

2026-2027

**M.A. CLINICAL MENTAL HEALTH
COUNSELING (CMHC) PROGRAM
STUDENT HANDBOOK**

Department of Counseling and Educational Psychology

College of Health, Education, and Social Transformation

New Mexico State University



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FOREWORD

The Student Handbook for the Master of Arts degree in Clinical Mental Health Counseling (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. 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/>. The Student Handbook is posted for one academic year and may be changed for subsequent years.

For students who have not been admitted to the program but are seeking program information in order to apply, please contact the CMHC Program Director and Admissions Coordinator, Dr. Mike Kalkbrenner. Dr. Anna Lopez, Clinical Coordinator is available to current students seeking assistance with the clinical aspects of the program. Contact information for program faculty is provided below:

CMHC Program Director, Assessment Coordinator, and Admissions Coordinator:

Dr. Mike Kalkbrenner, mkalk001@nmsu.edu

CMHC Clinical Coordinator and Program Committee Member:

Dr. Anna Lopez, annalo@nmsu.edu

Program Committee Member:

Dr. Lindsey Bell Lmbell@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 related to training and/or professionalism.

Mailing Address:

CMHC Program Coordinator
Department of Counseling and Educational Psychology
New Mexico State University College of Education
PO BOX 30001 MSC 3CEP
Las Cruces, NM 88003-80001

Delivery Address:

CMHC Program Coordinator
New Mexico State University
College of Education CEP Department
O'Donnell Hall Room 222
1220 Stewart St.
Las Cruces, NM 88003



GENERAL INFORMATION

The CMHC program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through 2031. A supervised practicum at our on-site CEP Training and Research Clinic and internships at local community agencies and/or hospitals are integral parts of the CMHC program. These clinical experiences provide the educational and training background necessary to pursue licensure as a Clinical Mental Health Counselor. Accelerated-full-time, full-time, and half-time programs of study are available (see Appendix A).

MISSION STATEMENT

Department Mission Statement:

The mission of the CEP Department is to promote social justice/advocacy through the cultivation and preparation of professionals in school and mental health counseling, school psychology, counseling psychology, and medical psychology. Our programs emphasize ethical responsibility and the development of multicultural competencies to work effectively with diverse populations and systems. We create collaborative relationships with educational, health/mental health, and community settings to reduce health and educational disparities, conduct relevant high-quality research, and nurture active learners and critical thinkers.

CMHC Program Mission Statement:

The mission of the 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 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 A**):
 - 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.

TEVERA

Tevera is a field placement and assessment management software, which allows students to document clinical hours and assemble a number of necessary forms and evaluations to meet the requirements for graduation. Tevera may also be used post-graduation as a tool to continue to document post-graduate hours while pursuing licensure. Students are required to pay a one-time fee for lifetime access to Tevera.

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. To record a graduate minor on a student's permanent record, the minor must be listed on the Program of Study. For a current list of potential graduate minors refer to the following:

<https://catalogs.nmsu.edu/search/?search=graduate+minors&fscaturl=%2Fnmsu%2F&gscaturl=%2Fnmsu%2F>

DISSEMINATION OF PROGRAM/CURRICULAR INFORMATION

Any changes/modifications in programmatic/curricular policies or procedures will be announced to all students via the program listserv, e-mail and/or special meetings. Special meetings may be called when necessary, to ensure the efficient communication of changes/modifications that may impact students' programming. Students will be notified in advance of any scheduled special meetings. To ensure an effective flow of communication between faculty and students, students are encouraged to maintain open communication with program faculty and academic advisors. Any concerns that are not successfully resolved directly with an aggrieved party should be brought to the attention of the CMHC Program Committee. Students may convey such information directly to the CMHC Program Committee by attending a program meeting, or conveying the information through a program faculty



member, Program Coordinator, or the CEP Department Head. See Academic Appeals (Appendix C) for issues related to grading and the Fitness to Practice Policy and Process (Appendix B) for issues related to Fitness to Practice. A CMSA officer attends program meetings regularly for the purpose of enhancing the flow of communication between faculty and students.

STEPS TO ENSURE QUALITY COUNSELOR TRAINING

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 (2) mental health paraprofessional or volunteer experience in helping roles; (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 CMHC program, and its fit with current instructors and supervisors; and (5) three letters of reference from previous professors and/or supervisors. Not all applicants will be offered interviews. Similarly, not all applicants that are invited for an interview will be recommended for admission.

Interview:

Applicants being considered for admission may be interviewed individually and/or 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, video interviews may be available. Not all students who are interviewed will be recommended to the Graduate School to be admitted to the program. All applicants must declare at the time of the interview their desire to pursue accelerated-full-time, full-time, or part-time programs of study. Please note that applicants are not guaranteed a spot in their desired cohort. Everything that an applicant says or does throughout every part of the interview day is evaluated by the committee. Humility, openness to feedback, and relational skills are some of the interpersonal skills that faculty hope applicants can display throughout the interview day, as these are expected of all of our current students. In addition to the criteria specified in this handbook (see professional dispositions under the “Fitness to Practice” section below) and on the website, a candidate’s professional dispositions (written, face-to-face, and virtual) are considered by the admissions committee. A candidate’s professional dispositions are of the utmost importance because the practice of professional counseling is largely based on interpersonal communication skills. Thus, it is possible for a candidate’s application to be denied solely based on their professional dispositions (regardless of the strength of their other application materials). Given the highly competitive nature of the admissions process and the volume of applications received and to ensure a fair and efficient admissions process, the program is unable to offer individualized feedback to applicants who are not admitted.



Initial Orientation:

Initial orientation is usually offered during the first summer after students are admitted to the program. At this required activity, the Student Handbook is discussed, including the requirements and policies of the university and the CMHC program. In addition, students are informed of their professional responsibilities and program expectations.

Advising:

All students will be assigned to an academic advisor upon admission and are encouraged to schedule an initial advisory meeting early in the first semester of study. Although students are personally responsible for becoming aware of the requirements and policies of the university and the CMHC Program, academic advisors are available to assist students in deciding how they will progress through the program, course transfers, and other issues that may arise. Please refer to **Appendix B** for suggested program of study. Upon acceptance of admission to the program, students are expected to establish and maintain regular communication with their assigned faculty advisor and/or program faculty. This expectation applies even if the student's planned enrollment begins in a later semester. Ongoing contact ensures that students remain informed about program requirements, important updates, and opportunities for academic and professional development. Failure to maintain communication may result in missed deadlines, delayed progress, and/or fitness-to-practice at the discretion of the program faculty.

Foundational Knowledge:

Students must take all coursework designated as required by the program and should consult with advisors when selecting electives or graduate minors. Students are also encouraged to discuss potential electives with mentors or program committee members. Please refer to **Appendix C** for a listing of all faculty members in the CEP department.

Semester Review:

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. The CMHC Program Committee will review the performance of all CMHC students each semester with input from all CEP faculty and instructors utilizing the *Fitness to Practice Semester Evaluation Form (FTPSE)* and *Key Performance Indicators (which are integrated into respective courses)*. The review represents a developmental, systematic assessment of each student's progress throughout the program, including consideration of the student's professional and personal development and academic performance. Students having difficulty in demonstrating minimum competencies or academic learning will be notified as specified in the Fitness to Practice Policy and Process (*See FTP Policy and Process*). Please note that all data related to student evaluations will be collected and stored in *Tevera*.



Ongoing Evaluation and Support of Development:

Please note that in order 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 (*See FTP Policy and Process*), in order to help students meet standards of competency. At any time, a CEP faculty member or a CMHC student may request the CMHC Program Committee to convene to evaluate student progress. Students interested in requesting a meeting are required to make this request through their advisor.

Objective Written Portion of the Final Examination:

During their last semester of study, all students must complete a comprehensive written exam consisting of multiple-choice questions. The exam is designed to assess their acquired knowledge in each of the eight common core curricular areas and the Student Learning Outcomes for Clinical Mental Health Counseling identified by CACREP and additional coursework that comprises students' curricular program of study. A candidate failing to obtain a passing score will be required to repeat the exam and obtain a passing score before proceeding on to the oral portion of the final examination process. Passing score of a minimum of 70% is required for all CMHC students. The written exam is offered once during fall and spring semester. It is not offered during the summer. Unless otherwise in conflict with Graduate School policy, the written portion of the final examination may be taken as many times as it takes a student to obtain a passing score. Program faculty will schedule a retake of the exam at the earliest possible date that will allow reasonable time for a student to prepare for a successful retake. The need for rescheduling may interfere with the required oral examination and graduation. Program faculty cannot guarantee that a student who fails an initial attempt of the written exam will successfully complete all of the requirements for graduation during the same semester. Every attempt will be made to facilitate students' timely progression through the program.

Oral Portion of the Final Examination:

Following successful completion of the written examination, candidates are assigned a time, date and committee for their oral exam. The committee will be comprised of two CEP faculty members (at least one Clinical Mental Health Counseling Program faculty member) and one member from outside the CEP department. This portion of the final examination is used to assess the candidate's ability to demonstrate knowledge and skills in each of the eight common core curricular areas and the Student Learning Outcomes for Clinical Mental Health Counseling identified by CACREP additional coursework that comprises students' curricular program of study. In determining a candidate's performance, committee members have three options: pass, adjourn, or fail. Additional information can be found in the graduate catalog at: <http://catalogs.nmsu.edu>.



INTELLECTUAL AND ACADEMIC HONESTY STATEMENT

Intellectual and academic honesty are vital to an academic community and mandatory at all times. Students are strictly forbidden from using ChatGPT, any other AI composition software, or submitting work that was completed by someone else as their own. NMSU uses AI composition detection software to ensure academic honesty. Any violations of this policy are subject to immediate Fitness to Practice (See FTP Policy and Process), penalties in a course syllabus, penalties sanctioned by the university or department. The program faculty reserve the right to dismiss a student from the program in severe cases (severity is determined by the program faculty).

NON-DISCRIMINATION AND DISABILITY ACCOMMODATION

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Main Campus

Disability Access Services
Corbett Center Student Union Room 204
Aaron Salas, Director
575-646-6840
das@nmsu.edu

New Mexico State University, in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, does not discriminate on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex (including pregnancy), sexual orientation, spousal affiliation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. **You may submit a report online at equity.nmsu.edu. If you have an urgent concern, please contact the Office of Institutional Equity at 575-646-3635.**

Title IX prohibits sex harassment, sexual assault, dating and domestic violence, stalking and retaliation. For more information on discrimination or Title IX, or to file a complaint contact:

Office of Institutional Equity (OIE) - O'Loughlin House, 1130 University Avenue
Phone: (575) 646-3635
E-mail: equity@nmsu.edu
[Office of Institutional Equity Website](#)



PERSONAL COUNSELING

Counseling students are encouraged by the CMHC program faculty to participate in personal counseling during their time in the program. Personal counseling is a valuable self-care strategy, which can provide students with opportunities for personal and professional growth. Being a client can also provide CMHC students with the opportunity to experience personal counseling from a client's perspective, which in all likelihood, will help CMHC students empathize more fully with their clients.

