisor may result in scheduling difficulties, which, in turn, may affect one’s graduation date.

Distinction between Advising and Counseling

There is an important distinction between advising and counseling. Advising focuses on student professional and personal goals/growth as it relates to their ability to demonstrate competent counseling skills, whereas counseling looks beyond professional development to assist people with psychological adjustment. Although faculty members are fully qualified to fulfill both functions, the ethics of the profession prohibit them from providing counseling to students. If personal counseling is desired, students may obtain services from a variety of resources in the community.

Changes to Licensure, Certification or Accreditation Requirements

If state or national standards for certification of licensure change or if there are major changes in accreditation standards, the faculty will inform students of those changes. The faculty may recommend changes to a student’s Program of Study to satisfy the evolved certification, licensure, or accreditation standards. However, to graduate from the program, the student must only satisfy the requirements as stated in the graduate catalog in effect when the student was admitted. The student may have to complete other tasks or courses to meet the changed state or national standards.

Curriculum

Students in the Counseling Program will complete the following coursework.

Core Counseling Curriculum (36 Credit Hours)	
CO 610 Counseling Orientation and Ethics (3)	A review of the historical, philosophical, societal, cultural, economic and political dimensions of and current trends in the community mental health movement; a historical perspective of the counseling profession, counselor roles and functions, professional affiliations, and professional legal and ethical decision-making skills.
CO 611 Social and Cultural Counseling (3)	Present the cultural context of the counseling relationship; examination of issues and concerns related to such factors as culture, ethnicity, age, gender, sexual orientation, religious and spiritual values, socioeconomic status and other various unique characteristics.
CO 612 Human Development (3)	Theories of human development; developmental crises, tasks and transitions across one’s lifespan; theories of learning and personality development; strategies for facilitating optimal human development.
CO 613 Research Methods and Program Evaluation (3)	An overview of the qualitative and quantitative research methods, including the ability to critically examine research and the basic principles of disseminating professional knowledge.
CO 614 Career Counseling (3)	Exploration of educational and career planning – theories, decision-making models, assessment inventories, and resources, and its integration with human development.
CO 615 Assessment and Testing (3)	Examination of the most frequently used assessment and testing procedures in counseling, outcome evaluation, multicultural issues, ethical and legal issues.
CO 616 Psychodiagnosis (3)	Examination of the development of diagnostic and case conceptualization skills, major theories of etiology & treatment, and diagnostic principles and skills.

CO 617 Crisis, Trauma and Suicide (3)	An introduction to the theories, principles and concepts of crisis intervention; contemporary techniques of crisis intervention and resolution used in community, school, family and individual counseling settings and the prevention and treatment of trauma.
CO 618 Substance Abuse and Addictions (3)	Examination of substance abuse and process addictions in multiple populations - the effects of drugs and/or other addictive behaviors on the client and others. The various etiologies – including diagnosis and implications for counseling and treatment.
CO 630 Counseling Skills (3)	Introduction to the knowledge, techniques, skills, and processes basic to initiating and conducting an effective counseling relationship; discussion and attention to the specific nature and process of helping, as well as the unique attitudes and skills required of the effective helper.
CO 619 Theories in Counseling (3)	Examination of the major models of counseling and psychotherapy, theoretical integration, review of outcome research, and its implication with the counseling relationship.
CO 631 Group Counseling (3)	Overview of the theoretical and experiential components of the nature of group counseling, group dynamics, and group leadership.

Clinical Mental Health Counseling (9 cr hr)

CO 650 Mental Health Care Systems (3)	Overview of the knowledge and skills necessary to successfully operate in mental health care treatment systems.
CO 651 Psychopharmacology and Treatment Planning (3)	Introduction to the field of psychopharmacology. Integration of diagnostic, case conceptualization, and treatment planning skills; review of best practice guidelines.
Choose one of the following from the Marriage, Couples, and Family Counseling Sequence.	
CO 652 Systems Theory for Families and Couples (3)	An in-depth review of general systems theory and the theoretical foundations of counseling family and couple systems.
CO 653 Practice of Marriage and Family Counseling (3)	The practical application of system theory in use with counseling couples and families with a focus on effective skills and techniques.
CO 654 Counseling Children and Adolescents in the Family System (3)	The application of development and system theory in counseling children and adolescents and circular causality with the family and other systems.

School Counseling (9 cr hr)

CO 640 Foundations of School Counseling - Models and Systems (3)	Foundation and management of school counseling, including history, delivery and accountability, professional and ethical standards, competencies, mindsets and behaviors, and standards for student success. Including concepts of college and career readiness, dropout prevention, and program evaluation.
CO 641 College and Career Readiness (3)	Theory and Practice of college and career readiness. Including assessing readiness, creating a college-going culture, addressing achievement gaps, providing exposure to post-secondary education, developing career literacy, interest and planning, and removing systemic barriers for diverse students.
CO 642 School Counseling Interventions for Student Success (3)	Theories of school counseling intervention, strategies, techniques, and systemic practices. Including, integration of the research on the effectiveness of school counseling/role of counselor as data-driven leader, common emotional and behavioral issues in school settings. As well as models of school-based collaboration and consultation, community referrals and resources, and peer

	intervention programs
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Addiction Counseling (9 cr hr)	
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CO 651 Psychopharmacology and Treatment Planning (3)	Introduction to the field of psychopharmacology. Integration of diagnostic, case conceptualization, and treatment planning skills; review of best practice guidelines.
CO 657 Biopsychosocial Aspects of Addiction (3)	Examination of the biopsychosocial aspects of substance abuse and addictions; with a focus on the physical predispositions, family history and systemic trauma as well as current social mores and legal perspectives.
CO 656 Treatment of Addictions (3)	In depth look at the historical and current evidence-based treatment procedures and techniques of substance abuse and addictions treatment.

Marriage, Couples, and Family Counseling (9 cr hr)	
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CO 652 Systems Theory for Families and Couples (3)	An in-depth review of general systems theory and the theoretical foundations of counseling family and couple systems.
CO 653 Practice of Marriage and Family Counseling (3)	The practical application of system theory in use with counseling couples and families with a focus on effective skills and techniques.
CO 654 Counseling Children and Adolescents in the Family System (3)	The application of development and system theory in counseling children and adolescents and circular causality with the family and other systems.

Clinical Rehabilitation Counseling (9 cr hr)	
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CO 645 Foundations of Clinical Rehabilitation Counseling (3)	Foundations of Rehabilitation Counseling focuses on the history and philosophy of rehabilitation counseling, including legislation concerning vocational rehabilitation and independent living mandates; with focus on attitudinal, physical and systems barriers to social integration, including the current range of services provided for persons with disabilities, and on informed consumer review, choice, and personal responsibility in the rehabilitation process.
CO 646 Biopsychosocial Aspects of Clinical Rehabilitation Counseling (3)	Examination of the biopsychosocial aspects of impairment and disability; with a focus on social and family systems of support for those who are differently-abled. Additional legal, social advocacy, vocational and treatment components will be integrated.
CO 651 Psychopharmacology and Treatment Planning (3)	Introduction to the field of psychopharmacology. Integration of diagnostic, case conceptualization, and treatment planning skills; review of best practice guidelines.

