

2018-2019



**M.A. CLINICAL MENTAL HEALTH
COUNSELING (MA-CMHC) PROGRAM**

**2018-2019 STUDENT HANDBOOK
revised June 2018**

Department of Counseling and Educational Psychology

College of Education

New Mexico State University

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FOREWORD

The Student Handbook for the Master of Arts degree in Clinical Mental Health Counseling (MA-CMHC) in the Department of Counseling and Educational Psychology (CEP) is a primary source of information for admitted students. Students are encouraged to review the handbook each semester they are enrolled in the program, in addition to interacting informally with MA-CMHC program committee members and other instructors. Students are encouraged to consider the Graduate School webpage the most current and ultimate source of information regarding registration, adding/dropping classes, and applying for graduation <http://gradschool.nmsu.edu/>. In addition, the MA-CMHC program website provides forms and information about changes that have not yet been added to the Student Handbook <http://cep.education.nmsu.edu/academic-programs/counseling-guidance-m-a/>. The Student Handbook is posted for one academic year and may be changed for subsequent years. When the Student Handbook is changed midway through an academic year, students are encouraged to consult both versions of the handbook and work with MA-CMHC program coordinators and advisors to determine their options and the best course of action.

For students who have not been admitted to the program but are seeking information in order to apply, please contact the Admissions Coordinator, Dr. Mike Kalkbrenner. For current students seeking assistance with the program, both Program Co-coordinators are available to respond:

MA-CMHC Program Co-coordinators:

Dr. Mike Kalkbrenner; mkalk001@nmsu.edu

Dr. Barbara Gormley; bgormley@nmsu.edu

MA-CMHC Program Committee Members:

Dr. Anna Lopez, liaison to Project TEACH grant (internship stipend), annalo@nmsu.edu

Dr. Mike Kalkbrenner, Admissions Coordinator, mkalk001@nmsu.edu

Dr. Michelle Backlund, Clinical Coordinator, micback@nmsu.edu

Dr. Don Combs, Practicum Supervisor, dcombs@nmsu.edu

Dr. Barbara Gormley, bgormley@nmsu.edu

Dr. Ivelisse Torres-Fernandez, itfernan@nmsu.edu

The program committee meets regularly to discuss program issues as well as student issues. Students are advised that disclosures in classes or in advising meetings are not confidential and may be discussed by the program committee, especially as concerns relate to training and/or professionalism.

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GENERAL INFORMATION

In 2016, New Mexico State University (NMSU) was recognized as a top-tier university by U.S. News & World Report. According to the National Science Foundation, NMSU ranked third among all Hispanic-serving Institutions for research expenditures in 2012. NMSU is situated in the Rio Grande Valley near the Organ Mountains, an area rich in cultural diversity. The U.S.-Mexico border is less than an hour away.

The MA-CMHC program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through 2023. A supervised practicum at our on-site CEP Training and Research Clinic and internships at local community agencies and hospitals are integral parts of the MA-CMHC program, which provides the educational background necessary to pursue licensure as a Clinical Mental Health Counselor. Full-time, three-quarter-time, and half-time programs of study are available (see Appendix A).

MISSION STATEMENT

The mission of the MA-CMHC program is to prepare highly competent mental health counselors. We train students to provide culturally sensitive services in a variety of settings to diverse client populations with a wide range of concerns. When our students graduate, we want them to be well qualified to meet the mental health needs of the people in their communities. Additionally, we encourage professional involvement, community engagement, service, advocacy, and research.

PROGRAM GOALS AND TRAINING OBJECTIVES

The MA-CMHC program is committed to prepare students:

- To meet the qualifications necessary for licensure in New Mexico and other states, including obtaining the required practice hours and taking coursework on topic areas covered by the licensure exam
- To gain applicable knowledge and skills within the eight areas identified in the CACREP standards (for additional details, see Appendix F):
 - Professional Orientation and Ethical Practice
 - Social and Cultural Diversity
 - Human Growth and Development
 - Career Development
 - Helping Relationships
 - Group Work
 - Assessment
 - Research and Program Evaluation
- To perform counseling duties and responsibilities in accordance with the ethical and professional standards of the counseling profession
- To develop cultural sensitivity within both counseling relationships and professional relationships

GRADUATE MINORS

A candidate for a master's degree at NMSU may select up to two approved graduate minors, in collaboration with their faculty advisor. Each minor requires 9 credits of graduate work, which also may count as electives toward the major. Examples of relevant graduate minors include Gender and Sexuality Studies, Native American Studies, Integrated Behavioral Health, and Spanish Counseling (for current list, see <https://catalogs.nmsu.edu/search/?search=graduate+minors&fscaturl=%2Fnmsu%2F&qscaturl=%2Fnmsu%2F>)

To record a graduate minor on a student's permanent record, the minor must be listed on the Program of Study. The Program of Study form must be signed by the head of the department offering the minor (or a designated faculty person for that minor), in addition to the other required signatures (also see Program of Study, page 7).

EXPECTATIONS OF STUDENTS

MA-CMHC students are required to meet the following expectations at all times, or they may be asked to leave the program (also see Fitness to Practice Policy, Appendix B):

A. Maintain a cumulative GPA of 3.0 or better AND earn an A or B in most courses. No more than two courses with C grades can be counted toward the degree. Additionally, an A or B is required in CEP 550, CEP 572, and CEP 580, or the course must be retaken until a minimum grade of B is achieved.

B. Demonstrate satisfactory acquisition of the knowledge and skills necessary to enter the counseling profession, including demonstrating adherence to program requirements and expectations delineated in the MA-CMHC Student Handbook and demonstrating appropriate student behavior (social and academic) as outlined in the NMSU Student Handbook <http://studenthandbook.nmsu.edu/>

C. Demonstrate the following qualities of a counselor and maintain consistent professional behavior, not limited to but including:

1. Demonstrate cultural sensitivity*
2. Display openness to new concepts and ideas
3. Adhere to ethical and legal standards established by ACA (also see below)
4. Appropriately respond to conflict and other difficult situations
5. Demonstrate the ability to set aside one's own values and beliefs in order to serve clients (e.g., religious beliefs are not sufficient to deny service to sexual or gender minority clients)
6. Express thoughts and feelings in a respectful and effective manner
7. Demonstrate receptiveness to and use of constructive feedback, especially from supervisors
8. Take personal responsibility for learning
9. Follow through with obligations and assigned responsibilities
10. Demonstrate awareness of one's impact on others
11. Tolerate ambiguity
12. Demonstrate empathy and compassion toward others

**Cultural sensitivity: Everyone makes cultural mistakes, and it is important to be able to take risks without repercussions while learning. However, receptiveness to feedback, openness to other ways of viewing interactions, curiosity about multiple cultural perspectives, willingness to reduce bias, and taking action to change unprofessional behavior are required. In addition, students should not evaluate or scrutinize the behavior or condition of another person without considering their point of view and cultural background for context (e.g., northern people in the U.S. may express more overt anger than those in the south, but judging people from a cultural framework that is not their own can be overly pathologizing and potentially harmful). Students must be prepared, open, and willing to work with and counsel clients of all genders, ages, races, ethnicities, religions, abilities, and sexual orientations from any region of the country. For example, it is not only heterosexual people who need to become more sensitive toward LGBTQIA people, but also lesbians, gay men, bisexuals, etc. who need to become more affirmative toward each other. Las Cruces is located in a unique social location, with the majority (70%) of people in this area and on this campus identifying as Hispanic. Thus, it is imperative that both students who are from Las Cruces and students who are from out-of-state locations remain open to new and different ideas and viewpoints, not only continuously throughout training but also throughout their careers. Culturally sensitive counselors (and human beings) respect and appreciate the beauty of a wide diversity of cultures, are receptive to view points different from their own, and do not insist on others seeing things their way.*

