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Section 1: Introduction

Welcome

Welcome to the University of Phoenix online Master of Science in Counseling Clinical Mental Health (MSC/CCMH) program. You have joined a community of counseling professionals and educators committed to providing you with a collaborative, scholarly, and practitioner-oriented academic and clinical experience. University of Phoenix cultivates an award-winning multi-

Introduction

This handbook outlines the areas critical to effective student learning in the Master of Science in Counseling Clinical Mental Health Counseling (MSC/CCMH v003, 03CA) online program. Students will use this handbook, along with other University of Phoenix student resources and materials, as a resource guide as they progress through their program.

Overview of the Online MSC/CCMH Program

The online MSC/CCMH program curriculum is designed to meet educational standards for Board certification as a National Certified Counselor (NCC) and individual state licensure requirements in jurisdictions where it is offered.

The American Counseling Association (ACA, 2018) provides the following definition of professional counseling as a foundation for the MSC/CCMH degree: "Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals."

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Section 2: Program and Degree Information

Degree Information

Our students are expected to be dedicated learners who are ready to embrace multiple roles, systems, settings, and situations, diversity, advocacy, and leadership.

The online MSC/CCMH program faculty includes full-time counselor educators, working practitioners, and leaders in the field dedicated to ethical practice in teaching, supervision, research, scholarship, advocacy, clinical practice, service, and leadership.

The online MSC/CCMH program requires professional counseling knowledge and skills development and personal growth and self-reflection, which are carried into supervised clinical experiences. Assessment of knowledge, skills, and dispositions necessary for ethical counseling practice is constantly monitored throughout the program.

Faculty supervision utilizes a decision-making model that supports personal growth and requires self-awareness about ethical issues in establishing and maintaining a therapeutic alliance.

Program Structure

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- Class Discussion
- Small group collaborative presentations
- Small group and independent research
- Collaborative exercises
- Access to an electronic chat room to discuss materials with other class members and faculty
- Written assignments
- Quizzes and in-class exams
- Critical thinking activities
- Synchronous individual supervision

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Course ID	Course Title	Credits	Length	Prerequisites
CCMH/565	Family, Couple, and Child Counseling	3	6 weeks	CNSL/513R
CCMH/568	Group Counseling	3	8 weeks	CNSL/513R, CCMH/522, CCMH/540, CCMH/561, CMHC/551
CNSL/523R	Residency III	1	2 weeks	CCMH/568
CCMH/592	Practicum in Clinical Mental Health Counseling	3	10 weeks	CNSL/523R
CCMH/597A	Internship A	3	15 weeks	CCMH/592
CCMH/597B	Internship B	3	15 weeks	CCMH/597A

Note: California residents must complete CCMH/515CA and CCMH/510CA.

Admission and Matriculation Requirements

Admission and matriculation into the program require an undergraduate degree from an accredited institution with a GPA of 2.5. After admission to the online MSC/CCMH program, students must maintain a GPA of 3.0 to remain in good standing. Admission and matriculation require successful completion of CCMH/502 (Graduate Portfolio I).

Program Orientation

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Graduate Portfolio I (CCMH/502)

Portfolio is an admission readiness assessment that samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-

The in-person portion of face-to-face residency courses starts at 8:00 a.m. on Friday and concludes at 4:00 p.m. on Sunday, including homework as described in the syllabus. The virtual format of Residency II has a strict schedule requiring a minimum of 4 hours a day for live synchronous components and includes homework as described in the syllabus. The residencies are an intensive 3 days of working on basic individual counseling skills for CNSL/503R, Residency I, intermediate counseling skills in CNSL/513R, Residency II, and group skills in CNSL/523R, Residency III.

The residency courses allow students to receive in-person faculty feedback on the application of knowledge and skills development throughout the program. The residency courses also ensure students are appropriately progressing through their knowledge, skills, and dispositions at the pace required for the program. These courses allow students to demonstrate readiness for academic progression while preparing them for careers in the professional counseling field.