Clinical Experiences (9 cr hr)	
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CO 670 Counseling Practicum (3)	Supervised counseling with clients, including development of counseling skills through intensive weekly group and individual supervision. Completion of a minimum of 100 clock hours, with at least 40 client contact hours. Students develop conceptual and professional skills related to their practice at a clinical placement site and practice various specified counseling- and related-activities.
CO 671A-D Counseling Internship:	Supervised counseling with clients, continued development of student counseling

Mental Health (1-6) CO 672A-D Counseling Internship: School (1-6) CO 673A-D Counseling Internship: Addictions (1-6) CO 674A-D Counseling Internship: Clinical Rehabilitation (1-6) CO 675A-D Counseling Internship: Marriage, Couples, and Family (1-6)	skills. Includes weekly group and individual supervision. Must complete a minimum of 600 clock hours including at least 240 client contact hours in each specialized area (Mental Health, School, Addictions, Clinical Rehabilitation or Marriage, Couples, and Family Counseling). Students develop conceptual and professional skills related to their specialty at an approved placement site and practice various specified counseling- and related-activities. Students must demonstrate competence of the integration of all knowledge and skills in counseling.
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Other Courses (Electives)	
CO 699A-C Special Topics in Counseling (variable credit 1-3)	Special topics course will address current developments or special-interest topics within the counseling profession. Each offering will include section-specific learning objectives. Students may repeat this course by taking different sections. Topic, learning objectives, and credits will be determined prior to registration and outlined in a unique section-specific syllabus.
	Total Credit hours for all programs: 60

Double Degree: in [First Specialty] and [Second Specialty] Counseling

Counseling Core	36 crh
Choose two of the following	
Mental Health Counseling	9 crh
School Counseling	9 crh
Addictions Counseling	9 crh
Clinical Rehabilitation Counseling	9 crh
Marriage, Couples and Family Counseling	9 crh
Practicum	3 crh
Internship – First Specialty	6 crh
Internship – Second Specialty	6 crh
Elective	3-6 crh
Total	72 credit hours

Post Master’s Certificate Programs

School Counseling Certificate	
Prereq. Master’s in Counseling and Licensed	
School Counseling	9 crh
Internship – School	6 crh
Minimum Total Credit	15
Mental Health Counseling Certificate	
Prereq. Master’s in Counseling	

Mental Health Care Systems	3 crh
Other courses as required for licensure	9-12 crh
Internship – Mental Health	3-6 crh
Minimum Total Credit	15
Addictions Counseling Certificate	
Prereq. Master’s in Counseling	
Addictions Counseling	9 crh
Other courses as required	
Internship – Addictions	6 crh
Minimum Total Credit	15 minimum
Clinical Rehabilitation Counseling Certificate	
Prereq. Master’s in Counseling	
Clinical Rehabilitation	9 crh
Other courses as required	
Internship – Clinical Rehabilitation	6 crh
Minimum Total Credit	15 minimum
Marriage, Couples and Family Counseling Certificate	
Prereq. Master’s in Counseling	
Marriage, Couples and Family	9 crh
Other courses as required	
Internship – Marriage, Couples and Family Counseling	6 crh
Minimum Total Credit	15 minimum

Program of Study- Program Curricula and Schedule

The coursework in the Counseling Program is structured traditionally with courses, syllabi and credit hours. Instructions will include online learning and classroom participation. Each course is composed of several learning modules, and each module will have several specific learning outcomes that will be assessed. After students have demonstrated the foundational knowledge required, they will begin supervised clinical work, which integrates the acquired knowledge with purposeful and directed counseling skills. At certain points throughout the program, this integration of knowledge, counseling skills and professional dispositions will be assessed.

To graduate from a counseling program at RMU, students must become proficient in each of the following core areas:

1. Professional Identity and Ethics
2. Counseling Theory
3. Helping Relationships
4. Social and Cultural Diversity
5. Human Growth and Development
6. Career Development

7. Group Counseling
8. Assessment
9. Psychodiagnosis
10. Addictions
11. Crisis, Trauma and Suicide
12. Research and Program Evaluation

Further, each student will need to be proficient in their respective specialty area (e.g., School Counseling, Mental Health Counseling, Addictions Counseling, Clinical Rehabilitation Counseling, Marriage, Couples and Family Counseling.) As well as Practical Application Objectives including, Experiential Learning and Personal Growth and Understanding.

Progression Requirements for Academic Issues

Rocky Mountain University of Health Professions' goal is to produce graduates that are competent, and to provide an educational environment that ensures high levels of achievement from all students. Most educational models determine student achievement based on norm-referenced exams and compare each student's performance to that of one's peers through a "curved" grading system. However, it is asserted that all professionals, especially those in health care, should be required to demonstrate competence at a high level, which is why all students at Rocky Mountain University of Health Professions Counseling Program are required to achieve a B- (80%) or better to proceed in the program.

Signature Assignment Policy

Each course has a signature assignment. This integrative assignment requires that the student demonstrate professional competence of the required topic. Therefore, to pass each course, the applicable signature assignment must be passed at 85% or better. If students do not receive an 85% or better on a signature assignment, they will be allowed to resubmit the assignment at least once and additional times at the discretion of the instructor.

If a student submits the signature assignment late, and the faculty has outlined that late assignments will be accepted with points deducted for late assignments, that deduction will be applied after the 85% threshold is met. For example, a student turns in the signature assignment a day late, and the syllabus (or assignment instructions) outlines a 5% deduction for late assignments, and after grading, the student receives an 85% on the signature assignment. This would qualify for an acceptable score to pass the signature assignment requirement of the course. However, the student would receive an 80% in the course gradebook which would then apply to the final letter grade in the class.

Further, if it is outlined in the syllabus or signature assignment requirements, a faculty member may take-off points for resubmissions. Again, these points will not apply to the 85% threshold but may affect the final grade in the course.

Attendance and Participation Policy

The Counseling Program is designed to efficiently utilize and respect each person's time as each student gains the knowledge and skills to be an effective counselor. All courses include asynchronous learning. Students are expected to learn from readings, case studies, recorded lectures and so forth at their own convenience. This requires efficient use of synchronous class time. Therefore, students are expected to be fully present during synchronous classes. This includes being

able to see and be seen and hear and be heard during the duration of synchronous class periods, except for brief moments of taking themselves off camera. Students are expected to attend from environments free from distractions and that maintain privacy. Chronic and or extended absence from the virtual classroom during class sessions will be counted as an absence and instructors have the right and responsibility of making this determination.

Remember, “Students are expected to participate weekly in all web engagement activities outlined in the syllabus. Per federal Title IV regulations, the University is required to demonstrate that students are participating on a weekly basis in each course in which they are enrolled.” (University Handbook, page 28).

In 8-week courses, students are not permitted to miss more than 1 class meeting and in 16-week courses, students are not permitted to miss more than 2 class meetings. Any more than 1 absence for an 8-week course and 2 absences for a 16-week course will earn a failing grade for the course and will result in repeating the course. Students who have an absence will have the opportunity to review the class from the recorded Zoom meeting, but this will not neutralize the absence.

Expectations of Attendance and Participation in Didactic Courses:

Be on time and present in the virtual classroom and follow the counseling program netiquette rules (Found in Counseling100). These include having your camera on (except for brief times as appropriate), having your preferred name on the screen, appropriately using your mute button and chat, and maintaining confidentiality. Students should also be focused on the class, not distracted by other tasks. Further, during didactic classes, on rare occasions and with the permission of the instructor, a student may be a passenger in a moving vehicle as long as they are using headphones and microphones that limit road noise and the student, instructor, or classmates are not distracted by the travel. (The instructor will make this distraction determination.) Students cannot be the driver of a vehicle during class. (This could be in violation of traffic laws for distracted driving - see your state laws.) However, the counseling program and RMU will not accept liability for this risky behavior. Faculty are instructed to remove someone from the virtual classroom if it is obvious that they are driving while attending class.