D. Be knowledgeable of and able to apply the Ethical Standards of the American Counseling Association Available at <https://www.counseling.org/knowledge-center/ethics>
Also see <http://www.amhca.org/viewdocument/introduction-to-the-new-amhca-stand-1>

E. Pursue personal growth and take responsibility to work on personal issues and problems, including those that could interfere with providing counseling services to others. Most people who want to become therapists consider going to therapy, even if only to see what the experience is like from the client's perspective. Many therapists pursue their own personal therapy to address problems or to grow, because

they believe in the process. MA-CMHC students are encouraged to consider personal therapy, are advised to voluntarily seek personal counseling opportunities in the community when the need arises, and may be asked to seek counseling by the faculty if needed to continue their training as counselors. Students have the option to seek help at the Aggie Health and Wellness Center or elsewhere in the Las Cruces community. In addition, students are expected to engage in self-reflection and exploration to increase awareness of their impact on others and their counseling relationships throughout the program, including on their own time. A number of experiential assignments and activities in courses and also in supervision will be required, which are opportunities to engage in self-reflection in a group setting.

F. All applicants must declare at the time of their admission their desire to pursue full-time, three-quarter-time, or half-time programs of study.

G. Graduate students are expected to independently manage their programs, which includes submitting required paperwork in a timely manner (see Appendix D).

H. Because this is a professional training program, students should conduct themselves as if in a workplace. For instance, a student who is chronically late to class will be considered to have the potential to be late to client appointments, which is unacceptable practice. Furthermore, students are advised that any interactions with students, staff, and faculty members, even those that are electronic, are considered to represent potential future behavior in a professional setting. As such, a wide scope of behavior might be the subject of a fitness to practice review.

LICENSURE AS A CLINICAL MENTAL HEALTH COUNSELOR

Please be advised that licensing boards, employers, and internship sites conduct background checks, so offenses on your record may prohibit you from becoming a professional counselor.

SCHOOL AND COLLEGE COUNSELING

This program does not prepare students to either work or become credentialed as school counselors, college counselors, marriage and family therapists, rehabilitation counselors, or any other professional designation other than clinical mental health counselor.

ENDORSEMENT POLICY

Students who wish to seek endorsements for credentialing should request permission from the CEP department head and MA-CMHC program coordinators before formally identifying the program as a reference. It is the policy of the MA-CMHC program to endorse students only for credentials and licensure related to clinical mental health counseling.

POST-GRADUATE REQUIREMENTS FOR LICENSURE

As a CACREP-accredited program, the MA-CMHC program provides the academic or curricular preparation necessary to pursue the supervised practice licensure in New Mexico (LMHC), once they have passed a national exam. Obtaining independent licensure (LPCC) is recommended and requires post-graduate supervised practice. Because the post-graduate requirements are substantial, require a minimum of two years to complete, and are subject to change; students are directed to the New Mexico Counseling and Therapy Practice Board website for current licensure requirements (<http://www.rld.state.nm.us>). In addition, students interested in practicing in other states are advised to consult the websites of the Counseling Licensing Boards in those states for detailed information about requirements.

SYLLABI AND LOGS

Because licensing boards can request documentation beyond transcripts, students are advised to keep copies of all course syllabi as well as signed logs documenting hours in practicum and internship.

STEPS TO ENSURE QUALITY COUNSELOR TRAINING

At any point in the program, students are advised that they may receive a plan of action requiring them to acquire additional knowledge, skills, and professionalism before progressing further.

INITIAL SCREENING: Applicants for admission are evaluated by the program committee on multiple criteria to predict aptitude for graduate study: (1) grade point average of previous undergraduate and graduate work and scores on the Graduate Record Exam; (2) mental health paraprofessional or volunteer experience in helping roles as well as research assistant experience; (3) experience with diverse populations (e.g., study abroad) and/or contributions to the diversity of our student population (e.g., international, bilingual, ELL students); (4) the applicant's statement of purpose, its relevance to the offerings of the MA-CMHC program, and its fit with current instructors and supervisors; and (5) three letters of reference from previous professors and clinical supervisors. Not all students who apply will be offered interviews.

GROUP INTERVIEW: Applicants being considered for admission may be interviewed as a group by the program committee to assess their understanding of the profession and the program as well as their interpersonal skills. For out-of-state applicants, group video interviews may be available. Not all students who are interviewed will be recommended to the Graduate School to be admitted to the program.

INITIAL ORIENTATION: At this required activity, usually offered during the first summer students are admitted to the program, the Student Handbook is discussed, including the requirements and policies of the university and the MA-CMHC program. In addition, students are informed of their professional responsibilities.

ADVISING: All students must attend group academic advising sessions annually with the designated advisor, Dr. Mike Kalkbrenner (mkalk001@nmsu.edu), and may also attend individual advising sessions with him. Students are additionally encouraged to seek mentoring from other MA-CMHC program committee members.

FOUNDATIONAL KNOWLEDGE: Students must take all coursework designated as required by the program and should consult with advisors, mentors, or program committee members when selecting electives or graduate minors.

ONGOING EVALUATION AND SUPPORT OF DEVELOPMENT: In addition to stated requirements on course syllabi, faculty members regularly discuss each counselor trainee's development, including through a review of grades, professional demeanor, ethics, skills, integration of coursework, and proficiency across all areas of competency. To ensure high quality training experiences and professional outcomes, program faculty may provide feedback to students at any point in the program. Thus, continuous opportunities are provided for improvement of each counselor trainee's professional development. Students may be asked to engage in additional training or professional development opportunities, regardless of academic performance (either in one course or overall), in order to help students meet standards of competency. Meeting standards cannot be demonstrated only through successful grades or completion of assignments but must be demonstrated through competent performance while counseling clients in field experiences in order to graduate. This professional requirement supercedes any requirements stated on syllabi or in other program or university policies.

PROGRAM OF STUDY: After completion of 12 credit hours in the MA-CMHC program but **before completing practicum**, students complete a Program of Study form in collaboration with a faculty advisor, by listing all courses taken and planned. Submitting this form to the Graduate School their last semester may hold up processing required to graduate, so students are advised to submit this form one or two semesters before their last semester of study:

https://provost.nmsu.edu/gradschool/wp-content/uploads/sites/5/2015/04/masters_program_of_study.pdf

Students must obtain the signatures required on this form, including their advisor, the head of any additional department offering their graduate minor, and the CEP department head, at which point the forms will be routed to the Academic Dean and then submitted to the Graduate School by staff:

The student must have a minimum cumulative GPA of 3.0 at the time these forms are submitted. The student's program of study must:

1. Meet the requirements of the chosen catalog, including the regulations of the Graduate School and of the major department.
2. Be signed by the student, the student's advisor, department head, minor faculty if applicable, and academic dean .
3. List each course prefix/number, short title, credit hours and grades if available.