CMHC students are entitled to free individual and group counseling services through the Aggie Health and Wellness Center: <https://wellness.nmsu.edu/>. CMHC students who seek counseling services at the Aggie Health and Wellness Center should identify themselves as counseling graduate students so they will be assigned to mental health professionals who are not students or faculty members in the Department of Counseling and Educational Psychology. Confidentiality of counseling graduate students is protected by Aggie Health and Wellness Center staff.

In addition to the Aggie Health and Wellness Center, CMHC students may seek personal counseling from providers in the community. Students who seek community-based personal counseling services might be eligible for third party reimbursement if they have a health insurance plan that reimburses therapy sessions.

FITNESS TO PRACTICE POLICY

The Fitness to Practice (FTP) Policy and Procedures provide the structure through which students' behaviors and personal and professional development will be monitored and evaluated. The FTP process is implemented to ensure that students acquire the knowledge and develop the skills and professionalism required to enter the counseling profession. 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 CMHC program committee.

In addition, at any time, any CEP faculty member or part-time course instructor may request that the CMHC Program Committee convene to evaluate a student's lack of progress, deficit, or fitness to practice. When a concern is identified, an FTP remediation plan will be initiated by the concerned faculty member, doctoral supervisor, and/or instructor. This plan typically consists of a meeting with the student. The purpose of any subsequent meeting(s) 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.

Students asked to complete an FTP remediation plan will have the opportunity and be encouraged to participate in every step of the FTP process. The CMHC Program Committee routinely reviews, and maintains records of all Fitness to Practice Semester Evaluation Forms, Fitness to Practice Individual Evaluation Forms, and Fitness to Practice Remediation Plans



that are submitted by CEP faculty, doctoral supervisors, and/or instructors. When necessary, the CMHC Program Committee will also conduct Selective Reviews. All FTP related materials will be available to the student and program faculty via Tevera.

Upon admission into the CMHC Program, students are presented with the expectations and requirements for successful completion of the program. Expectations and requirements can be found in the CMHC Student Handbook. Students are strongly encouraged to seek clarification when needed. The FTP policy pertains to all students in the CMHC Program. All students need to consistently demonstrate adequate competencies in all settings, including classes, community agencies, advisory/supervisory sessions, and all verbal and written communications with faculty, doctoral supervisors, and instructors.

CMHC students are required to meet the following expectations at all times:

A. Maintain a cumulative GPA of 3.0 or better. A grade of “B-” or higher is required for CEPY 5230, CEPY 5985 and CEPY 5998 or the course must be retaken until a minimum grade of B- is achieved. Students are only allowed to earn a “C” grade or lower in no more than two courses that are counted toward the degree.

B. Demonstrate satisfactory acquisition of the knowledge and skills necessary to enter the counseling profession, as measured on the *Key Performance Indicators (KPI's)*.

C. Demonstrate adherence to program requirements and expectations delineated in the CMHC Student Handbook and demonstrating appropriate student behavior (social and academic) as outlined in the NMSU Student Handbook.

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

1. **Demonstrate cultural sensitivity:** Student displays receptiveness to feedback, openness to other ways of viewing interactions, curiosity about multiple cultural perspectives, willingness to reduce personal bias, and taking action to change unprofessional behavior are required. Everyone makes cultural mistakes, and it is important to be able to take risks without repercussions while learning.
2. **Display openness to new concepts and ideas:** Displays an openness, genuine curiosity, and willingness to learn when encountering alternative perspectives and ideas.
3. **Adhere to ethical and legal standards established by ACA:** See E. below
4. **Appropriately respond to conflict and other difficult situations:** When encountering a conflict or difficult situation the student, (a) uses supervision and consultation appropriately, (b) discusses the issue with the person (or people) involved when appropriate, (c) consults with their advisor and/or program director, and (d) lastly consults with the CEP Department head if the previous courses of action have not resolved the issue.



5. **Ability to Bracket Personal Values:** Demonstrates the ability to set aside one's own values and beliefs in order to serve clients (e.g., religious, spiritual, or other personal beliefs are not sufficient to deny service to sexual or gender minority clients)
6. **Express thoughts and feelings in a respectful and effective manner:** Student appropriately expresses positive, neutral, and negative thoughts and feelings in ways that get their point across without disrespecting, harming, intimidating, or coercing others. This applies to students' interactions with faculty, staff, supervisors, and their classmates. In conjunction with collaboration with the MA-CMHC Program Director, a course instructor and/or supervisor will determine the extent to which a student's conduct was not expressed in a respectful and effective manner. In other words, it is not sufficient for a student to say, "I didn't mean it that way." Students are expected to be open to and apply all feedback from their course instructors and supervisors (see # 7: Demonstrate receptiveness to and use of constructive feedback, especially from supervisors below).
7. **Demonstrate receptiveness to and use of constructive feedback, especially from supervisors:** Student follows all directives from supervisors, as they understand that they are practicing (i.e., counseling clients) under their supervisor's license. The student also displays a genuine interest and curiosity throughout the supervision process, which can include (but is not limited to) asking questions, taking notes, and using supervision appropriately. Students enter the program with different levels of experience. All students are required to be open to and abide by feedback and directives from instructors and supervisors regardless of their past experiences in counseling or related fields.
8. **Take personal responsibility for learning:** Based on their own volition, the student actively takes initiative and participates in all learning activities throughout the program.
9. **Follow through with obligations and assigned responsibilities:** The student follows through on their commitments, including but not limited to timely arrivals and active participation in classes, supervision, counseling, and other areas. This also includes practicing self-care through giving consistent attention to one's own thoughts, feelings, and needs (e.g., physical needs, social needs, etc.). When experiencing related challenges, students will take appropriate action to seek support through the university and/or their own social and community resources. The idea is to create a healthy balance to avoid burnout, compassion fatigue, and other negative outcomes.
10. **Demonstrate awareness of one's impact on others:** The student makes a genuine effort to learn about how they come across to others both in and out of class settings and makes adjustments when appropriate.
11. **Be open to ambiguity:** Student demonstrates an openness to multiple interpretations and reflexivity, particularly in situations when multiple possible solutions or courses of action exist simultaneously.



12. Demonstrate empathy, humility, and compassion toward others: Student displays a genuine effort to understand, respect, and relate to others' perspectives and world views, especially those that are different from their own. Be aware of how much space one is taking up and make room for everyone to be themselves and make different choices while also maintaining connections, communication, and ethical and professional behavior.

These 12 professional dispositions are formally assessed upon students' completion of the following courses: Counseling Theory and Technique, Group Work Theory and Technique, Counseling Practicum, and Counseling Internship. However, students are required to maintain professional dispositions throughout their entire time in the program. Any core or non-core faculty member can bring a professionalism concern about a student in the form of a fitness-to-practice review (see "FTP Remediation Plan Process" below) at any time in the program

E. Be knowledgeable of and able to apply the Ethical Standards of the American Counseling Association available at <https://www.counseling.org/knowledge-center/ethics>.

F. Pursue personal growth and take responsibility to work on personal issues and problems, including those that could interfere with providing counseling services to others. CMHC students are encouraged to consider personal counseling, are advised to voluntarily seek personal counseling opportunities in the community if necessary, and may be asked to seek counseling by the faculty if needed to continue their training as counselors. In addition, students are expected to engage in self-reflection and exploration throughout the course of the program to increase awareness of their impact on their counseling relationships and on other individuals.

Because this is a professional training program, students should conduct themselves as if in a workplace. 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.

STUDENT EVALUATION PROCESS AND PROCEDURES

KPI, Academic, and/or Professional Dispositions:

Students' fitness to practice (FTP) is evaluated on an on-going basis by CEP faculty, doctoral supervisors, and instructors. A student's FTP is evaluated formally and informally throughout their progression through the program across KPIs, academic progress, and professional dispositions.

Academic Progress

Students must maintain a cumulative GPA of 3.0 or better. A grade of "B-" or higher is required for CEPY 5230, CEPY 5985 and CEPY 5998 or the course must be retaken until a



minimum grade of B- is achieved. Students are only allowed to earn a “C” grade or lower in no more than two courses that are counted toward the degree.

Professional Dispositions

Demonstrate the following professional dispositions of a counselor and maintain consistent professional behavior, not limited to but including the following: Demonstrate cultural sensitivity, display openness to new concepts and ideas, adhere to ethical and legal standards established by ACA, appropriately respond to conflict and other difficult situations, 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), express thoughts and feelings in a respectful and effective manner, demonstrate receptiveness to and use of constructive feedback, especially from supervisors, take personal responsibility for learning, follow through with obligations and assigned responsibilities, demonstrate awareness of one’s impact on others, be open to ambiguity, and demonstrate empathy and compassion toward others.

Key Performance Indicators

MA-CMHC program faculty developed key performance indicators or KPIs that are based on a compilation of CACREP standards from each of the eight core areas as well as program objectives. Students’ proficiency across each of the eight KPIs are assessed by pre-selected course assignments and are appraised at two separate points in the program. Students must meet expectations on all KPIs in order to complete the program. KPI rubric evaluations will be submitted to the MA-CMHC Program Director. All faculty, instructors, and doctoral supervisors are encouraged to address any potential deficiencies or concerns as early in the semester as possible. For any one semester, students who obtain a rating of “o” on any KPI competency will not be allowed to move forward in the course of study without the initiation of an FTP remediation plan.

A. At any point in the semester:

It is necessary for an FTP remediation plan to be initiated upon identification of any concern, including:

- When a student’s academic and/or professional performance is not indicative of developmentally appropriate progress towards meeting FTP expectations or competencies on their *KPIs* for that semester.
- Engages in any of the following:
 1. Unethical or illegal behavior(s)*
 2. Behavior that is threatening to self or others*
 3. Behavior that violates NMSU code of conduct as outlined in the student handbook*

*FTP remediation plans that are instigated as a result of #1, #2, or #3 listed above will result in a Selective Review process (See “*Selective Review Process*” section outlined



below). Due to the nature of these behaviors, the CMHC Program Committee need to be informed of any potential issues as soon as possible.

Once a concern is identified, an FTP remediation plan must be initiated at the earliest possible time (See “*FTP Remediation Plan Process*” below).

FTP REMEDIATION PLAN PROCESS

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

Level 2:

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 3:

Unethical, illegal, or dangerous behavior may result in immediate dismissal from the program and will automatically advance to the “Selective Review” process.