Expectations of Attendance and Participation in Clinical Courses:

In addition to all of the expectations for didactic courses, clinical courses have the additional responsibility of confidentiality and privacy. Therefore, during clinical courses, students must be in a confidential environment and must be on camera, so that the supervisor/instructor can verify a confidential environment. Additional people in the room, a public setting (including being a passenger in a vehicle), or any additional environment that would not be confidential is a violation of ethical or legal requirements and would not be appropriate. It is the responsibility of the faculty to remove someone from the classroom when confidentiality cannot be confirmed. Failing to maintain confidentiality during a clinically based course is considered an ethical violation. Any deviation of this policy is to be promptly addressed by the student directly to the course instructor. The course instructor has the right and responsibility of making any final determination regarding particular circumstances.

Remediation for Academic Performance:

As outlined above, students are required to enroll in and successfully complete all course requirements as outlined in each course syllabus. This includes attendance and successful completion of the signature assignment, which are mandatory as stated in the student handbook and respective

syllabus.

A grade below B- is considered failing the course. If a student receives a failing grade due to unsatisfactory academic performance, the Registrar's Office will apply the Academic Progress Standards as described in the University Handbook. These standards are remedial and progressive, meaning students must demonstrate improvement in academic performance or risk dismissal from the program.

For questions regarding grades below acceptable levels, please contact the Registrar's Office at registrar@rm.edu

Progression Requirements for Professional Disposition Issues

In addition to meeting the academic standards set forth above, students are expected to conduct themselves in an ethical, responsible, and professional manner. To this end, they must adhere to the standards of professional ethics and practice set forth by the American Counseling Association (ACA), the American School Counselor Association (ASCA), University Handbooks, as well as any additional standards required at specific practice settings.

The faculty will regularly monitor not only students' academic progress, but also their personal and professional characteristics that will affect their performance as counseling professionals. The purpose of this monitoring process is to ensure that graduates of the Rocky Mountain University of Health Professions Counseling Program possess those characteristics sufficiently that they can be effective counseling professionals. Therefore, the counseling faculty reserves the right to review students at any stage of their program coursework. A Professional Improvement Plan (PIP) will be implemented as needed.

As future professional counselors, the faculty expects students to exhibit the following personal and interpersonal characteristics (Professional Performance Standards) throughout their training in the program:

1. Flexibility
2. Empathy
3. Initiative and motivation
4. Emotional Awareness and Stability
5. Ability to express feelings effectively and appropriately
6. Respect for others and diverse backgrounds
7. Awareness of own impact on others
8. Ability to accept personal responsibility
9. Willingness to accept and use feedback
10. Attention to ethical and legal considerations

Each Professional Performance Standard is rated as "Below Expectations," "Meets Expectations," or "Exceeds Expectations," as described in the Criteria for Professional Performance Standards Evaluation (Appendix xx). Students receiving a rating "Below Expectations" on one or more of the Professional Performance standards will be considered deficient in professional performance and may be subject to Student Remediation.

Student Remediation and Retention for Dispositional Issues

If the counseling faculty observes a professional dispositional issue exhibited by a student, this concern will be discussed with the student by either the faculty member making the observation or by

the student's advisor. Students are continually assessed on the foundation, application, and integration of knowledge, skills, and dispositions. Examples of such concerns might include deficiencies in the areas of clinical effectiveness or judgment, or interpersonal functioning. At times, these discussions will be enough to resolve the concern, and no further action is required. When such a discussion is insufficient, the following procedure will be implemented:

1. The faculty member will document the particular professional dispositional issue(s), a Professional Performance Evaluation (PPE) will be completed.
2. The faculty member will present the student with a copy of the documentation and the PPE. The faculty member will then notify, in writing, the Program Director concerning the meeting with the student.
3. The faculty member will then consult with the student's faculty advisor, the program director and any associated faculty to develop a Professional Improvement Plan (PIP). The PIP will contain the following elements: (a) expectations for the student, (b) specific behaviors required of the student, (c) remediation tasks that the faculty will implement to support the student's success, and (d) the consequences the student will incur for not meeting the expectations and behaviors outlined in the PIP.
4. The student and the issuing faculty will then meet to discuss the PIP form. Signatures of both the issuing faculty and the student will verify their understanding of the presented concerns, the required remedial actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed PIP, and a copy will be forwarded to the student's academic advisor.
5. If the student fails to show reasonable progress in meeting the conditions of the PIP, they will be required to meet with the issuing faculty, faculty advisor, and the program director. The issuing faculty and faculty advisor may consult the counseling faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the program (however this is not required). If a new or revised PIP is developed, the new PIP will be signed by the student, the issuing faculty, and the academic advisor. On the other hand, if the counseling faculty decides that a new or revised PIP will not likely be helpful in remediating the academic or professional concerns exhibited by the student, the student will be advised to consider a more suitable professional path and will be informed that he or she will not be allowed to continue in the Counseling Program. In such cases, the student will also be informed that he or she cannot enroll in counseling courses as a non-degree seeking student. However, he or she may petition for reinstatement into the program after a period of 12 months.
6. In the event that a student is dismissed from the program, the student will be informed of this decision in writing and informed about how to appeal this decision: See University Handbook, University Appeals Process, Appeal of Actions by the Executive Vice President of Academic Affairs/Provost.
7. NOTICE: Faculty will initiate the Professional Performance Review protocol at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases and, depending upon the level of perceived threat, the Counseling Faculty may recommend discontinuation in the Program without opportunity for student remediation.

Section 4 – Clinical Practice: Practicum and Internship

The purpose of the Clinical Practice portion of the Rocky Mountain University of Health Professions Counseling Program is to adequately prepare Mental Health and School counselors-in-training to effectively and ethically provide theoretically-based treatment to clients under direct supervision of both university and site supervisors. Counseling Program faculty collaborate with both students and site supervisors to promote the development of counselors-in-training and ensure client welfare. Professional practice, which includes practicum and internship, integrates theory and practice, solidifying clinical skills, and assimilating students into the profession of counseling. These experiences provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of the Greater Wasatch Front and the nation. Students need to email and coordinate with the Clinical Director shortly after the Orientation to Practicum and Internship presentation one semester prior to Practicum (This is done during Residency 2).

Counseling Skills Development

The development of counseling skills is at the heart of the counseling program. While knowledge is required, it is that application of knowledge through effective use of skills that allows someone to be an effective counselor. This process follows a developmental path throughout the program. While skills are presented briefly in all courses, the systematic acquisition of them begins in this counseling skills class and continues through internship in the following way:

A. Counseling Skills (CO 630 Counseling Skills)

Beginning or Entry Level Skills, Attitudes and Behaviors (to be mastered as a condition for placement in practicum in counseling)

1. Attending behavior
2. Open invitations to speak
3. Genuineness
4. Congruence
5. Non-judgmental respect
6. Concreteness
7. Empathy
8. Encouragers
9. Paraphrasing content
10. Reflection of feeling
11. Summarization
12. Probes and questions
13. Immediacy
14. Recognizing patterns
15. Client awareness
16. Focusing
17. Advanced level empathy
18. Encouragement
19. Pointing out client conflicts
20. Confrontation
21. Self-disclosure
22. Interpretation

B. Practicum in Counseling (CO 670 Counseling Practicum)

Intermediate Skills and Behaviors (to be mastered as a condition for placement in Internship in Counseling)

1. Theoretical Orientation Development
2. Strategy planning for behavior change & goal setting
3. Contracting
4. Reinforcement and support
5. Demonstrate ethical behavior
6. Theme awareness
7. Role conflicts
8. Conceptualization
9. Child protection
10. Crisis/emergency plans
11. Focusing

C. Internship in Counseling (1st internship)

Development of Expertise in a Single Model (e.g., Reality Therapy) or in Several Closely Related Models (e.g. RET - Adlerian) Under the Direction of a Supervisor with the Appropriate Interest and Skills. In addition, the student is expected to present case studies in the Group Supervision Seminar including written and video recordings of the case. All previous skills are expected to be continually demonstrated and improved upon.