Excerpted from : <https://catalogs.nmsu.edu/nmsu/regulations-policies/#academicprogramsofstudytext>

COMMUNICATION AND COMPLAINTS: The program committee reserves the right to change this handbook at any time, based on the needs of the program or department. Students are responsible to read the handbook each semester in order to remain familiar with steps required of them beyond coursework, as well as to check the website for updated versions of the handbook. Any modifications in program policies or procedures will be announced to all students via the program list serve, e-mail, and/or group academic advising meetings, and students must regularly check email and attend individual or group advising meetings with designated program faculty members. Special meetings may be called when necessary to ensure the efficient communication of changes that impact students. Students are encouraged to maintain open communication with program committee members as university, department, or program changes occur. In addition, students are expected to demonstrate professionalism by discussing their concerns regarding a specific course with the relevant instructor first and by addressing any concerns regarding the program with both program co-coordinators first. For issues related to grading, see the Academic Appeals policy (Appendix C).

CLINICAL ORIENTATION: Attendance at clinical orientation meetings are mandatory before enrolling in a practicum or internship course or any field experience. These meetings are announced in advance and will provide necessary preparation for upcoming clinical experiences.

ORAL CAPSTONE EXAM: To demonstrate mastery as clinical mental health counselors, students present a case formulation of a community client (see page 11 for more details).

GRADUATION AND COMMENCEMENT (see Appendix D for checklist of requirements): Students are required to submit an Application for Degree, available through MyNMSU, to initiate an official audit of their transcript as compared to their Program of Study to see if they have met all requirements for graduation:

<https://catalogs.nmsu.edu/nmsu/regulations-policies/#academicprogramsofstudytext>

<https://catalogs.nmsu.edu/nmsu/regulations-policies/#graduationrequirementstext>

Please be advised that NMSU websites and graduate catalogs may be revised and supercede these excerpts:

“Degrees and certificates are not awarded automatically upon completion of the requirements of their program of study. In order to receive the degree or certificate, students must submit an application and fee in the semester in which the student expects to graduate... The deadline for the application and fee is specified in the academic calendar for each semester. All designations earned must be noted in the application.... Students who do not meet the necessary degree or certificate requirements or otherwise elect not to graduate in the semester in which the application is filed are required to re-apply in a subsequent semester and pay another fee.”

“ Students who wish to participate in commencement must submit a separate application and pay a fee by a separate deadline established by the Registrar.”

CLINICAL INSTRUCTION

A minimum of three semesters of clinical instruction are recommended, including Counseling Practicum (CEP 572) and two semesters of Counseling Internship (CEP 580), which must be taken in that order. Students must retain professional liability insurance (coverage from a reputable company of \$1 million for each person and \$3 million for each occurrence) while engaged in practicum, internship, and other field experiences (approximate cost is \$100.00 per academic year) and pay a lab fee for use of the CEP Training and Research Clinic during CEP 572. The lab fee must be paid and verified in order to pass the course. No field experience can occur until the student has successfully completed the necessary prerequisite(s):

Students must successfully complete CEP 524 Professional Issues in Mental Health Counseling and CEP 517 Multicultural Counseling with an A or B and CEP 550 Counseling Theory and Technique with a Pass before engaging in any practicum, field experience, or internship.

CEP 550 COUNSELING THEORY & TECHNIQUE (6 credits) - Students are assessed by a faculty member to determine whether sufficient competency development has occurred to proceed to counseling practicum. If sufficient competency development has not been achieved, the student may be required to engage in additional activities (i.e., repeating the course or engaging in remediation) prior to attempting counseling practicum (NOTE: Similar feedback may be provided in other clinically-oriented courses, such as CEP 558 Child and Adolescent Counseling Theory & Technique; CEP 562 Family Therapy Theory & Technique; and CEP 566 Group Work Theory & Technique).

Students must successfully complete CEP 550 Counseling Theory & Technique with a Pass, which involves completion of hours, sufficient points according to rubrics for assignments, ethical practice, competent practice, and a faculty supervisor evaluation documenting that student development has proceeded to the point where the student is ready to practice more independently and move to the next level of training. Please be advised that faculty supervisors can require any student to repeat this class at any time if that will assist the student development and/or protect their future students from harm. Appeals on such issues must be heard by the program committee as a first step. In addition, students must obtain approval from the clinical coordinator and attend clinical orientation before being eligible to register for practicum.

CEP 572 COUNSELING PRACTICUM (6 credits) – This is the first course in which students see clients (volunteer undergraduate students seeking extra credit). Practicum students work under close supervision, and clients are seen in the CEP Training and Research Clinic. If sufficient skill development is not achieved in this experience, as evaluated by faculty supervisors, the practicum student is required to engage in additional activities (i.e., repeat a course or engage in remediation) prior to beginning internship. Students are required to obtain liability insurance and pay a lab fee in order to pass the course. A minimum of one hour per week of individual supervision, 1.5 hours per week of group supervision, 40 direct client contact hours while providing counseling or psychotherapy services, and a total of 100 hours overall are also required. Typically, live supervision is provided by doctoral student trainees who are under supervision. Group supervision is provided by a faculty member. Please note that both supervisors must be kept informed, view video tapes, observe sessions, provide evaluations, etc. The faculty supervisor has the ultimate authority to determine the student's grade as well as the number of clients that are appropriate for each student. Similarly, the faculty supervisor makes decisions about referring clients to another counselor (or to Aggie Health and Wellness Services) if the severity of presenting concerns exceeds the student's developmental level of ability. In order to receive a passing grade in the class, students must submit a completed program of study to the graduate school before the end of the semester.

Students must successfully complete CEP 572 Counseling Practicum with a Pass, which involves completion of hours, sufficient points according to rubrics for assignments, ethical practice,

competent practice, and a faculty supervisor evaluation documenting that student development has proceeded to the point where the student is ready to practice more independently and move to the next level of training. Please be advised that faculty supervisors can require any student to repeat this class at any time if that will assist the student development and/or protect their future students from harm. Appeals on such issues must be heard by the program committee as a first step. Please be advised that an ethical issue arising during practicum can result in being asked to leave the program (see Appendix B) and at minimum is highly likely to result in being asked to repeat the course. In addition, students must obtain approval from the clinical coordinator and attend clinical orientation before being eligible to register for internship or other field experiences at external sites are considered.

CEP 580 COUNSELING INTERNSHIP (12 credits) - Students are assessed by both a site supervisor and a faculty supervisor on campus to determine if sufficient competency development has occurred to allow the student to graduate and progress to postgraduate supervised practice. If sufficient competency development has not been achieved, the student is required to engage in additional activities (i.e., repeating practicum or internship or engaging in remediation) prior to graduating. Liability insurance requirements apply, and a background check with fingerprinting may be required by some sites (approximately \$55). A minimum of one hour per week of individual supervision, 1.5 hours per week of group supervision, 240 direct client contact hours while providing counseling or psychotherapy services, and an overall total of 600 hours are required. The internship is supervised by a site-based licensed mental health professional (minimum of one hour per week of individual supervision) and by a MA-CMHC faculty member (a minimum of 1.5 hours per week of group supervision). Students are encouraged to enroll in 6 credits per semester (20 hours per week on site) and are advised that it may take longer than two semesters to complete this activity. This supervised counseling experience occurs in a mental health setting that provides opportunities for the intern to offer a full range of mental health services, including long-term counseling with at least one client seen 10-12 times.