Steps:

Once a concern is identified, the following steps should be followed:

Level 1:

Instructor/advisor who identified a concern relating to the student is encouraged to discuss this concern with the student and inform Program Coordinator of outcome of discussion.

Level 2:

For concerns relating to academics, professional dispositions or KPIs, faculty, doctoral supervisor, or instructor initiating the FTP process must:



1. Inform Program Coordinator of concerns.
2. Fill out a *FTP Individual Student Evaluation Form (FTPISE)* (refer to **Appendix D**)
3. Request a meeting with the student to discuss the concern. The student must respond within 3 business days. The student's failure to respond by 5:00 p.m. on the third business day will result in a Selective Review Meeting (See section on "*Selective Review Process*" on p. 13).
4. At the meeting, the faculty member will:
 - a. Discuss the identified concern(s) outlined on the *FTPISE* form.
 - b. Obtain signatures to be included on the *FTPISE* form.
 - c. Provide a copy of the *FTPISE* form to the student.
 - d. Develop and discuss a FTP remediation plan and complete *FTP Remediation Plan Form (FTPRP)* (refer to **Appendix E**) which includes:
 - Specific FTP competencies or concerns that require remediation.
 - Specific recommendations/goals to achieve remediation.
 - Specific expectations of successful remediation.
 - Specific deadline(s) for evaluation of expectations.
5. Within 10 business days, the faculty member must finalize FTP remediation plan and will meet with the student to review.
6. Within 5 business days from the date the FTP remediation plan was reviewed, the student must sign and return the *FTPRP form* to the faculty member or request an appeal (see "*Appeals Process*" outlined below). The faculty member will retain the original FTP plan and provide copies to the student and the MA counseling Committee to be included in the student's permanent file. A delay or failure of the student to sign and return the plan does not impede the FTP remediation process and may be interpreted as a demonstration of lack of reasonable progress towards goals established in FTP plan.
7. Faculty member is responsible for monitoring the student's progress. At any time during this process, both faculty and student may request additional meetings to discuss progress.
8. Faculty member will meet with the student, either upon the student's successful completion of the FTP plan or the planned deadline (whichever comes first). During this meeting, faculty member and student will review the student's progress and complete the "Outcome" section of the *FTPRP* form. Faculty member will be responsible for providing a final copy of the *FTPRP* form to the CMHC Program Coordinator.
9. If student does not meet requirements specified in the *FTPRP* form by the date indicated, a Selective Review must be initiated. Please follow the steps outlined in the "Selective Review Process" Section detailed below.

Level 3:

Immediate transition into "Selective Review."

**Note that faculty members have the option of initiating a Selective Review at any time during the FTP process.*



Selective Review Process:

A Selective Review Process will be convened when:

- A FTP remediation plan was called because the student was believed to have engaged in unethical or illegal behavior(s), behavior that is threatening to self or others, and/or behavior that violates NMSU code of conduct as outlined in the student handbook. In extreme cases (to be determined at the discretion of the program faculty committee), a student might be immediately dismissed from the program for severe transgressions.
- A student fails to respond to a request for a FTP meeting within the allotted timeframe.
- A student fails to demonstrate acceptable progress or completion of established FTP remediation plan.
- More than one FTP remediation plan is initiated with a student over the course of their training program.
- A student fails to meet the minimum GPA requirements for the CMHC program.
- A student obtains a rating of “2” by more than 2 evaluators on any FTP competency on the *FTPSE*.
- A student obtains a rating of “2” on any FTP competency on the *FTPSE* for more than one semester.

The Selective Review Committee will be comprised of at least two faculty members from the CMHC Program, including the student’s appointed advisor. The committee may consult with other CEP faculty members, supervisors, NMSU legal counsel, and/or the American Counseling Association (ACA) regarding the development of alternative remedial actions and/or the student’s fitness to remain in the CMHC Program.

The following process will be followed:

1. Upon receiving documented statement detailing any concerns with a student, Program Coordinator will put together a Selective Review Committee and provide them with any information regarding documented concerns.
2. Within 48 hours of obtaining written documentation of the incident/concerns, the Program Coordinator or CMHC Program Committee faculty member will schedule a time for the selective Review Committee AND the student to meet. (*Note that for potentially life-threatening concerns, this meeting should take place within 24 hours).
3. During the meeting, the Selective Review Committee must fill out the *Selective Review Committee Form (SRC)* which includes:
 - Description of specific FTP competencies or concerns that require remediation.
 - Outline of the specific requirements that must be fulfilled to successfully achieve remediation.
 - Description of any other expectations for successful remediation.
4. The Selective Review Committee must finalize a *FTP Remediation Plan Form (FTP RP)* and meet with the student to review within 5 days of initial Committee



meeting. Within 2 business days after receiving a copy of the *FTPRP* form the student must sign and return it to the Selective Review Committee or request an appeal (Please refer to the “*Appeals Process*” section). A copy of the *FTPRP* form will be given to the MA counseling Committee to be included in the student’s permanent file. A delay or failure of the student to sign and return the plan does not impede the FTP remediation process and may be interpreted as a demonstration of lack of reasonable progress towards goals identified on the *FTPRP*.

5. Selective Review Committee is responsible for monitoring the student’s progress. At any time during this process, both Committee and student may request additional meetings to discuss progress.
6. Selective Review Committee will meet with the student, either upon the student’s successful completion of the FTP remediation plan or the plan deadline (whichever comes first). During this meeting, Selective Review Committee and student will review the student’s progress and complete the “Outcome” section of the *FTPRP* form. During this meeting, Selective Review Committee must determine whether remediation plan was completed, needs to be revised or other action should be taken (dismissal from the program, delaying course of study, etc.). Selective Review Committee will be responsible for placing a final copy of the *FTPRP* form in the student’s permanent file.
7. If student does not meet requirements specified in the FTP remediation plan by the date indicated, Selective Review Committee must determine whether remediation plan needs to be revised or other action should be taken (dismissal from the program, delaying course of study, etc.).

Some problematic student behaviors may also be a violation of the NMSU Student Social Code of Conduct or the Student Academic Code of Conduct. In such cases the student may be subject to a hearing as described in the NMSU Student Handbook.

The New Mexico State University Student Handbook is composed of the Student Social Code of Conduct, the Student Academic Code of Conduct, Grievance Process policies, as well as other regulations and procedures.

Together, these codes and policies set forth the rights and responsibilities of NMSU students; outlines the standards for social and academic conduct; provides the types of interim measures and sanctions which may be imposed for violation; provides a prompt and fair fact-finding hearing, as well as an objective review process if students elect to appeal the outcome of the fact-finding hearing.

Examples of **academic** misconduct include: Cheating or Assisting to Cheat, Misrepresentation or Non-disclosure, Plagiarism, Unauthorized Access to or Alteration of Academic Records, and Unauthorized Possession of Academic Material. Examples of **social** misconduct include: Abuse or Interference with Conduct Process, Bullying/Cyberbullying, Discrimination, Discriminatory Harassment, Disruptive Behavior, Falsification, Retaliation and basically any violation of NMSU policy. Because graduate students are held to a higher standard of conduct, Level II sanctions are imposed for first time violations.



STUDENT COMPLAINTS AND ACADEMIC APPEALS

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:

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 seek out the department head for help resolving the problem. This process provides 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.

Graduate Student Appeals Board for Academic Concerns:

In accordance with the Graduate Student Academic Grievance Policy: <https://arp.nmsu.edu/5-14/> complaints related to grading and other academic issues follow the steps detailed below (also found at the following website):

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, they 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>.

CLINICAL INSTRUCTION

Clinical Orientation:

Clinical orientation meetings with faculty and students are scheduled routinely to discuss necessary preparation for clinical experiences. These meetings are announced in advance and all students planning to enroll in a Clinical course must attend. Students must attend the scheduled clinical orientation meetings before enrolling in any Clinical course or engaging in any field experience.

Liability Insurance:

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 any other field experiences requiring direct contact with clients (approximate cost is \$100.00 per academic year). Students must also pay a small lab fee for use of the CEP Training and Research Clinic during **CEPY 5985**. The lab fee must be paid and verified in order to pass the course. **Please note that students may not enroll in Practicum or Internship courses until** they have successfully completed the following courses: (**CEPY 5170**) Professional Issues in Mental Health Counseling and (**CEPY 5130**) Multicultural Counseling.

Clinical Courses:

Three main courses associated with clinical instruction are **required** of all students. These courses are *Counseling Theory and Technique* (**CEPY 5230**), *Counseling Practicum* (**CEPY 5985**), *CEPY 5990 Advanced Counseling Practicum*, and *Internship* (**CEPY 5998**), and must be taken in that sequence. These courses have minimum numbers of hours for total clinical time, client contact, and supervision that must be met to complete the course. If students are unable to meet these time requirements for reasons that have been approved by department faculty steps will be taken to try to help students meet the hour requirements while minimizing interference with their progress in the program.

Students must successfully complete ALL of the Clinical courses with a grade of “B-” or better. This 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 move to the next level of training. Clinical courses require students to demonstrate minimum counseling competencies (knowledge, skills, and professionalism) in order to transition to the subsequent clinical course. Instructors teaching clinical courses must assess students to determine if sufficient competency development has occurred to allow the student a high level of success in



practicum and internship. If sufficient skill development has not been achieved, the student may be required to engage in additional activities (i.e., repeating a course or engaging in remediation as per the FTP Policy) prior to continuing in their program or advancing to subsequent clinical courses.

CEPY 5230 COUNSELING THEORY & TECHNIQUE (3 credits) – This course consists of didactic classroom instruction in various theoretical orientations to counseling paired with a supervised introductory counseling experience. 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 CEPY 5240 Child and Adolescent Counseling Theory & Technique; CEPY 5250 Family Therapy Theory & Technique; and CEPY 5260 Group Work Theory & Technique).

CEPY 5985 COUNSELING PRACTICUM (3 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: <https://cep.nmsu.edu/additional-information/cep-odonnell-clinic-1.html>. Clinical hours include a minimum of one hour per week of individual supervision, one and one-half hours per week of group supervision, and a minimum of 40 hours of direct client contact for a total of 100 hours of total time.

Typically, individual supervision is provided by faculty member instructing the class. Similarly, group supervision is provided by that faculty member. Additionally, students will typically receive supplemental live supervision provided by doctoral student trainees who are under supervision. Please note that both supervisors (faculty and doctoral supervisor) 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.

CEPY 5990 ADVANCED COUNSELING PRACTICUM (3-to-6 credits) This course consists of supervised counseling experience of appraisal and individual, family, and/or group counseling and consultation serving child, adolescent, and/or adult clients. Weekly individual and group supervision involves review of counseling sessions and case presentations. Three credits of Advanced Practicum correspond to 150 hours, 40% (60 hours) of which must be direct client contact hours. Six credits of Advanced Practicum correspond to 300 hours, 40% (120 hours) of which must be direct client contact hours.