In the event of a non-passing grade in any Residency Course, students may not progress and will need to successfully complete the Supplemental Standards process. In addition, students who receive an incomplete grade may not progress into future scheduled courses until a passing grade has been earned.

Students who earn a non-

Criteria	Exceeds Expectations (95-100%) - A	Meets Expectations (80 -94%) B- to A-	Approaches Expectations (60-79%) D- to C+	Does Not Meet Expectations (0-59%) F
<p>The student is willing to give and receive help.</p> <p>Score: ____</p> <p>CACREP Standards: 2.G</p> <p>(UOP S/S: 5)</p> <p>Comments:</p>	<p>Frequently, volunteers to assist others in the University classroom and/or practicum settings; demonstrates openness to assistance from others. Eagerly and enthusiastically, accepts direction from others and respects authority.</p>	<p>Volunteers to assist others in the University classroom and/or practicum settings; demonstrates openness to assistance from others. Accepts direction from others and respects authority.</p>	<p>Occasionally volunteers to assist others in the University classroom and/or practicum settings. Occasionally rejects the direction from others and is occasionally resistant towards authority.</p>	<p>Does not or infrequently volunteers to assist others in the University classroom and/or practicum setting. Frequently rejects the direction from others and is often resistant towards authority.</p>
<p>The student appreciates and values human diversity and shows respect for others' varied talents and perspectives.</p> <p>Score: ____</p> <p>(CACREP Standard: 2.F, 2.J)</p> <p>(UOP S/S: 6 &7)</p> <p>Comments:</p>	<p>Listens to others' perspectives in a respectful manner; exhibits an understanding of the complexities of race, power, gender, class, sexual orientation, and/ or privilege in American society. Uses culturally sensitive language in communication and avoids communicating stereotypes and group generalizations. Express a genuine desire to increase multicultural competencies.</p>	<p>Listens to others' perspectives in a respectful manner; exhibits an understanding of the complexities of race, power, gender, class, sexual orientation, and/ or privilege in American society.</p>	<p>Demonstrates limited awareness for the need to understand the complexities of race, power, gender, class, sexual orientation, and/or privilege in American society. Occasionally uses language that is insensitive to the multicultural dynamics of others.</p>	<p>Demonstrates limited awareness for the need to understand the complexities of race, power, gender, class, sexual orientation, and/or privilege in American society. Frequently, uses language that is insensitive to the multicultural dynamics of others.</p>

Criteria	Exceeds Expectations (95-100%) - A	Meets Expectations (80 -94%) B- to A-	Approaches Expectations (60-79%) D- to C+	Does Not Meet Expectations (0-59%) F
<p>The student demonstrates a level of responsibility and ethical judgment appropriate for a professional counselor.</p> <p>Score: _____</p> <p>CACREP Standard: 2.A, 2.D, 2.E</p> <p>(UOP S/S: 10 &11)</p> <p>Comments:</p>	<p>Attends and arrives on time to all classes, and practicum/ internship experiences</p> <p>Consistently, communicates professionally with classmates, instructors, organizations', staff, and clients;</p> <p>Consistently comes to classes, practicum/ Internship experiences prepared; Does not represent work of others as his/her own. Protects both students' and clients' rights to confidentiality and privacy.</p> <p>Frequently, volunteers to take on additional responsibilities, as appropriate.</p>	<p>Attends and arrives on time to all classes and practicum/internship experiences.</p> <p>Comes to classes, and practicum/internship experiences prepared. Does not represent work of others as his/her own. Protects both students' and clients' rights to confidentiality and privacy. Dresses professionally for practicum/internship experiences.</p> <p>Communicates in a professional manner with fellow classmates, instructor, organization's staff, and clients, during classes, practicum/ internship experience.</p>	<p>Occasionally late, and or leaves early to from classes and practicum/internship experiences.</p> <p>Occasionally comes to classes, and practicum/internship experiences unprepared.</p> <p>Represents work of others as his/her own. Protects both students' and clients' rights to confidentiality and privacy.</p>	