D. Internship in Counseling (subsequent internship(s))

Practical Experience in a field setting consistent with professional goals. This includes skills from all previous field experiences and case presentations in the Group Supervision Seminar which demonstrates the student's level of integration of one's program of study.

Practicum and Internship

The Counseling Program requires practicum and internship experiences. The purpose of these experiences is to achieve integration of theory into practice, solidify clinical skills, and incorporate students into the profession of counseling.

While both the practicum and internship involve actual on-site counseling experience, each differs in its scope and purpose. The practicum is designed to give the student a limited experience in a specialized area of counseling and is supervised by both a designated on-site supervisor and a faculty supervisor.

The internship is arranged to provide the student not only with counseling experience but also with experience in all aspects of professional functioning, (e.g., referral, assessment, staff presentations, and use of community resources). In addition, the student receives supervision primarily by the designated on-site supervisor. Both practicum and internship students are required to attend group supervision and other seminars.

The practicum experience is a minimum commitment of 10 hours per week of on-site time for one full semester. The internship experience is a minimum of 20 hours per week commitment of on-site time for two semesters. (This can be modified as needed. For example, a full-time school counselor may be able to complete an internship in one semester of working 40 hours per week. Or it might take longer than two semesters if 20 hours a week is not possible.) To be successful, one will be required to find effective, responsible, and ethical ways to fulfill the practicum and internship experiences and maintain one's

employment.

Timeline of Clinical Practice Experiences

1. Prior to enrollment in practicum, students must have completed the required courses.
2. Complete the orientation to Practicum and Internship Meeting.
3. Coordinate with the Clinical Director for practicum or internship site placement at least two months prior to the expected start date for practicum.
4. Students may be required to submit a Criminal Background Report - this will be site dependent.

Practicum

1. Practicum is the first of the Clinical Practice courses that provides counseling students with direct opportunities to enhance their counseling skills within a structured, supportive environment. Students will be expected to demonstrate the intentional use of counseling skills with clients in an ethical and culturally responsive manner.
2. Students will complete supervised counseling practicum experiences that total a minimum of **100 clock hours** over a full semester.
3. Practicum students will complete **at least 40 clock hours of direct service** with actual clients that contributes to the development of counseling skills.
4. Practicum students will have weekly interaction with supervisors that averages **one hour per week of individual and/or triadic supervision** throughout the practicum by a counselor education program faculty member, as well as one-hour weekly supervision by an outside site supervisor as applicable.
5. Practicum students will participate in an average of **1½ hours per week of group supervision** on campus on a regular schedule throughout the practicum (22.5 total).

Internship

1. Building on the competencies developed in practicum, internship students will be expected to increasingly demonstrate the full range of competencies expected by a professional school or clinical counselor.
2. After successful completion of the practicum, students will complete **600 clock hours of supervised counseling internship** in roles and settings with clients relevant to their specialty area.
3. Internship students complete **at least 240 clock hours of direct service**.
4. Internship students have **weekly interaction with site supervisors that averages one hour per week** of individual and/or triadic supervision throughout the internship.
5. Internship students participate in an average of **1½ hours per week of group supervision** on a regular schedule throughout the internship provided by a counselor education program faculty member (22.5 total per semester). (Internship is typically done over at least 2 semesters.)

Expectations of Students

1. Initiate contact with the established site supervisor only after approval has been granted by the University supervisor.
2. Follow a schedule that has been agreed with the site supervisor.
3. Dress appropriately for the clinical sites.
4. Attend individual supervision with a site supervisor (one hour per week).

5. In practicum, attend individual (or triadic) supervision with university supervisor (one hour per week).
6. Attend group supervision (one and a half hours per week).
7. Demonstrate professional behavior during individual and group supervision.
8. Maintain professional correspondence in emails, text, online and verbal conversations with colleagues.
9. Comply with all agency or school rules and expectations.
10. Comply with ACA/AMHCA/ASCA Code of Ethics.
11. Develop a set of goals and objectives, both personal and professional that are to be achieved at the site and as a result of the practicum and internship experience.
12. Apply information and experiences gained in supervision to the counseling process.
13. Continuously and actively grow and develop into an effective counselor.
14. Communicate any and all concerns with faculty instructor and/or advisor.
15. Keep a log of client contact hours, indirect service hours, and supervisory hours in accordance with the supervisor's guidelines.
16. Sometime during practicum or internship, lead or co-facilitate a group experience and record appropriately on logs. (A minimum of 10 group hours are expected unless specifically approved by site and university supervisors).
17. Meet with the on-site and University supervisor for midterm and a final evaluation of the practicum and internship.
18. Maintain personal liability insurance.

Responsibilities of the On-Site Supervisor

1. Establish an initial meeting with the counseling student.
2. Define the student's responsibilities at the site.
3. Arrange opportunities for the student to observe the on-site supervisor in appropriate activities, such as counseling sessions, consultation, and conferences.
4. Provide the use of existing private and confidential office space appropriate to the ethical practice of counseling, use of available equipment and usual office supplies and assistance necessary to the learning task.
5. Orient the student to the organization and acquaint students with staff members.
6. Allow the student to be an active participant in staffing.
7. Allow students to actively engage in all activities expected of therapeutic staff. The student should be allowed to have a variety of experiences as determined by the student's goals and objectives of the site.
8. Have ongoing contact with the university supervisor to assess the progress of the student throughout the on-site experience.
9. Meet with the student at least one hour per week in individual supervision. (During supervision, discuss client load, review recordings of sessions, and give appropriate feedback. Remember, the student relies on the supervisor's expertise for growth as a helping professional.)
10. Be on site whenever a practicum/internship student is providing services.
11. Review student logs, accountability sheets and verify work is completed.
12. Ensure that the student spends a minimum of 40% of on-site time in direct client contact activities. This can include one-on-one counseling and group work and other approved activities specific to a practicum/internship site).
13. Provide opportunity for audio/video recording sessions for critique by the university and on site supervisor.

14. Complete the necessary evaluation forms, discuss them with the student, and return to the university supervisor by the deadline.
15. Abide by the ethical standards of the appropriate profession.
16. The site supervisor who believes a student's behavior or skills are professionally unacceptable, will bring this to the university supervisor at the earliest possible time. The university supervisor will coordinate with the on-site supervisor to determine appropriate action.
17. Practicum and internship students should not be asked to do things that might unduly increase their personal liability, such as giving clients rides in personal cars.

Qualifications of all Supervisors.

1. Masters or doctoral degree in counseling or closely related profession.
2. Fully licensed mental health professional or school counselor
3. Minimum of two years relevant experience.
4. Provide documentation of training as a clinical supervisor. (RMU will provide, if needed).
5. Oriented to RMU's Counseling Program requirements. (Provided by the Clinical Director and in Handbook).

NOTE: All supervisors will be asked to complete the RMUoHP Clinical Supervision Training that is available online. A certificate of completion for these three hours of professional development will be provided. Also, RMUoHP will provide additional professional development workshops and supervision consultation throughout the year.

Practicum and Internship Policies

Placement Policies for Practicum and Internship

Decisions about clinical placements will be made by the Clinical Director based on the following considerations: (a) the training needs of the counseling student, (b) the student's availability for a clinical site, and (c) the availability and strengths of on-site supervisors. Faculty have already developed a number of collaborative relationships with schools and counseling agencies in the area, which will serve as the primary placements for students in the school and clinical mental health counseling programs. If a student requests to be placed at an agency or school with whom the Counseling Program does not have a previously established relationship, the student will be expected to demonstrate that such a site will be an appropriate training placement. The Clinical Director will evaluate whether such an agency complies with both programmatic and accreditation (CACREP) standards. The program cannot guarantee that any deviations from the approved lists of schools and agencies will be granted.