To retain good standing in Advanced Counseling Practicum, students must receive a “B” or better. A grade that is based on their faculty supervisor’s evaluation, which encompasses a variety of factors, including: site supervisor evaluations, instructor’s evaluation of student (on areas such as professional development of maturity and integration of all that has been taught in the training program, competent service delivery, responsiveness to constructive feedback, and consistent ethical practice), grades/points on course assignments. 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 Advanced Counseling Practicum.

CEPY 5998 COUNSELING INTERNSHIP (600 clinical hours for 12 credits) – This course consists of counseling in a setting, which includes performance of the full range of mental health services. The internship is supervised by a site-based licensed mental health professional and by a CMHC Program faculty member (one and one-half hours per week group supervision). 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. The 12-credit internship involves a minimum of 240 direct client contact hours. Total time on internship is a minimum of 600 hours. Students are encouraged to enroll in a minimum of 6 hours per semester (20 hours per week on site), or all 12 hours during one semester (40 hours per week on site). Students are placed in settings that are congruent with their career goals. 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 services, and an overall total of 600 hours are required. While rare, paid internships are possible, however, students are not permitted to complete their internship at their *current* place of employment.

To retain good standing in internship, students must receive a “B” or better. A grade that is based on their faculty supervisor’s evaluation, which encompasses a variety of factors, including: site supervisor evaluations, instructor’s evaluation of student (on areas such as professional development of maturity and integration of all that has been taught in the training program, competent service delivery, responsiveness to constructive feedback, and consistent ethical practice), grades/points on course assignments. 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.

Clinical Hours Required:

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. The number of hours required for the CMHC program are also aligned with accreditation requirements (CACREP 2016 Standards).

Requirements for Internship Placements:

Internship sites must be professional mental health counseling settings where counseling services are offered and direct services may be provided by interns. Please note that students are responsible for securing their own internship placements. After attending clinical orientation, students are encouraged to contact sites, interview, and find the best fit for their career goals.

The clinical training site must agree to:

1. Assign a site supervisor who has appropriate credentials, time, and interest for training the student. Site supervisors need to be licensed mental health professionals who have a minimum of a Master's degree AND two years professional experience. If site supervisors do not meet these criteria, it may be possible for an NMSU Program faculty member to serve as a field supervisor. This arrangement must be documented on this agreement. Site supervisors must:
 - a. Provide face-to-face individual or triadic supervision for a minimum of 1 hour per week;
 - b. Provide supervisory contact that involves some examination of student work using audio/visual tapes, observation, and/or live supervision for a minimum of one hour each week;
 - c. Be available for a meeting with the Program Faculty member (site visit);
 - d. Be available to attend a Supervisor Training meeting or complete the training online;
 - e. Be available for consultation with student and/or supervisor;
 - f. Provide written evaluation of student, based on the criteria established by the CMHC program;
 - g. Facilitate communication between the CMHC program and the site;
 - h. Provide opportunities for the student to engage in a variety of counseling activities under supervision and for the purpose of evaluating the student's performance;
2. Provide the student with adequate workspace, telephone, office supplies, and staff to conduct professional activities.

Internship Selection Process:

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

1. Student identifies site, interviews and if selected, requests that site supervisor complete the "*Site Supervisory Agreement Form*."
2. If the site is not in the approved site list, student is responsible for contacting



Clinical coordinator and requesting information about how to get the site approved.

3. 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.

CMHC students must ensure that site supervisors have appropriate licensure. In most instances, a Licensed Professional Clinical Counselor (LPCC) is preferred. 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.

Internship Versus Employment:

Internship is an educational experience, not an employment position.

1. 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.
2. 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 can only be made in rare occasions and must be approved by the CMHC program committee.
3. 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 CMHC program committee.

Policy Regarding Completing Internships in Multiple Settings:

Although students are encouraged to complete their clinical hours at one setting per semester, there is no policy that prevents students from obtaining more than one clinical placement per semester as long as all hours obtained that semester count towards only one clinical course. Meaning that students cannot concurrently enroll in CEPY 5990 and CEPY 5985 and accrue hours for both courses. CMHC Program faculty understand that there are circumstances that may require that students obtain more than one site per semester in order to gain the type of experience desired and number of hours required to complete the advanced practicum or internship. Students are encouraged to discuss site placement options with advisor of record and Clinical Coordinator.

Policy Regarding Additional/Optional Clinical Experiences:

Students may desire to complete a field experience in addition to the required sequence of clinical coursework of CEPY-5230, CEPY-5985, and CEPY 5998. Clinical hours accrued during this experience may not be credited toward the Internship but may enhance the clinical



training goals of the student. Academic credit for completion of this field experience may be used as an elective in the students' program curriculum when the following criteria are met.

Students must have successfully completed CEPY-5985 Counseling Practicum prior to engaging in any other clinical experience AND must obtain approval from the Clinical Coordinator and Academic Advisor prior to enrolling in any Field Experience courses. Students must enroll in a course that provides appropriate supervision for the experience. Please refer to the list below for specific requirements connected to optional field experience opportunities:

1. Students must be enrolled in an appropriate course CEP-5997-Special Topics or CEPY-6590-Behavioral Health Practicum during the accrual of clinical hours. The instructor of record must provide individual supervision with the student for the duration of the field experience.
2. The field experience is conducted in a setting that aligns with the principles, methods, and therapeutic techniques practiced by professional counselors including diagnosis, appraisal, assessment, treatment and treatment planning of a broad spectrum of client problems including, but not limited to, developmental, mental, emotional, family, and DSM disorders.
3. The field experience site provides an approved supervisor who must be a licensed mental health professional who has a minimum of a Master's degree and two years professional experience. Program faculty members may serve as field supervisors when other supervision is not available.
4. The field supervisor helps the student prepare a realistic plan for the field experience which is commensurate to the student's ability and in accordance with the planned graduate program for the student. When the final agreement is signed by the field supervisor, this constitutes a contract between the two parties with regard to placement, assignments, and responsibilities.
5. The field supervisor also supervises the student. This supervision may take on many different forms including individual meetings, group meetings, case conferences, and informal contacts. A minimum of one hour per week face-to-face individual supervision is required.
6. The supervisor will be asked to complete an evaluation form concerning both the student and the program. The form will be supplied by the University. A telephone or on-site interview will be conducted by the course instructor. If the field supervisor or student request more contact with the course instructor, arrangements may be made as deemed necessary.
7. Students must maintain a daily log recording the activities they engage in and the amount of time spent in each. Time spent must be validated by the site supervisor and the University professor.

Examples of Potential Internship Sites:

- Aggie Health and Wellness Center
- La Clinica de Familia



- Associated Behavioral and Trauma Specialties
- Ben Archer Health Centers
- Center Against Family and Sexual Violence
- Counseling and Psychological Services at UTEP
- Holloman Air Force Base
- La Pinon Sexual Assault Recovery Services
- Memorial Medical Center (Five West)
- Mesilla Valley Hospice
- Mesilla Valley Hospital
- Veterans Affairs
- La Casa

Please note that 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.

Clinical Documentation:

Documentation verifying liability insurance enrollment must be provided to the instructor at the beginning of each clinical semester (must be uploaded to Tevera). The following clinical documentation is also required:

- Student Information Form
- Supervisory Agreement Form
- Documentation of Hours
- Intern's Evaluation of the Program and the Internship Site
- Supervisor's Evaluation of Student (Midterm and Final)

All required clinical forms will be available to you via your *Tevera* account.

REQUIRED NON-CLINICAL DOCUMENTATION

Graduate students are expected to independently manage their programs, which includes submitting required paperwork in a timely manner including the following:

Program of Study:

After completing 12 credit hours in the CMHC program but *before completing Internship*, students in collaboration with a faculty advisor, must complete a Program of Study form. Students are advised to submit this form via Tevera at least one semester prior to their last semester of study. The student must have a minimum cumulative GPA of 3.0 at the time this form is 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.

For current program of study form visit the following:

<https://gradschool.nmsu.edu/Current%20Students/Graduate%20Forms.html#Masters1>

**Application for Degree:**

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>

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. Please visit these and other websites for the most current policies and procedures: <https://gradschool.nmsu.edu/>

LICENSURE AS A CLINICAL MENTAL HEALTH COUNSELOR

This program is a CACREP accredited program in Clinical Mental Health Counseling and is intended to prepare students to become credentialed as clinical mental health counselors. Upon graduation, students are encouraged to pursue national certification as well as state licensure (i.e., the National Board for Certified Counselors [NBCC]).

Post-Graduate Requirements for Licensure:

As a CACREP-accredited program, the CMHC program provides the academic or curricular preparation necessary to pursue the supervised practice licensure in New Mexico (LMHC), once the national exam has been passed. Obtaining independent licensure (LPCC) is recommended and requires post-graduate supervised practice. Because the post-graduate requirements are subject to change, students are directed to the New Mexico Counseling and Therapy Practice Board website for current licensure requirements. 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.

Endorsement Policy:

Students who wish to seek endorsements for credentialing should request permission from the CMHC program coordinator before formally identifying the program as a reference. It is the policy of the CMHC program to endorse students only for credentials and licensure in Clinical Mental Health Counseling.

Syllabi and Documentation Logs:

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



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

Licensure and Certification Contact Information:

- New Mexico Counseling and Therapy Practice Board 505-476-4622
<https://www.rld.nm.gov/boards-and-commissions/individual-boards-and-commissions/counseling-and-therapy-practice/>
- National Board for Certified Counselors 336-547-0607
<http://www.nbcc.org>

GRADUATE ASSISTANTSHIP AND EMPLOYMENT OPPORTUNITIES

Graduate Assistantships

There are no CEP department Graduate Assistantships guaranteed to 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
- Wellness, Alcohol, Violence Education Program
- Sexual & Gender Diversity Resource Center
- Student Success Center
- Career Services (also offer list of employment opportunities on campus)
- SOAR Lab and STEM Outreach programs (College of Education, ground floor)

Scholarships:

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 therefore 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/ma-cmhc/fundings-grants.html>

NMSU and Other Employment Options:



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
- La Casa
- La Clinica De Familia
- Las Cruces Public Schools
- Mesilla Valley Hospital
- Las Cruces Public Schools



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.

Examples of Counseling Professional Organizations:

- 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) <https://nmca-nm.org/divisions/>

ACA 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

CACREP STANDARDS AND RELEVANT COURSES

Listed below are the 2024 CACREP Standards associated with each of the eight core areas as well as corresponding CEP courses in which this material is covered.