Criteria	Exceeds Expectations (95-100%) - A	Meets Expectations (80 -94%) B- to A-	Approaches Expectations (60-79%) D- to C+	Does Not Meet Expectations (0-59%) F
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Supplemental Standards for Candidates in Counseling

As prospective counselors within the College of Social and Behavioral Sciences, candidates in the online MSC/CCMH program are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following University Supplemental and Professional Standards for candidates in all College of Social and Behavioral Sciences programs apply: a) 3.8 (b) 7.1 (e) 7.2 (r) 8-c (g) 1H-4.2 (i) 4.2-1H-8 (IH-4.2 (if

Supplemental Standards

1. The candidate is sensitive to community and cultural norms that pertain to the University classroom and off-site activities and locations.
2. The candidate contributes to a positive climate in the University classroom and all off-site activities and locations.
3. The candidate adheres to college, clinical, and agency site policies and procedures.
4. The candidate participates in off-site activities consistent with their respective professional practice, including satisfactory performance of all required skills specified.
5. The candidate maintains all state-mandated eligibility requirements for certification for placement and/or licensure.
6. The candidate only engages in practice for which they have been authorized or for which they have been educated/validated.
7. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in themselves and those with whom they interact.
9. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.
10. The candidate is committed to reflection and assessment and is open to receiving feedback.
11. The candidate is willing to give and receive help.
12. The candidate is a thoughtful and responsive listener.
13. The candidate maintains a pattern of meeting requirements in courses and external placements.
14. The candidate demonstrates a commitment to keeping abreast of new technology, ideas and understanding in their chosen field.
15. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional.
16. The candidate is responsible for personal transportation to and from off-site activities.
17. The candidate maintains professionalism and confidentiality in virtual settings.
18. The candidate is committed to establishing a safe and supportive environment.

College of Social and Behavioral Sciences: Counseling

Candidates in counseling programs are required to follow guidelines outlined in the [American Counselors Association \(ACA\) Code of Ethics](#).

Supplemental and Professional Standards Referral Process & Procedure

Upon notice that a candidate may not be meeting one or more of the Standards, the College will review the information, the candidate's history, and any additional information that will assist in appropriately addressing the issue(s) presented. If the respective College determines that a candidate may not be meeting one or more of the Standards, they may file a Referral.

Referrals provide the College the opportunity to review the candidate's behavior and determine whether counseling, remediation, or withdrawal from the program is appropriate. The process is

designed to be remedial in nature, as the goal is for candidates to understand what is expected of them to be successful in their profession.

If at any time during the process the candidate fails to meaningfully participate, the College may recommend the student be withdrawn from the program. Program withdrawals must be approved by the College Dean.

Candidates are not permitted to have representation by an attorney or any other third party at any time during the process.

This process is separate from the Student Code of Conduct disciplinary process, but they may run concurrently. Candidates charged with violating the Student Code of Conduct are subject to the policies, procedures, and sanctions under that policy in addition to these standards.

A Student Code of Conduct charge may be the basis for a Referral if the underlying incident indicates these Standards have not been met. Similarly, a Referral may be the basis for a Student Code of Conduct charge.

Candidates are not subject to expulsion for a Standards violation, only for a violation of the Student Code of Conduct if found responsible.

Notice of Referral

1. Once the College determines a Referral should proceed, the candidate will be provided a Letter of Referral identifying the applicable Standards and the student's deficiencies in meeting them.
2. Candidates have ten (10) calendar days from the date of receipt to provide a written response to the College. Candidates are required to respond to the Letter of Referral.
3. Failure to respond may result in the candidate being indefinitely suspended at the conclusion of the current course or immediately if not currently enrolled.
4. The candidate is required to meet with the College for the purpose of discussing the Referral and, if necessary, developing a Remediation Plan to correct identified deficiencies.
5. If a candidate fails to meet with the College within thirty (30) calendar days of the date of receipt of the Letter of Referral, the candidate will be suspended at the conclusion of the current course or immediately if the candidate is not currently enrolled. The candidate will remain suspended indefinitely until the Referral is resolved.