Additional policies apply to counseling students who are already employed at a school or agency. School counseling students who are employed as teachers must complete practicum and internship experiences outside the student population with whom they currently work. Such school counseling students may not provide counseling services to children they currently teach, but may be permitted to accrue direct contact hours working with children from other classrooms at their schools. Ideally, school counseling students will complete all required internship experiences outside of their home school. To accommodate this policy, such students will be permitted to complete part-time internships that span over 2-3 semesters. Likewise, students enrolled in the clinical mental health counseling program will not be allowed to accrue practicum or internship hours providing counseling services to their regular clients. We

may allow such students to complete an internship at their employing agency, but it must be clear that such students are providing mental health counseling services and that such services are distinctly different and separate from their regular employment responsibilities.

Interview Policy

Although the Clinical Director will assist students in locating an appropriate clinical placement, agencies and schools will have the final decision about placement confirmation. After being referred to an agency or school by the Clinical Director, a student must contact the potential site supervisor to request an interview. If granted, this interview should be scheduled within the next two weeks. A student should dress professionally and bring resumes to the interview. The student must notify the Clinical Director within five business days of the interview to finalize the placement process or pursue an alternative site. It is the student's responsibility to secure a clinical placement in an expeditious manner; delays in this process will likely lead to delays in the student completing the Clinical Practice requirements.

Placement Changes Policy

Changes in placement are rare due to the number of available sites for both school counseling and clinical mental health counseling students. Additionally, it is important to maintain positive relationships with community agencies and school partners. It is the responsibility of the Clinical Director, in coordination with the site supervisor to determine if a change needs to be made. Placement change requests should only be made following a thorough investigation of the circumstances at hand and there has been a clear attempt to resolve issues. Students are not permitted to make placement decisions, plans, or site contact prior to approval from the Clinical Director.

Policy on Site Advertisements of Counseling Interns (and Practicum Students)

Students are responsible for accurately describing their credentials. Program faculty who work in field experience courses (CO670: Practicum, CO671-5A-D Internship) are responsible with ensuring that students progress in their field experience consistent with the ethical standards in the profession as they prepare to finish their graduate programs and launch into professional practice.

At the start of each semester of practicum or internship, field experience faculty will communicate to counseling interns (and practicum students) the need to review any biographical description of the intern for marketing purposes at their respective school or agency. This review will be for the purpose of ensuring that counseling interns comply with ethical standards as interpreted by program faculty. Program faculty will approve or disapprove the published bio and communicate this decision to both the counseling intern and the site supervisor. In cases where faculty approval is granted, no further action is required on either the counseling intern or site supervisor's part. In cases where the program faculty disapproves of the bio, the counseling intern and the site supervisor will be asked to revise the published bio consistent with the ethical guidelines as determined by program faculty and the faculty will review the revision for approval.

Policy on Completing Internship Hours

All students must complete their internship hours in no less than two semesters.

1. For School Counseling students, this may include a shortened Summer semester in that many schools end May/June (a total of approximately 25 weeks depending on the school district).

2. For all others, (Mental Health, Marriage, Couple, Family, Addiction, Rehabilitation), students' internship must be two semesters (approximately 30-32 weeks.)
3. Students in the dual degree masters program will complete their internships in at least two semesters, however three to four is more reasonable.
4. Post Masters Certificate students will also complete their 700 hours internship in at least two semesters.

Practicum or Internship Student Remediation Procedures

The counseling faculty is dedicated to producing legal, ethical, and professional counselors. Students are evaluated throughout the counseling program. At times, a student might perform in the practicum or internship experience in ways that raise red flags for the site supervisor and/or the university supervisor. If one of the counseling program's students exhibits behaviors or skills that are in any way unprofessional or unethical, or in any other manner which raises unusual concerns for the site supervisor, the Clinical Director may intervene and will follow the Remediation Plan outlined in the student handbook. If there is the potential of harm to clients, more immediate action can be taken.

Policy on Earning Practicum and Internship Hours During Breaks

Students who wish to continue practicum or internship work during any break (e.g., Winter break or between semesters) will be able to do so only if the following conditions are met:

1. The on-site supervisor agrees to such an arrangement.
2. The subsequent internship experience continues at the same site.
3. The student agrees in writing to attend all practicum/internship classes (all seminar classes) during the regular university sessions and remain on site at least 15 hours per week throughout the regular university sessions.
4. The student agrees that hours accumulated during the break will only be applied to the total required hours after the faculty supervisor has discussed the student's performance with the on-site supervisor.
5. The internship supervision ratio of 1 hour face to face individual or triadic supervision and two hours group supervision per 20 hours on-site time must be maintained.
6. Students will keep the university supervisor apprised of any ethical, legal or crisis situations during the break.

A written agreement to the above conditions will be signed by the student, on-site supervisor and faculty supervisor prior to the break.

Repeating Practicum or Internship

1. If a site requests an intern be removed from that site for cause, the intern will automatically receive a failing grade for that semester. Interns may appeal to the faculty if the student believes the failing grade is not justified. The appeal must be a clear and detailed justification for overturning the failing grade. An appeal does not guarantee the grade will be overturned but is part of the due process afforded students.
2. If an intern is removed from a site, [itthey](#) cannot be guaranteed an alternate site for the current or subsequent semester. The new placement may take time to arrange, to the point that an intern may miss a semester between placements. This delay is not due to a professional development plan; that protocol is detailed below.

3. If an intern fails one semester of practicum or internship, the faculty will attempt to place the intern at another site. Often a professional development plan will be put in place to remediate and support the student, so a subsequent failure does not occur.
4. If an intern fails two semesters of internship, the intern will be dismissed from the counseling program. The intern can appeal to the faculty to request a third attempt at an internship. The appeal must be clear and detail justification for a third opportunity. An appeal does not guarantee an additional opportunity will be granted but is part of the due process afforded students.
5. A student may be required to undertake the professional development plan process at any time during her/his internship experience. The professional development plan may be initiated by the student, the site supervisor, or the university supervisor.
6. If a student fails a professional development plan, the student is dismissed from the program. The dismissed student may appeal to the faculty to request a second attempt at completing the Professional Development Plan. The appeal must be clear and detail justification for a second attempt at completing a Professional Development Plan. An appeal does not guarantee an additional opportunity will be granted but is part of the due process afforded students.

Sexual Misconduct Policy

Counselor candidates who are dismissed from a site on the basis of admitted and/or documented evidence of sexual misconduct with clients or students at their practicum/internship experience site will have a report of that misconduct become part of ones' permanent record file. In accordance with the Utah Revised Code, such misconduct may be reported to the local police agency for investigation. The counselor candidate shall be denied a new practicum/internship placement pending the results of the investigation.

Sexual Harassment

Sexual Harassment will not be condoned. Unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment. A report of sexual harassment in a practicum and internship site will be fully investigated and appropriate action will be taken if the report is found to be true and accurate. This may include, but is not limited to, removal from the field site for the remainder of the semester.

Counselor candidates have the right to be treated with respect and work in an environment that is positive, free from harassment, and safe. If a counselor candidate hears inappropriate phrases or sees inappropriate gestures or believes that there are unwelcome sexual advances or requests for sexual behaviors by a client, the counselor candidate should address the situation immediately (if comfortable) or immediately notify site personnel to help address the situation. Once a report has been made, site personnel will review the situation with the candidate to determine which steps need to be taken to ensure the situation does not occur again. The counselor candidate should also report the incident to the Clinical Director.

Section 5 – Exit Requirements

To receive a graduate degree in counseling, a student must satisfy all of the following criteria:

1. Apply for Graduation. This is done through the Registrar's Office (there is an application fee).
2. Complete and pass all required coursework and practicum/internship experiences as outlined in the student's Program Curriculum.
3. Complete Exit Interview Survey from the Registrar's Office.
4. Receive a passing score on the Rocky Mountain University Counselor Comprehensive Examination (RMUCCE). If a student fails the Exam, the student may retake the exam in the next available administration. (Students can only retake the exam twice - 3 times total.) If a student fails the RMUCCE three times they will be dismissed from the program.