1. **PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**—studies that provide an understanding of all of the following aspects of professional functioning (CEPY 5170: Professional Issues in Mental Health Counseling):
 - 3.A.1. history and philosophy of the counseling profession and its specialized practice areas
 - 3.A.2 the multiple professional roles and functions of counselors across specialized practice areas
 - 3.A.3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management
 - 3.A.4 the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
 - 3.A.5 the role and process of the professional counselor advocating on behalf of the profession
 - 3.A.6 professional counseling organizations, including membership benefits, activities, services to members, and current issues
 - 3.A.7 professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas
 - 3.A.8 legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas
 - 3.A.9 current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession
 - 3.A.10 ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas
 - 3.A.11 self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
 - 3.A.12 the purpose of and roles within counseling supervision in the profession
 - 5.C.2. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.
 - 5.C.3. legislation and government policy relevant to clinical mental health counseling
 - 5.C.9. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
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2. **SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES**—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society (CEPY 5130: Multicultural Counseling):
 - 3.B.1. theories and models of multicultural counseling, social justice, and advocacy
 - 3.B.2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews



- 3.B.3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors
 - 3.B.4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally.
 - 3.B.5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients
 - 3.B.6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness
 - 3.B.7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities
 - 3.B.8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship
 - 3.B.9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
 - 3.B.10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities
 - 3.B.11. the role of religion and spirituality in clients' and counselors' psychological functioning
3. LIFESPAN DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts (CEPY 5120: Human Development):
- 3.C.1. theories of individual and family development across the lifespan
 - 3.C.2. theories of cultural identity development
 - 3.C.3. theories of learning
 - 3.C.4. theories of personality and psychological development
 - 3.C.5. theories and neurobiological etiology of addiction
 - 3.C.6. structures for affective relationships, bonds, couples, marriages, and families
 - 3.C.7. models of resilience, optimal development, and wellness in individuals and families across the lifespan
 - 3.C.8. models of psychosocial adjustment and adaptation to illness and disability
 - 3.C.9. the role of sexual development and sexuality related to overall wellness
 - 3.C.10. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
 - 3.C.11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
 - 3.C.12. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan
 - 3.C.13. effects of crises, disasters, stress, grief, and trauma across the lifespan
4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors (CEPY 5320: Career/Life Planning and Vocational Assessment):
- 3.D.1. theories and models of career development, counseling, and decision-making
 - 3.D.2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors



- 3.D.3 processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information system
 - 3.D.4 approaches for assessing the conditions of the work environment on clients' life experiences
 - 3.D.5 strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development
 - 3.D.6 career development program planning, organization, implementation, administration, and evaluation
 - 3.D.7 developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities
 - 3.D.8 strategies for advocating for employment support for individuals facing barriers in the workplace
 - strategies for facilitating client skill development for career, educational, and life-work planning and management
 - 3.D.9 career and postsecondary training readiness and educational decision-making
 - 3.D.10 strategies for improving access to educational and occupational opportunities for people from marginalized groups
 - 3.D.11 ethical and legal issues relevant to career development and career counseling
5. COUNSELING PRACTICES AND RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society (CEPY 5230: Counseling Theory and Technique):
- 3.E.1 theories and models of counseling, including relevance to clients from diverse cultural backgrounds
 - 3.E.2 critical thinking and reasoning strategies for clinical judgment in the counseling process
 - 3.E.3 case conceptualization skills using a variety of models and approaches
 - 3.E.4 consultation models and strategies
 - 3.E.5 application of technology related to counseling
 - 3.E.6 ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
 - 3.E.7 culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
 - 3.E.8 counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
 - 3.E.9 interviewing, attending, and listening skills in the counseling process
 - 3.E.10 counseling strategies and techniques used to facilitate the client change process
 - 3.E.11 strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences
 - 3.E.12 goal consensus and collaborative decision-making in the counseling process
 - 3.E.13 developmentally relevant and culturally sustaining counseling treatment or intervention plans
 - 3.E.14 development of measurable outcomes for clients
 - 3.E.15 evidence-based counseling strategies and techniques for prevention and intervention
 - 3.E.16 record-keeping and documentation skills
 - 3.E.17 principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources



- 3.E.18 classification, effects, and indications of commonly prescribed psychopharmacological medications
 - 3.E.19 suicide prevention and response models and strategies.
 - 3.E.20 crisis intervention, trauma-informed, community-based, and disaster mental health strategies
 - 3.E.21 processes for developing a personal model of counseling grounded in theory and research
6. **GROUP COUNSELING AND 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 (CEPY: 5260: Group Work Theory and Technique):
- 3.F.1 theoretical foundations of group counseling and group work
 - 3.F.2 dynamics associated with group process and development
 - 3.F.3 therapeutic factors of group work and how they contribute to group effectiveness
 - 3.F.4 characteristics and functions of effective group leaders
 - 3.F.5 approaches to group formation, including recruiting, screening, and selecting members
 - 3.F.6 application of technology related to group counseling and group work
 - 3.F.7 types of groups, settings, and other considerations that affect conducting groups
 - 3.F.8 culturally sustaining and developmentally responsive strategies for designing and facilitating groups
 - 3.F.9 ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities
 - 3.F.10 direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
7. **ASSESSMENT AND DIAGNOSTIC PROCESSES**—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society (CEPY 5220: Testing, Assessment, and Psychometric Theory):
- 3.G.1 historical perspectives concerning the nature and meaning of assessment and testing in counseling
 - 3.G.2 basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
 - 3.G.3 statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
 - 3.G.4 reliability and validity in the use of assessments
 - 3.G.5 culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications
 - 3.G.6 ethical and legal considerations for selecting, administering, and interpreting assessments
 - 3.G.7 use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes
 - 3.G.8 use of assessments in academic/educational, career, personal, and social development
 - 3.G.9 use of environmental assessments and systematic behavioral observations
 - 3.G.10 use of structured interviewing, symptom checklists, and personality and psychological testing



- 3.G.11 diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems
 - 3.G.12 procedures to identify substance use, addictions, and co-occurring conditions
 - 3.G.13 procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide
 - 3.G.14 procedures for assessing clients' experience of trauma
 - 3.G.15 procedures for identifying and reporting signs of abuse and neglect
 - 3.G.16 procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders
 - 3.G.17 procedures for using assessment results for referral and consultation
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 (CEPY 5210: Research Methods):
- 3.H.1 the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
 - 3.H.2 identification and evaluation of the evidence base for counseling theories, interventions, and practices
 - 3.H.3 qualitative, quantitative, and mixed methods research designs
 - 3.H.4 practice-based and action research methods
 - 3.H.5 statistical tests used in conducting research and program evaluation
 - 3.H.6 analysis and use of data in research
 - 3.H.7 use of research methods and procedures to evaluate counseling interventions
 - 3.H.8 program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy
 - 3.H.9 culturally sustaining and developmentally relevant outcome measures for counseling services
 - 3.H.10 ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation
 - 3.H.11 culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

CEPY 5270: DIAGNOSIS AND TREATMENT PLANNING

- 5.C.1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
- 5.C.2.f. impact of crisis and trauma on individuals with mental health diagnoses
- 5.A.7. pharmacological interventions used to address substance use withdrawal, craving, and relapse prevention

CEPY 5985: COUNSELING PRACTICUM

- 3.G.8. use of assessments in academic/educational, career, personal, and social development
- 4.B. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.
- 4.C. Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.



4.F. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.

4.D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.

4.E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

4.Q. Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar

4.R. Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.

4.S. Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

1. a counselor education program core or affiliate faculty member, or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

4.T. Throughout the duration of the practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

1. a counselor education program faculty member or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

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

3.E.3 case conceptualization skills using a variety of models and approaches

CEPY 5998: COUNSELING INTERNSHIP

3.E.9. interviewing, attending, and listening skills in the counseling process

3.E.9. interviewing, attending, and listening skills in the counseling process

3.E.14 development of measurable outcomes for clients

3.E.15. evidence-based counseling strategies and techniques for prevention and intervention

5.C.4. intake interview, mental status evaluation, biopsychosocial history, mental health history,

and psychological assessment for treatment planning and caseload management

5.C.5. techniques and interventions for prevention and treatment of a broad range of mental health issues

5.C.6. strategies for interfacing with the legal system regarding court-referred clients

5.C.7. strategies for interfacing with integrated behavioral healthcare professionals

5.C.8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions

Key Performance Indicators (KPIs)

KPI	Core CACREP Area	Courses
1. Students will demonstrate their ability to select and critique the psychometric properties of reliable, valid, and cross-culturally fair psychological assessments and be able to administer, interpret, and report the synthesized findings of a psychological test battery.	Assessment and Testing	CEPY 5220: Testing, Assessment, and Psychometric Theory CEPY 5985: Counseling Practicum
2. Students will demonstrate their ability to critique the empirical rigor and determine the cross-cultural appropriateness of evidence-based research with diverse clients as well as propose future research to inform their practice of counseling.	Research and Program Evaluation	CEPY 5210: Research Methods CEPY 5985: Counseling Practicum
3. Students will be able to identify factors that impact human development, functioning, and behavior.	Human Growth and Development	CEPY 5120: Human Development CEPY 5998: Counseling Internship
4. Students will be able to assess factors that contribute to career development, including culturally relevant influences.	Career Development	CEPY 5320: Career/Life Planning and Vocational Assessment CEPY 5220: Testing, Assessment, and Psychometric Theory
5. Students will be able to identify the fundamental tenants of major counseling theories and demonstrate fundamental counseling skills.	Counseling and Helping Relationships	CEPY 5230: Counseling Theory and Technique CEPY 5985- Counseling Practicum
6. Students will be able to identify, demonstrate, and experience dynamics associated with group process and	Group Counseling and Group Work	CEPY 5260: Group Work Theory and Technique



<p>development with an emphasis on culturally relevant practice.</p>		<p>CEPY 5998: Counseling Internship</p>
<p>7. Students will analyze ethical and legal considerations specifically related to the practice of clinical mental health counseling.</p>	<p>Professional Counseling Orientation and Ethical Practice</p>	<p>CEPY 5170: Professional Issues in Mental Health Counseling CEPY 5998: Counseling Internship</p>
<p>8. Students will demonstrate awareness, knowledge, skills, attitudes, and beliefs and their impacts on diverse client populations.</p>	<p>Social and Cultural Diversity</p>	<p>CEPY 5130: Multicultural Counseling CEPY 5998: Counseling Internship</p>
<p>9. Students will demonstrate their ability to provide culturally sensitive counseling services to diverse clients in a variety of settings.</p>	<p>Clinical Mental Health Counseling</p>	<p>CEPY 5985: Counseling Practicum CEPY 5998: Counseling Internship</p>