To retain good standing in internship, students must receive a Pass each semester, a grade that is based on their faculty supervisor's evaluation, which encompasses a variety of factors, including: site supervisor evaluations, professional development of maturity and integration of all that has been taught in the training program, competent service delivery, consistent ethical practice, sufficient points on rubrics for assignments, hours, willingness to share both videotapes of both strong and weak performance in individual and group supervision, and the ability to incorporate supervisory feedback. The final supervisor evaluation must state that the student has developed sufficiently and is prepared for a more independent level of practice, or the student must repeat at least one full semester of internship. Please be advised that an ethical issue arising during internship can result in being asked to leave the program (see Appendix B) and at minimum is highly likely to result in being asked to return to a less independent level of practice (e.g., to repeat practicum under close supervision).

TOTAL AND TYPE OF HOURS NEEDED: Typical licensure requirements include a minimum of 100 total hours of practicum (40 of these are direct clinical hours) and 600 total hours of internship (240 of these are direct clinical hours), for a combined total of 700 hours (280 direct). In addition, throughout the time students are seeing clients, they must meet a minimum standard of one hour of individual supervision per week and 1.5 hours of group supervision per week. That is, if you complete your practicum experience in one semester and your internship experience in two semesters as recommended (3 semesters = 45 weeks), you will need a minimum of 45 hours of individual supervision spread across that entire time as well as 67.5 hours of group supervision (more if it takes longer).

SELECTION OF INTERNSHIP PLACEMENTS

Internship sites must be local, professional mental health settings where counseling and therapy services are offered (see list below for examples). After attending clinical orientation and learning more about affiliation agreements and how to optimize learning opportunities with external supervisors, students are encouraged to contact sites, interview, and find the best fit for their career goals. The primary requirements for placements include:

- 1) Subscribe to the basic purpose of the Internship program,
- 2) Indicate a willingness to function within the intent of the program, including allowing interns to make program-appropriate audio and/or videotapes for use in campus group supervision (for sites with concerns about this, please put agency personnel in contact with program coordinators and/or the department head to negotiate specific arrangements). HIPAA-compliant software must be used to secure all video and audio recordings. Students are encouraged to use AxCrypt, free HIPAA-compliant, password-protected encryption software available at <https://www.axcrypt.net/pricing/> Pay close attention to the version you download, since there are versions for both PC and MAC,
- 3) Demonstrate a capability to provide high quality supervision, the required number of client contact hours, and required counseling activities, such as brief and long-term work, individual and group work.,
- 4) Employ licensed mental health professionals to supervise interns
- 5) Demonstrate a willingness to implement individualized intern plans, including goals and objectives that offer a variety of experiences.

The selection process to become a placement site is as follows:

- a) The Clinical Coordinator and/or the MA-CMHC program committee determines whether the arrangement meets program and university approval.
- b) Any approved site has the responsibility for final selection of an intern. This process may be competitive and based on the site's hiring procedures.

Internship versus employment: Internship is an educational experience, not an employment position.

- Students may not count hours worked as an employee as internship hours.
- As a means of facilitating new learning experiences, student interns are discouraged from participating in internship in a setting where they are currently or were previously employed.
- Students wishing to intern at their place of employment need to arrange internship hours that are separate from employment hours and internship supervision that is separate from employment supervision. These arrangements need to be approved by the MA-CMHC program committee.
- Students may receive educational stipends for internship. The stipend must be clearly educational in nature (as opposed to an employee salary) and must be approved by the MA-CMHC program committee.

Licensed supervisor on site. CEP students must ensure that site supervisors have appropriate licensure. In most instances, a Licensed Professional Clinical Counselor (LPCC) is preferred. In some instances, a licensed psychologist, psychiatrist, or LMSW (social worker) is preferred based on their supervisory and clinical experience. It is important to interview at prospective internship sites the semester before internship begins, working closely with the Internship Instructor of record and Clinical Coordinator to arrange for a satisfactory experience and to ensure a good supervisory match at the site.

Multiple settings. Students are encouraged to intern in the same placement for two or more semesters. If additional hours or different experiences are desired, students may add an additional site during one or two semesters of internship

Additional field experiences and minors. Students who wish to complete additional field experiences can only apply those hours toward Internship by registering for the internship course and participating in group supervision meetings, as well as meeting all other criteria for internship and hours worked (including supervision requirements, etc.). Approval in advance from the Clinical Coordinator or MA-CMHC program committee is required.

Examples Of Past Sites

Aggie Health and Wellness Center Associated Behavioral and Trauma Specialties Ben Archer Center against Family and Sexual Violence Counseling and Psychological Services at UTEP Holloman Air Force Base La Casa	La Clinica de Familia La Pinon Sexual Assault Recovery Services Las Cruces Public Schools Memorial Medical Center Mesilla Valley Hospice Mesilla Valley Hospital Veterans Affairs
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NOTE: New internship sites are a possibility, and we encourage students to find clinical opportunities to match their career goals. However, the process can take several months to complete, so the option of adding a new site may require significant advanced planning.

ORAL CAPSTONE EXAM

The oral capstone exam is an opportunity for students to (1) integrate most everything they have learned, (2) demonstrate their personal and professional growth, (3) demonstrate the ability to apply knowledge and skills to direct counseling work with a community client, and (4) receive feedback on competencies and areas where continued growth is needed. This is also an opportunity for the program committee to evaluate whether students are sufficiently prepared to work under supervision as Clinical Mental Health Counselors after graduation. Following successful completion of the majority of coursework and internship hours, and as long as they have a cumulative GPA of 3.0, students work with their faculty internship supervisor to establish a committee and a date for their oral capstone exam. An Application for Candidacy form is not required by the Graduate School for this final examination.

Content. Students should prepare and present a comprehensive case formulation of one therapy or counseling client with whom they met for approximately 6-10 sessions (long term work provides a better opportunity to demonstrate student mastery of the profession). Comprehensive competency to conceptualize and intervene successfully with a client should be demonstrated. In addition to a standard case formulation, history, and treatment plan, (a) the student's unique theoretical orientation should be applied to conceptualize the client's problem, the counseling relationship, and theory-driven interventions; (b) skills and interventions used should be named and their effectiveness in helping the client evaluated; (c) how rapport, the counseling relationship and issues such as countertransference and cultural differences were managed should be described. Additional criteria for this final case presentation will be provided with the Internship course syllabus. In addition to presenting their formulation of a case to their faculty supervisor for internship and their supervision group of other students, one or two additional faculty members must attend. These two faculty members should be (1) someone who provided clinical supervision to the student, such as their instructor for theory and techniques, their practicum supervisor, their supervisor for the bilingual counseling minor, or another clinically-oriented faculty member associated with the program or department; and (2) a core faculty member who is part of the MA-CMHC program committee. One person may serve in both capacities, or two different faculty members may be invited, but none of the faculty members need graduate faculty status in order to serve in this capacity.