Section 6 – Licensure and Certification and Professional Organizations

Obtaining National Certified Counselor (NCC) Credential

Refer to the National Board for Certified Counselor for current national requirements.

<http://www.nbcc.org/>

Students who wish to obtain the National Certified Counselor (NCC) credential must:

1. Complete the master's program in Counseling.
2. During the last spring or fall semester of the counseling program or after graduation, take and pass the National Counseling Exam (NCE).
3. When notified by NBCC, complete the Endorsement forms, and submit transcripts.
4. Contact NBCC for more detailed application procedures.

Obtaining Licensure as a Clinical Mental Health Counselor in Utah

Licensure requirements vary by state; however, the counseling program meets the coursework requirements for the state of Utah, as well as for many other states. Please review the Utah Department of Commerce, Division of Occupational and Professional Licensing, Clinical Mental Health Counselor website at <https://dopl.utah.gov/cmhc/> . If you intend to work in another state, please review that state's website and speak with your advisor.

Obtaining Certification as a School Counselor in Utah

School counseling certification/licensure standards also vary by state. However, the counseling program meets the coursework requirements for Utah. Please go to the following links to learn about specific certification/licensure requirements [in](#) Utah <https://www.schools.utah.gov> .

Professional Counseling Organizations

Graduate students in the Counseling Program at Rocky Mountain University of Health Professions have several opportunities for personal and professional development. The following are examples of organizations that students are encouraged to participate in:

American Counseling Association

The American Counseling Association (ACA) is a professional organization representing the interests of counselors and counselors-in-training nationwide. Various branches of ACA exist to support the special interests (e.g., school counseling, career counseling, education and supervision of counselors, family counseling) of its diverse membership. As a student member, special discounts can be obtained on membership, liability insurance, and up-to-date counseling resources. Included among the many resources are such items as audio- and videotapes, books, journals, and affective education materials. ACA is also instrumental in the enhancement of academic training through developmental workshops presented by leading experts in the field represented. Other ACA membership benefits include job search assistance through database systems and job postings found in the ACA monthly publication, "Counseling Today" (www.counseling.org).

American Mental Health Counselors Association

The American Mental Health Counselors Association (AMHCA) represents more than 7,000 licensed and certified mental health counselors nationwide. AMHCA members are on the cutting edge of community services and may be found in private practice, community mental health centers, psychiatric hospitals, managed care organizations (MCOs) and health maintenance organizations (HMOs) (<http://www.amhca.org/>).

American School Counselor Association

For those graduate students interested in school counseling, the American School Counselor Association (ASCA) provides insight into the forefront of advances in the school-counseling field. Membership in ASCA can afford students additional benefits such as: Various journal publications (The School Counselor, 5 issues annually; Elementary School Guidance and Counseling, 4 issues annually), newsletters such as The ASCA Counselor, an extensive resource library within their members-only website, other publications which include a wide range of brochures, books, and monographs related to topics of interest to school counselors, and grassroots involvement through developmental workshops and state conferences allowing networking opportunities (<http://www.schoolcounselor.org/>).

Utah Mental Health Counselors Association

The Utah Mental Health Counselors Association (UMHCA) is the local chapter of the American Mental Health Counselors Association. The Utah Chapter attempts to unite with ALL other Mental Health Providers in the state of Utah. Although UMHCA endeavors to bring recognition and acknowledgements to Licensed Clinical Mental Health Counselors, specifically, we also desire to declare our alliance with ALL other noble professionals within the helping association. <https://umhca.org>

Utah School Counselor Association

The Utah School Counselor Association (USCA) represents the profession of school counseling. This association expresses a united and single voice for school counseling in the state of Utah. USCA believes that guidance and counseling must be an integral part of every student's educational experience. <http://www.utschoolcounselor.org>

Section 7 – Policies and Procedures

American Psychological Association Publication Style

For many of the written course assignments, students will be expected to adhere to the American Psychological Association (APA) publication style <http://www.apastyle.org/index.aspx>. The current edition of the Publication Manual of the American Psychological Association is a strongly encouraged text for the introductory courses in the counseling program. Students are encouraged to retain a copy of the Publication Manual as a reference throughout their coursework in the program. Instructors may allot a portion of grades on assigned papers to conformity to APA format.

Academic Integrity Policy

The Counseling Program upholds the University's Code of Academic Integrity and Code of Conduct in its commitment to maintaining an intellectual and ethical environment based on principles of academic integrity. Academic integrity is essential to establish an environment conducive to educating ethical counselors who will serve their clients with honor and integrity. Violations of academic honesty threaten the integrity of learning and scholarship and constitute serious offenses toward the entire academic community.

Students are expected to adhere both to their professional Code of Ethics and to the University's ideals and values of truth, integrity, and personal authenticity. It is the responsibility of the student to refrain from infractions of academic integrity, conduct that may lead to suspicion of such infractions, and conduct that aids others in such infractions. It is the responsibility of the faculty, administration, and students to establish and maintain an environment that supports academic integrity.

Every student has an obligation to act with honesty and integrity, and to respect the rights of the University, its students, faculty, and staff in completing all academic assignments. Academic dishonesty includes cheating, plagiarism, and facilitating infractions with respect to the following: examinations, the proctor process, course assignments, alteration of records, computer fraud, or illegal possession of examinations. Academic dishonesty also includes being aware of another student's dishonesty and failing to report awareness of the dishonest student's behavior. [See Student Academic Integrity, Policy 5050.](#)

Use of Artificial Intelligence

The use of AI for plagiarism and the generation of written assignments in part or in whole, is a violation of academic integrity and will not be tolerated. This includes, but is not limited to, representing AI generated materials for research and writing as one's own, plagiarizing published work as one's own without appropriate attribution within the parameters of APA (7th ed.) style manual. Unless instructed to do so by faculty or assignment instructions, students should not submit the work of artificial intelligence as their own in the completion of coursework. Violation of this policy will lead to disciplinary action and may result in dismissal. Please refer to the 'Student Academic Integrity,' the 'Student Conduct and Behavior,' and the 'Violations of Academic Integrity and Code of Conduct' sections of the University Handbook found on the University's 'Handbooks and Catalogs page for additional information and procedural details.

Additionally, cheating and/or facilitating cheating on any assignment is a violation of academic integrity. If a student cheats and/or facilitates cheating on an assignment, the student will receive an

immediate score of "zero" on the assignment and will be referred for disciplinary action as a dispositional violation and be under a remediation plan. Please refer to the 'Violations of Academic Integrity and Code of Conduct' section of the University Handbook found on the University's 'Handbooks and Catalogs' page for additional information and procedural details.

Students are not excused from academic dishonesty or honor code violations due to ignorance. Please refer to the sections of the University Handbook described in this policy and found on the University's 'Handbooks and Catalogs' page for additional details, including procedures related to reporting and documenting violations.

Academic Appeals Policy and Procedure

If a student has a grievance or appeal, he or she should follow the procedure specified in the Student Appeals Policy. [See University Handbook, University Appeals Process.](#)

Academic Accommodations Policy

RMUoHP adheres to all applicable federal civil rights laws and laws of the state of Utah regarding unlawful discrimination. Accordingly, RMUoHP makes all academic programs and services accessible to and useable by “qualified individuals with disabilities” in the most integrated setting appropriate, unless doing so would either result in a fundamental alteration in the course or program that compromises the integrity of the course or program or cause an undue financial or administrative burden. [See Academic Accommodations, Policy 1230.](#)

Student Attire

Practicum and internship sites require various levels of professional dress. For example, some inpatient facilities do not allow scarves or ties, while other agencies and schools require business attire. Further, summer school programs, wilderness programs, or other sites may have additional dress considerations. Students should dress appropriately for the site. As a general rule for counselors, dress should simply not be distracting. The expectation for dress on RMUoHP campus is smart casual.