APPENDIX B

2026 - 2027 Accelerated Full-Time, Full-Time, and Part-Time Schedules

ACCELERATED FULL-TIME SCHEDULE			
<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Summer	CEPY 5120	Human Development	3
	CEPY 5130	Multicultural Counseling	3
Fall 1	CEPY 5170	Professional Issues in Mental Health Counseling	3
	CEPY 5230	Counseling Theory and Technique	3
	CEPY 5270	Diagnosis and Treatment Planning	3
	CEPY 5280	Primary Care Psychology	3
Spring 1	CEPY 5220	Testing, Assessment, and Psychometric Theory	3
	CEPY 566	Group Work Theory and Technique	3
	CEPY 5985	Counseling Practicum	3
	CEPY 5210	Counseling Research	3
Summer	CEPY 5250	Family Therapy Theory and Technique	3
	CEPY 5180	Addictions Counseling	3
Fall 2	CEPY 5240	Child and Adolescent Counseling	3
	CEPY 5990	Advanced Counseling Practicum	3
	XXXX xxx	Elective (can be taken at any point in the program)	3
Spring 2	CEPY 5998	Counseling Internship * (Oral/Written Comprehensive Exam)	12
	CEPY 5230	Career/Life Planning and Vocational Assessment	3
TOTAL CREDIT HOURS =			60

SUGGESTED FULL TIME SCHEDULE			
<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Summer	CEPY 5120	Human Development	3
	CEPY 5130	Multicultural Counseling	3
Fall 1	CEPY 5230	Counseling Theory and Technique	3
	CEPY 5170	Professional Issues in Mental Health Counseling	3
	CEPY 5270	Diagnosis and Treatment Planning	3
Spring 1	CEPY 5220	Testing, Assessment, and Psychometric Theory	3
	CEPY 5260	Group Work Theory and Technique	3
	CEPY 5210	Counseling Research	3
Summer	CEPY 5250	Family Therapy Theory and Technique	3
	CEPY 5180	Addictions Counseling	3
Fall 2	CEPY 5280	Primary Care Psychology	3
	CEPY 5240	Child and Adolescent Counseling	3
	CEPY 5985	Counseling Practicum	3
Spring 2	CEPY 5990	Advanced Counseling Practicum	3
	CEPY 5230	Career/Life Planning and Vocational Assessment	3
Summer	XXXX xxx	Elective (can be taken at any point in the program)	3
Fall 3	CEPY 5998	Counseling Internship (Oral/Written Comprehensive Exam)	12
TOTAL CREDIT HOURS =			60



SUGGESTED PART-TIME SCHEDULE			
<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Summer	CEPY 5130	Multicultural Counseling	3
Fall 1	CEPY 5240	Child and Adolescent Counseling	3
	CEPY 5170	Professional Issues in Mental Health Counseling	3
Spring 1	CEPY 5220	Testing, Assessment, and Psychometric Theory	3
	XXXX xxx	Elective (can be taken at any point in the program)	3
Summer	CEPY 5120	Human Development	3
Fall 2	CEPY 5230	Counseling Theory and Technique	3
	CEPY 5270	Diagnosis and Treatment Planning	3
Spring 2	CEPY 5985	Counseling Practicum	3
	CEPY 5230	Career/Life Planning and Vocational Assessment	3
Summer	CEPY 5250	Family Therapy Theory and Technique	3
Fall 3	CEPY 5280	Primary Care Psychology	3
	CEPY 5990	Advanced Counseling Practicum	3
Spring 3	CEPY 5260	Group Work Theory and Technique	3
	CEPY 5120	Counseling Research	3
Summer	CEPY 5180	Addictions Counseling	3
Fall 4	CEPY 5998	Counseling Internship I	6
Spring 4	CEPY 5998	Counseling Internship II (Oral/Written Comprehensive Exam)	6
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.

*Total of 12 credit hours needed to complete Counseling Internship." Oftentimes, internship is offered over the summer. This gives students the option of taking 9 credits of internship in the Fall or Spring semester and 3 credits over the summer.

**Up to two electives are required so that total credit hours are a minimum of 60. Elective(s) 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 (Gender and Sexuality Studies, Native American studies, Spanish Counseling, Integrated Behavioral Health). Students have the option of taking more than two electives if they want to (i.e., graduate with more than 60 credits).



APPENDIX C

Counseling and Educational Psychology Department Faculty

Elsa C. Arroyos, Ph.D. (The University of Iowa)
Associate Professor, Nationally Certified School Psychologist
Program Director- School Psychology (Ed.S.)

Research: Traumatic brain injury in children and adolescents, pediatric neuropsychology, and multicultural school psychology/training

Recent Publications:

Arroyos, E., & Merrell, K.W. Ervin, R. A., & Gimpel Peacock (2012). The changing face of school psychology: Responding effectively to cultural and linguistic diversity (chapter 3). In K. M. Merrell, R. Ervin, & G. Gimpel (Eds.), *School psychology in the 21st century: Foundations and Practices* (2nd Ed.). Guilford Press.

Arroyos-Jurado, E., Torres-Fernandez, I. & Navarro, R. (2010). Multiculturalism and Diversity in School Psychology. *Handbook of Education, Training, and Supervision of School Psychologists in School and Community. Volume I: Foundations of Professional Practice.* Edited by E. G. Vazquez, T. Crespi, and C. Riccio.

Arroyos-Jurado, E., & Savage, T. A. (2007). Intervention strategies for serving students with traumatic brain injury. *Intervention in School and Clinic, 43*.

Poel, E. W., **Arroyos-Jurado, E.**, Coppola, B. J. (2007). Women, mentoring, and a border university. *Journal of Public Affairs Education, 12*, 501-514.

Garcia-Vazquez, E., & **Arroyos-Jurado, E.** (2006). Trainers focus on the future: 2006 trainers of school psychologists mini-conference. *Trainers in School Psychology Forum, 25*, 15-18.

Arroyos-Jurado, E., Paulsen, J.S., Ehly, S., & Max, J.E. (2006). Traumatic brain injury in children and adolescents: Academic and intellectual outcomes following injury. *Exceptionality, 14*, 125-140.

Savage, T. A., **Arroyos-Jurado, E. C.**, & Harley, D. A. (2005). Academic challenges among lesbian, gay, bisexual, and transgender students. *New Mexico Review, 13*, 19-20.

Arroyos-Jurado, E., & Merrell, K.W. (2005). The changing face of school psychology: Responding effectively to cultural and linguistic diversity (chapter 3). In K. M. Merrell, R. Ervin, & G. Gimpel (Eds.), *School Psychology in the 21st Century: Foundations and Practices*. Guilford Press.

Savage, T. A., **Arroyos-Jurado, E.**, Nero, C. L., & Garcia-Vazquez, E. (2004). Applying a culturally responsive paradigm to the field of school psychology: A framework for practice and training. *Trainers in School Psychology Forum, 24*, 10-18.

Arroyos-Jurado, E., Paulsen, J.S., Merrell, K.W., Lindgren, S.D., & Max, J.E. (2000). Traumatic brain injury in school-age children: Academic and social outcome. *Journal of School Psychology, 38*, 571-587.

Staci Ballard, Ph.D. (University of Massachusetts Boston)
Assistant Professor

Recent Publications:

Ballard, S., Bender, S. L., Daniels, B., & Fernandes, C. (under review). *School Psychologists in Alternative vs. Mainstream Education*. Department of School and Counseling Psychology, University of Massachusetts Boston.

Veiga, M. B., Fallon, L. M., Collier-Meek, M., Susilo, A., **Ballard, S.**, Sunda, R., DeFaria, K., & Mumm, A. M. (under review). *Training school psychologists to deliver functional behavior assessment interviews grounded in cultural humility*. Department of Counseling and School Psychology, University of Massachusetts Boston.

Fallon, L. M., Robinson-Link, P., Womack, T. A., Alba, L. A., Sunda, R., **Ballard, S.**, Viega, M., & Johnson, A. H., (2023). Learning to decenter whiteness in schools through teacher professional development: A systematic review. *School Psychology Review*.
<https://doi.org/10.1080/2372966X.2023.2194236>

- Rodriguez, J., Gupta, A., **Ballard, S. C.**, & Siperstein, G. N. (2023). Positive identity development through community engagement among youth with intellectual and developmental disabilities. *Journal of Applied Research in Intellectual Disabilities*.
<https://doi.org/10.1111/jar.13091>
- Siperstein, G. N., **Ballard, S.**, Rodriguez, J., Jacobs, H., & Shriver, T. P. (2022). "A place for everybody": Students' perspectives on inclusive behavior in schools. *Educational Researcher*, 51(6), 387-398. <https://dx.doi.org/10.3102/0013189X221090509>
- Ballard, S.** & Bender, S. L. (2021). A systematic review of social, emotional, and behavioral outcomes for students in alternative education. *Preventing School Failure: Alternative Education for Children and Youth*, 66(2), 136-149.
<http://dx.doi.org/10.1080/1045988X.2021.1980850>
- May, N. G., **Ballard, S.**, & Siperstein, G. N. (2021) It's right, but risky too: Inclusive behavior as a positive risk in adolescence. *Journal of Adolescence*, 89, 41-54.
<https://doi.org/10.1016/j.adolescence.2021.03.004>
- Daniels, B., Bender, S. L., **Ballard, S.**, Iun, A. & Fowler, D. (2021). Universal socialemotional/behavior screening for preschool students: A systematic review. *Perspectives in Early Childhood Education and Psychology*, 6(2), 217-245.
- Krach, S. K., Paskiewicz, T., **Ballard, S.**, Howell, J., & Botana, S. (2020). Meeting the COVID-19 deadlines: A proposed guide for choosing assessments to determine eligibility. *Journal of Psychoeducational Assessment*, 39(1), 50-73. <https://doi.org/10.1177/0734282920969993>

Dr. Lindsey Bell, Ph.D. (University of New Mexico)

Assistant Professor

Recent Publications:

- Rodriguez, M. N., **Bell, L. M.**, Martin-Cuellar, A., & Wooten, R. (In press). The Dynamic Self-Awareness Integration Process (DSAIP) Model: A constructivist grounded theory. *Journal of Counselor Leadership and Advocacy*.
- Rodriguez, M. N., Goodrich, K. M., **Bell, L. M.**, Waller, M. W., Zhang, L., & Lilliott, E. (2025). The prevalence and predictors of problem gambling among adults in New Mexico: A sociodemographic analysis. *Journal of Gambling Studies*, 1-23. <http://doi.org/10.1007/sl0899-025-10380-4>
- Bell, L. M.**, Verdezoto, C., Lardier, D. T., Herrera, A., Garcia-Reid, P., & Reid, R. J. (2025). Exploring the role of ethnic identity, attachment, and family prosocial opportunities on BIPOC adolescents' anxiety and depression. *Journal of Racial and Ethnic Health Disparities*, 1-15. <https://doi.org/10.1007/s40615-025-02313-z>
- Lardier, D. T., Davis, A. N., Verdezoto, C., Magliulo, S., **Bell, L. M.**, Herrera, A., Garcia-Reid, P., & Reid, R. J. (2025). Intrapersonal psychological empowerment: Assessing configural, metric and scalar invariances on the Brief Sociopolitical Control Scale for Youth (BSPCS-Y) between LGBTQ+ and non-LGBTQ+ youth of color. *American Journal of Community Psychology*, 1-16. <https://doi.org/10.1002/ajcp.12786>
- Rodriguez, M. N., & **Bell, L. M.** (2024). An embodied approach to relational-cultural mentorship in academia. [Special Issue], *The Chronicle of Mentoring & Coaching*, 8(3), 334-339. <https://doi.org/10.62935/4p5cxu>
- Rodriguez, M. N., Goodrich, K. M., **Bell, L. M.**, Waller, M. W., Zhang, L., & Lilliott, E. (2024). The prevalence of adolescent problem gambling: Examining sociodemographic risk factors in New Mexico. *International Gambling Studies*, 25(1), 107-128. <https://doi.org/10.1080/14459795.2024.2415689>
- Irizarry-Perez, C. D., Bell, L. M., Rodriguez, M. N., & Viramontes, V. (2024). Spanish-speaking mothers' experiences of school-based therapy for speech and language intervention. *Language, Speech, and Hearing Services in Schools*, 55(3), 629-647. https://doi.org/10.1044/2024_LSHSS-23-00043

Bell, L. M. & Goodrich, K. M. (2025). Developing and assessing anti-oppressive goals: A supervision of group work intervention. In Peters, H. C. & Luke, M. (Eds.), *Interventions for anti-oppressive clinical supervision: Navigating critical praxis* (pp. 169-177). New York: Routledge. <https://doi.org/10.4324/9781003470656-7>

Halin Chung, Ph.D. (University of Iowa)
Assistant Professor

Recent Publications:

- Wang, K., **Chung, H.**, Stuart-Maver, S. L., Schreier, B., Galligan, P., Davis, H., & Kivlighan, D. M. (2022). The relationship between clients' expectation of therapist support and challenge and treatment outcome: A response surface analysis. *Psychotherapy, 59*(3), 481–486.
- Chung, H.**, Kim, J. W., Kwon, J., Kim, K., Ryou, B., & Ryu, H. J. (2019). Development of brief post-traumatic stress disorder rating scale for sexual violence victims. *Psychiatry Investigation, 16*(11), 868–871.
- Yun, J. Y., **Chung, H.**, Sim, J. A., & Yun, Y. H. (2019). Prevalence and associated factors of depression among Korean adolescents. *PLOS One, 14*(10): e0223176.
- Chung, H.**, & Kim, K-H. (2017). Effects of acceptance practice with preparation stage on acceptance and emotion. *Korean Journal of Counseling, 18*(6), 101–114.

Michael Kalkbrenner, Ph.D. (Old Dominion University)
Full Professor

Program Director- Clinical Mental Health Counseling (MA)

Teaching: Counseling research, Appraisal theory & technique, Human Development

Research: Psychometrics and college student mental health and 2. Measurement and evaluation of dimensions of integrated mental and physical wellness

Recent Publications:

**Italicized* denote student collaborations

- Neukrug, E.S., **Kalkbrenner, M.T.**, Sink, C.A., & *Kubilus, R.* (in press). Development and initial validation of scores on Ed Neukrug's Theoretical Orientation Survey (ENTOS): A Rasch Analysis. *Measurement and Evaluation in Counseling and Development*.
- Buras, A.L.*, & **Kalkbrenner, M.T.** (in press). Psychometric properties of the Lifestyle Practices and Health Consciousness Inventory-2 with older adults: Implications for mental health counseling. *Journal of Mental Health Counseling*.
- Kalkbrenner, M.T.**, & *George, E.G.* (2026). Internal structure and convergent validity evidence of scores on barriers to counseling measures among older adults in the United States. *Journal of Counseling & Development, 104*(1), 143-153. <https://doi.org/10.1002/jcad.70009>.
- Kalkbrenner, M.T.**, & Lenz, A. S. (2026). Step-by-step tutorial to conducting and interpreting measurement invariance testing for counselors and assessment professionals. *Measurement and Evaluation in Counseling and Development*. Advanced online publication. <https://doi.org/10.1080/07481756.2025.2595033>.
- Kalkbrenner, M.T.**, & *Filoteo Young, N.A.* (2025). Supporting mental health among STEM students: The REDFLAGS Model. *Behavioral Sciences, 15*(11), Article 1559. <https://doi.org/10.3390/bs15111559>.
- Knox, K. M., & **Kalkbrenner, M. T.** (2025). Development and validation of scores on the School Social Work Advocacy Scale (SSWAS). *School Mental Health*. Advanced online publication. <https://doi.org/10.1007/s12310-025-09823-5>
- Cascalheira, C. J., DeFiori, K., **Kalkbrenner, M. T.**, Beaver, K., Chang, C.C., Upham, M., Livingston, N.A., Shipherd, J.C., Kauth, M.R., Kaysen, D., & Simpson, T.L. (2025). Factor structure and factorial invariance of scores on the PCL-5, PHQ-8, and GAD-7 across veterans. *Assessment*. Advanced online publication. <https://doi.org/10.1177/10731911251389202>.
- Wang, J., & **Kalkbrenner, M.T** (2026). Factorial invariance of scores on the Teacher's Motivation Assessment for Coaching (T-MAC): Coaching history and years of teaching experience. *Psychology in the Schools, 63*(2), 291-300. <http://doi.org/10.1002/pits.70092>.
- Sun, H.*, **Kalkbrenner, M.T.**, & *Doyle, V.* (2025). Validation of scores on the Lifestyle Practices and Health Consciousness Inventory-2 with a national sample of veterans in the United States. *Measurement and Evaluation in Counseling and Development*. Advanced online publication.

- <https://doi.org/10.1080/07481756.2025.2485062>.
- Goodman-Scott, E., **Kalkbrenner, M.T.**, Olsen, J., & Betters-Bubon, J.J. (2025). Initial validation of scores on the MTSS Alignment Inventory. *Journal of Positive Behavior Interventions*. Advanced online publication. <https://doi.org/10.1177/10983007251373066>.
- Kalkbrenner, M.T.**, & Peterson, S. (2025). Barriers to seeking counseling among U.S. Military service members. *Journal of Counseling & Development*. 103(1), 15-24. <http://dx.doi.org/10.1002/jcad.12542>.
- Kalkbrenner, M.T.**, & Esparza, S. (2025). Barriers to seeking counseling among a national sample of U.S. physicians: The Revised Fit, Stigma, and Value Scale. *The Professional Counselor*. 15(2), 99-114. <https://doi.org/10.15241/mtk.15.2.99>.
- Wang, J., **Kalkbrenner, M.T.**, & Begeny, J. (2025). Development and initial validation of scores on the Teacher's Motivation Assessment for Coaching (T-MAC). *Journal of Educational and Psychological Consultation*. Advanced online publication. <https://doi.org/10.1080/10474412.2025.2475502>
- Kalkbrenner, M.T.**, & Gainza Perez, M.A. (2025). Factorial invariance of scores on the Lifestyle Practices and Health Consciousness Inventory-2: An international sample from the United States and United Kingdom. *Measurement and Evaluation in Counseling and Development*. Advanced online publication. <https://doi.org/10.1080/07481756.2024.2441135>.
- Wang, J., **Kalkbrenner, M.T.**, & Schaner, R. (2025). Measurement invariance of scores on the Teacher Stress Scale: National sample of PreK-12 teachers. *Psychology in the Schools*. 62(1), 149-166. <http://dx.doi.org/10.1002/pits.23317>.
- Kalkbrenner, M.T.**, Sun, H., & Peterson, S. (2025). Psychometric evaluation of wellness-based screeners: National sample of U.S. physicians. *Journal of Mental Health Counseling*. 47(1), 74-94. <https://doi.org/10.1080/07481756.2024.2441135>.
- Kalkbrenner, M.T.**, Huycke, M., & Sun, H. (2025). Factorial Invariance of college students' scores on The Lifestyle Practices and Health Consciousness Inventory. *Journal of American College Health*. 73(6), 2529-2537. <https://doi.org/10.1080/07448481.2024.2308269>.

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

Full Professor

Teaching: Qualitative Research Methods, Counseling Practicum, Advanced Practicum, Internship

Research: Social justice and advocacy issues related to understanding the experiences of undocumented immigrants and their families in respect to deportation and undocumented status, multicultural/bilingual counseling and supervision, body image and eating disorders

Recent Publications:

Carrola, P., **Lopez, A.**, & Pereira, S. (in press). Counseling during the Mexico Drug Wars: A Qualitative Study Exploring the Burnout Experiences and needs of Mental Health Counselors in Ciudad Juarez, Mexico. *The Journal of Multicultural Counseling and Development*.

Kalkbrenner, M., **Lopez, A.**, & Gibbs, J. (in press). Establishing the validity of The REDFLAGS Model: Implications for college counselors. *Journal of College Counseling*.

Cisneros, J., **Lopez, A.** (in press). Ally Competency and Self-Efficacy for working with undocumented students: DREAMzone outcomes at Post-, 2-months, and 8-months. *Journal of Student Affairs Research and Practice*.

Lopez, A., & Torres-Fernandez, I. (2019). Exploring the experiences of supervisors and supervisees who engaged in bilingual supervision. *The Journal of Counselor Preparation and Supervision*. 12(1).

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Jessica Lopez-Harder, Ph.D. (New Mexico State University)

Assistant Professor

Teaching: Supervision Theory and Practicum

Research: Issues at the intersections of sexism, heterosexism, transphobia, and racism, especially among Latine LGBTQIA+ communities, access to and provision of culturally responsive healthcare/mental healthcare services for transgender and gender diverse communities and increasing integrated healthcare training in clinical training to reduce health disparities in marginalized communities

Recent Publications:



- Choi, N., Brown, R., Gibbs, J. and **López-Harder, J.** (in press). Cultural factors on mental health and help seeking attitudes in Mexican Americans. *The Counseling Psychologist*.
- Cheng, H-L., López, A., Rislin, J.L., Kim, H., Turner, J., Terhorst-Miller, H., **López-Harder, J.**, Cha, C. (2018). Latino/Hispanic Community Adults' Healthcare Experience in a New Mexico Borderland Region. *Journal of Health Disparities Research and Practice*. 11(4), 5.

Casey McDougall, Ph.D. (University of North Dakota)

College Professor

Training Director – Clinical Psychopharmacology (Postdoctoral M.S.)