Pass/Fail. The faculty supervisor for internship and the additional faculty member(s) will determine whether the oral capstone exam was passed or not passed, based on:

1. evident mastery of all components of counseling as demonstrated in the oral presentation

2. the ability of the student to effectively respond to all faculty member questions about their work

Either both faculty members must consider the student to have passed (when there are two) or at least two out of three faculty members must consider the student to have passed (when there are three), but a discussion among the faculty members should occur to consider all points of view before the final determination is made. This discussion should occur on the same day, preferably immediately following the presentation, so the student receives faculty feedback in private immediately following their presentation and faculty deliberation. There is a form for the faculty members to sign that must be included in the student's official department file. A copy should be provided to students, also on the day of their capstone exam, so that they have evidence of passing this requirement for graduation purposes. Students who do not pass their first attempt at the oral capstone exam should work on their case presentation with their faculty internship supervisor (as well as their site supervisor if possible) before attempting to retake the exam, but they must continue to participate in the internship course group supervision and complete all assignments along with the other students in the meantime.

In addition to passing the oral capstone exam and in order to graduate, students also must:

- Attend and participate in internship course group supervision and individual supervision at site(s)

- Complete agreements (e.g., continue at internship site after hours are completed if needed)
- Complete hours required for internship and licensure (direct, indirect, supervision, etc.)
- Receive satisfactory ratings on written evaluations by the site and faculty supervisors
- Pass assignments for the internship course so overall grade is a B or greater
- Pass paper requirements for case formulation associated with oral capstone presentation
- Pass the oral capstone exam, as decided by multiple faculty members

GRADUATE ASSISTANTSHIP AND EMPLOYMENT OPPORTUNITIES

There are no CEP department Graduate Assistantships guaranteed to MA-CMHC students, but students may fill out an application, turn in their CV, and turn it in to their program coordinator in the summer to be considered for the following fall and spring semesters.

GA opportunities may be available elsewhere on campus

- Department of Psychology
- The Center for Learning Assistance
- Educational Management and Development
- Wellness, Alcohol, Violence Education Program
- Sexual & Gender Diversity Resource Center
- Student Success Center (Success Navigators)
- Career Services (also offer list of employment opportunities on campus)
- SOAR Lab and STEM Outreach programs (College of Education, ground floor)

Although the program committee may nominate the most qualified applicants for scholarships/awards offered through the Graduate School, the selection process for these awards is competitive and so awards cannot be guaranteed. The Graduate School provides information on fellowships, scholarships, and grants available to graduate students at: <http://gradschool.nmsu.edu>.

Applying to NMSU Scholar Dollar qualifies admitted students to be considered for all other scholarships at the university for which they may qualify <https://scholarships.nmsu.edu/>
Those scholarships specifically designed for CEP students are listed on our website: <https://cep.nmsu.edu/additional-information/cep-scholarships/>

NMSU job announcements are typically posted on campus, in student newspapers, and on the university website. In addition, they are often shared over the student listserv.

There may be employment opportunities in the community, and past students have found work at many of the following sites. Students are encouraged to contact the director of Human Resources at each agency for more information:

- Amanecer
- Amistad Family Services
- Aprendamos
- Ben Archer Health Centers
- Children, Youth, and Families Department
- Family and Youth, Inc.
- La Casa
- La Clinica De Familia
- Las Cruces Public Schools
- Mesilla Valley Hospital

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Students are encouraged to join and become involved in professional counseling organizations at local, regional, and/or national levels. Membership forms are available at the organizational websites. In addition, students are encouraged to participate in the Counseling Masters Students Association (CMSA) in the CEP department at NMSU. Upon graduation, students are encouraged to pursue national certification as well as state licensure (i.e., the National Board for Certified Counselors [NBCC]).

American Counseling Association (ACA)	800-347-6647 http://www.counseling.org
New Mexico Counseling Association (NMCA)	http://nmca-nm.org/

American Mental Health Counselors Association (AMHCA)	http://www.amhca.org
New Mexico Chapter (NMMHCA)	http://nmca-nm.org/about/divisions/nmmhca/

New Mexico Counseling and Therapy Practice Board	505-476-4622 http://www.rld.state.nm.us/boards/counseling_and_therapy_practice.aspx
National Board for Certified Counselors	336-547-0607 http://www.nbcc.org

ACA DIVISIONS: <https://www.counseling.org/about-us/divisions-regions-and-branches/divisions>

Association for Assessment in Counseling and Education (AACE)
Association for Adult Development and Aging (AADA)
Association for Child and Adolescent Counseling (ACAC)
Association for Creativity in Counseling (ACC)
American College Counseling Association (ACCA)
Association for Counselors and Educators in Government (ACEG)
Association for Counselor Education and Supervision (ACES)
Association for Humanistic Counseling (AHC)
Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)
Association for Multicultural Counseling and Development (AMCD)
American Mental Health Counselors Association (AMHCA)
American Rehabilitation Counseling Association (ARCA)
American School Counselor Association (ASCA)
Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
Association for Specialists in Group Work (ASGW)
Counselors for Social Justice (CSJ)
International Association of Addictions and Offender Counselors (IAAOC)
International Association of Marriage and Family Counselors (IAMFC)
National Career Development Association (NCDA)
National Employment Counseling Association (NECA)

APPENDIX A

FULL-TIME, THREE-QUARTER TIME, AND HALF-TIME SCHEDULES

SUGGESTED FULL-TIME SCHEDULE*			
<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Summer	CEP 512	Human Development	3
	CEP 551	Diagnosis and Treatment Planning	3
Fall 1	CEP 524	Professional Issues in Mental Health Counseling	3
	CEP 550	Counseling Theory and Technique	6
	CEP 517	Multicultural Counseling	3
Spring 1	CEP 558	Child and Adolescent Counseling	3
	CEP 566	Group Work Theory and Technique	3
	CEP 572	Counseling Practicum	6
Summer	CEP 562	Family Therapy Theory and Technique	3
	XXX xxx	Elective**	3
	XXX xxx	Elective**	3
Fall 2	CEP 532	Counseling Research	3
	CEP 542	Appraisal Theory and Technique	3
	CEP 580	Counseling Internship	6
Spring 2	CEP 580	Counseling Internship (Oral Capstone Exam)	6
	CEP 552	Career/Life Planning and Vocational Assessment	3
TOTAL CREDIT HOURS =			60

SUGGESTED THREE-QUARTER TIME SCHEDULE*			
<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Summer	CEP 512	Human Development	3
	CEP 551	Diagnosis and Treatment Planning	3
Fall 1	CEP 524	Professional Issues in Mental Health Counseling	3
	CEP 542	Appraisal Theory and Technique	3
	CEP 517	Multicultural Counseling	3
Spring 1	CEP 550	Counseling Theory and Technique	6
	CEP 566	Group Work Theory and Technique	3
Summer	CEP 562	Family Therapy and Technique	3
	XXX xxx	Elective**	3
Fall 2	CEP 532	Counseling Research	3
	CEP 572	Counseling Practicum	6
Spring 2	CEP 552	Career/Life Planning and Vocational Assessment	3
	CEP 580	Counseling Internship (to continue in summer, see Coordinator)	6
Summer	XXX xxx	Elective**	3
Fall 3	CEP 580	Counseling Internship (Oral Capstone Exam or continue in spring)	6
Spring 3	CEP 558	Child and Adolescent Counseling	3
TOTAL CREDIT HOURS =			60

SUGGESTED HALF-TIME SCHEDULE*			
<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Summer	CEP 551	Diagnosis and Treatment Planning	3
Fall 1	CEP 517	Multicultural Counseling	3
	CEP 524	Professional Issues in Mental Health Counseling	3
Spring 1	CEP 550	Counseling Theory and Technique	6
Summer	CEP 512	Human Development	3
Fall 2	CEP 572	Counseling Practicum	6
Spring 2	CEP 558	Child and Adolescent Counseling	3
	CEP 566	Group Work Theory and Technique	3
Summer	CEP 562	Family Therapy Theory and Technique	3
Fall 3	CEP 532	Counseling Research	3
	CEP 542	Appraisal Theory and Technique	3
Spring 3	CEP 552	Career/Life Planning and Vocational Assessment	3
Summer	XXX xxx	Elective**	3
Fall 4	CEP 580	Counseling Internship	6
Spring 4	CEP 580	Counseling Internship (Oral Capstone Exam)	6
Summer	XXX xxx	Elective**	3
TOTAL CREDIT HOURS =			60

*Please see posted course schedule each semester for actual course offerings, which are subject to change based on university and department needs. Some courses are offered only in odd or even years.