Technology Policy

All RMUoHP Counseling Program students are required to have a current laptop computer with wireless capability that has the minimum requirements online. Students MUST comply with the technology requirements noted in the University Handbook. More information is available in the University Handbook and in admissions materials. If there are any concerns, please contact the Program Director.

Endorsement Policy

The counseling faculty asserts that it is their professional duty to endorse or recommend only a student or graduate for employment opportunities, licenses, certifications and/or other credentials to which the individual is adequately prepared through demonstrated knowledge, training, and experience. An individual should not expect any counseling faculty to recommend or verify training, experience, or expertise that the individual does not possess or to which the faculty does not have personal knowledge. However, counseling faculty will advise, teach, and supervise and make every appropriate effort to help the student obtain the knowledge, skills and experience that would be most beneficial to the student

professionally. Faculty are also required to follow the procedures and agreements of the various licensing and certifying bodies (e.g., NBCC, licensing boards). It is expected that students and graduates become familiar with these procedures before requesting endorsement. Internship site supervisors are also urged to follow this policy.

Policy Concerning Extracurricular Paraprofessional Helping

Enrolled students may be involved in paraprofessional helping activities that are separate and apart from required program requirements; these opportunities are referred to as “extracurricular” counseling-type activities. Such activities (e.g., volunteering to run a grief group, participating in faith-based ministries) are considered extracurricular because they are neither conducted under the auspices of the university nor officially supervised by those professionals associated with the university. All non-program counseling activities fall under this definition, regardless of whether the students are paid for the provision of such services. If students are engaged in, or plan to be engaged in, these activities, the student must inform the program in writing of the activities. Please note that this requirement applies to all students officially enrolled in the program, regardless of whether they are currently enrolled in classes at the university. Failure to properly inform the program of such activities may result in termination from the program.

The department and university only assume responsibility for students’ counseling activities within the parameters of program requirements. Thus, the university, program and faculty assume NO supervisory, ethical, or legal responsibility for any extracurricular counseling-type experiences. Moreover, use of university resources (e.g., physical facilities, materials) by students for extracurricular counseling activities is strictly prohibited.

Minority Recruitment Policy

The counseling program faculty adheres to the American Counseling Association’s definition of diversity and enthusiastically and affirmatively recruits and strongly supports applications from qualified students of diverse backgrounds. The university service area includes communities with significant minority and lower socioeconomic populations. Future counselors are recruited from these communities and are encouraged to return to further support these communities’ individuals, families, and schools. The counseling program is committed to a multicultural perspective in its student body, and the counseling profession as a whole.

International Student Policy

The counseling faculty are fully in support of a broad international student body. Many times, international students have additional needs and issues that require special attention. These are more evident in programs like counseling. The counseling program is designed around state standards and licensure and certification requirements and follows national standards for counselor training. Some international students intend to remain in the United States. Many of these students may need additional knowledge, skills and help in the enculturation process so they can be successful in area schools and agencies. Other international students plan to return to their home country. These students may need additional course work and help to determine their country of origins’ certification and licensure requirements. While needs vary from student to student, international students require additional advising, support, and transitional assistance. International students should work closely with their advisors to obtain additional help consistent with their individual goals.

Faculty Diversity Statement

A diverse faculty is pivotal to the success of Rocky Mountain University of Health Professions mission to educate current and future healthcare professionals for outcomes-oriented, evidence-based practice. The University demonstrates mission fulfillment through the quality of its education and success of its students in academic programs that develop leaders skilled in clinical inquiry and prepared to affect healthcare change. We maintain that achieving diversity requires an enduring commitment to inclusion that must find full expression in our organizational culture, values, norms and behaviors. Throughout our work, we will support diversity in all of its forms, encompassing age, disability status, economic circumstance, ethnicity, gender, race and religion. See Employment Page under, rm.edu, employment.

Appendices

Appendix A – Acknowledgement of the Counseling Student Handbook



ROCKY MOUNTAIN
UNIVERSITY of
HEALTH PROFESSIONS®
COUNSELING PROGRAM

Counseling Program Handbook
~~Appendix A~~

Acknowledgment of the Counseling Student Handbook

By signing below, I agree that I have received, read, and understand all information contained in the Rocky Mountain University of Health Professions University Handbook and the Student Handbook for the Counseling Program.

I also agree that I will adhere to and abide by the rules and regulations contained therein, including the University Honor Code and code of conduct. Also, if I have any questions concerning these materials, I have asked or will ask for clarification.

I understand that I am responsible for the information presented in this handbook.

Printed Name

Signature

Date

Please print this document and sign. Then please upload into RMU 101 for the Counseling Student Handbook Verification Assignment.

Appendix B – Professional Performance Evaluation

**Rocky Mountain University of Health Professions – Counseling Program
Criteria for Professional Performance Evaluation**

Student Name: _____ Program: _____

Advisor: _____

Annual Review: ____ Yes ____ No

If Yes, of which year? (Insert month and year) _____ to _____ (xx/xxxx to xx/xxxx)

If No, briefly describe the events which precipitated the need for a Professional Performance Evaluation:

Disposition	Expectations 1. Fails to Meet Expectations 3. Meets Expectations 5. Exceeds Expectations	Comments (Required for anything less than “meets expectations.”)
1. Flexibility		
2. Empathy		
3. Initiative and motivation		
4. Emotional Awareness and Stability		
5. Ability to express feelings effectively and appropriately		
6. Respect for others and diverse backgrounds		
7. Awareness of own impact on others		
8. Ability to accept personal responsibility		
9. Willingness to accept and use feedback		
10. Attention to ethical and legal considerations		

Comments:

By signing this Professional Performance Evaluation, I am acknowledging an understanding of the faculty's evaluation of my performance thus far in the program, and, as needed, the remedial actions required in the accompanying Professional Improvement Plan (PIP), as well as the schedule for completing the remedial actions. If no remedial actions are needed, I acknowledge my success in the program thus far and will take steps to continue my success.

Professional Improvement Plan Needed _____ Yes (see attached PIP) _____ No

Issuing Faculty: _____
Signature Print Name Date

Student: _____
Signature Print Name Date

Appendix C – Outline of Professional Development Plan

**Rocky Mountain University of Health Professions – Counseling Program
Professional Improvement Plan**

Student Name: _____ Date: _____

For you to continue to progress toward receiving your counseling degree at (insert name of program), the counseling faculty is collectively requiring that you engage in the following behaviors that relate to the competencies addressed within our program’s retention policy.

Competency Area A: Professional Responsibility

Competency Area B: Therapeutic Skills and Abilities

I understand and agree to the conditions of this document. Any breach of this agreement constitutes grounds for being removed from the counseling program. I understand that I can appeal this plan *prior* to signing the agreement/plan. I understand and agree to all of the conditions of this document. If I do not follow through on completing all of the tasks outlined in this contract within 1 year, I understand that I will be terminated from the counseling program. I also understand the program’s retention policy and am clear that there are certain behaviors that, if violated, will supersede this agreement and may result in immediate removal from the program (e.g., ethics violations).

Date Student Signature

Date Faculty Representative

|

Appendix D – Supervisor Evaluation

Supervisor Evaluation

Please use a 1-5 Likert response with 1- Fails to Meet Expectations, 3 – Meets Expectations, 5 – Significantly Exceeds Expectations. 2 and 4 are intermediate scores. Please note, a score of 3 – Meets “Exceptions” is completely acceptable and should be the default for counselors in training developing at the expected rates. Please use N/A Not Applicable if this skill is not evaluated at your site.