Remediation Plan

In the event a candidate is placed on a Remediation Plan, they will be provided with a written copy. The Remediation Plan includes what is required of the candidate and the allotted timeframe for completion. The College has final authority over the terms of the Remediation Plan, which includes the following:

1. The candidate is expected to maintain regular contact with the College regarding their progress, including any barriers to completion.

Decision

The candidate will be notified in writing within seven business days of the Retention Committee's decision and information on the appeal process if applicable. Any decision by the Retention Committee is part of the candidate's record and may be taken into consideration should the candidate receive any future referral. The following further explains the Committee's decision:

1. Take No Action
 - a. No further action steps are necessary by the candidate.

Academic Appeal Policies

In addition to the appeal policy detailed above in the Supplemental and Professional Standards process, the University has established specific processes for students to submit grievances for violations or misapplication of a current policy, procedure, or established practice. Except as otherwise provided, students should first attempt to informally resolve their concerns with the

Class Participation Guidelines

Grading the student, both individually and as a group member, is a complex task for the faculty

Student Use of Artificial Intelligence (AI)

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the National Clinical Mental Health Counseling Examination (NCMHCE), one or both of which are required for licensure in all states, and which address the core areas of competency. Counseling programs at the University of Phoenix prepare students to sit for the exams. Students are eligible to take the CPCE after completing all prerequisite coursework leading into practicum and internships.

Internship CCMH/597A & CCMH/597B

The Internship is a clinical experience required of all MSC/CCMH students. The internship is divided into two courses, each lasting 15 weeks. Students research and apply to community agencies where they will provide clinical counseling to clients under the direction of counseling to clients under the direction of an approved licensed site supervisor. Internships are divided into two 300-hour sections, totaling 600 hours. 240 of the 600 required hours must be direct client contact.

Synchronous Requirements for Practicum and Internship

Online students attend 90-minute synchronous sessions during the 40 weeks of clinical placements. Meeting times are either Tuesdays at 9:00 AM, Wednesdays at 5:00 PM and Thursdays at 4:30 PM. Students will be assigned to one of these sections.

Professional Liability Insurance

Students are required to obtain Professional Liability Insurance prior to direct client contact in clinical courses. Students must provide proof of insurance with a Certificate of Insurance in their name at the first clinical placement course workshop (Week 1). Student membership in the American Counseling Association (ACA) will provide the opportunity to obtain Professional Liability insurance at no cost as part of membership benefits.

Site Placement

The University enters into contractual agreements with clinical placement sites. These agreements clarify expectations and seek to ensure students have a rich clinical training and supervision experience.

Students must select a clinical placement with one of the approved, contracted sites on record. The list of approved sites is made available to students six months prior to Practicum (CCMH/592).

Students are encouraged to make careful decisions regarding the selection of clinical placement sites. Students are required to secure their own clinical placement site selected from the list of approved sites. Work and home schedules may require adjustment to work effectively with the site requirements and meet the clinical service hour requirements for each course and for licensure.

Responsibilities and Expectations for Clinical Placements

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Upon being offered a practicum or internship position, submit paperwork required by the campus, which includes the signed Supervision Contract from the site supervisor.

Students are expected to perform the agreed upon duties while supervised by the site supervisor and practicum/internship instructor. Students are expected to be on time and always demonstrate professional and ethical behaviors. Students are required to attend supervision on site as well as in weekly practicum/internship classes. Students are required to submit an up-to-date weekly log of their practicum/internship activities to their site supervisor and course faculty member for a signature. Signed weekly logs are uploaded to TK20 in Blackboard Ultra.