**Two electives are required so that total credit hours are a minimum of 60. Electives may be taken in different semesters than those listed and selected from CEP department offerings (mindfulness, addictions, transgender counseling, traumatology, other special topics) or from related minors not being sought (Gender and Sexuality Studies, Native American studies, Spanish Counseling, Integrated Behavioral Health). Please note that courses applied toward a minor cannot simultaneously count as electives toward the master's degree in clinical mental health counseling.

APPENDIX B

FITNESS TO PRACTICE POLICY

To demonstrate fitness to practice, MA-CMHC students must continuously meet program expectations for students (see page 5) or work to return to these standards, especially if a determination is made by faculty that these standards are not being met. Students are expected to (not an exhaustive list):

1. Demonstrate cultural sensitivity (see page 5)
2. Display openness to new concepts and ideas
3. Adhere to ethical and legal standards established by ACA*
4. Appropriately respond to conflict and other difficult situations
5. Demonstrate the ability to set aside one's own values and beliefs in order to serve clients (e.g., religious beliefs are not sufficient to deny service to sexual or gender minority clients)
6. Express thoughts and feelings in a respectful and effective manner
7. Demonstrate receptiveness to and use of constructive feedback, especially from supervisors
8. Take personal responsibility for learning
9. Follow through with obligations and assigned responsibilities
10. Demonstrate awareness of one's impact on others
11. Tolerate ambiguity
12. Demonstrate empathy and compassion toward others

*Please be advised that students may be asked to leave the program as a result of ethical concerns.

Student behavior and professional development will be monitored, evaluated, and discussed periodically by faculty, including to ensure students are fit to practice. When a concern is identified, a remediation plan may be implemented by the MA-CMHC program committee. Some conditions under which students may have their progress reviewed by the MA-CMHC program committee include:

- A student fails to achieve competency or sufficient skill development
- A student displays inappropriate professional behavior or dispositions
- A student shows inadequate ethical judgment
- A student receives an unsatisfactory grade (e.g., less than a B in ethics, less than a Pass in clinically-oriented classes, or more than 2 Cs in other courses)
- A student receives an unsatisfactory rating on a supervisory rating form
- A student is in any way not progressing satisfactorily

In addition, at any time, any CEP faculty member or part-time course instructor may request that the MA-CMHC program committee convene to evaluate a student's lack of progress, deficit, or fitness to practice. The purpose of any subsequent meeting with the student is to provide constructive feedback to the student, to hear the student's point of view, for all involved to ask clarifying questions, and to discuss concerns related to the situation.

REMEDIATION PROCEDURES

Outcomes occur at one or more of the following levels, depending on the patterns of previous warnings and/or the severity of the offense (please be advised that serious offenses can result in being asked to leave the program without progressing through lower level steps):

LEVEL 1: Because the student has made or is currently making adequate adjustments, no further intervention is needed.

LEVEL 2: The student is advised in writing that continued problems may result in a remediation plan.

LEVEL 3: The program committee recommends a remediation plan designed to help students improve their performance and find the support to do so. The duration of the plan and the method of assessment are developed on a case-by-case basis, depending on the situation and available resources. Failure to achieve recommended outcomes after attempting performance improvement efforts will result in either an additional remediation plan or dismissal from the program.

LEVEL 4: Unethical, illegal, or dangerous behavior may result in immediate dismissal from the program.

Any decisions by the MA-CMHC program committee that affect the student's status in the program are provided to the student in writing and may be signed by the Program Coordinator(s) as chair(s) of the committee. If corrective action includes retaking a course, a successful grade for the class constitutes closure of the remediation process. For all other corrective actions, students initiate closure by writing a letter to the MA-CMHC Program Coordinator(s) detailing how they have met all the recommendations in the performance improvement plan as well as how they have resolved the concern. The Program Coordinator(s) review this letter, may discuss this information with the student and/or the program committee, and writes a letter to the student indicating the extent to which they are now progressing satisfactorily or if there is still a deficiency to correct.

STUDENT RESPONSE TO REMEDIATION PLAN

Students may respond to decisions related to fitness to practice and/or remediation, including to clarify expectations, by writing to the MA-CMHC program committee, including the following information:

- Reason for fitness to practice review
- Required remediation plan
- Copy of the written decision of the MA-CMHC program committee
- Questions or clarifications desired

If internal communications do not resolve any student concerns, an appeal may be made to the Dean of the Graduate School.

APPENDIX C

STUDENT COMPLAINTS AND ACADEMIC APPEALS

MA-CMHC students are expected to exhibit professionalism at all times, including by addressing their concerns to the appropriate person. Instructional concerns should be discussed with the instructor first, and program concerns should be discussed with the co-coordinators of the program first. If this does not resolve the concerns, the additional levels of complaint processes described below should be followed.

CEP DEPARTMENT STUDENT COMPLAINT POLICY

Student complaints. If students have a complaint about a course, they are advised to discuss their concerns directly with the instructor whenever possible. If that does not resolve the problem or if they cannot approach the instructor, students should either access NMSU's online complaint system at <https://dos.nmsu.edu/concerns/> or seek out the department head (bgormley@nmsu.edu) for help resolving the problem. Both of these processes provide opportunities for the department head to know about issues that need attention and for instructors to receive information about student concerns so that they can respond.

NMSU STUDENT HELP AND COMPLAINT PROCESS RESOURCES

<https://www.nmsu.edu/studenthelp.html>

GRADUATE STUDENT APPEALS BOARD for ACADEMIC CONCERNS

In accordance with the [Student Academic Grievance Policy](#), complaints related to grading and other academic issues follow the steps detailed below (also found at the following website):

<https://catalogs.nmsu.edu/nmsu/regulations-policies/#academicmisconductandgrievancetext>

Each academic year a standing committee, consisting of three members of the graduate faculty and two graduate students, is appointed by the dean of Graduate School to handle grievance complaints including

grade appeals. Any graduate who believes that he or she has been unjustly treated within the academic process may proceed as far as necessary in the following steps to resolve his or her grievance. In general, there are three levels at which a grievance can be addressed:

- a course instructor or advisor,
- a department head, or
- the dean of the Graduate School.

If the initial grievance is with an instructor or advisor, the process begins at Step 1. If the initial grievance is with a departmental committee, the process begins at Step 3. In all instances, the process must begin at the lowest possible level.