Teaching: Physiological Psychological, Biological Basis of Behavior

Research: Rehabilitative Psychology, training and education in clinical psychopharmacology, longitudinal patient outcomes utilizing combined medicine

Bhanu Priya Moturu, Ph.D. (University of Maryland, College Park)

Assistant Professor

Recent Publications:

Lent, R.W., R.J. Wang, R.J., Cygrymus, E.R., & **Moturu, B.P.** (in press). Navigating the multiple challenges of job loss: A career self-management perspective. *Journal of Vocational Behavior*.

Lent, R. W., Brown, S. D., Wang, R. J., Cygrymus, E. L., & **Moturu, B. P.** (in press). Looking ahead, looking around, and looking to others: Identifying core proactive behaviors in the quest for career sustainability. *Journal of Career Assessment*.

Moturu, B. P., & Lent, R. W. (2023). Self-assertive efficacy and workplace advocacy behavior: social cognitive analysis. *Journal of Counseling Psychology*, 70, 41-51.
<https://doi.org/10.1037/cou0000645>

Ezeofor, I., Lent, R. W., & **Moturu, B. P.** (2022). Test of a social cognitive model of restorative well-being: Application to international students. *Journal of Prevention and Health Promotion*, 3(4), 468–494.
<https://doi.org.proxyum.researchport.umd.edu/10.1177/26320770221097627>

Lent, R. W., Morris, T. R., Wang, R.J., **Moturu, B. P.**, Cygrymus, E. R., & Yeung, J. G. (2022). Test of a social cognitive model of proactive career behavior. *Journal of Career Assessment*, 30(4), 756–775. <https://doi.org/10.1177/10690727221080948>

Lent, R. W., Morris, T. R., Tatum, A. K., Wang, R. J., **Moturu, B. P.**, & Ireland, G. W. (2021). Predictors of workplace sexual identity management behaviors: A test of the social cognitive career self-management model. *Journal of Vocational Behavior*, 126.
<https://doi.org/10.1016/j.jvb.2021.103566>

Lisa Peterson, Ph.D. (Texas A&M University)

Assistant Professor

Teaching: Cognitive and Affective Bases of Behavior, Diagnosis Classification in the Schools, Practicum in School Psychology, Advanced Multicultural Practicum, Addictions Counseling

Research: How to best support the mental health needs of culturally and linguistically diverse children in the schools, particularly immigrants, refugees, and asylum seekers, professional issues in school psychology, including supervision, school-based mental health models, and addressing the national shortage of school psychologists

Recent Publications:

Harris, B., Vega, D., **Peterson, L.S.**, & Newell, K.W. (2020). Critical issues in the training of bilingual school psychologists, *Contemporary School Psychology*, Advance online publication. <https://doi.org/10.1007/s40688-020-00340-7>

Peterson, L.S., Villarreal, V., & Castro, M.J. (2017). Models and frameworks for culturally responsive adaptations of interventions. *Contemporary School Psychology*, 21, 181-190. <https://doi.org/10.1007/s40688-016-0115-9>

Peterson, L.S. & Hughes, J.N. (2011). Differences between retained and promoted children in educational services received. *Psychology in the Schools*, 48, 156-165. <https://psycnet.apa.org/doi/10.1002/pits.20534>



Sarah Ramos, Ph.D. (New Mexico State University)

Assistant Professor

Co-Director of Clinical Training – Counseling Psychology (Ph.D.)

Clinic Training Director

Research: Centering the lived experiences of Latinas in higher education and bilingual clinical mental health training

Recent Publications:

Ramos, S. L. & Torres Fernandez, I. (2020) Conociendo los caminos: Testimonios of Latina doctoral students. *Peace and Conflict: Journal of Peace Psychology*, 26(4), 379–389. <https://doi.org/10.1037/pac0000450>

Pereira, S. R., **Ramos, S. L.**, & Torres Fernandez, I. (2017). Semillas de empoderamiento en la frontera: Seeds of empowerment in the borderland. *Latina/o Psychology Today*, 4(1), 14-17.



APPENDIX D

INFORMED CONSENT STATEMENT

The MA-CMHC program faculty and affiliated faculty are committed to training excellent counselors. This training includes an emphasis on legal, ethical, technological, social and cultural, and advocacy issues. These constructs are conceptualized from a knowledge, skills, and awareness pedagogy.

Based on legal, ethical, and accreditation mandates, MA-CMHC program faculty and affiliated faculty maintain continual evaluation of all enrolled counseling students to promote student learning. The counseling faculty are committed to due process, assessment, and remediation (when needed) that aligns with best practice in counselor education. As part of this process, counseling faculty request that all currently enrolled counseling students read and review their program handbook, corresponding program websites, and this document to become familiar with the Counseling Programs expectations. *

By enrolling in the MA-CMHC Program, students are indicating their consent and agreement to follow all of the provisions, guidelines, and standards that are outlined in this handbook.

1. I understand that I will be expected to demonstrate academic, personal, interpersonal, and professional competencies appropriate for prospective counselors in training. Failure to attain and demonstrate these competencies may result in faculty initiating a remediation process (please refer to the Fitness to Practice Policy in this handbook), which can result in dismissal from the program in the most extreme cases.
2. As a prospective counselor I understand that I am expected to learn, apply, and adhere to the ethical codes and standards of the counseling profession (e.g., American Counseling Association, National Board for Certified Counselors) and appropriate specialty areas (e.g., American Mental Health Counselor's Association). I understand that I am expected to demonstrate competency in professionalism, knowledge and implementation of skills, and appropriate interactions with peers and faculty both in and out of the classroom as well as at all field placement sites.
3. I understand that my self-growth will be encouraged by faculty through the use of experiential learning techniques. Students are expected to engage in self-reflection and self-disclosures, which are essential to one's development as a counselor. However, should my disclosures indicate impairment or potential harm to clients, myself, or others, I understand the faculty will use this as part of the review of my overall academic and clinical growth. Faculty might require that a student attends personal counseling as part of a rededication plan.
4. I understand that the program implements a Comprehensive Evaluation System. This includes, but is not limited to, class performance, Progress Review Evaluations by each of the core and affiliated program faculty, site supervisor evaluations, Comprehensive Exams, and Key Performance Indicators. I understand that this Comprehensive Evaluation System is ongoing throughout my matriculation in the program.
5. I understand that there are specific requirements for graduation that may require fees such as background checks for site placements and exam fees for licensure.
6. I understand that work products, including but not limited to course assignments, developed in this program may be viewed by external agencies (e.g., CACREP) to assess program quality.



7. I understand that practicum and internship require the application of knowledge, skills, and attitudes that are developed in academic courses. These competencies are also reflected in the successful completion of the Comprehensive Exam. Site Supervisor Evaluations are taken into serious consideration for evaluation. Students are also expected to consistently demonstrate respect for individual differences and attention to the diverse needs of clients in a multicultural society.

8. I understand that I will not be licensed as a counselor upon completion of this program, and that my applications will be submitted independently to the specific licensing board for the state that I am applying to. It will be my responsibility to be fully informed of the licensure requirements in the state for which I intend to practice.

9. I understand that I will not be certified as a counselor unless I meet all requirements specified from the state that I seek to practice.

10. I understand the Student Handbook, with which I was admitted, may be revised to reflect program, accreditation, and/or licensing revisions. The program directors will inform students of any changes via email, however, I understand that it is my responsibility to maintain a copy of the handbook under which I was admitted and to be familiar with the policies and procedures outlined in the handbook at the time of my admission.

11. I understand that email is the official communication method for NMSU students. It is the student's responsibility to check their NMSU email regularly and respond to departmental requests in a timely manner.

12. I understand that I will use Tevera, a field placement and assessment management software, which allows students to document hours and assemble a number of necessary forms and evaluations to meet the requirements for graduation and continue to document their post-graduate hours while pursuing licensure. Students are required to pay a one-time fee (approximately \$200) for lifetime access to Tevera.



APPENDIX E

FITNESS TO PRACTICE INDIVIDUAL EVALUATION FORM



Department of Counseling & Educational Psychology

Fitness to Practice Evaluation Form

Student Name: _____ Banner ID: _____

Evaluator: _____ Date: _____

Please evaluate the student on the following criteria based on the student’s developmental level. After Evaluation has been filled out, Evaluator is responsible for initiating the FTP process. For more information regarding the FTP process, please refer to the FTP policies and procedures section of the MA Student Manual.

STANDARD	COMPETENCE SATISFIED	COMPETENCE MINIMALLY SATISFIED	COMPETENCE NOT SATISFIED	NO OPPORTUNITY TO OBSERVE
1. Demonstrates Cultural Sensitivity	__3	__2	__1	__N/O
2. Displays openness to new concepts and ideas	__3	__2	__1	__N/O
3. Adheres to ethical and legal considerations	__3	__2	__1	__N/O
4. Appropriately responds to conflict and other difficult situations	__3	__2	__1	__N/O
5. Demonstrates the ability to set aside own values and beliefs in order to serve clients	__3	__2	__1	__N/O
6. Expresses thoughts and feelings in an appropriate and effective manner	__3	__2	__1	__N/O
7. Demonstrates receptiveness to and use of constructive feedback	__3	__2	__1	__N/O
8. Accepts personal responsibility	__3	__2	__1	__N/O
9. Meets obligations and assigned responsibilities and demonstrates professional behavior	__3	__2	__1	__N/O
10. Aware of own impact on others	__3	__2	__1	__N/O
11. Open to ambiguity	__3	__2	__1	__N/O
12. Demonstrates empathy and compassion toward others	__3	__2	__1	__N/O
13. Academic performance that does not represent satisfactory demonstration of the Student Learning Outcomes identified for a particular course	__3	__2	__1	__N/O

If competence was not satisfied in any one competency (rating of “1”) or minimally satisfied in more than two competencies (rating of “2”), please describe the specific behavior(s) indicating that competence was below satisfactory:



APPENDIX F

FITNESS TO PRACTICE REMEDIATION PLAN FORM (FTPRP)



Department of Counseling & Educational Psychology

Remediation Plan Form

Student Name: _____ Banner ID: _____

Faculty initiating FTP process: _____ Date: _____

Process Initiated by:

____ CMHC Program Committee _____ Faculty/ Instructor

____ Advisor of Record

Please identify specific FTP competencies or concerns (such as SLO's) that require remediation:

Please outline the specific requirements to achieve remediation as requested from student:

Please describe any other expectations for successful remediation:

All requirements must be completed by:

Acknowledgement of Remediation Plan Review

Student: _____ Faculty initiating FTP process: _____

Date: _____

Outcome

____ Remediation Plan was completed

If so, list any concerns that may require need for follow up:

____ Remediation Plan was not completed; Need for Selective Review

If so, M.A. Counseling Committee must be informed so that Selective Review process can begin

Student: _____ Faculty/Staff initiating FTP process: _____

Date: _____