General Supervision Items	1-5 N/A
The Student Counselor in Training ...	
1. Demonstrates an understanding of the counseling profession.	
2. Demonstrates an identity as a counselor.	
3. Demonstrates a willingness to provide counseling services within the ethical guidelines of the counseling profession.	
4. Has knowledge and understanding of major counseling theories.	
5. Can apply theoretical understanding of major counseling theories.	
6. Demonstrates the ability to accept others' values.	
7. Consistently demonstrates verbal/non-verbal attending skills.	
8. Develops client awareness and relationship through empathic responses.	
9. Is genuine and congruent with clients.	
10. Uses basic counseling skills (paraphrasing; reflection of content, feeling; summarizing appropriately to establish a relationship.)	
11. Demonstrates effectively timed and appropriate confrontation skills.	
12. Encourages appropriate action-step planning with the client.	
13. Demonstrates an awareness of, and an appreciation for, social and cultural influences on human development.	
14. Recognizes how cultural and social justice factors influence the counseling process.	
15. Considers developmental factors while working with clients.	
16. Considers career development issues related to counseling.	
17. Works effectively with groups.	
18. Can select and administer assessments appropriate for the setting.	
19. Can effectively conduct risk assessments (suicide/violence).	
20. Uses assessment data to establish intervention plans.	
21. Is able to use assessment data to make an accurate diagnosis appropriate to setting.	
22. Demonstrates skills in assessment and treatment of individuals with addictive issues.	
23. Is aware of and sensitive to client crisis and trauma.	
24. Uses research and evidence to inform practice.	
Clinical Items	
25. Develops and monitors the effectiveness of treatment plans.	

26. Adapts treatment plans based upon client responsiveness.	
27. Demonstrates the skills associated with working in a multi-disciplinary mental health care setting.	
28. Demonstrates skills in understanding limitations of practice and appropriately refers to medical, legal, or other appropriate professionals.	
29. Demonstrates an understanding of systems theory and its application to the dynamics of families and couples.	
School Counseling Items	
30. Helps plan, organize, and deliver the program designed to meet the needs of the school.	
31. Implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.	
32. Implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.	
33. Provides system support through effective school counseling program management and support for other educational programs.	
34. Collects and analyzes data to guide program direction and emphasis.	
35. Helps develop a results evaluation for the program.	
Practical Application Items	
36. Arrives on time and maintains a schedule as agreed upon.	
37. Completes case reports and records punctually, correctly, and conscientiously.	
38. Dresses appropriately for the site.	
39. Consistently demonstrates the ability to be flexible.	
40. Is open to new ideas.	
41. Effectively empathizes with others.	
42. Takes initiative and shows motivation.	
43. Demonstrates a personal commitment in developing professional competencies.	
44. Demonstrates emotional awareness and stability	
45. Deals with conflict effectively.	
46. Expresses feelings effectively and appropriately.	
47. Respects others with diverse backgrounds.	
48. Demonstrates a clear understanding of counselor functions related to client advocacy.	
49. Is aware of his/her own impact on others.	
50. Engages in open, comfortable, and clear communication with peers, staff, and supervisors.	
51. Is cooperative with others.	
52. Accepts personal responsibility.	
53. Recognizes their own deficiencies and actively works to improve their skills.	
54. Shows a willingness to accept and use feedback.	
55. Is attentive to ethical and legal considerations.	

Appendix E – Supervision Memorandum of Understanding

Supervision Memorandum of Understanding

This contract is between _____ who will be identified as the supervisee/student and _____ who will be identified as the supervisor.

This contract will be in effect from _____ to _____.

The Site Supervisor will:

1. Provide clinical practice training and supervision at times to be agreed upon by the supervisor and the supervisee for one hour per week for the duration of the academic term.
2. Provide experiences that the supervisor and university faculty supervisor deem appropriate for the supervisee's skill level and time allotted for the Practicum/Internship experience.
3. Provide the use of existing private and confidential office space appropriate to the ethical practice of counseling, use of available equipment and usual office supplies and assistance necessary to the learning task.
4. Provide opportunity for audio/video recording sessions for critique by the university and on-site supervisor.
5. Submit requested reports to provide the student's university faculty supervisor with an evaluation of the supervisee's activities and development.
6. Inform the University Clinical Director and/or University Faculty Supervisor of changes in school/agency policies, procedures, and personnel that might affect the Practicum/Internship experience.

The Rocky Mountain University Counseling Program, and the University Faculty Supervisor, will:

1. Participate with the site in the screening and selection of the student and honor a request by the site that the student be relieved of responsibilities when and if the student is not capable of functioning at the required level or if for any reason the student is found unsuitable for assignment in the placement site.
2. Share appropriate requested information regarding the student's background experience and educational accomplishments and needs.
3. Enforce rules and regulations governing the student that are mutually agreed upon by the RMU Counseling Program and the site. Students/supervisees will be expected to meet and align with the site supervisor's business hours and personnel practices and to respect the confidential nature of clients and their records.
4. Provide supervision of the supervisee's experiences according to the policies the RMU Counseling Program outlined in the Counseling Program Clinical Handbook (Section 4 of the Student Handbook).
5. Maintain contact with the site supervisor. The University Faculty Supervisor or the Counseling Program Clinical Director will provide contact information at the beginning of each semester and will be available to the Site Supervisor for consultation or concerns. In addition the University Supervisor or the Counseling Program Clinical Director will reach out on a monthly basis by email to offer any needed support.

The Student will:

1. Demonstrate expected ethical and professional behaviors aligned with professional dispositions, ACA ethics, any specialty ethical standards, legal requirements and appropriate site specific policy requirements.
2. Ensure expected tasks are completed for professional client care.
3. Communicate effectively and honestly between all parties involved.
4. Ensure expected tasks are completed associated with University course requirements as outlined in course syllabi and Section 4 of the Student Handbook.

Signed and date by

Site Supervisor _____

Student _____

Faculty Supervisor _____

Clinical Director _____

Appendix F – Disclosure of Criminal Background

Counseling Program Handbook Appendix F

Disclosure of Criminal Background

Instructions: Please complete the following questions and then sign and date the form and upload to the canvas submission page. You may also speak directly to the program director regarding your disclosure. Also note that answers to questions on this form may lead to a criminal background check. Please note that a conviction may or may not prevent you from being placed in some or all clinical sites or obtaining licensure in certain jurisdictions.

1. Yes No

Have you ever been convicted or pled “guilty” or “no contest” (or “nolo contendere”) to any felony, misdemeanor, or crime?

2. Yes No

Have you ever had a license, certificate, permit, or registration to practice a regulated profession denied, restricted, suspended, revoked, or surrendered or otherwise disciplined in any way?

3. Yes No

Are you current under investigation for a crime or, if applicable, is a current license, certificate or permit held (as outlined in question 2) under review or investigation?

If yes, please explain the nature of the crime or investigation, when and where it occurred, and the outcome of the case.

Agreement: I certify that the above information is true and correct to the best of my knowledge. Further, if during the program, any of the above information changes, I will inform my advisor and/or the program director. I understand that misrepresentation and/or withholding of information may be considered just cause for dismissal and removal from the counseling program.

Printed Name

Signature

Date

Please print this document and sign. Then please upload into RMU 101 for the Disclosure of Criminal Background.

Handbook Updates

Addition of the “Remediation for Academic Performance” section. October 2025

Update of the Student Remediation and Retention for Dispositional Issues. October 2025

Addition of the AI Policy. June 2025

Clarification on RMUCCE retake language in Exit Requirements. June 2025

Update Policy on Site Advertisements of Counseling Interns (and Practicum Students). February 2025