1. Under normal circumstances, the student should discuss the issue with the instructor/advisor.
2. If the student is unable to resolve the issue through consultation with the faculty member, the student must submit a written memorandum detailing the grievance to the course instructor or advisor within 10 calendar days of the beginning of the following full (i.e., fall or spring) semester. The person to whom the memorandum is addressed must respond in writing within ten calendar days to the student.
3. If the student is not satisfied with the response from Steps 1-2, he or she must submit a written appeal to the department head within ten working days of the initial decision. If the student is initiating the appeal at the departmental level, he or she must do so, in writing, within ten calendar days of the beginning of the following full (i.e., fall or spring) semester. The department head must respond in writing within ten working days to the student, the instructor or advisor (if one is involved), and the dean of Graduate School.
4. If the student is not satisfied with the response from Steps 1-3, they must submit a written grade appeal letter to the academic dean's office of the college where the course is taught. If it is a grievance against a faculty member, then the academic dean's office where the course is taught would be that of the faculty member's college. The student has ten calendar days after receiving the decision of the department head. The associate dean of the given college has ten days to collect the necessary documents to make a decision on the student's appeal or grievance. Please note that additional days may be required to collect information from the faculty and/or student involved in the case. The academic dean's office where the course is taught may convene an ad hoc committee to investigate the case.
5. If after the fourth step the student or any of the other parties involved is still not satisfied with the response, he or she must present to the dean of the Graduate School within ten working days a formal letter that provides specific details regarding the nature of the grievance. Copies of all documents including course materials and grades must accompany the letter. In the letter, the student can request that their case be presented to the Graduate Student Appeals Board. After receiving a letter complaint (not an email), the dean of the Graduate School will determine whether the complaint has merit. He or she will do so after reviewing the letters from the faculty member, the department head and the office of the academic dean as well as the materials from the student and all those involved in the case. If the graduate dean determines that the appeal does not have merit, he or she will inform the appellant and other parties, in writing, within ten working days of receiving the appeal. Please note that additional days may be required to collect information from the faculty and/or student involved in the case. If the graduate dean decides that the appeal does have merit, he or she will convene the Graduate Student Appeals Board, normally within three weeks. The Graduate Student Appeals Board will conduct, within 60 days of their convening, whatever investigations and deliberations are necessary, and will forward to the dean of the Graduate School a recommendation to resolve the grievance.
6. After reviewing the recommendation of the Graduate Student Appeals Board, the dean of Graduate School will, within ten working days, inform all parties involved of his or her decision in writing.
7. The dean of the Graduate School may waive the normal time frame for grievances when either party presents compelling evidence justifying such a delay, but grievances must be launched within one year. Grade appeals involving charges of plagiarism must follow the process

established on academic misconduct in the Student Code of Conduct., the web site is <http://studenthandbook.nmsu.edu/>. The Graduate School strongly encourages students to study and use the Plagiarism web site of the Library to learn of ways to avoid plagiarism: <http://nmsu.libguides.com/plagiarism>.

APPENDIX D

GRADUATION CHECKLIST

This checklist can be used to complete tasks required for graduation in a timely manner:

_____ **Program of Study** (page 7). This form must be signed and submitted well in advance of the student's last semester. The MA-CMHC program and Graduate School recommend meeting with a faculty advisor and submitting the form after the completion of 12 credit hours and prior to the completion of practicum. Students will not be eligible to graduate unless they have a program plan that has been processed by the Student Affairs office to determine whether it meets all program and university requirements. To smooth graduation processes, please make sure this form is submitted no later than one or two semesters prior to the student's last semester.

_____ **Oral Capstone Exam** (page 11). Successful completion of all internship hours (as evidenced by a log signed by both the site supervisor and the faculty supervisor on campus) and passing the **Oral Capstone Exam** (as evidenced by a form signed by 2-3 faculty members attending the final case presentation during the last semester of internship, signifying that the a grade of "pass" was given to the student for the oral exam). Students who do not complete all the requirements of the internship course and the oral capstone exam will not be granted a degree.

_____ **Application for Degree** (page 8). This form is required in order to graduate and can be completed through [MyNMSU](#). Deadlines are listed in the academic calendar, and this application is typically due during the first week of the last semester prior to anticipated graduation. There is a fee that must be paid each time a person applies. Submitting this form initiates the process by which student transcripts are checked against their Program of Study. This degree audit ensures that all university and program requirements have been met and students are eligible for graduation.

_____ **Commencement**. Although attending commencement is not required, it is a good way to celebrate your achievements. Please note that there is a separate application to attend commencement and reserve your seat, which follows a separate timeline posted by the Registrar's office. Fall and spring semesters end in commencement ceremonies.

Please visit these and other websites for the most current policies and procedures:

<https://gradschool.nmsu.edu/>

<https://commencement.nmsu.edu/spring-graduation-checklist/>

APPENDIX E

FACULTY MEMBERS

Michelle Backlund, Ph.D. (University of Montana)
Assistant Professor of Counseling

Teaching: Counseling internship, Family therapy, Professional issues in mental health counseling

Research: Resistance in supervision and counseling

Recent Publications:

Backlund, M. O., Johnson, V., & Backlund, G. R. (in press). The beauty of client and supervisee resistance. *Counseling Today*.

Na-Yeun Choi, Ph.D. (University of Maryland)
Assistant Professor of Counseling Psychology

Teaching: Career/life planning and vocational assessment, Multicultural counseling

Research: Race, class, and mental health; multicultural issues in supervision and training

Recent Publications:

Choi, N., & Miller, M. J. (2014). AAPI college students' willingness to seek counseling: The role of culture, stigma, and attitudes. *Journal of Counseling Psychology*, 61, 340-351.

Miller, M. J., Yang, M., Lim, R. H., Hui, K., **Choi, N.**, Fan, X., Lin, L., Grome, R., Farrell, J., & Blackmon, S. (2013). A test of the domain-specific acculturation strategy hypothesis. *Cultural Diversity and Ethnic Minority Psychology*, 19, 1-12.

Don Combs, Ed.D. (New Mexico State University)
Adjunct Faculty Member
Licensed Professional Clinical Counselor (NM)

Teaching: Counseling practicum

Recent Publications:

Guo, Y. J., Wang, S. C., **Combs, D. C.** (2013). Professional counseling in Taiwan. *Journal of Counseling and Development*. 91(July), 331-335.

Anderson, C. D., Johnson, S. W., & **Combs, D. C.** (2010). Factors associated with the quality of the mother-daughter relationship and reading achievement among Hispanic freshmen women. *Professional Issues in Counseling*. (Retrieved from <http://www.shsu.edu/~piic/Fall2010.html>)

Haley, M. A. & **Combs, D. C.** (2010). Creating a culturally sensitive environment for second language learners in counselor education programs. American Counseling Association. VISTAS 2010. (Retrieved from http://counselingoutfitters.com/vistas/vistas10/Article_26.pdf)

Barbara Gormley, Ph.D. (Michigan State University)
Professor of Counseling Psychology, CEP Department Head
Licensed Psychologist (NM & GA)

Teaching: Counseling theory & technique

Research: Gender and race, power dynamics, multicultural training, family violence

Recent Publications:

Gormley, B. (2018). Liberation of bisexual consciousness: Maneuvering in hostile life environments. *Journal of Bisexuality*. <https://doi.org/10.1080/15299716.2018.1450174>

Gormley, B. (2017). Allies and activists: Working with White, male, heterosexual, cisgender, and Christian privilege. In S. K. Anderson and V. A. Middleton (Eds.), *Explorations in diversity: Exploring privilege and oppression in a multicultural society* (3rd ed.). Oxford, England: Oxford University Press

Michael Kalkbrenner, Ph.D. (Old Dominion University)
Assistant Professor of Counseling

Teaching: Counseling research, Appraisal theory & technique, Diagnosis and treatment planning
Research: College student mental health, interprofessional collaboration, help seeking behaviors among mental health professionals, and experiential learning.