Group Supervision

Students are required to attend group supervision meetings with the practicum/internship course faculty supervisors. Attendance and participation in 1.5 hours of weekly, synchronous group supervision is a mandatory requirement for all field experience students. If a student misses more than two supervision meetings during the course, they will be required to retake the course. Arriving habitually late is not viewed as professional behavior and may impact your grade. Being more than 15 minutes late will result in an absence. To facilitate full attention and active participation, students are required to be in a confidential setting during group supervision. Supervision hours are documented in course weekly time logs as indirect hours.

Safety Policies and Procedures for Home Visits

If services are to be provided at a client's home instead of at an agency's location, clinic, hospital, or care facility, the agency agrees to implement formal policies and procedures to protect the safety of the student's educational experience. These policies include orienting the student to the agency's safety protocols and procedures, providing a safety orientation to the student, and ensuring that the student is always accompanied by a trained professional during home visits.

Section 5: Faculty

Faculty Overview

Faculty members for the online MSC/CCMH program are leaders in the local counseling community. Faculty have distinguished themselves through education, scholarship, leadership, effective practice, and professional service.

Relationships Between Students and Faculty

Faculty and students follow ACA Ethical Code guidelines regarding unacceptable relationships (ACA, 2014, F.10.a-e) and potentially beneficial relationships (ACA, 2014, F.10.f).

Faculty Advisors

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Section 6: Opportunities for Professional Involvement and Student Resources

Procedures for Disseminating Information

It is important that students are aware of programmatic changes, current professional and academic events and learning opportunities. Students receive information through mass emails, faculty announcements in class, and in the electronic forums/Blackboard Classroom.

Professional Affiliations

Students are encouraged to join the American Counseling Association (ACA) and their state chapters. In addition, students are encouraged to participate by attending meetings, volunteering time and services, submitting manuscripts for publication, attending conferences, and speaking at conferences.

Online Resources

The CCMH program offers several online resources to facilitate learning and development of core competencies. The University of Phoenix classroom includes student textbooks in electronic format, an extensive online library (the University Library) with multiple databases, information about the local campus, access online support, and links to assistance with educational tasks (such as writing, researching, and subject tutoring). Students will access the University of Phoenix classroom throughout their program.

Opportunities for Research and Scholarship

Students are encouraged to engage in scholarly activities and research relevant to the profession. To assist students in gaining experience in research and presentations, the CCMH program holds an annual research symposium. Students may collaborate with faculty members and submit a proposal for the symposium. Information on submitting proposals is sent directly to students by email.

Additionally, students are encouraged to work with faculty or their faculty advisors to collaborate on research projects for presentation or publication through professional organizations.

Endorsements

Students may submit any requests for program endorsements related to credentialing and employment through the Field Placement Team, who will evaluate and provide such endorsement in consultation with Accreditation and Regulatory Compliance (ARC)

administrative faculty and with approval and signature of the Academic Director of Counseling. Faculty may provide personal references for students, with appropriate consideration as to their knowledge of the student's progress in the program, the program the student attended, and the faculty members' area of expertise within the scope of program instruction.

Student Counseling Services

Although it is not the policy of this University to require personal or career counseling as a program requirement, the University of Phoenix recognizes personal issues can impede academic and clinical functioning because of the professional development that takes place within courses and training. Undergoing counseling as a personal growth opportunity, as well as having the experience of being a client, can be cathartic, and is generally a healthy approach to maintaining mental wellness. It is strongly recommended for all counseling professionals.

Information on counseling services is available in the Life Resource Center accessible through the student website. Students also have access to Career Services for Life® until they retire. These services include career coaching, resume building templates, and access to job boards. Links to counseling services and Career Services for Life® can be found by students in the Virtual Student Union (VSU). The VSU is a centralized hub for student resources located on the student's homepage of their student portal.

Clinical Skills Lab

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References

American Counseling Association. (2014). ACA code of ethics.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Bureau of Labor Statistics. (2021, September). Marriage and family therapists. U.S. Department of Labor, Occupational Ou

University of Phoenix Master of Science in Counseling Statement of Acknowledgement and Understanding

I, _____(Print Student Name), hereby state that I