Recent Publications:

Neukrug, E.S., **Kalkbrenner, M.T.**, & Griffith, S.A. (2017). Barriers to counseling among human service professionals: The development and validation of the fit, stigma, & value (FSV) scale. *The Journal of Human Services*. (In press).

Johnson, K. F., & **Kalkbrenner, M.T.** (2017). The utilization of technological innovations to support college student mental health: Mobile Health Communication. *The Journal of Technology in Human Services*. (In press).

Neukrug, E.S., **Kalkbrenner, M.T.**, Snow, K., (2017). *The Dictionary of Counseling and Human Services*. Norfolk, VA: Counseling Books

Anna Lopez, Ph.D. (The University of Texas at San Antonio)
Assistant Professor of Counseling

Teaching: Qualitative Research Methods, Counseling Practicum, Advanced Practicum
Research: Multicultural/ Bilingual Counseling and supervision, body image, and eating disorders, Social Justice and Advocacy issues specifically related to understanding the experiences of undocumented immigrants and their families, and the effects of deportation.

Recent Publications:

Cisneros, J., & **Lopez, A.** (2016). DREAMzone: Educating counselors and human service professionals working with undocumented students. *Journal for Social Action in Counseling and Psychology*. 8(2), 32-48.

Flowers, A., **Lopez, A.**, & Harper, R. (2014). Non-Traditional Students of Color Integrating Teaching and Technology. *Journal of Lifelong Learning*.

Falcon, M, & **Lopez, A.** (2014). How We Make Her Stay: Understanding myths and misconceptions regarding domestic violence. In American Counseling Association *Knowledge Center: VISTAS 2014*. Retrieved from <http://www.counseling.org/Resources/>

Ivelisse Torres-Fernandez, Ph. D. (The University of Iowa)
Assistant Professor of School Psychology

Teaching: Counseling children & adolescents, Group work theory & technique

Research: Social-emotional learning and resiliency in children and adolescents; multicultural and social justice competencies; school-based mental health services; bilingual supervision and training of bilingual psychologists

Recent Publications:

Torres Fernandez, I., Pereira, S., Aicart, J., & Salas, G (2017). Crossing International Borders in Search of a Better Life: Examining the Psychological Impact of the Immigration Experience. *Universitas Psychologica*, 16 (5), 1-15.

Torres Fernandez, I. (2017). El rol del Aprendizaje Social Emocional en la promoción del bienestar emocional y la sana convivencia escolar: una mirada a la frontera México-Estados Unidos. In G. Salas, C. Cornejo, P. Morales, & E. Saavedra (Eds). *Del Pathos al Ethos: Líneas y Perspectivas en Convivencia Escolar*. Chile: Universidad Católica de Maule.

ADDITIONAL CONTACTS

Integrated behavioral health graduate minor

<https://cep.nmsu.edu/academic-programs/graduate-minor-in-integrated-behavioral-health/>

Minor advisor for MA-CMHC program, Eve Adams, eadams@nmsu.edu

Supervisor, Daubney Harper Boland, daubney.harper@gmail.com

Spanish counseling graduate minor

<https://cep.nmsu.edu/academic-programs/spanish-counseling-minor/>

Minor advisor for MA-CMHC program and supervisor, Virginia Langoria, vlongo@nmsu.edu

APPENDIX F

CACREP STANDARDS AND RELEVANT COURSES

Listed below are the 2009 CACREP Standards associated with each of the eight core areas as well as corresponding CEP courses in which this material is covered.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
 - a. history and philosophy of the counseling profession;
 - b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
 - c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
 - d. self-care strategies appropriate to the counselor role;
 - e. counseling supervision models, practices, and processes;
 - f. professional organizations, including membership benefits, activities, services to members, and current issues;
 - g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - h. the role and process of the professional counselor advocating on behalf of the profession;
 - i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
 - j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

COVERED IN CEP 524 PROFESSIONAL ISSUES IN MENTAL HEALTH COUNSELING
2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
 - a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
 - b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
 - c. theories of multicultural counseling, identity development, and social justice;
 - d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
 - e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
 - f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

COVERED IN CEP 517 MULTICULTURAL COUNSELING

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
 - a. theories of individual and family development and transitions across the life span;
 - b. theories of learning and personality development, including current understandings about neurobiological behavior;
 - c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
 - d. theories and models of individual, cultural, couple, family, and community resilience;
 - e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
 - h. theories for facilitating optimal development and wellness over the life span.

COVERED IN CEP 512 HUMAN DEVELOPMENT

- d. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; and
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment;

COVERED IN CEP 551 DIAGNOSIS AND TREATMENT PLANNING ADDITIONAL INFO AVAILABLE IN ELECTIVE: CEP 556 ADDICTIONS COUNSELING

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:
 - a. career development theories and decision-making models;
 - b. career, avocational, educational, occupational and labor market information resources, and career information systems;
 - c. career development program planning, organization, implementation, administration, and evaluation;
 - d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
 - e. career and educational planning, placement, follow-up, and evaluation;
 - f. assessment instruments and techniques relevant to career planning and decision making; and
 - g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

COVERED IN CEP 552 CAREER/LIFE PLANNING AND VOCATIONAL ASSESSMENT

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
 - a. an orientation to wellness and prevention as desired counseling goals;
 - b. counselor characteristics and behaviors that influence helping processes;
 - c. essential interviewing and counseling skills;
 - d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
 - g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

COVERED IN CEP 550 COUNSELING THEORY AND TECHNIQUE

- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;

COVERED IN CEP 562 FAMILY THERAPY THEORY AND TECHNIQUE

- f. a general framework for understanding and practicing consultation

COVERED IN CEP 524 PROFESSIONAL ISSUES IN MENTAL HEALTH COUNSELING

ALSO COVERED IN CEP 558 CHILD AND ADOLESCENT COUNSELING

6. **GROUP WORK**—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
 - a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
 - b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
 - c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
 - d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
 - e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

COVERED IN CEP 566 GROUP WORK THEORY AND TECHNIQUE

7. **ASSESSMENT**—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
 - a. historical perspectives concerning the nature and meaning of assessment;
 - b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
 - c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
 - d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
 - e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
 - f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
 - g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

COVERED IN CEP 542 APPRAISAL THEORY AND TECHNIQUE

8. **RESEARCH AND PROGRAM EVALUATION**—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
 - a. the importance of research in advancing the counseling profession;
 - b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
 - c. statistical methods used in conducting research and program evaluation;
 - d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
 - e. the use of research to inform evidence-based practice; and
 - f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

COVERED IN CEP 532 COUNSELING RESEARCH